Sophia Program…

Featuring expanded requirements for the
Sophia Program
Saint Mary’s College Bulletin
2013–2014
Academic Year
Volume 152
Notre Dame, Indiana
Guide to Correspondence and Communication

Sanct Mary’s College, Notre Dame, IN 46556-5001, (574) 284-4000
E-mail: admission@saintmarys.edu Internet: saintmarys.edu

President, Carol Ann Mooney ’72
- Institutional Research and Assessment, Jessica Ickes

Provost and Senior Vice President for Academic Affairs, Patricia Ann Fleming
- Dean of Faculty, Vicki Hess
- Interim Associate Dean of Faculty, Julie Storme
- Associate Dean for Advising, Susan Vanek ’70
- Career Crossings Office, Stacie Jeffirs
- Center for Academic Innovation, Sister Amy Cavender, CSC
- Center for Women’s Intercultural Leadership, Elaine Meyer-Lee
- Cushwa-Leighton Library, Janet Fore
- Global Education, Alice Yang
- Information Technology, Michael Boehm
- Records and Registration, Todd Norris
- Special Events, Richard Baxter
- Student Success, Diane Fox

Vice President for College Relations, Shari M. Rodriguez
- Assistant Vice President of Development, Janice Druyvesteyn
- Advancement Services, Laura Brandenburg
- Alumnae Relations, Kara O’Leary ’89
- Annual Fund, Heather Frey
- Development, Libby Gray
- Donor Relations, Adaline Cashore ’70
- Marketing Services, Ken Lavery
- Media Relations, Gwen O’Brien
- Planned/Special Gifts, Jennifer Winnett Denniston ’98

Vice President for Enrollment Management, Mona C. Bowe
- Admission to the College, Kristin McAndrew
- Student Financial Assistance, Kathleen Brown

Vice President for Finance and Administration, Susan K. Bolt
- Student Accounts, Shannon Buchmann

Vice President for Mission, Sister Veronique Wiedower, CSC, ’70
- Campus Ministry, Judith Fean
- Center for Spirituality, Elizabeth Gropp
- Office for Civic and Social Engagement, Erika Buhring

Vice President for Student Affairs, Karen A. Johnson
- Athletics and Recreation, Julie Schroeder-Biek ’88
- Residence Life and Community Standards, Janielle Tchakerian
- Safety and Security, David Gariepy
- Student Involvement and Multicultural Services, Stephanie Steward-Bridges
- Women’s Health, Elizabeth Fourman

Table of Contents

Calendar / 4–5

General Information / 6–10

Campus and Buildings / 11–14

Admission / 15–18

Campus Life / 19–23

Financial Information / 25–28

Financial Aid / 29–46

Academic Life / 47–70

Academic Degree & Graduation Requirements / 71–88

Courses of Study / 89–309

Board of Trustees / Officers of the College / 311

Administration / 312–314

Faculty / 315–327

Alumnae Association / 328

Campus Map / 330–331

Index / 333–335

This Bulletin depicts the status of the programs offered by Saint Mary’s College as of June 1 of the year of its publication. Changes in programs do and necessarily must occur. The College maintains the current official status of College policy and programs in the Office of the Registrar. This publication is not an offer to enter into a contract. The College reserves the right to modify or eliminate College rules, policies and programs and to apply any such modifications to any student without regard to date of admission, application or enrollment. Any questions regarding changes since June 1, 2013 may be directed to registrar@saintmarys.edu.
2013–2014 Academic Calendar

**FALL SEMESTER 2013**

August 22–24  Thur–Sat  Orientation and advising for all new students
August 24  Saturday  Celebration of Eucharist for Belles Beginnings
August 25–Sept 1  Sun–Sun  Enrollment for all students
August 26  Monday  Classes begin at 8:00 a.m.
August 28  Wednesday  Mass of the Holy Spirit (11 a.m. and 12 p.m. classes canceled)
September 1  Sunday  Last day to add classes on PRISM (11:59 p.m.)
September 27  Friday  Last day to drop classes
October 19–27  Sat–Sun  Mid-semester break
October 22  Tuesday  Mid-semester Deficiency Reports due in PRISM by 8:00 a.m.
October 28  Monday  Classes resume at 8:00 a.m./Advance registration begins
November 18  Monday  Pre-registration for spring semester 2014 begins
November 27–Dec 1  Wed–Sun  Thanksgiving Holiday
December 2  Monday  Classes resume at 8:00 a.m.
December 12  Thursday  Last class day
December 13–15  Fri–Sun  Study days (no examinations)
December 16–20  Mon–Fri  Final examinations
December 23  Monday  ND student grades due to SMC registrar 12:00 noon
December 23  Tuesday  All grades due in PRISM by 12:00 noon

**SPRING SEMESTER 2014**

January 12  Sunday  New Student Orientation (afternoon)
January 12–19  Sun–Sun  Enrollment for all students
January 13  Monday  Classes begin at 8:00 a.m.
January 19  Sunday  Last day to add classes on PRISM (11:59 p.m.)
February 14  Friday  Last day to drop classes
March 1  Tuesday  Deadline for 2014–15 Financial Aid application
March 8–16  Sat–Sun  Mid-semester break
March 11  Tuesday  Mid-semester Deficiency Reports due in PRISM by 8:00 a.m.
March 17  Monday  Classes resume at 8:00 a.m./Advance registration begins
April 14  Monday  Pre-registration for fall semester 2014 begins
April 18–21  Fri–Mon  Easter Holiday
April 22  Tuesday  Classes resume at 8:00 a.m.
May 1  Thursday  Last class day
May 2–4  Fri–Sun  Study days (no examinations)
May 4  Sunday  Convocation
May 5–9  Mon–Fri  Final examinations
May 12  Monday  ND grades due to SMC registrar by 12:00 noon
May 13  Tuesday  All grades due in PRISM by 12:00 noon
May 17  Saturday  Commencement

**2014–2015 Academic Calendar**

*Dates for semesters beyond the 2013–2014 academic year are provided for reference and should be considered tentative.*

**FALL SEMESTER 2014**

August 21–23  Thur–Sat  Orientation and advising for all new students
August 23  Saturday  Celebration of Eucharist for Belles Beginnings
August 24–31  Sun–Sun  Enrollment for all students
August 25  Monday  Classes begin at 8:00 a.m.
August 27  Wednesday  Mass of the Holy Spirit (11 a.m. and 12 p.m. classes canceled)
August 31  Sunday  Last day to add classes on PRISM (11:59 p.m.)
September 26  Friday  Last day to drop classes
October 18–26  Sat–Sun  Mid-semester break
October 21  Tuesday  Mid-semester Deficiency Reports due in PRISM by 8:00 a.m.
October 27  Monday  Classes resume at 8:00 a.m./Advance registration begins
November 17  Monday  Pre-registration for spring semester 2015 begins
November 26–30  Wed–Sun  Thanksgiving Holiday
December 1  Monday  Classes resume at 8:00 a.m.
December 11  Thursday  Last class day
December 12–14  Fri–Sun  Study days (no examinations)
December 15–19  Mon–Fri  Final examinations
December 22  Monday  ND student grades due to SMC registrar 12:00 noon
December 23  Tuesday  All grades due in PRISM by 12:00 noon

**SPRING SEMESTER 2015**

January 11  Sunday  New Student Orientation (afternoon)
January 11–18  Sun–Sun  Enrollment for all students
January 12  Monday  Classes begin at 8:00 a.m.
January 18  Sunday  Last day to add classes on PRISM (11:59 p.m.)
February 13  Friday  Last day to drop classes
March 1  Tuesday  Deadline for 2015–16 Financial Aid application
March 7–15  Sat–Sun  Mid-semester break
March 10  Tuesday  Mid-semester Deficiency Reports due in PRISM by 8:00 a.m.
March 16  Monday  Classes resume at 8:00 a.m./Advance registration begins
April 3–6  Fri–Mon  Easter Holiday
April 7  Tuesday  Classes resume at 8:00 a.m.
April 13  Monday  Pre-registration for fall semester 2015 begins
April 30  Thursday  Last class day
May 1–3  Fri–Sun  Study days (no examinations)
May 3  Sunday  Convocation
May 4–8  Mon–Fri  Final examinations
May 11  Monday  ND grades due to SMC registrar by 12:00 noon
May 12  Tuesday  All grades due in PRISM by 12:00 noon
May 16  Saturday  Commencement
Welcome!

Whether you are a prospective student considering Saint Mary's College or a current student charting the course of your academic future, the 2013–2014 Saint Mary's College Bulletin will be a valuable resource for you. In the Bulletin, you will discover a wealth of information: detailed course listings, College history, academic regulations, financial aid materials, athletic programs and resources, faculty listings, and much more.

The Bulletin is more than a course catalog. Within its pages, you will find an overview of the Saint Mary’s experience. The more you read, the more you will realize that Saint Mary’s College is a truly special place—a campus where the life of the mind and the life of the spirit both flourish.

Carol Ann Mooney ’72
Eleventh President of Saint Mary’s College

MISSION STATEMENT
Saint Mary's College is a Catholic, residential, women's college in the liberal arts tradition. A pioneer in the education of women, the College is an academic community where women develop their talents and prepare to make a difference in the world. Founded by the Sisters of the Holy Cross in 1844, Saint Mary's promotes a life of intellectual vigor, aesthetic appreciation, religious sensibility, and social responsibility. All members of the College remain faithful to this mission and continually assess their response to the complex needs and challenges of the contemporary world.

STATEMENT OF PHILOSOPHY AND PURPOSE
As a center of higher education, Saint Mary's fosters an academic climate of scholarship and learning for faculty and students alike. Through excellence in teaching and the example of its own active scholarship, the faculty challenges students to expand their horizons and supports them in their intellectual pursuits. A broad-based course of study invites students to think critically and creatively about the natural world and human culture. Acknowledging the need to prepare women for an array of careers, the College insists on a liberal arts foundation for all its students. Through their years at Saint Mary's, students acquire depth and breadth of knowledge, competence in quantitative skills and modern languages, the ability to think clearly about complex problems, and the capacity to communicate with precision and style.
As a Catholic college, Saint Mary's cultivates a community of intellectual inquiry, liturgical prayer, and social action. The College creates an open forum in which students freely and critically study the rich heritage of the Catholic tradition, raising the questions necessary to develop a mature religious life. The celebration of liturgy encourages students to explore the fullness of life and its mysteries. The College nurtures awareness and compassion for a troubled world and challenges students to promote human dignity throughout their lives. In preparing women for roles of leadership and action, Saint Mary's pays particular attention to the rights and responsibilities of women in the worlds of work, church, community, and family.

Dedicated to the personal and social growth of its students, Saint Mary's cultivates a community of students, faculty, and staff, which responds to the needs of women. In order to offer the richest educational experience possible, the College strives to bring together women of different nations, cultures, and races. It provides a residential environment where women grow in their appreciation of the strengths and needs of others. Through a host of co-curricular programs on campus and in the local community, Saint Mary's initiates students in the habits of civic responsibility. Engaging in all aspects of the college experience, students acquire the hallmarks of a liberally educated woman: keen self-knowledge, lively imagination, lifelong intellectual and cultural interests, and the ability to make socially responsible choices about the future.

HISTORY OF THE COLLEGE

Saint Mary's College was founded by the Sisters of the Holy Cross in 1844 and continues to be sponsored by the Congregation today. Located on the banks of the St. Joseph River, the 75-acre campus remains as beautiful today as when the pioneering Sisters arrived from France. In fact, “The Avenue,” the main entrance to campus, is legendary among graduates for its beauty and for the sense of welcoming that it gives to all who enter the campus.

Recognized nationally as a leader in women’s education, Saint Mary’s College has always been proud of pioneering change in response to the needs of the times.

Through more than 160 years and 11 presidents, Saint Mary’s College has embraced its mission of educating women to make a difference in the world. From modest beginnings as a boarding school teaching and ministering to orphans, to offering five bachelor’s degrees and boasting approximately 18,000 living alumnae, the College continues to fulfill its ongoing mission of being a Catholic women’s college dedicated to the total development of its students.

ACCREDITATION

Saint Mary's College is accredited by The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). It is accredited, or approved, by the following organizations:

- American Chemical Society (list of approved schools)
- Commission on Collegiate Nursing Education
- Council on Social Work Education (CSWE)
- Indiana State Board of Nursing
- National Association of Schools of Art and Design (NASAD)
- American Association for the Advancement of Science
- National Association of Schools of Music (NASM)
- National Council for Accreditation of Teacher Education (NCATE)
- Office of Educator Licensing and Development

MEMBERSHIPS

Among others, the College holds membership in the following organizations:

- American Association of Colleges for Teacher Education (AACTE)
- Association of American Colleges and Universities (AACU)
- Association of Catholic College and Universities (ACCU)
- Campus Compact
- College Board
- Council of Independent Colleges (CIC)

INFORMATION TECHNOLOGY

Saint Mary’s College has a strong technology infrastructure to support its mission. The campus network is built for high-speed data access. Every building is wired for data, providing web access and email.

Students living in residence halls have access to the campus network and the Internet via ResNet, which provides one high-speed network connection for each room occupant, as well as one cable television connection for each residence room or suite. ResNet staff provides technical assistance to students who are having problems with their personal computers. Students also have the option of connecting to Saint Mary’s College wireless network, “BelleAire”, in most areas across campus. Wireless connectivity is available in all residence halls and academic buildings, with over 400 wireless access points distributed throughout the campus.

Technology classrooms and computer clusters are available in every academic building. Computer clusters include dedicated printers as well as a mix of Mac and Windows computers. The Trumper Computer Center, located in the lower level of the Cushwa-Leighton Library, is a state-of-the-art facility with 24-hour access for students when classes are in session. Each residence hall also offers 24-hour access when classes are in session.

Several teams within the Information Technology Department (IT) provide technology support services to the campus community. These include: Instructional Technology and Media Services, Administrative Computing, User Support (including the SMC HelpDesk, ResNet and Cluster Support), and Network Systems Support.

The Huisking Instructional Technology Resource Center (ITRC) provides consulting services and support for students and faculty in a number of technology areas: including hardware, software, video editing, video production, and online learning. The Huisking ITRC is located in the lower level of the Cushwa-Leighton Library near the Trumper Computer Center. Saint Mary's College uses the Blackboard Learning Management System to support both classroom and online learning.

For more information about Information Technology at Saint Mary’s College, visit saintmarys.edu/it.

SAFETY AND SECURITY

Safety and security on campus is of paramount importance to the College. The Security Department joins with the Department of Residence Life and the Building Services, Grounds, and Maintenance departments to share mutual responsibility in keeping the campus safe and secure. However, the total involvement and cooperation of students, faculty, and staff are necessary to maintain a safe environment.
The Saint Mary’s College Security Department is staffed by 12 full-time officers, 3 full-time dispatchers and a host of part-time and on-call officers, dispatchers and escort drivers. The staff provides 24 hour a day year-round security and for the Saint Mary's College community. The Director provides investigative services for the campus and works closely with local law enforcement, prosecutorial staff, social service organizations, and others to augment and provide the safest environment possible. The Director plans and provides safety programs and provides regular communications to the community concerning timely warnings and accompanying safety tips of crimes that may pose a continuing threat. The Security Department Compliance Officer provides regular inspections of College buildings to ensure safety issues are addressed in a timely fashion.

**Blinkie**
An escort service van, driven by security personnel, circles the campus when school is in session (from dark to 2:00 a.m., Sundays through Thursdays, and from dark to 4:00 a.m. on Fridays and Saturdays). The "Blinkie" van extends the route to the Grotto on the campus of the University of Notre Dame after the "Sweep" ends its daily run. The van drives students to and from Saint Mary’s College parking lots and residence halls.

**Stranded Student**
Additionally, the "Stranded Student Program" encourages and provides safe travel back to Saint Mary’s campus from local destinations when students find themselves alone or without the resources to obtain safe travel.

**Emergency Phones**
Blue light emergency phones, located around campus, provide another safety option for students to call Security when they do not feel safe, when they wish to report a crime, or in emergency situations.

The Safety and Security Department desires to provide the safest environment possible but true security can only be gained with the vigilance of all members of the community.

Information on campus safety is available at www3.saintmarys.edu/campus-safety. This web site describes the policies and programs the College has developed to foster a safe and secure environment conducive to the pursuit of education and personal growth. Please review the information carefully. If you have any questions contact the Security Department at (574) 284-5000.

**GRADUATION RATE**
The average 4 year graduation rate of the last 5 graduating cohorts is 73 percent. The average 6 year graduation rate of the last 5 graduating cohorts is 79 percent. The complete IPEDS Graduation Rate Survey may be found in the Office of Institutional Research.

**WITH ITS 100 ACRES OF LANDSCAPED CAMPUS ALONG THE ST. JOSEPH RIVER, LOCATED WITHIN THE 278 ACRES OWNED BY THE CONGREGATION OF THE SISTERS OF THE HOLY CROSS, SAINT MARY’S COLLEGE ENJOYS NATURAL AND CULTIVATED BEAUTY AND THE IDEAL QUIET SETTING FOR A COLLEGE. SAINT MARY’S IS ALSO WITHIN EASY ACCESS TO THE REGIONAL AIRPORT AND THE INTERSTATE HIGHWAY SYSTEM.**

**ACADEMIC/ADMINISTRATIVE FACILITIES**

**Angela Athletic Facility,** built in 1978, is an award-winning recreation and athletic facility, housing tennis, basketball, and volleyball courts in a gym area with seating for 2,000. Racquetball courts are adjacent to the main gym. Architect Helmut Jahn designed the building. See also: Intercollegiate Athletics and Recreation Program, page 19.

**Cushwa-Leighton Library,** built in 1982, was designed by architect Evans Woollen. The library presents a contemporary treatment of a traditional Gothic building echoing the shape and color of the surrounding buildings. A 86,606 square-foot building with a seating capacity of 540, the library provides access to more than 270,000 volumes and audiovisual materials and access to more than 20,000 journals in print and electronic format. The library is open until midnight most nights during the school year with reference and research assistance available until 9 p.m. The Trumper Computer Center is located in the lower level of the library and is open around the clock during the school year. The Huisking Instructional Technology Resources Center is also located on the lower level of the library and is available for multimedia development projects.

**Haggar College Center,** built in 1941, includes multipurpose rooms, a ballroom (Welsh Parlor), offices for Information Technology, Marketing Communications, Advancement Services, and Research and Development.
Havican Hall was built in 1947 as a model “campus school” to service neighboring parishes. Havican Hall now provides classrooms, high-tech classrooms, study areas, and faculty offices for the Department of Nursing. It also houses the Early Childhood Development Center (ECDC), a progressive childcare facility where many Saint Mary's students study and work.

Le Mans Hall, built in 1923, serves as the largest residence hall on campus. It also houses many administrative offices at Saint Mary’s: Admissions Office, Alumnae Relations, Business Office, Counseling Center, Department of Mathematics and Computer Science, Department of Modern Languages, Department of Music, Department of English, Department of Art, Office of Financial Aid, Office of the President, Vice President for Academic Affairs, Vice President of College Relations, Vice President of Enrollment Management, Vice President of Mission, Vice President of Student Affairs, Registrar, Residence Life and Housing, and Student Accounts.

Madeleva Memorial Classroom Building, built in 1967, contains classrooms, high-tech computer labs and classrooms, private faculty offices, faculty and student lounges, the Departments of Communicative Sciences and Disorders, Mathematics and Education, the Speech-Language Clinic, the Academic Resource Center (ARC), the College Archives, and Carroll Auditorium, a 350-seat lecture hall. The recently renovated building memorialsizes Sister M. Madeleva Wolff, CSC, President of Saint Mary's College from 1934–1961.

Moreau Center for the Arts, built in 1956, is named in honor of the Very Reverend Basil Anthony Moreau, CSC, the founder of the Congregation of the Sisters of the Holy Cross. It houses the College’s Departments of Art, Music, and Communication Studies, Dance and Theatre, and the Film Studies Program. The U-shaped building is made up of music practice rooms, classrooms, high-tech classrooms, art studios, an art computer lab, a digital music lab, a music library, art galleries, and two performance facilities—The Little Theatre and O’Laughlin Auditorium. The largest of these facilities, O’Laughlin Auditorium, has 1,300 seats and is used for a myriad of cultural events throughout the year including lectures, theatrical, musical and dance performances, film presentations and concerts. The Little Theatre, with seating for 275, provides a very intimate environment and is regularly used for theatrical productions, music recitals, and panel discussions. The Moreau Art Galleries include the Hammes, Little Theatre, and Sister Marie Rosaire, CSC exhibit spaces that comprise over 1,600 square feet of display area. The galleries are well known for their art exhibits featuring the works of renowned national, international, and regional contemporary artists.

Regina Hall, built in 1964, is a residence hall and also accommodates the Department of Modern Languages, and Campus Ministry as well as classrooms, a high-tech computer laboratory, the language learning center a video laboratory, a projection room, conference rooms, a theatre classroom, and a dance studio.

The Science Hall, built in 1954 with an addition in 1986, is an 97,149 square-foot structure provides classroom, high-tech classroom, laboratory, office and research space for the Department of Biology and the Department of Chemistry and Physics, as well as a 120-seat auditorium and a greenhouse.

Spes Unica Hall, a 68,464 square-foot Academic building, opened in the fall of 2008. The building accommodates eighteen state of the art classrooms with wireless Internet throughout the building, the Center for Spirituality, the Center for Women’s Intercultural Leadership, the Career Crossings Office, and the Center for Academic Innovation. It also houses the Departments of Business Administration and Economics, English, Global Studies (including Anthropology), History, Humanistic Studies, Philosophy, Political Science, Psychology, Religious Studies, Social Work, and Sociology, and the Interdisciplinary Programs of Environmental Studies, Gerontology, Gender and Women's Studies, Intercultural Studies, and Justice Education. Students can socialize and study in the many open lounge areas or the café. The reflection room located on the second floor provides a beautiful reflective space for students.

The Student Center, an 82,100 square-foot structure built in 2005, provides a common meeting place for students, faculty, and staff and encourages participation in co-curricular activities to promote spiritual, personal, social, and educational growth. The center includes the Vander Vennt Theatre, a student lounge, the cyber café, meeting rooms, a large atrium with a sculptured water wall, the Office of Multicultural Services & Student Programs (MSSP), the Women’s Resource Center, 1st Source Bank, the Office for Civic and Social Engagement, a resource center for Campus Ministries, food services offices, Anthony Travel, document services, and the Offices of Student Involvement, including the Blue Mantle, the SMC Observer, the Student Government Association and other student organizations. The Shaheen Bookstore is located on the north side of the building. The Student Center is the entrance for the Noble Family Dining Hall.

RESIDENCE HALLS
Saint Mary’s College believes that living on campus gives students the opportunity to be fully engaged in academic and student life and to exercise adult freedoms responsibly with professional and peer support. A diverse community full of various viewpoints, goals and styles prepares students for future relationships, diverse careers and living in a dynamic global society.

Saint Mary’s College has a six (6) semester residency requirement. However, many students choose to live on campus beyond the requirement. First-year students are assigned to a living space based on their housing preferences. Upperclass students participate in a room selection process based on a random lottery system. More information can be found at our web site saintmarys.edu/residence-life.

Each residence hall has the following amenities: social and reflective gathering and study areas, ResNet computer clusters, laundry facilities, full kitchens with microwaves, a chapel or reflection room, individual mailboxes, and a vending area.

Annunciata Hall was created in 1995 for seniors only. It is located on the fourth floor of Holy Cross Hall. Annunciata is a community available to a limited number of seniors who are interested in a more independent living experience and is comprised mostly of single rooms, with limited doubles, triples, and quads.

Holy Cross Hall, built in 1903, was once the primary building on campus. It is the oldest residence hall and is favored by its 250 residents for its architectural charm and cathedral windows. It also contains the campus post office, a chapel on the second floor, Women’s Health, and the Belles Against Violence office. The hall features all room sizes including the campus’ only two quinns.

Le Mans Hall not only serves as a residence hall for 520 women, but as the central hub for the College’s administrative offices. Room sizes available are single, double, triple, and quad. The beautiful Holy Spirit Chapel is located on the third floor.

McCandless Hall, built in 1964, houses 260 residents, and is the closest hall to the Noble Family Dining Hall, Angela Athletic Facility and student parking. Residents especially enjoy the air-conditioned study carrels provided for each room. McCandless contains singles, doubles, and triples. The hall’s reflection room is located on the first floor.

Opus Hall, the senior apartment building, opened in 2005 and houses 72 students in two and four bedroom apartments. Each apartment is furnished, air-conditioned, and includes all appliances. The two story building also has laundry facilities, a common lounge on each floor for social gatherings, for study groups, or a relaxing conversation by the fireplace or on the sun deck. Opus Hall apartments provide senior students independent living with the benefits of being off campus while remaining close to campus events and activities.
Regina Hall, a 173,700 square-foot structure with its north and south wings. The north wing houses 128 students in singles, doubles and quads. The south wing houses 36 seniors in all single rooms. Regina South residents may also have a small pet. Regina residents enjoy access to a chapel, two large student lounges with adjacent courtyards. Regina is home to the departments of Campus Ministry and Modern Languages. This hall also has many classrooms including a theatre classroom and a dance studio.

NOBLE FAMILY DINING HALL
The Noble Family Dining Hall features “Ultimate Dining,” an integrated, contemporary, customer-focused, residential dining program. While the focus is on quality food, the integrated approach touches all phases of the food service operation from delivery methods to food ordering, labor, and merchandising. The result is professional, restaurant-quality menu items prepared with state of the art equipment in a spectacular facility.

CLARISSA DALLOWAY’S COFFEEHOUSE
Founded in 1991 by Saint Mary’s junior, Paula Abood, Dalloway’s was conceived as “an additional social space where students, faculty, and staff could gather to enjoy cultural and social interests outside the classroom and residence hall settings.” The original Coffeehouse was housed in the Pine Grove Clubhouse. The current Dalloway’s Coffeehouse, a 6,190 square-foot structure built in 2000, was funded by the Parents Council and is located in the Clubhouse on Madeleva Drive.

Saint Mary’s College does not discriminate on the basis of race, color, national origin, religion, age, sexual orientation, or disability in the recruitment and admission of students. This nondiscriminatory policy also applies to all the rights, privileges, programs, and activities generally accorded or made available to students at the College, and to the administration of educational policies, scholarships and loan programs, student employment and other College-administered programs.

ADMISSION REQUIREMENTS
Saint Mary’s College seeks students who demonstrate academic achievement and want to contribute to the life of the College community. Admission is competitive and based primarily on the student’s academic transcript, standardized test scores, essay, and recommendation. A personal meeting with an admission counselor is strongly recommended and may be arranged by contacting the Office of Admission.

Students should apply by February 15 of the year of entrance. Late applications are welcome if space is available. The following items are needed for completion of an application to Saint Mary’s:

- An application form. The Common Application is available at commonapp.org.
- An official transcript of completed high school work. The high school transcript should be accompanied by an explanation of the grading system.
- Secondary school report completed by a guidance counselor or administrator.
- Scores earned on the ACT or SAT (See Testing Requirements, page 16).
- An essay.

Saint Mary’s has a modified rolling admission policy. Students whose applications are complete on or before December 1 will be notified of their decisions by mid-January. Applications submitted in December or later will be evaluated four to six weeks from the date of completion.

Accepted students confirm their intention to enroll by submitting a $400 enrollment deposit.

Students enrolling at Saint Mary’s College must have on file an official, final high school transcript, as proof of high school graduation, and a completed health form. These forms must be received before the start of the student’s first semester of attendance to comply with federal and state of Indiana regulations. Students who have not submitted both forms prior to their arrival to the College will not be allowed to move into the residence halls or start classes.

EARLY DECISION PROGRAM
Students who have selected Saint Mary’s as their first choice college may apply for admission under the Early Decision Program. In accordance with the National Association for College Admission Counseling guidelines, the application form requires the signatures of the student, parent, and high school guidance counselor. The Early Decision application deadline is November 15. Early Decision candidates will be notified by December 15.

Applications received after November 15 will be transferred into the regular admission program. The Admission Committee may transfer Early Decision applications into the regular admission program for further review. In such cases, the Admission Committee will ask the student to submit additional information, such as new test scores or updated grades. These
applications will be re-evaluated without prejudice and the applicants will be notified of the Committee’s decision after February 15.

Early Decision candidates accepted by Saint Mary’s must confirm their intention to enroll at the College by submitting a non-refundable $400 enrollment deposit by January 15. At the time of submission of the enrollment deposit to Saint Mary’s, they must withdraw any applications submitted to other institutions.

Early Decision applicants who wish to apply for financial aid must file the CSS/Financial Aid PROFILE no later than November 1 to receive a notification of financial aid offer before the January 15 deposit deadline. Accepted students must also submit the FAFSA (Free Application for Federal Student Aid) to the Processing Center after January 1 but no later than March 1.

SCHOLASTIC RECORD
Applicants for admission must complete a college preparatory curriculum that consists of a minimum of 16 academic units. One unit is often referred to as a Carnegie Unit and represents one full year of study. The minimum requirements are:

• 4 units of English literature and composition
• 2 units of the same foreign language
• 3 units of college preparatory mathematics
• 2 units of laboratory science
• 2 units of history or social science

Three additional units in the above listed subjects are required. The following subject areas are considered complementary to the college preparatory courses and do not meet the criteria to fulfill the minimum unit requirement: religion, business, home economics, physical education, health, art and music.

HOME-SCHOOLED STUDENTS
Home-schooled students are required to present evidence of completion of the aforementioned 16 academic units and submit the requirements listed on page 15. Home-schooled students are encouraged to apply for admission and should contact the Office of Admission with questions.

TESTING REQUIREMENTS
Saint Mary’s SAT code is 1702 and ACT code is 1244.

Saint Mary’s requires official scores from either the SAT or the ACT. The ACT writing test is not required. If a student submits both SAT and ACT scores, or scores from multiple dates, the highest subscores will be used for admission and scholarship consideration.

ADVANCED PLACEMENT
Saint Mary’s College may award credit and/or exemption from college requirements based on official scores from College Board SAT Subject Tests, Advanced Placement Examinations, the College Level Examination Program (CLEP) or higher level International Baccalaureate courses. Contact the Office of Academic Affairs and First Year Studies regarding advanced placement and the amount of credit granted. For a quick reference guide, visit www.saintmarys.edu/first-year-placement

EARLY ADMISSION
Mature, well-qualified students who wish to enroll full-time in college after graduating from high school in three years, may apply for early admission to Saint Mary’s College. Major factors in the evaluation of candidates for early admission include a strong academic record and supporting recommendations from teachers and counselors. A personal interview with an admission counselor is strongly recommended. Admission decisions will not be made until final grades for the junior year are submitted and reviewed.

DEFERRED ADMISSION
Upon request, Saint Mary’s may grant a deferral for one semester or one year. Students who defer admission and complete college-level courses between the time of acceptance and enrollment must reapply for admission.

STUDENT SUCCESS PROGRAM
Students offered admission through the Student Success Program enroll in EDUC 100 (2 semester hours) which provides extensive comprehensive college-level study skills and strategies that apply to academic, career, and life skill success.

ADMISSION OF TRANSFER STUDENTS
Admission of transfer students is competitive and based primarily on the student’s academic performance in college, standardized test scores, essay, and recommendation. Of the information submitted, the Admission Committee attaches the greatest importance to the applicant’s academic record. Transfer applicants must meet the criteria to fulfill the minimum unit requirement: religion, business, home economics, physical education, health, art and music.

A personal meeting with a transfer admission counselor is strongly recommended and may be arranged by contacting the Office of Admission. Students wishing to transfer for the fall semester should apply by April 15 (or November 15 for the spring semester). Late applications are welcome if space is available. The following items are needed for completion of a transfer application to Saint Mary’s:

• An application form. The Common Application is available at commonapp.org.
• A final, official high school transcript showing date of graduation.
• Official college transcripts from each college attended.
• Catalogs or course descriptions from each college attended.
• A recommendation from a college professor or academic advisor who can verify good standing.
• SAT or ACT scores only for students who will have completed fewer than the equivalent of 30 semester hours at the end of the current term.
• An essay.

Transfer students will receive academic credit for all courses taken at an accredited institution in which they have earned grades of “C” or better and which are comparable in content to courses offered at Saint Mary’s. Transferred courses are not calculated into the Saint Mary’s GPA. During the admission process, transcripts will be evaluated to determine which completed courses will transfer to Saint Mary’s. At the time of admission, transfer students will receive an evaluation of completed courses showing which have been accepted.

All transfer students must complete the College requirements for the degree outlined beginning on page 71.

ADMISSION OF INTERNATIONAL STUDENTS
Saint Mary’s College encourages applications from international students. Admission is based on grades and curriculum in a secondary course of study, command of English as demonstrated through standardized testing, an essay and recommendation. Applications
should be submitted as early as possible but are accepted on a rolling basis. A candidate's file will be evaluated when all information has been submitted. To be considered for admission, an international student must submit the following items:

- An application form. Students must complete the Common Application at commonapp.org.
- A complete, official, and detailed copy of the secondary school record translated to English, including an explanation of the grading scale. Notarized copies are considered official.
- One recommendation from an administrator or counselor.
- The scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the SAT. Students whose native language is not English must take the TOEFL or IELTS. Information on TOEFL test dates and centers may be obtained at toefl.org. Saint Mary's TOEFL and SAT code is 1702. SAT information is available at collegeboard.com. Information on IELTS test dates and centers is available at ielts.org.
- An essay.
- The completed Certification of Finances Form (not used to determine admission).

If the applicant wishes to be considered for need-based financial assistance, the candidate and her parents should complete the CSS/Financial Aid PROFILE found at http://profileonline.collegeboard.com by February 15. The Saint Mary's code for the profile is 1702.

As soon as possible after receiving her acceptance, the applicant should indicate her desire to reserve a place on campus by submitting a non-refundable USD $400 enrollment deposit. Upon submission of the deposit and verification of financial responsibility, an I-20 Certification of Eligibility form will be sent to the student. The American Embassy, Consulate or Immigration Office nearest the student's home (if residing outside the U.S.) should be contacted for passport and visa information. If currently residing in the U.S., please contact the Coordinator of International Admission for specific instructions regarding a legal transfer to Saint Mary's College.

CONTINUING EDUCATION

Saint Mary's College welcomes women who wish to pursue a degree after time away from the academic environment. Courses may be taken for credit that may apply toward a degree or license, or without credit for enjoyment and enrichment.

For those women continuing their education to pursue a degree, Saint Mary's may accept up to 30 hours of credit for satisfactory completion of CLEP, Advanced Placement, International Baccalaureate, and the National League for Nursing Mobility examinations.

NON-DEGREE SEEKING STUDENT

A student not seeking a degree from Saint Mary's may enroll as a special student in classes which are not over-enrolled. Both men and women are welcome to take part-time or a full-time load as special students. By special arrangements, non-degree seeking female students may apply for campus housing.

READMISSION

A student who has officially withdrawn from and wishes to return to Saint Mary's College should send a written request to the Director of Admission stating her reasons for wishing to be readmitted. After receipt of the letter, she will receive an application for readmission. If she has been in school in the intervening time, she should have the transcripts of all college hours acquired sent to the Saint Mary's College Office of Admission. A copy of the catalog or course descriptions from each college attended also should be forwarded to Saint Mary's.


DIVISION OF STUDENT AFFAIRS

The staff in the Division of Student Affairs provides opportunities for growth and development in a wide range of areas. The departments in Student Affairs include: Residence Life, Women's Health, Student Involvement, Multicultural Services and Student Programs, College Security and Intercollegiate Athletics and Recreation.

A key objective of the Division of Student Affairs is to provide a variety of programs and services that help students clarify personal goals, crystallize career and life-style needs, and develop the tools for effective and independent decision making.

INTERCOLLEGIATE ATHLETICS AND RECREATION PROGRAM

Saint Mary's student-athletes are powerful in the classroom and on the playing fields. As a member of the Michigan Intercollegiate Athletic Association Saint Mary's competes in eight NCAA Division III sports. These sports are volleyball, soccer, golf, tennis, basketball, cross country, softball and lacrosse.

In addition to our varsity athletic programs, students can also join the cheerleading squad and club sports teams. Intramurals and a fitness center invite all students to have fun while they stay fit.

WOMEN'S HEALTH

Women's Health supports the educational mission of the college by providing high quality care in an accessible, safe, secure, and confidential environment. The staff is committed to assisting students in their acquisition of knowledge, skill, and behaviors necessary to become self-directed health advocates. Women are encouraged to participate actively in their own health maintenance and to make informed choices regarding their care. Information on both Counseling and Health Services is available at saintmarys.edu/health.

RESIDENCE LIFE

The Department of Residence Life strives to create a cooperative residential community and a comfortable living environment based on mutual respect and involvement. Saint Mary's College believes that living on campus gives students the opportunity to be fully engaged in academic and student life and to exercise adult freedoms responsibly with professional and peer support. A diverse community of various viewpoints, goals, and styles prepares students for future relationships, diverse careers, and living in a dynamic global society.

Residency Requirement

As a women's, private, Catholic, residential, Saint Mary's College requires all students to reside in college-owned housing (including housing provided during study-abroad programs) for six (6) semesters, unless the student meets one of the following exceptions:

1. Resides with a parent or guardian within 30 miles of the campus.

S

C

A

D

A

N

I

V

I

T

A

S

L

E

D

N

A

R

T

I

C

C

O

O

L

I

G

I

E

A

T

S

A

C

K

A

T

C

O

E

P

C

O

O

D

B

O

O

S

T

E

R

I

N

G

S

Y

T

A

D

T

A

F

A

I

R

S

V

A

A

N

H

E

E

A

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T

E

D

A

F

A

I

R

S

V

A

R

I

K

S

A

B

S

T
2. Has resided in a college residence hall for at least six (6) semesters prior to making a request for exception.
3. Has reached the age of 23 prior to the term(s) for which the request for exception is made.
4. Is married.
5. Is enrolled in eight (8) or less credit hours.
6. Has received written permission from the Assistant Vice President and Director of Residence Life and Community Standards for special circumstances.

Students must request permission to live off-campus by submitting the circumstances and documentation for request in writing to the Assistant Vice President and Director of Residence Life and Community Standards. This includes all students living with a parent or guardian within 30 miles of the campus.

A request for exception with documentation must be received 30 days prior to the first day of classes for the semester a student is applying to live off-campus.

All students will be billed for room and board as a residential student until an approved exception is on file.

Residence Hall Life
There are five residence halls on Saint Mary’s campus housing six residential areas: Holy Cross, Annunciata (for seniors), Le Mans, McCandless, Regina, and Opus Hall apartments (see description on page 13). Each traditional residence hall is staffed by a professional residence hall director and a number of student staff, including resident advisors, desk workers, mail clerks and clerical assistants. The front desks and main access doors of each hall are staffed 24 hours a day, with full-time and part-time night assistants working the overnight shifts. Access to the buildings is limited after 5 pm.

The Code of Student Conduct outlines the expected standards for all members of the college community. A student judicial board provides an opportunity for a peer review as well as leadership roles for members of the board.

Each residential section is assigned a resident advisor (RA) who is available to assist with the transition to college and community living. RAs receive training and skill development in many areas including communication and mediation, emergency assistance, and serve as a resource for students as well as a liaison to various College departments. Students interested in serving as resident advisors may look for information in December of each year.

Residence Life maintains all housing records and assists students with housing concerns such as room changes and roommate mediation. First-year and transfer students are assigned to a residential space by the Office of Residence Life while upper-class students may select their own rooms and roommates in subsequent years.

Residence Association (RHA) to provide programming and leadership in the residence halls. RHA is a student organization committed to promoting interaction among residential students, citizenship through self-governance and self-development of individuals. The organization provides several leadership opportunities as well as social and educational events, including the annual Little Sibs weekend. Each residence hall has a fully functioning hall council which receives funding and guidance from RHA.

The Office of Student Involvement and Multicultural Service helps students explore their leadership potential by creating a strong foundation of ethical behavior with an overall awareness of social justice and global issues. Involvement in co-curricular activities provides the opportunity for students to apply skills learned in the classroom.

In addition to promoting and encouraging the development of leadership skills, the office supports the needs of traditionally underrepresented students. The office provides services that address the needs of underrepresented students as well as promote educational opportunities for the entire campus community.

The office provides a wide range of diverse and inclusive leadership opportunities that include:

- **College governance** through a comprehensive student government association, class and residence hall governments, and membership on college-wide committees;
- **Clubs and organizations** provide the opportunity to fulfill the social, cultural, academic, political, spiritual, and recreational interests of students.
- **Student publications**, such as *Chimes*, the student literary magazine which reflects the artistic life of its contributors; *The Avenue*, an independent literary journal designed to allow the expression of student thought and concern; *The Blue Mantle*, the student published yearbook; and *The Observer*, the daily newspaper published for and by the Saint Mary’s and Notre Dame student community;
- **National leadership and academic conferences**, where Saint Mary’s student leaders enjoy a broad sphere of influence at the state, regional, and national level serving as board members on steering committees, presenting at leadership and academic conferences, and hosting regional and state conferences;
- **Ad hoc initiatives**, such as the student-directed Dalloway’s Coffee House and campus committees and task forces that provide students, faculty, and student development professionals the opportunity to work together to address real problems and issues on campus, forge working partnerships, and model a new concept of leadership.
DIVISION FOR MISSION

The Division for Mission fosters the integration of the Gospel, the riches of the Catholic tradition and the heritage of the Sisters of the Holy Cross into the life of the College community; serves the College community by enlivening the hearts and minds of its members to respond to the Gospel call to community, prayer, and service. The Division for Mission is comprised of Campus Ministry, the Center for Spirituality, and the Office for Civic and Social Engagement (OCSE).

Campus Ministry

Campus Ministry fosters the call to community where freedom and fullness of life is celebrated through word, sacrament, service, and action for justice. Contributing to the liberal arts tradition, Campus Ministry has a particular responsibility to encourage students to grow in both intellectual and experiential knowledge of their faith and to assume leadership roles within the Church and society.

To carry out this mission, Campus Ministry offers regular celebrations of Eucharist and Reconciliation, and monthly prayer services such as Taizé Prayer, Evening Prayer, Eucumenical and Interfaith Prayer. In addition to these prayer opportunities, weekly Rosary and Eucharistic Exposition are offered in the residence hall. The department offers the processes of Christian Initiation and sacramental preparation, liturgical ministry formation, peer ministry formation, women’s spirituality groups, bible study, retreats, spiritual guidance, alternative break opportunities and Theology on Fire. Campus Ministers and student ministry assistants are available and assist the residence life staff to enhance the spiritual life and building of community with residents, as well as respond pastorally in the event of an emergency. The Lay Ministry Program, in collaboration with the Religious Studies Department, offers further education and practical experience for those interested in pursuing ministry. (See: Religious Studies Department, page 291-291.) Campus Ministry collaborates with the Justice Education Department in co-teaching the experiential course, Church in the City. This course provides students an avenue to explore urban poverty firsthand, gain a deeper understanding of the social teachings of the church, and focus on creative ways to respond to the needs of the urban poor.

The Center for Spirituality (CFS)

The Center for Spirituality is the locus where the mission of Saint Mary's College can be advanced with particular attention to spirituality considered as both academic discipline and way of life. Founded in 1984, CFS was the first such center established in the United States. Since then it has energetically promoted an awareness of, and appreciation for, a theologically well-grounded spirituality among the entire College community, including alumnae and friends of the College—both regionally and nationally. CFS offers programs that address contemporary religious issues and that create a network for education in spirituality, especially for women.

An emphasis on the multi-faceted nature of spirituality includes attending to the social dimensions of spirituality. Incorporating the voices of persons who are poor, oppressed, or otherwise marginalized by society is a key component of the Center’s mission. Thus, CFS works closely with other units of the College, co-sponsoring various programs and emphasizing that authentic spirituality culminates in work on behalf of justice and peace.

Further, CFS is in a unique position to address the broader issues of how faith and reason interact. For example, scholars from here and abroad convene in various formats to engage the community in discussion of critical issues related to spirituality. Other projects, such as the Catholic Common Ground Initiative, invite the College community to discuss issues of concern as they arise. CFS is a reminder to the College and others that the life of the mind and the life of the spirit are intimately connected and mutually enriching.

The Office for Civic and Social Engagement (OCSE)

The Office for Civic and Social Engagement is the campus center which facilitates community engagement in volunteer service, service-learning and experiential learning. Rooted in a commitment to social responsibility, the Office provides opportunities to become actively involved in various local agencies in service to women and children, the homeless, refugees and immigrants, and others. The OCSE is also home to the College Academy of Tutoring Program (CAT) which partners college students as tutors to local Title 1 public schools. Further, resources for faculty are provided for incorporating academic experiential learning into the curriculum, a key component of the Sophia Program in Liberal Learning. Through all of its programs, the office encourages all constituents of the College to be engaged in faithful and compassionate outreach to those in need and facilitates reflection on the impact and challenge of service.
Tuition, Room and Board, Fees

All tuition, room and board, and fee information is for the 2013–14 academic year. Specific information regarding these costs for the 2014–2015 academic year will not be available until May 2014.

The following basic charges are payable one week prior to registration at the beginning of each semester. The College reserves the right to revise its rates in response to economic conditions.

Tuition

- Full-time, 12 to 18 credits ........................................................................... $16,930
- Part-time, 1 to 11 credits ........................................................................... $1,340 per credit
- Credits over 18 per semester ................................................................. $665 per credit

Mandatory Fees

- Technology Fee ................................................................................ $170 per semester
- Facilities Fee ......................................................................................... $120 per semester
- Student Government Fee .................................................................. $80 per semester

Housing Charges

- Single Room ......................................................................................... $3,345 per semester
- Single Room with bath ......................................................................... $3,605 per semester
- Double Room ....................................................................................... $3,135 per semester
- Double Room with bath ...................................................................... $3,395 per semester
- Triple Room ........................................................................................ $2,820 per semester
- Triple Room with bath .......................................................................... $3,080 per semester
- Quad Room .......................................................................................... $2,560 per semester
- Quint Room .......................................................................................... $2,195 per semester
- Opus — Double (Seniors only) ............................................................... $4,390 per semester
- Opus — Quad (Seniors only) ................................................................. $3,760 per semester
- Regina South — Single (Seniors only) ................................................... $3,345 per semester
- Regina South — Super Single (Seniors only) ........................................ $3,605 per semester

Board Charges

- Board Plan ............................................................................................... $2,015 per semester
- Belles Blue Plan (Off campus, Opus and selected senior housing residents) . . . $385

Semester Study Abroad Programs

- Application Fee ................................................................................... $50
- Tuition ...................................................................................................... $16,930 per semester
- Housing ................................................................................................. $3,265 per semester
- Board Plan ............................................................................................ $2,015 per semester
- Study Abroad Fee ................................................................................ $370 per semester
- Rome Program Surcharge .................................................................. $2,500 per semester
- Oxford Program Surcharge (Applies to the full-year option only) . . $9,000 per year

English Language School

- Application Fee ................................................................................... $100
- Tuition (Fall, Spring and Summer terms) ................................................ $240 per course
- Tuition (4 week term, 5 course load) .................................................... $1,200 per term
- Tuition (Full Fall and Spring semester, 5 course load) ....................... $4,800 per semester
- Student Service Fee (Fall and Spring semester) ................................. $370 per semester
Summer Term 2013
Tuition ................................................. $ 400 per credit
Housing .................................................. $ 27 per day

Summer Study Abroad Programs ................................. see below

Special Purpose Fees
Matriculation Fee ........................................... $ 30
Late Registration Fee ......................................... $ 25
Late Enrollment Fee ........................................... $ 75

Course Fees
Education:
- Supervised Teaching .................................... $ 150 per semester
Music:
- Private voice or instrument — one hour ............. $ 400 per hour
- Private voice or instrument — one-half hour ...... $ 240 per half-hour
Nursing:
- NURS 227 — Essentials of Nursing Practice ......... $ 300 per course
- NURS 321, 323, 326, 330, 407, 410, 414, 415 ....... $ 50 per course
- Testing fees (begins second semester sophomore year) $ 90 per semester

Science:
- Biology Labs ........................................... $ 50 per lab
- Chemistry Labs ........................................ $ 50 per lab
- Physics Labs .......................................... $ 50 per lab

Social Work:
- Field Practicum I ....................................... $ 10 per credit hour
- Field Practicum II ..................................... $ 10 per credit hour

Students taking classes at the University of Notre Dame or N.I.C.E. institutions are expected to pay fees applicable to those classes. See page 62.

SUMMER STUDY ABROAD PROGRAMS
Costs for summer study abroad programs vary based on the specific program in which the student participates. Students are charged the summer tuition rate for courses taken during the program. Fluctuations in exchange rates, the number of students participating as well as additional costs for travel, housing, food, lab fees, etc. vary by program. Please visit the Center for Women’s Intercultural Leadership web site at http://www.centerforwomeninleadership.org/global-education for further information on specific programs.

DEPOSITS
Enrollment/Damage deposit (new students) ..................... $ 400
New students will reserve a housing space by submitting a deposit within two weeks after receiving their acceptance letter. The deposit is nonrefundable for early decision candidates. The deposit is refundable for regular decision candidates, if the College is notified of their withdrawal no later than May 1. Of the $400 deposit, $200 will be applied to the first semester charges and $200 will be held by the College as a room damage deposit until the student withdraws or graduates. The cost to repair any property damage, and/or any unpaid charges, will be deducted from the deposit. Early Decision candidates should refer to page 15.

REFUND POLICY
Students who properly withdraw from the College prior to the first day of class for any semester will not be assessed any charge. For students withdrawing or dismissed after the opening of classes for any semester, there will be no refund of tuition and fees unless the student meets one of the following conditions:

- Withdrawal or dismissal within four calendar weeks of the opening of classes.
- Withdrawal because of a protracted illness or some other involuntary situation that is beyond the control of the student.

If any of the above conditions applies, the refund will be calculated in conformity with the following policies:

A. Student withdraws or is dismissed within four calendar weeks of the opening of classes:

- Tuition and fees:
  - First week ........................................ 70%
  - Second week .................................... 55%
  - Third week ...................................... 40%
  - Fourth week .................................... 25%

- Board: A maximum 60 percent refund will be available less a charge of one-half of 1 percent for each calendar day that has expired from the date of registration to the effective date of the student’s withdrawal and departure from campus.

- Room: No refund of room charges will be made unless the room is re-rented, a pro rata portion of the room fee will be refunded, less the normal room change fee. The student must vacate the room within 24 hours of her withdrawal or dismissal.

Please note: The refund schedule will be adjusted accordingly based on the above schedule for students who withdraw from semesters or courses with durations of less than 16 weeks.

B. Withdrawal is due to protracted illness or other involuntary situation:

- Tuition and general fees: A pro rata refund based upon the portion of the semester that has elapsed, up to a maximum of 80 percent of the total charges, will be made.

- Room and board charges: A refund equal to 75 percent for each remaining calendar day of the semester will be made.

C. Withdrawal from a class or classes: If a student drops a class after registration has taken place and a new tuition category applies, an adjustment refund will occur if the class is dropped within the first four weeks of the academic year as follows (this policy applies to both tuition charges and course fees related to the course or courses dropped):

  - First week ........................................ 70%
  - Second week .................................... 55%
  - Third week ...................................... 40%
  - Fourth week .................................... 25%

  Fifth and subsequent weeks—no refund of any tuition or fees associated with that class.

Please note: The refund schedule will be adjusted accordingly based on the above schedule for students who withdraw from semesters or courses with durations of less than 16 weeks.
D. Withdrawal from international programs: Students who withdraw from Saint Mary’s international programs are subject to the reimbursement policies for each individual program. In the unlikely event of program cancellation, or if the student withdraws from the program before the first day of the program, the College will refund the remaining tuition, fees, and expenses.

The refund policy will be administered by the College Business Office under the direction of the controller of the College. A parent or student who wishes to appeal a decision of that office may do so by addressing a written communication to the Vice President for Finance and Administration, Saint Mary’s College, Notre Dame, IN 46556. All notices of intention to withdraw must be made in writing and received in the Office of Academic Affairs and First Year Studies to be considered official. Any refunds will be considered official. Refunds will be based on the official withdrawal date shown on the change of status form from the Office of Academic Affairs and First Year Studies.

UNPAID BALANCE
Transcripts, grade reports, and diplomas will be withheld for students who have any unpaid obligations to the College.

The College reserves the right to recover all costs involved with the collection and/or litigation of past-due accounts.

FINANCING
Payment Policy
Payment for tuition and fees for the semester are due on or before the date shown on the student’s statement of account which is approximately two weeks prior to the start of the semester. Accounts not settled in full by the start of the semester are subject to late charges. Interest at the rate of 1 percent per month may also be charged to accounts that are not paid in full. Late charges and interest charges will not be assessed to account balances that result from participation in the monthly payment plan or federal and state student financial aid that has been awarded but not yet received.

Monthly Payment Plan
The College, in cooperation with NELNET Business Solutions offers a monthly payment plan for students. This plan allows students/parents to make payments over a period of 9 or 10 months in equal installments during the academic year. This plan is optional and is offered to students as a convenience, a nominal enrollment fee is required for participation in the plan. An information pamphlet detailing this payment plan is sent to students in the spring.

Credit cards are accepted for payment of student accounts only through Nelnet. There is an enrollment fee, as well as, a teleprocessing fee associated with this service based upon the amount charged. Information about this service can be obtained by contacting the Student Accounts Office.

Sibling Remission
Families with two or more daughters attending Saint Mary’s College full time are eligible for the sibling remission which is 10 percent of tuition for the younger daughter(s). Application for the sibling remission must be made in writing to the Office of Student Accounts, Saint Mary’s College, Notre Dame, IN 46556.

Financial Aid
All families share common concerns about the cost of going to college. Though addressing the financial aspects of a college education may seem overwhelming, please remember that the Financial Aid Office is here to help.

Saint Mary’s College provides financial assistance from federal, state, and institutional resources. This assistance is intended to help bridge the gap between a family’s resources and the amount needed to pay for the cost of attending Saint Mary’s College. Saint Mary’s College provides financial aid to students on the basis of both financial need and academic achievement through a variety of programs including scholarships, grants, loans, and student employment.

For information or assistance, contact The Financial Aid Office, 141 Le Mans Hall, toll free number (866) 502-7788 or via e-mail at finaid@saintmarys.edu. The office is open from 8:00 a.m. to 5:00 p.m. Monday through Friday during the school year and usually from 7:30 a.m. to 4:30 p.m. during the summer. When contacting our office, please have the student’s Saint Mary’s ID number available.

RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING AID
- The right to privacy. All information submitted to the Financial Aid Office will be treated as confidential as mandated by the Family Educational Rights and Privacy ACT (FERPA).
- The right to an explanation of the student’s financial aid eligibility.
- The right to appeal any financial aid decision to the Director of Financial Aid.
- The right to be notified of changes in financial aid status and eligibility.
- The right to examine records maintained by our office which relate to the student’s financial aid file. Students who would like to review their file must submit a written request to the Financial Aid Office.
- The responsibility to reapply for financial aid by March 1 of each year.
- The responsibility to be aware of all conditions related to the financial aid award offer.
- The responsibility to report changes in academic or residential status to the Financial Aid Office.
- The responsibility to report any outside assistance the student will be receiving to the Financial Aid Office.
- The responsibility to meet with a Financial Aid Counselor to discuss how a withdrawal or leave might affect financial aid eligibility.
- The responsibility to notify the Financial Aid Office if the student changes her graduation date.
- The responsibility to use financial aid funds for education related expenses only.
- The responsibility to respond to requests from the Financial Aid Office in a timely manner.
- The responsibility to repay student loans.

PRISM
PRISM is our secure, web-based portal which provides students with 24 hour access, seven days a week to financial aid and other student information. Students can view their current financial aid, check the status of their financial aid, and accept or decline their financial aid awards online via PRISM. To log onto PRISM, go to saintmarys.edu and choose “Current Students”, then click on “PRISM Login.”
In addition, during each school year the last day for students and parents to apply for federal Direct student and Parent PLUS Loans is the Monday of the last week of class (not finals week) for the spring semester. If a student will only enroll in the fall semester, the last day to apply for a federal loan would be the Monday of the last week of class for the fall semester. Also, students who have been awarded an endowed scholarship and have been asked to write a thank you letter to the scholarship donor must send in the thank you letter and the Scholar Profile Form before the scholarship will be credited to the student account.

HOW FINANCIAL NEED IS CALCULATED

Financial need is the difference between the estimated cost to attend Saint Mary’s College for one year minus the amount a family should be able to afford to pay (per the aid applications) for one year.

\[
\text{Financial Need} = \frac{\text{Cost to Attend Saint Mary's College}}{\text{Expected Family Contribution}} - \text{Expected Family Contribution}
\]

The Financial Aid cost of attendance includes estimates of all expenses a typical student will have during the school year, even expenses that the family will not pay to Saint Mary's College. The Financial Aid Office uses the “Cost of Attendance” to determine how much financial need a student has and to determine the maximum amount of aid for which a student is eligible. The actual amount a family will be expected to pay to Saint Mary's College will usually be lower than the financial aid Cost of Attendance. Students can view their exact Cost of Attendance, expected family contribution, and calculated financial need, in PRISM.

The expected family contribution (EFC) comes from the financial aid applications. The EFC is an estimate, based on the data reported on the financial aid applications, of the amount a family should be able to afford to pay (from current income and savings) or finance for one year of school. While the EFC is an estimate of the amount a family should be able to afford to pay, it is not the amount the student will be billed for. Depending on the financial aid package received, some families pay less than their EFC and some pay more.

Aid is awarded in the following order in an attempt to meet financial need:

1. Merit awards from Saint Mary's College
2. Federal and state grants for which the student qualifies
3. Need-based grants and endowed scholarships from Saint Mary's College
4. Federal Direct subsidized Loan
5. Federal Work Study
6. Federal Perkins Loan
7. Federal Direct unsubsidized loan

OUTSIDE AID

The total aid (from all sources) a student receives cannot exceed her yearly Cost of Attendance. Consequently, students must notify the Financial Aid Office if they will receive financial assistance from outside sources, such as vocational rehabilitation, outside scholarships, and direct to consumer private educational loans which are not already listed on the award letter. The receipt of additional aid may result in an adjustment to the initial financial aid award. Outside aid a student receives is first applied to her unmet need. If the Financial Aid Office needs to adjust aid due to a student receiving outside aid, Saint Mary's College will reduce aid in the following order: Federal Perkins Loan, Federal Work Study, Federal Direct Loan, need-based grants and endowed scholarships from Saint Mary's College.

All third-party scholarship and loan checks should be sent to the Financial Aid Office (141 Le Mans Hall). Unless otherwise stated by the funding organization, awards of $1,000 or more are evenly divided between the fall and spring semesters. Awards of less than $1,000 will all be applied toward the most current semester or as indicated by the funding organization.

WHEN STUDENTS ARE NOTIFIED OF AID DECISIONS

Freshmen and new transfer students usually receive their financial aid award letter within two weeks of when Saint Mary's College has received their financial aid applications and the student has been admitted. Returning student award letters are usually mailed the first week in June to all students who met the application deadlines.

WHEN FINANCIAL AID IS DISBURSED TO STUDENT ACCOUNTS

Scholarships, grants, and loans funds will be credited to student accounts seven days before the semester begins, provided all the necessary paperwork has been completed by that date.
VERIFICATION
Each year certain aid applications are selected for a verification review. Verification is a process where the College will request additional documentation from a family before the financial aid package can be finalized. If selected for a verification review, the Financial Aid Office will request the following documents from a family: copies of the parents’ W2 forms, copies of the student’s W2 forms, and a completed Verification Worksheet. In addition, tax filers (both the student and parent) need to either log onto www.fafsa.gov and transfer data from their IRS tax return to the FAFSA, or the tax payer needs to request a Tax Transcript from the IRS.

The Financial Aid Office will then compare the documentation with the data originally reported on the aid applications, and will make corrections as needed. The verification process is a federal requirement and aid will not be credited to student accounts until after the verification process has been completed. In addition, because some financial aid awards have limited funding, if the Financial Aid Office does not receive the verification documents from a family by April 30, there may be a reduction in the student’s aid.

SAINT MARY’S AID PROGRAMS

Academic Scholarships
The Office of Admission awards academic scholarships, based on academic achievement, at the time of admission to the College. These awards are restricted to full-time tuition during the fall and spring semesters and may be renewed, provided the student maintains the required cumulative grade point average. The maximum length of time a student can receive a merit scholarship is 8 semesters. Note that scholarship amounts do not increase each year. Grades are reviewed once each year in May, and the required cumulative grade point averages are: Presidential Scholarships – 3.0; Dean’s Scholarship – 2.8; Madeleva Award – 2.7; Le Mans Award – 2.5; Bertrand Award – 2.5.

Endowed, Specific Purpose Scholarships
The following named scholarships, specific purpose scholarships, and awards are made possible through gifts from individual donors. In most cases these funds are awarded to students enrolled full time in place of the Saint Mary’s Grant, and receipt of an endowed scholarship usually does not increase the total amount of aid awarded to a student. Except for the Student Government Service Scholarship, an additional application is not required for consideration. Recipients are selected by the Financial Aid Office in accordance with any donor restrictions that may apply.

International Student Scholarship
International students are eligible for academic scholarship similar to domestic students. In addition, Saint Mary’s College distributes a limited amount of need-based aid to international students, depending on availability of funds and the family’s level of need. To qualify, students must submit the College board PROFILE aid application. Funds are limited, so students are encouraged to submit the PROFILE well in advance of the February 15 admission application deadline.

Academy of the Holy Cross Scholarship
A $1,000 Saint Mary’s Academy of the Holy Cross Scholarship is awarded to students enrolled full time who are graduates of Holy Cross High School in Kensington, Maryland. No separate application is required.

Saint Mary’s College Grants
Saint Mary’s College Grants are awarded based on demonstrated financial need per the PROFILE aid application. Students must be enrolled full time to receive Saint Mary’s Grants. Grant assistance is offered proportionately to the student’s demonstrated financial need.

Financial Aid
Anonymous Endowed Scholarships (4)
The Academy of the Holy Cross Scholarship
The Adamson Family Scholarship
The Alumnae Memorial Scholarship
The Ames/Ehleman/Roark Scholarship
The Bridget Anderson/KPMG Accounting Scholarship
The Catherine and Paul Balbach Scholarship
The Dymmpna Balbach Scholarship
The Mark Bambenek Memorial Scholarship
The Bank One of Indianapolis Scholarship
The Helen S. Bartosch and Penneys E. Ryan Presidential Scholarship
The Rose Heiser Bauerlein Scholarship
The Sister Rose Loyola Beattie, CSC Memorial Scholarship
The Mary Ann and Joseph M. Beckwith Presidential Scholarship
The Kathy Malone Beeler Scholarship
The Margery Guillaume Belanger Scholarship
The Helen Bellina Scholarship
The Bittorf, Albert, Sullivan Family Scholarship
The Constance Goodwillie Bick Block Memorial Scholarship
The Borg-Warner Scholarship
The Emily Haggerty Bradley Scholarship
The Sister Mary Brasil, CSC Scholarship
The Katherine Ryan Brennan Scholarship
The Sister M. Rita Estelle Broussard, CSC Scholarship
The Carolyn Ann Burke Scholarship
The Business and Economics Scholarship
The Frank C. and Marion C. Callahan Presidential Scholarship
The Thomas J. and Mary Ann Kramer Campbell Scholarship
The Campiglia–Heon Award
The Marie Corby Carey Scholarship
The Alice Danforth Carroll Scholarship
The Adaline Stefanac Cashore Scholarship
The Janice Fahy Cavagnac Scholarship
The Chicago Alumnae Club Scholarship
The Frances Acena and Dominick Henry Christopher Scholarship
The Florence A. Clark Scholarship
The Jennifer Herzog Clark Memorial Scholarship
The Class of 1955 Scholarship
The Class of 1956 Scholarship
The Class of 1957 Scholarship

Saint Mary’s College
The Class of 1958/Sister M. Alma Peter, CSC Scholarship
The Class of 1959 Scholarship
The Class of 1960 Scholarship
The Class of 1965 Memorial Scholarship
The Class of 1991 Circle of Friends Award
The Columbus Alumnae Club Award
The Community Foundation of St. Joseph County Scholarship
The Deloitte Accounting Scholarship
The Dye Institute of Direct Education Scholarship
The Eileen Smith Cunningham Ireland Program Memorial Scholarship
The Margaret Hall Cushing Memorial Scholarship
The Margaret Mary Moran D’Arcy Scholarship
The John J. and Cecil Dahm Scholarship
The Frances A. Dahring Scholarship
The Elizabeth Eagen Daley Scholarship
The Duke Alumnae Club Award
The Martha Abberger Daly Scholarship
The Matilda and Gayle Davido Scholarship
The Joan Hoffman DeCrane Scholarship
The Dorothy Hayes Delaney Scholarship
The Deloitte Accounting Scholarship
The Detroit Alumnae Club Award
The Louise Satter Donovan Memorial Scholarship
The Mimi Doherty Scholarship in Elementary Education
The Katherine and Marian Duffy Memorial Scholarship
The Martin Dull Scholarship
The Elsberry-Hopkins Family Scholarship
The Duncan-Hotopp Family Scholarship
The Marge and Paul Duncan Scholarship
The Sister M. Rosaleen Dunleavy, CSC Scholarship
The Earley Family Scholarship
The Charles Leo Eaton Scholarship

32 | FINANCIAL AID
The Theresa Loeffel Farrell and Hanford F. Farrell Memorial Scholarship
The Frank and Jeannette Eyerly Scholarship
The Ernst & Young Accounting Scholarship
The Marilou Eldred Scholarship
The Donald and Kara Early Scholarship in Biology
The Edward and Mary Johnson Scholarship
The Indianapolis Alumnae Club Award
The Mother Kathryn Marie Gibbons, CSC Memorial Scholarship
The Gibbons Family Rome Program Assistance Fund
The Gibbons/Estabrook Family Presidential Scholarship
The Georgia Alumnae Club Scholarship
The G. Bernard and Pauline E. Fromme Scholarship
The Margaret Cannon Frederick Scholarship
The Laureen O’Connor Fratus Scholarship
The Dennis and Margaret Carroll Flynn Scholarship
The William A. Hickey Scholarship in Biology
The Mr. and Mrs. Andrew A. Hellmuth Memorial Scholarship
The H. J. Heinz Company Foundation Presidential Scholarship
The Mary Kathryn Carroll Hartigan Scholarship
The Carolyn Dunlay Hamilton Scholarship
The Katherine A. Hammel Scholarship
The P. Jordan and Marjorie Hosinski Hamel Scholarship
The Central Alumnae Club Scholarship in Nursing
The Gladys Reed Gwinn Scholarship
The Haggar Family Scholarship
The Nancy Driscoll Haley Scholarship
The P. Jordan and Marjorie Hosinski Hamel Scholarship
The Kuhn, Lehmann, Carey Scholarship
The Frank and Jeannette Eyerly Scholarship
The Kupperman Family Scholarship
The Margaret Cannon Frederick Scholarship
The Gibbons Family Rome Program Assistance Fund
The Mother Kathryn Marie Gibbons, CSC Memorial Scholarship
The Karen Schultz Goodyear Scholarship
The Elaine Jeffers Graf Memorial Scholarship
The Harold P. Graham Family Presidential Scholarship
The Carlene Grube Memorial Scholarship in Nursing
The Nancy Driscoll Haley Scholarship
The P. Jordan and Marjorie Hosinski Hamel Scholarship
The Katherine A. Hammel Scholarship
The Carolyn Dunley Hamilton Scholarship
The Mary Kathryn Carroll Hartigan Scholarship
in Elementary Education
The Elizabeth Corbin Havican Scholarship
The H. J. Heinz Company Foundation Presidential Scholarship
The Mr. and Mrs. Andrew A. Hellmuth Memorial Scholarship
The William A. Hickey Scholarship in Biology
The Sister Bernice Hollenhorst, CSC Scholarship
The Holy Cross Grant Fund
The Irene Homing Memorial Scholarship
The Michael S. Horvath and Martha A. Horvath Scholarship
The Sister Jean Howl, CSC and Sister M. Clarissa Conroy, CSC Memorial Award
The Indianapolis Alumnae Club Award
The Janovsky-DeFauw Memorial Scholarship
The Edward and Mary Johnson Scholarship
The Alma Vukovits Jordanich Scholarship
The Sister Magdala Judge, CSC Scholarship
The Kansas City Alumnae Club Award
The Mary Ann Lynch Keeler Award
The Wayne Kent Memorial Scholarship
The Kieler Family Award
The William Kleine Family Scholarship
The Suzanne Kondratsenko Memorial Rome Program Award
The Korb-O’Brien Scholarship
The Kuhn, Lehmann, Carey Scholarship
The Mary, Grace and Elizabeth Kuntz Scholarship
The Peter A. Kuntz, Sr. Family Scholarship
The Ladies of Notre Dame/Saint Mary’s College Scholarship
The Landry-Paul Family Scholarship
The Carmella and Joseph Lazzara Memorial Scholarship
The Dorothy May Leavitt Presidential Scholarship
The Monsignor J. William Lester Scholarship
The Lilly Faculty/Staff Scholarship
The Constance Baird Linbeck and Mary Elizabeth Baird Cherry Memorial Scholarship
The William P. and Mary Lou Linnen Scholarship
The Los Angeles Alumnae Club Award
The Nancy Brozovich Luczy Memorial Scholarship
The Frances B. Lyon Scholarship
The Jo Ann Grima MacKenzie Scholarship
The Katherine McClatchy McNaney Scholarship
The Lawrence J. and Gretchen McCabe Presidential Scholarship
The Elizabeth Ritchie McCandless Scholarship
The Marion McCandless Scholarship
The Jo Ann Grima MacKenzie Scholarship
The Katherine McClatchy McNaney Scholarship
The Lawrence J. and Gretchen McCabe Presidential Scholarship
The Elizabeth Ritchie McCandless Scholarship
The Marion McCandless Scholarship
The Anne A. McCarthy Scholarship
The Peter Walsh McCarthy Memorial Scholarship
The Ernestine M. Raclin Scholarship
The PricewaterhouseCoopers Accounting Scholarship
The Presidential Scholarships for Academic Excellence
The Presidential Fellowship
The Edwina Powell Memorial Scholarship
The Patricia McAndrews Pilger Scholarship in Social Work
The Peterson-O’Connell Scholarship
The Ann Ruth Peterson Scholarship
The June Hoene Petersen Scholarship
The Susan P. Peters Scholarship
The Mary Gay Peltier Memorial Scholarship
The Julie R. Pellettiere Scholarship
The Theresa McLaughlin Patterson Scholarship
The Robert O’Brien Scholarship
The Sister M. Basil Anthony O’Flynn, CSC Scholarship
The Sister M. Francis Jerome O’Laughlin, CSC Scholarship
The Lucille Weigand O’Shaughnessy Scholarship
The O’Toole Scholarship
The Raymond and Beulah Patnaude Scholarship
The Theresa McLaughlin Patterson Scholarship
The Julie R. Pellettiere Scholarship
The Mary Gay Peltier Memorial Scholarship
The Susan P Peters Scholarship
The June Hoene Petersen Scholarship
The Anna Ruth Peterson Scholarship
The Peterson-O’Connell Scholarship
The Patricia McAndrews Pilger Scholarship in Social Work
The Robert A. Podesta/Bruno Schlesinger Memorial Scholarship
The Edwina Powell Memorial Scholarship
The Presidential Fellowship
The Presidential Scholarships for Academic Excellence
The PricewaterhouseCoopers Accounting Scholarship
The Ernestine M. Raclin Scholarship
The Mary Rauh Scholarship
The Sister Miriam Joseph Rauh, CSC Scholarship
The Louis Reddinger and Adaline Crowley Riedinger Scholarship
The Sister Pauline Roach, CSC Scholarship
The Sister Agnes Anne Roberts, CSC Scholarship
The Dorella Katherine Robinson and Joyce Robinson-Adamson Scholarship
The Roche Family Scholarship
The Hannah S. Rosenthal Scholarship
The Angela Andrews Ryan Rome Program Memorial Award
The Elizabeth O’Hara Ryan Scholarship
The Mary A. Ryan Scholarship
The Cynthia B. Sack Memorial Award
The Saint Louis Alumnae Club Award
The San Diego Alumnae Club Award
The Scallon/McKeever Award
The Winifred Mulcahey Schaefer Memorial Scholarship
The Paul J. and Carol A. Schierl Scholarship
The Scholl Foundation Nursing Scholarship
The Roy and Mary Schultithis Scholarship
The Sister Maria Pieta Scott, CSC Scholarship
The Gwendolyn Seidensticker Scholarship
The Sesquicentennial Memorial Scholarship in honor of the Sisters of the Holy Cross
The Ei and Helen Shaheen Scholarship
The Helen M. Sheppard Scholarship
The J. Patrick Showalter Family Scholarship
The Shuff Family Scholarship
The Sisters of the Holy Cross Memorial Scholarship
The Sisters of the Holy Cross Sesquicentennial Scholarship
The Frances Slattery Scholarship
The Bla Peyton Smith Scholarship
The Sudeck Scholarship
The South Bend Alumnae Club Scholarship
The Student Government Service Scholarship
The Rose McCullough Sullivan Scholarship
The Spike Sullivan Family Scholarship
The Todd Sullivan Scholarship
The Regina Marie Symonds Scholarship
The Bea Tatara Memorial Scholarship
The Sister M. Agnes Cecile Teters, CSC Scholarship
The Trustey Family Scholarship
FEDERAL FINANCIAL AID PROGRAMS

**Federal Pell Grant Program**
The Pell Grant is awarded to students with substantial financial need according to the FAFSA application. The amount of the award is determined by the results of the Federal Methodology analysis.

**Federal Supplemental Education Opportunity Grant (SEOG)**
The SEOG is awarded to students with substantial financial need according to the FAFSA application. Priority consideration is given to students who are Pell Grant recipients.

**Federal TEACH Grant**
The TEACH Grant is awarded to students who intend to teach full time for at least four years after graduation in high-need subject areas at low income schools. If a student does not complete all four years of qualified teaching service the grant reverts to an unsubsidized loan with interest accruing from the date of original disbursement. To qualify for the TEACH Grant at Saint Mary's College students must be admitted to the Education program at Saint Mary's College and must have a cumulative grade point average of at least 3.25. Typically students are not admitted to the education program until after the student has successfully completed EDUC 201 and submitted her PRAXIS test scores to Saint Mary's.

**Federal Work Study Program**
Students who demonstrate financial need according to the FAFSA may be awarded Federal Work Study as part of their financial aid package. Students may work a maximum of 20 hours per week, although most students work about 10 hours per week, and are paid monthly. Students can choose whether to put their earnings toward the tuition bill or deposit them into a bank account. Detailed information about pay rates and how students find jobs can be found on the web page at saintmarys.edu/student-employment.

Saint Mary's students with financial need may participate in the Federal Work Study Community Service program with several off-campus, not-for-profit agencies serving the local community. Interested students should complete an annual application available in the Financial Aid Office.

Lilly Room Grants
Saint Mary's awards a room grant, renewable for a total of eight semesters, in an amount up to the cost of a double-room to students who are enrolled full time, who live on campus, and who are Lilly Scholars. No separate application is required.

**ROTC Room Grants**
Beginning with students admitted in the fall of 2009, Saint Mary's awards a renewable room grant in an amount up to the cost of a double-room to students who are receiving a full-tuition ROTC scholarship and who live on campus. No separate application is required.

**Yellow Ribbon Program**
Saint Mary's is proud to be a sponsor of the Yellow Ribbon Program in support of our nation's veterans. This program provides additional assistance to cover tuition and mandatory fees not already covered by the Post-9/11 GI Bill. Some veterans may qualify to transfer their eligibility to their children. Note: eligible students also receive a book stipend and housing allowance.

**Saint Mary’s Tuition Remission**
Wives and daughters of Saint Mary’s salaried employees in salary grades four or higher, and other salaried and hourly employees based on length of service, may apply for this employment benefit. To receive this benefit, students must complete the FAFSA and an Application for Education Benefits with the Human Resources Office.

**Sibling Remission**
The sibling remission benefit represents a ten percent remission or waiver of full-time annual tuition when an older sibling is also enrolled full time at Saint Mary’s. Neither financial need nor athletic participation is required for this remission. Families who feel they qualify for the sibling remission award should contact the Financial Aid Office.

**Tuition Exchange Programs**
Each year a select number of new awards are made to full-time students who have parents who work at colleges or universities which participate in the Consortium of Catholic Colleges Tuition Exchange and the Council of Independent Colleges Tuition Exchange. To be considered for these full tuition awards parents should begin the application process with their employer's tuition exchange liaison and also complete the Free Application for Federal Student Aid (FAFSA) by January 15.
Federal Perkins Loan
The Perkins Loan is a need-based federal loan. No interest accrues while the student is enrolled in school and repayment begins nine months after the student leaves school. The interest rate is fixed at 5 percent, and there are no fees associated with this loan. Priority consideration is given to students who are Pell Grant recipients.

Federal Direct Student Program
The Direct Loan program offers a low interest rate, and repayment begins six months after the student leaves school. There is a 1.051 percent federal default fee. Students must be enrolled at least half time in order to borrow from the Federal Direct Loan Program. There are two kinds of Direct Loans:

Subsidized – Awarded to students with financial need (per the FAFSA). No interest accrues while the student is enrolled at least half time. 2013–14 subsidized Direct loans will have a fixed interest rate of 6.8 percent.

Unsubsidized – Awarded to students who have no financial need (per the FAFSA). Interest starts accruing once the loan is disbursed. 2013–14 unsubsidized Direct loans will have a fixed interest rate of 6.8 percent.

Direct Loan Annual Limits

<table>
<thead>
<tr>
<th></th>
<th>Dependent Students</th>
<th>Independent Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>$5,500</td>
<td>$9,500</td>
</tr>
<tr>
<td>Sophomores</td>
<td>$6,500</td>
<td>$10,500</td>
</tr>
<tr>
<td>Juniors</td>
<td>$7,500</td>
<td>$12,500</td>
</tr>
<tr>
<td>Seniors</td>
<td>$7,500</td>
<td>$12,500</td>
</tr>
</tbody>
</table>

Direct Loan Aggregate Limits
Dependent Undergraduates — $31,000 (no more than $23,000 of which may be subsidized)
Independent Undergraduates — $57,500 (no more than $23,000 of which may be subsidized)

Federal Parent Plus Loan Program
The Parent PLUS Loan is a program that lets parents of dependent students borrow to cover the student’s education costs, provided the student is enrolled at least half time. The maximum amount a parent may borrow is the annual cost of attendance less all other aid the student has been awarded for the year. Repayment begins after the loan is fully disbursed, but parents have the option to defer payment until after the student is no longer enrolled, although interest would accrue during this deferral.

A credit check is required for this loan, but if a parent is denied the loan due to credit the student may then borrow an additional amount of unsubsidized Direct Loan ($4,000 for freshmen and sophomores and $5,000 for juniors and seniors). There are fees of 4.204 percent with this loan. Interest accrues while the student is enrolled in school and the interest rate is fixed at 7.9 percent. Information about how to apply for a Federal Parent PLUS Loan is on our web page at saintmarys.edu/loans.

STATE AID PROGRAMS
Indiana Frank O’Bannon Grant
This grant, also known as the Higher Education Award and Freedom of Choice Award, is awarded to Indiana residents with financial need who complete the FAFSA application by March 10.

Indiana 21st Century Scholars
This grant is awarded to students who are enrolled in the 21st Century Scholars Program who also complete the FAFSA by March 10. Students must be enrolled full time and the funds can only be used during the fall and spring semesters.

Indiana Nursing Scholarship
Indiana residents with financial need per the FAFSA application, and who intend to work in an Indiana healthcare facility for 2 years following graduation, may apply for this scholarship. A link to the application can be found on the financial aid web page.

Indiana Minority Teacher Stipend
Indiana residents who are minority students seeking teacher certification in a high-need field may apply for this stipend. A link to the application can be found on the financial aid web page.

Pennsylvania State Grant
This grant is awarded to Pennsylvania residents who have need per the FAFSA application. A link to more information can be found on the financial aid web page.

Rhode Island State Grant
This grant is awarded to Rhode Island residents who have need per the FAFSA application. A link to more information can be found on the financial aid web page.

Vermont State Grant
This grant is awarded to Vermont residents who have need per the FAFSA application. A link to the grant application can be found on the financial aid web page.

OTHER AID PROGRAMS
ROTC
Select students admitted to an Air Force, Army, or Navy Reserve Officer Training Corp program may be awarded ROTC Scholarship. These scholarships provide varied amounts of tuition assistance, books, fees, and a monthly tax-free allowance, uniforms and in some cases school supplies. To obtain details on these awards, contact the appropriate ROTC office at the University of Notre Dame as early as possible.

Notre Dame Faculty/Staff Dependent Tuition Remission
Dependent daughters of faculty, administrators, and staff employed by the University of Notre Dame may qualify for this tuition benefit. For more information, contact the Human Resources Office at the University of Notre Dame.

Private/Alternative Student Loans
Various lenders offer private/alternative loans to students specifically for college costs. Repayment typically begins after the student graduates or is no longer enrolled. These loans require a student to have a satisfactory credit history and/or a credit-worthy co-signer. The interest rates and loan fees can vary by lender, and often these financing terms are tied to the credit worthiness of the student borrower and co-signer. The maximum amount students can borrow is the annual cost of attendance minus all other financial aid the student has been awarded. Information about how to apply for an alternative loan is on our web page at saintmarys.edu/loans.

FINANCIAL AID FOR STUDY ABROAD
Students participating in Saint Mary’s sponsored study abroad programs during the fall and spring semesters remain eligible for all of their Saint Mary’s scholarships and grants, in addition to federal and state aid. A student who chooses to study on a non-Saint Mary’s study abroad program may be eligible for federal aid if the student completes...
a Consortium Agreement with Saint Mary's and the sponsor school. Note that a student's financial aid eligibility may be different when she is on a study abroad program. Consequently students who will be studying abroad should make sure their award letter indicates that the aid offered is for participation on a study abroad program. Conversely, if the award letter indicates the aid is for participation on a study abroad program and the student will not be studying abroad, the student should contact the Financial Aid Office so that the aid can be revised.

FINANCIAL AID FOR STUDENTS LIVING OFF CAMPUS
Students who choose to live in off-campus housing (does not include commuter students or non-traditional students) are awarded institutional grant aid using a different packaging policy. Eligibility for all assistance is based on an off-campus cost of attendance rather than the higher residential cost of attendance. Therefore, eligibility for institutional grant aid will likely be reduced and need-based federal assistance may also be affected.

FINANCIAL AID FOR SUMMER SCHOOL
Institutional aid from Saint Mary's College is available to students during the fall and spring semesters only. Most students finance summer school through private/alternative student loans. In very rare cases, federal aid may be available to help pay for summer school.

Students enrolling in summer school may be eligible for federal aid such as Federal Pell Grant, Federal SEOG Grant, Federal Direct Loan, Federal Perkins Loan, and Federal Parent PLUS Loan. SEOG and Perkins funds would only be awarded to eligible students in the rare circumstance that funding remains in those programs from the academic year. To receive Pell Grant and Direct Loans students must have remaining eligibility from the academic year. In addition, students must be enrolled at least half time if they wish to borrow Direct Loans.

FINANCIAL AID FOR POST-BACCALAUREATE PROGRAMS
Students enrolled in post-baccalaureate teaching or nursing programs at Saint Mary's College are not eligible for institutional aid, but may apply for Federal Direct Loan assistance.

FINANCIAL AID IN SUBSEQUENT YEARS
Application Process
Each year students must complete the Free Application for Federal Student Aid (FAFSA), and if the student wants to be considered for need-based aid from Saint Mary's College, the College Scholarship Service's PROFILE application. For example, to receive financial aid during the student's sophomore year, these aid applications should be completed by March 1 of the freshman year.

Financial Aid Standards of Academic Progress
To maintain eligibility for federal financial aid, students are required to meet the minimum standards of financial aid academic progress which are described in further detail later in this section. In addition, students may only receive federal financial aid twice for a specific course the student has already completed and passed.

Academic Scholarship Renewal
Students are required to maintain the cumulative grade point averages below in order to renew academic scholarships. Grades are checked once each year after the end of the spring semester, and grade point averages are not rounded up.

- Presidential Scholarships – 3.00
- Dean's Scholarship – 2.80
- Madeleva Scholarship – 2.70
- Le Mans and Bertrand Awards – 2.50

Need-Based Aid Renewal
If a family’s financial situation is similar to the prior year, the amount of need-based assistance a student receives should be similar to the prior year. If any of the following situations occur the amount of aid from Saint Mary’s College will likely be different:

- Student fails to maintain the grade point average required for her scholarship
- The number of people in the family and/or the number of people enrolled in an undergraduate degree program changes
- The student moves from on-campus housing to off-campus housing or vice versa
- The parent or student income increases or decreases significantly
- The parent or student assets increase or decrease significantly
- The student’s aid in the prior year was based on a special circumstances appeal that is not renewed in the new aid year.

Indiana Frank O’Bannon Grant
In order to receive a maximum amount of grant in subsequent years, in addition to the need requirement, students entering Saint Mary’s in the fall of 2013 and who use student grants for the first time in 2013–14 will be required to earn at least 30 credits during the 2013–14 academic year. If a student earns at least 24 credits, but less than 30, she will still be eligible for state grants in 2014–15 but at a lesser amount. Students earning less than 24 credits during 2013–14 will not be eligible for any state grant in 2014–15 even if the students would normally qualify based on financial need.

If students who are sophomores or juniors in 2013–14 earn a cumulative grade point average of at least 3.0 at the end of 2013–14, the students will be eligible for an increased amount of state grant (amount yet to be determined) in 2014–15 provided the students are otherwise eligible based on financial need.

FINANCIAL AID STANDARDS OF ACADEMIC PROGRESS
The Higher Education Act of 1965, as amended, requires Saint Mary’s College to develop and enforce standards of satisfactory academic progress prior to awarding any federal financial aid funds to students. Standards of satisfactory academic progress were established to encourage students to successfully complete courses for which federal financial aid is received, and to progress satisfactorily toward degree completion. These policies apply to the following aid programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal TEACH Grant
- Federal Work Study Program
- Federal Direct Loan Program
- Federal Perkins Loan Program
- Federal PLUS Loan program

Please note that these financial aid standards of academic progress are separate from, and in addition to, academic standards required by the College for continued enrollment.

The criteria used to determine academic progress are cumulative grade point average, number of credits earned, and maximum time frame for completion of degree. To ensure that a student is making progress throughout her course of study, Saint Mary’s College assesses the student’s progress at the end of each fall and spring semester. All periods of enrollment are reviewed, including semesters during which no financial aid was received.
Grade Point Average (GPA)

- Students who have completed their first semester at Saint Mary's College must have a minimum cumulative GPA of 1.8.
- Students who have completed their second semester at Saint Mary's College must have a minimum cumulative GPA of 1.9.
- All other students must have a minimum cumulative grade point average of 2.0.

Number of Credits Earned

Students must successfully complete a minimum of 67% of the credit hours attempted each year (each summer, fall, and spring semester). Attempted hours are hours for which a charge was incurred, excluding audited hours.

Successful completion is defined as receiving one of the following grades: A; A-; B+; B; B-; C+; C; C-; D+; D; D-; H; S; P; or V. NOTE: If a student is granted a leave of absence circumstances prevented the student from making satisfactory progress. Circumstances charge was incurred, excluding audited hours.

or other situations which were unexpected and beyond the student's control. Allowances of their degree program. For example, if a major requires 128 credit hours to graduate, expense, provided she has satisfactory academic standing with the Office of the Registrar.

in writing to the Director of Financial Aid. The letter of appeal must explain: the reason why the student failed to achieve the minimum standards, and what has changed that will allow the student to achieve the minimum standards at the end of the next semester. Students are notified by mail of the results of their appeal.

Financial Aid Probation

Students who have an appeal approved will be eligible to receive financial aid for one semester on a probationary status. While on financial aid probation students will be given a specific academic plan that they must successfully achieve in order to remain eligible for federal aid in future semesters.

Grades of Withdrawal (W)

Withdrawn grades are counted as unsuccessful course completions. This is true regardless of whether or not the student received a grade of W due to taking a health leave.

Grades of Incomplete (X)

Students with grades of incomplete will initially have their SAP status put on hold while we await the final course grade. After a period of time if the incomplete grade is not changed to a final grade (either passing or failing) the grade of incomplete will be counted as an unsuccessful completion of a course. In this case, if an incomplete grade is later changed to a passing grade the student must notify the Financial Aid Office of the change to their academic record. At that time the student’s record will be re-evaluated to determine satisfactory academic progress.

Repeated Courses

If a course is repeated, both the first and the second grade are used in calculating the GPA. The credit hours earned are only counted once.

Transfer Hours

Transfer hours only count toward the overall maximum time frame calculation. Transfer hours have no effect upon the cumulative grade point average.

Changes of Major/Degree Program

Students who change majors or change degree programs (i.e., change from Bachelor of Arts to Bachelor of Science) are still held to the 150 percent maximum time frame rule. All credits attempted from the first major/degree will count as attempted hours for the new major/degree. The 150 percent maximum limit will be measured based on the number of credits required for the new major/degree.

Second Bachelor Degrees

Students who enroll in a second bachelor degree program are still held to the 150 percent maximum time frame rule. However, only the credit hours from the first degree which apply to the second degree will be counted as attempted hours.

Timing of Reviews

Current financial aid recipients will have their academic progress reviewed at the end of each semester. New financial aid recipients (i.e., those students who had never previously applied for aid) will have their academic progress reviewed when the Financial Aid Office receives the results of the Free Application for Federal Student Aid.

Minimum Satisfactory GPA Expectations for Part-Time Students

Part-time students are evaluated by the same standards as full-time students. However, part-time students need only to accrue courses at one-half the full-time rate.

<table>
<thead>
<tr>
<th>Complete Semester Hours</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–16</td>
<td>1.8</td>
</tr>
<tr>
<td>17–29</td>
<td>1.9</td>
</tr>
</tbody>
</table>

STUDENT LOAN COUNSELING

Loan counseling is required by the federal government for all Federal student loan programs. There are two types of loan counseling, and they take place at different stages of the loan process.
Entrance Counseling

Entrance counseling is a process that aims to help students understand the rights and responsibilities associated with their student loans before the student incurs the legal obligation to repay those loans. This counseling covers the importance of repayment, the consequences of default, the use of the Master Promissory Note, and provides sample monthly repayment amounts. Note that Saint Mary's cannot credit a student's account with loan proceeds until she has completed entrance loan counseling.

Federal Direct Subsidized and Unsubsidized Student Loans — Entrance loan counseling for direct loans is only needed once during a student's academic career at Saint Mary's College. To complete entrance counseling for Direct Loans, students must log onto www.studentloans.gov and click on the link for complete entrance counseling.

Federal Perkins Loans — At Saint Mary's, students must complete entrance loan counseling for Perkins Loans every year in which a student receives a Perkins Loan. To complete entrance counseling for Perkins Loans, students need to read and sign the Perkins Statement of Rights and Responsibilities, which was mailed to her along with her award letter.

Exit Counseling

Exit Counseling is needed when a student who has borrowed federal student loans graduates or withdraws from Saint Mary's College. Exit counseling reminds students of their rights and responsibilities as a student loan borrower, and also provides useful tips and information to help students manage their loans.

Federal Direct Subsidized and Unsubsidized Student Loans — Students who borrowed Federal Direct Loans while enrolled at Saint Mary's are required to complete Exit Counseling when they withdraw, graduate, or drop below half-time attendance (even if the student plans to transfer to another school). To complete Exit Counseling students must log onto www.nslds.edu.gov and click on the start button for Loan Counseling.

Federal Perkins Loans — Students who borrowed Federal Perkins Loans while enrolled at Saint Mary's are required to complete Exit Counseling when the students withdraw, graduate, or drop below half-time attendance (even if the student plans to transfer to another school). To complete Exit Counseling students must log onto www.nslds.ed.gov and click on the start button for Loan Counseling.

Federal Student Aid Ombudsman

If a student enters repayment and has a problem with her federal loan and other reasonable efforts have failed, we recommend that the student contacts the Federal Student Aid Ombudsman. The Ombudsman office managed by the U.S. Department of Education may be able to:

- Propose solutions to discrepancies in loan balances and payments,
- Clarify interest and collection charges,
- Clarify financial aid requirements,
- Find loan holders,
- Rehabilitate loans by establishing satisfactory repayment plans,
- Reestablish eligibility for Federal Aid,
- Find promissory notes,
- Defer or discharge loans,
- Resolve issues related to income tax refund offsets, default status, consolidations, or bankruptcies,
- Service quality, and any other customer concerns.

Students can contact the U.S. Department of Education's Ombudsman at:
Office of Ombudsman
Student Financial Assistance
Room 3012, ROB #3
7th & D Streets, SW
Washington, D.C. 20202
Phone: 1-877-557-2575

WITHDRAWING FROM SAINT MARY’S COLLEGE

If a student with federal aid withdraws from the College during a semester the Financial Aid Office is required to complete a special calculation, called a Federal Return of Title IV Funds calculation, to determine how much federal aid was earned during that semester based on the length of time the student spent enrolled.

Please note that the College’s calculation to determine the amount of tuition, room and board charges for which the student is responsible is separate from the federal calculation of how much federal aid the student can retain to pay those charges. Information about the College’s refund policy can be found on page 26.

When Saint Mary's completes the Return of Title IV calculation there are two dates that are very important:

- The date Saint Mary’s determined that a student has withdrawn. In other words, when Saint Mary's becomes aware that a student has withdrawn. This date triggers the time frames for when Saint Mary's is required to complete the Return of Title IV calculation and notify the student of the result of the calculation. This is the date that:
  - The student began the official withdrawal process, or the date the student provided official notice of her intent to withdraw, whichever is later, or
  - The date Saint Mary’s began the paperwork for a health leave, or
  - The date Saint Mary’s became aware the student had ceased attendance.

- The withdrawal date. This date determines the amount of aid a student has earned for that semester and can keep. This is that date that:
  - The student began the official withdrawal process, or
  - The student last attended an academically related event, or
  - If the College determined that the student did not provide official withdrawal notification due to illness, accident, or other circumstances beyond the student's control, the withdrawal date will be the date the College determines which is related to the circumstance, or
  - The date Saint Mary's began the paperwork for a health leave, or
  - If the student earned grades of all F the withdrawal date will be either
    - The last day of attendance at an academic related event (per Academic Advising) if available, or
    - The mid-point of the semester.

The amount of Title IV assistance a student has earned is calculated by first determining the percentage of assistance the student has earned/can keep, and then by applying that percentage to the total amount of Title IV assistance that was disbursed, or could have been disbursed, to the student.
The percentage of Title IV assistance that has been earned is equal to:
- The percentage of the semester which the student completed as of the withdrawal date, if the withdrawal date occurred before the 60th percent of the semester
- 100% if the withdrawal date occurred after the 60th percent of the semester

The percentage of the semester is determined by dividing the total number of calendar days in the semester into the number of calendar days the student completed as of her withdrawal date.

The total number of calendar days in a payment period includes all days within the semester, except scheduled breaks of at least five consecutive days or days in which the student was on an approved leave of absence.

Disbursement of Aid After Withdrawal
If the Return of Title IV calculations show that Saint Mary's can pay additional federal aid funds to the student we will send notice of this additional aid option to the student, or parent in the case of a Federal Parent PLUS Loan, within 30 days of when Saint Mary's College determined a student withdrew. The notice will include information that:

• Request confirmation of any post-withdrawal disbursement of grant or loan funds for which the student may be eligible
• Explain that the student, or parent in the case of a parent PLUS loan, who does not confirm that a post-withdrawal disbursement of loan funds may be credited to the student's account may not receive any of those loan funds
• Advise the student or parent that no post-withdrawal disbursement will be made if the student or parent does not respond within 14 days of the date Saint Mary's College sent the notification
  - If the student, or parent in the case of a parent PLUS loan, responds within 14 days that they do wish to receive all or a portion of a post-withdrawal disbursement, Saint Mary's College will disburse the funds within 120 days of when we determine the student withdrew.
  - If the student or parent does not respond to the notice from Saint Mary's College, no portion of the loan funds may be credited to the student's account or disbursed directly to the student or parent.

Return of Title IV funds
If Saint Mary's determines that we need to return some federal aid funds, federal funds will be returned in the following order:

• Loans — Unearned funds from loan programs will be credited to outstanding balances on Title IV loans made to the student or on behalf of the student for the semester for which a return of funds is required. Those funds will be credited in the following order:
  - Unsubsidized Direct Loans
  - Subsidized Direct Loans
  - Perkins Loans
  - Parent PLUS Loans
• Remaining unearned funds will be returned in the following order:
  - Pell Grants
  - SEOG Program aid

S
aint Mary’s College offers students an outstanding curricular program. Students are able to pursue several degrees and majors as well as minors and certificates. These programs of study are supported by the offices and services in the Divisions of Academic Affairs. This division also implements the academic policies and procedures of the College. This section of the Bulletin describes these two aspects of academic life at Saint Mary’s College.

DIVISION OF ACADEMIC AFFAIRS
The staff of the Division of Academic Affairs support the student learning that is achieved in the academic departments and interdisciplinary programs of the college. Headed by the Provost and Senior Vice-President for Academic Affairs, this division includes the Provost, the Dean of Faculty, two Associate Deans and Senior Advising staff, the Office of the Registrar, the Department of Information Technology, the Center for Academic Innovation, the Cushwa-Leighton Library, and 29 academic departments and interdisciplinary programs.

Additional offices in this division provide direct support for students seeking advising, ranging from registration for courses each semester and advice on success strategies to information on many opportunities for global education and women's leadership. The Office of Academic Affairs and First Year Studies, the Office of Student Success, Pre-Professional Advising, the Career Crossings Office and the Center for Women's Intercultural Leadership (for information about international programs and study abroad) are the offices which provide this direct advising support to the student. As the student enters Saint Mary's College, the Cross Currents Program guides the student to these resources. These offices, programs, and support services are described below.

ACADEMIC OFFICES, PROGRAMS AND SERVICES
The Office of Academic Affairs and First Year Studies
The Office of Academic Affairs and First Year Studies is the central advising office at Saint Mary's College. The advising records of all students are maintained in this office. In addition to administering academic policies, advisors in the office work closely with faculty advisors and professors to promote the academic life of all students. First Year Students are assigned a First-Year Faculty Advisor during their first summer. The faculty advisor helps First Year Students plan their schedules during the first year. When students decide on a major they will be assigned a departmental advisor in their major.

Disabilities Resource Office
The Disabilities Specialist coordinates services and accommodations for students with disabilities who provide appropriate documentation (see page 60). The disabilities specialist works with identified students who have dyslexia and processing/attention-related difficulties. These students are supported in mastering organizational skills, time management proficiency and academic learning strategies.

Office of Student Success
Located in the Academic Resource Center in Madeleva Hall, Saint Mary's College provides a Student Success Program to better ensure that the students accepted to the College successfully adjust to the demands of a collegiate career. Students offered admission to the Success Program receive academic support at the beginning of their collegiate career along with remediation in writing and mathematics, when necessary. Students also enroll in EDUC 100 (2 semester hours) which provides extensive comprehensive college-level study skills and strategies that apply to academic, career, and life skill success. The Office
for Student Success, from which the Success Program originates, also offers student success workshops, programs, and individual consultation for the general student population.

Pre-Professional Advising

Pre-Health Advising
Although Saint Mary’s College does not offer a pre-professional major, a student can complete all the classes she needs to pursue a health-related graduate program following completion of her Saint Mary’s undergraduate degree. These include but are not limited to medical school, dental school, optometry, pharmacy, physical therapy, etc. Students must demonstrate strength in the sciences for application to these programs, but need not major in science. The basic core of courses includes (but may not be limited to) one (1) year in each of the following areas:

- English
- general biology with labs
- general chemistry with labs
- organic chemistry with labs
- physics with labs
- math

Beginning junior year, students are advised individually by Dr. Nancy Nekvasil (nekvasil@saintmarys.edu), pre-health professions advisor, as they begin the process of applying to health professions graduate programs. If a student plans to study abroad, she should contact Dr. Nekvasil earlier than junior year to discuss her curricular plans.

Pre-Law Advising
Pre-law advising is provided to students through the Career Crossings Office. The pre-law advisor provides information to students about the application process, the Law School Admission Test (LSAT), and membership in the Notre Dame/Saint Mary’s Pre-Law Society.

Cross Currents Program
The Cross Currents Program, while primarily housed in the Academic Division, integrates many new and existing programs offered by the Academic, Mission and Student Affairs divisions. Cross Currents expands the opportunities available to a student over four years, providing her with a more robust approach to advising. As a college committed to the legacy of the Sisters of the Holy Cross, this new advising system focuses the student’s attention on several key questions. In the first year, programs such as a First-Year Faculty Advising Program, Peer-Mentoring, and Common Experiences, allow all first year students to explore answers to the question, “Why am I here?” In the sophomore and junior years, students explore the answers to the questions “What are my gifts and passions?” and “What do my community and the world need from me?” through programs sponsored by Campus Ministry, the Office of Civic and Social Engagement, the Center for Spirituality and the Career Crossings Office. These programs include retreats, experiential learning opportunities, Sophomore Pathways, Real Life Calling seminars, StrengthsQuest workshops, and internships. In their senior year, our students will prepare to leave us with some provisional answers to the question, “How can I make a difference in the world?”.

Common Course for First Year Students: All first-year students enroll in a one-credit course titled “Sophia Program in Liberal Learning: A First-Year Common Course.” This class generally meets once a week during the first semester in groups of 20 students or fewer and is taught by a faculty member who serves as the academic advisor. An upper-class student who serves as a peer mentor to this group of students also participates. This common course is designed to introduce first-year students to the many facets of their academic experience at the College and encompasses the following learning outcomes:

- students will engage in a process of self-reflection by considering responses to the questions, “Why am I here?”;
- reflect on the nature and value of a liberal arts education;
- draw connections between her educational goals and larger issues raised by the Common Experience text;
- develop attitudes and strategies for lifelong learning—in college and beyond;
- apply their knowledge of elements of the Sophia Program to the crating of their own educational program and goals;
- continually build on their knowledge, transferring their learning between a variety of experiences and courses.

SPLL 101 Sophia Program in Liberal Learning: A First-Year Common Course (1)
This one-credit course offers you a basic introduction to many facets of your academic experience at Saint Mary’s College. In it, we will discuss a variety of topics: practical tips such as course selection, registration, time management, and learning strategies; techniques for finding a major; information about unique opportunities and important resources on campus; and, of course, deeper questions about the value of the liberal arts, integrative learning, and higher education. Many of these conversations will build on ideas generated from our course readings.

Career Crossings Office
The Career Crossings Office (CCO) offers services for career decision making to all students throughout their four years and beyond. Information on career resources and programs is available online at saintmarys.edu/career-center, by contacting the office in 114 Spes Unica at (574) 284-4775, or by emailing cco@saintmarys.edu.

Choosing a Major/Exploring Career Options
Instrumental to the foundation of career development and growth of students, the CCO provides support and guidance in choosing a major and exploring career options associated with a field of interest. The CCO can provide counseling and access to:

- Career assessments including the Strong Interest Inventory, Myers-Briggs Type Indicator, and StrengthsQuest
- Job shadowing and informational interviewing
- “What Can I Do With A Degree In…?” and alumnae career path resources
- Career Resource Center with over 300 books and resources to explore career options

Internship Searching
The CCO assists in internship search by providing individual counseling to explore goals, searching techniques, and the necessary resources to uncover a world of internship possibilities! The office also hosts various internship preparation seminars throughout the year and an internship expo in the spring through the Cross Currents Program.

Job Searching
The CCO can help students explore career goals and strategies that will meet their individual needs and maximize job search endeavors. Information and resources are available to develop networking, researching, and résumé and cover letter writing skills.
Résumé and Cover Letter Writing
Résumés and cover letters are an opportunity to provide a great first and lasting impression with potential employers. The CCO can assist with developing and fine-tuning job search correspondence to make a positive impact on employers. In addition, the Career Resource Center provides several print publications on writing effective résumés and cover letters that are available for browsing and checking out. Online workshops are available through the CCO web site as well.

Networking and Interviewing Skills
Perhaps the most difficult to develop and master, networking and interviewing skills are critical to the success of internships and job searches. The CCO can provide one-on-one mock interviewing and counseling sessions to assist in developing interviewing skills as well as in learning the basics of networking. Throughout the year, the CCO will host or co-host programs that allow students and alumnae to utilize and develop both networking and interviewing skills.

Graduate and Professional School Preparation
The CCO can provide the resources and information needed to explore graduate and professional schools, uncover financial aid options, create effective personal statements, prepare for entrance exams and much more. The office also serves as the primary law school advising office.

Exploring Alternative Post-Graduate Options
Students from Saint Mary’s College not only enter into jobs after they graduate, but take advantage of volunteering and service opportunities. The CCO can assist with the exploration of how short-term plans can compliment long-term career and life goals. The office works closely with the Office of Civic and Social Engagement to provide accurate and up-to-date information on various volunteer and service opportunities at the local, regional, national, and international level.

On-Campus Recruiting Program
Employers from various industries visit the Saint Mary’s campus each year to recruit for jobs and internships. Employers conduct interviews, information sessions and information tables in which students are encouraged to participate and explore options offered by the employers. A current list of employers recruiting on campus is available on the CCO web site at saintmarys.edu/career-center.

“Go BELLES”
All students and alumnae have access to the “Go BELLES” online system, featuring numerous job and internship opportunities. Students and alumnae can review postings, apply for positions, post résumés, and more.

Alumnae Resource Network
The ARN houses contact information for alumnae throughout the United States and abroad working in all industries and with all types of employers. The ARN has been used by hundreds of students and alumnae as a contact database and networking tool. Currently, the database is accessible in the CCO, 114 Spes Unica and on the College network at P:\Departments\CCO\Public (must be on-campus).

Career Resource Center
The CRC houses well over 300 publications on most career-related topics. Books and resources are available for check-out from the CRC or can be browsed in the office.

The Center for Academic Innovation
The Center for Academic Innovation was founded in 1993 to support the academic excellence of Saint Mary’s College. The CFAI administers research and teaching grants for faculty, collaborative research grants for faculty teams (COSTAR), and the Student Independent Study and Research (SISTAR) program, in which student and faculty partners work together on scholarly or creative projects. Information about other types of faculty development is available through this office.

The Center for Women’s Intercultural Leadership
The Center for Women’s Intercultural Leadership (CWIL) was established at Saint Mary’s College in December 2000 with the support of a grant from the Lilly Endowment Inc. CWIL is an innovative collaboration between Saint Mary’s College faculty, staff, students and local community leaders and national and global partners. CWIL advances Saint Mary’s College’s mission of “preparing students to make a difference in the world” by empowering women to realize their call to leadership and to develop the intercultural knowledge and competence critical in today’s increasingly interdependent world. In the spirit of the College’s sponsors, the Sisters of the Holy Cross, CWIL promotes human transformation and systemic change, from the local to the global context, by providing challenging justice-based educational opportunities.

The Center is organized around three core components. Intercultural Leadership empowers women to use diversity, gender, and culture as a strength in their leadership, and offers students a certificate in intercultural leadership. Global Education promotes engagement with other cultures through study abroad experiences, a student club, international student services, and the internationalization of the College’s curriculum. Research and Scholarship serves as an interdisciplinary think tank where scholars can contribute to an ongoing dialogue about how human cultures interact and the roles women play in today’s global reality.

International Programs
Saint Mary’s has a long history of providing quality international programs as an essential part of our educational mission—forming women leaders who will make a difference in the world. As this world becomes increasingly interdependent, the College offers an expanding range of semester, year, semester break, and summer study and service programs in a wide variety of countries, and encourages students to take advantage of them. These programs are coordinated by the Global Education Office within the Center for Women’s Intercultural Leadership. Since program requirements and credit arrangements vary considerably, students should start the planning process as early as possible in their college careers. The Global Education Office will assist students in researching and pursuing their options. For Saint Mary’s College programs, the program coordinator in charge will guide the student through the application process, and financial aid for semester programs will be applied. Students may apply for institutional study abroad grants and national scholarships. To be accepted for credit, non-Saint Mary’s programs and institutions must meet pre-defined academic standards and must be approved in advance by the Office of Academic Affairs and First Year Studies and the Global Education Office. These programs are generally not eligible for Saint Mary’s financial aid.

Academic Year Programs
Córdoba, Argentina
Saint Mary’s College offers a Spanish program in Córdoba, Argentina in 2008 via its long-term partner the Spanish Studies Abroad. Córdoba is recognized as a center for arts and learning in Argentina with its many universities, theaters, and museums. This program also offers three enrollment options: summer, semester, and academic year. Students study at the distinguished Universidad Nacional de Córdoba (UNC) and take courses designed for international students in addition to one regular course at UNC.
Students must have at least two semesters of intermediate college Spanish with 3.0 GPA in Spanish as well as a 3.0 average overall when they apply for the program.

**Fremantle, Australia**

In 2003, Saint Mary's established its first direct student exchange program with the University of Notre Dame, Australia. Eligible students pay tuition, room and board at Saint Mary's and receive financial aid, but will directly enroll full-time at UND in Fremantle, on the west coast of Australia. Students can choose from a wide range of courses offered, with pre-approval from the Office of Academic Affairs and First Year Studies, and study for a year or semester. All Saint Mary's students will be required to take a course on Australian history and society, which includes a field trip to the Kimberly region of Western Australia to visit aboriginal communities and experience the Australian Outback. Students must maintain a cum GPA of 3.0 or higher in order to be eligible for this program.

**Innsbruck, Austria**

Students may participate in the program at the University of Innsbruck through our partnership with University of New Orleans for the spring semester or full year. Besides intensive language study, courses accommodate the general curricular needs of Saint Mary's students, and are all taught by faculty from the University of Innsbruck. Typical offerings include history, literature, and music and fine arts. Students live in residence halls with German-speaking students, are taken on numerous excursions, and may elect to be assigned host families. Saint Mary's students wishing to study in the Innsbruck Program must have a minimum 2.5 GPA. Prior study of German at Saint Mary's is strongly recommended.

**Shanghai/Nanjing, China**

Saint Mary's students may participate in the program at the Shanghai Center on the campus of East China Normal University through our partnership with the Council of International Educational Exchange (CIEE) for the fall, spring semester or the full year. Shanghai, one of Asia's most exciting business and cultural centers, is the perfect environment for students to take business classes and other courses (Chinese culture, culture studies, history, journalism, etc.) in English to understand China in a global context. Students have opportunities to learn outside the classroom through volunteer opportunities, cultural activities, a three-day field trip with excursions to Chinese companies and factories, or an organizational internship. The Shanghai Program is open to students of any major. Prior study of Chinese at Saint Mary's is strongly recommended.

The Nanjing Intensive Chinese Language and Culture Program at the CIEE center on the campus of Nanjing University is open to students who have studied Mandarin Chinese for two semesters. Nanjing, China's ancient capital, is rich in scenic and historic sites. The goal of the program is to increase students' language proficiency and cross-cultural competency through close interaction with community life via small classes, a unique area studies course taught in English and Chinese, and a research project with guidance from individual advisors. Students have opportunities to explore Southwest China in the fall and Northwest China in the spring on a one-week module and visit memorial museums and temples in Nanjing and other cities in Eastern China.

**Oxford, England**

Saint Mary's is one of a few Catholic colleges and universities in the United States that have been invited to participate in the Overseas Student Programme at Blackfriars Hall of Oxford University, which provides highly motivated and advanced students (GPA of at least 3.5 and turning 21 by their return) with a special opportunity to spend up to a year studying at one of the world’s most storied universities, as well as at one of the most famous centers for the study of the Catholic intellectual tradition. Participants in the program are able to work one-on-one with world class faculty members, enjoy conversations and forge friendships with other talented students from around the world, and imbibe the history and culture of a medieval university city as well as that of England itself, Blackfriars’ course offerings are most robust in the disciplines of philosophy, theology, history and literature, though it is also possible to take tutorial and lecture courses at Blackfriars in economics, politics, and psychology, as well as to take lectures, seminars and language courses from the full range of offerings across Oxford University. Students who participate in the Overseas Student Programme should work closely with the program coordinators to craft a course of study that will allow them to take full advantage of the opportunities available at Blackfriars while making progress toward their major and Sophia Program requirements at Saint Mary's.

**Angers, France**

Saint Mary's College offers students the opportunity to study at the Université Catholique de L'Ouest in the heart of the Loire Valley. Students who have previously taken French and earned a B average may take courses for the full year, fall or spring semesters with courses that range from beginning to advanced French. Depending on language placement, students may earn some credit toward the Sophia Program requirements. Since all of the coursework is done in French, students can expect to apply the bulk of their academic credits in Angers towards a French major or minor at Saint Mary's and to elective credit toward the SMC degree requirements. Students live with host families and participate in a variety of extracurricular activities at the Université. The program includes a few excursion trips each semester; in the Spring semester there is usually a Saint Mary's Heritage excursion to LeMans. Interested students are recommended to study in Angers during their sophomore (preferred) or junior year or during the summer.

**Maynooth, Ireland**

Since 1977, approximately 40 students per year have studied at the National University of Ireland at Maynooth (N.U.I.M.) in Maynooth, Ireland. These students attend regularly scheduled classes with and live among Irish students. They mainly choose sophomore-level general education courses approved to the Sophia Program in literature, history, classical civilization, philosophy, theology, economics, anthropology, or sociology. A course in Irish culture including lectures and tours is required. Students on the Ireland Program may enroll for the Irish academic year or for one semester. Applicants should demonstrate a serious attitude in their college work (a “B” average is recommended), and must complete an application process to qualify.

**Rome, Italy**

In 1970, Saint Mary's College established its own campus in Rome primarily for its sophomore students. Students are taught by a specialized faculty resident in Rome. Courses include those particularly associated with the history, the art, and the culture of the country. They cover anthropology, Italian art history, history, international business and economics, Italian language and literature, marketing, music appreciation, mythology, philosophy, political science, and religious studies. In order to qualify, students must have a 2.5 cumulative GPA. Prior study of Italian at Saint Mary's is strongly recommended. If space permits, qualified students from other colleges may enroll in the program.

**Ifrane, Morocco**

The town of Ifrane is a small French-style ski resort nestled in the Middle Atlas Mountains. A semester or year in Ifrane will allow students to gain accurate knowledge of the Arab and Islam world, both areas that are critical to global dynamics. Saint Mary's students take courses for the Sophia Program requirements at Al Akhawayn University and all classes are taught in English. Students also have the opportunity to develop language skills in Arabic or French. Prior study of Arabic or French at Saint Mary's is strongly recommended.
The average class size at Al Akhawayn University, a small American style university, is 17, ensuring that students have the opportunity to interact with faculty and classmates. Students live in the residence halls with Moroccan and other international students.

**Pietermaritzburg, South Africa**

Saint Mary's College offers an international program via InterStudy/International Studies Abroad at the University of KwaZulu-Natal in the charming, old-world city of Pietermaritzburg, about an hour from the Indian Ocean, nature reserves, and the bustling tourist resort area of Durban. The program is an ideal fit for students interested in social justice, environmental biology, African literature, history, ethnic studies, religion, and sociology. Students typically take four classes or the equivalent of 16 credit hours while enrolled at the University of KwaZulu-Natal, and may enroll for fall or spring semester or the full year. Students live on campus in the dorms with a mix of local South African and international neighbors. Students participate in an orientation program upon arrival and are encouraged to take advantage of provided travel and community volunteer opportunities. The program is open to sophomores, juniors, and seniors with a minimum 2.5 GPA. It is expected that participating students be in good disciplinary standing and exhibit emotional maturity and adaptability to new experiences.

**Seoul, South Korea**

In 2008, Saint Mary's established a direct student exchange program with Ewha Women's University in Seoul, South Korea, which was established in 1886 as the first higher education institution for Korean women. It is now one of the most prestigious universities in Korea and the largest women's university in the world. Eligible students pay the regular tuition, room and board at Saint Mary's and retain their financial aid. Students choose from a wide range of courses (in English) and Korean language courses offered, with pre-approval from their academic advisors, and can study for a year or semester. Students must have a 2.5 cumulative GPA to be eligible for this program. Korean language is not required.

Another option for a semester study in Seoul, South Korea is an exchange program at the Catholic University of Korea (CUK). The Program offers some English courses in liberal arts, social sciences, natural sciences, education, business, and international studies. Students are encouraged to take the Korean Language course offered by the Korean Language Center at the University. This Program also offers an English Teacher Assistantship, which covers all costs including room & board and international travel costs. It is an opportunity for students to work with people from around the world and help Korean students with their English language skills. Students are housed in the International House (IH) dormitory, which is the primary building in which most classes for international students are located.

**Seville, Spain**

In 1999, the College formally affiliated with the Spanish Studies Abroad in Seville, Spain. Spanish majors and minors who decide to attend typically spend the second semester of their sophomore year studying at the Center. The Spanish Studies Abroad has an ample curriculum in Spanish language, Spanish literature, history, and culture which complements the Spanish curriculum at Saint Mary's College. Students can study in Seville for a summer, semester, or academic year.

**Summer Study Abroad**

**China Summer Program**

Realizing the important role that China is playing in the world today, Saint Mary's offers the China Summer Study Program in collaboration with the Soong Ching Ling Foundation. It is a three-week summer program from mid-May to early-June. Students will have opportunities to visit Chinese universities and students, different cultural sites, rural areas and cities, including Beijing, Xi’an, Nanjing, Shanghai, and Hong Kong, and experience the oldest civilizations and fast economic development in China. Students are required to take a three-credit course (in English) for the program. This program is open to all students and Chinese language is not required.

**Environments of Ecuador Summer Program**

One of the most environmentally diverse countries in the world, Ecuador offers a unique opportunity to experience four distinct ecological settings. Witness 500-pound tortoises on the Galapagos Islands, hummingbirds in the cloud forest, alpacas of the Andes highlands, and Capuchin monkeys in the Amazon. Students will discover a fascinating world of unusual plants and animals. Open to students in all majors, the course highlights the natural beauty of Ecuador in a 15-day travel experience during the summer. Particular emphasis is placed on local conservation efforts, the intersections between biology and culture, and the rich diversity of life. This course is offered in even-numbered years.

**European Summer Study Program**

The European Summer Study Program is an introduction to European history, culture, international business and other topics. This four-week program is offered each summer, from mid-May to mid-June. Classes are offered, not in the usual four-walled setting, but instead in the places where events happened. The key to the learning process on this study trip is experience. Students can take up to six credits and apply them toward their electives. In the past this program has visited Dublin, Edinburgh, London, Paris, and Brussels, and taken side trips from major cities to places like Killarney and Blarney or Stonehenge and Bath.

**Internships in the European Union: London and Seville**

These 6 or 8 week summer internships include but are not limited to: advertising, marketing, public relations, management and finance, politics and international relations, arts administration, journalism, etc. Placements are made before leaving campus, are in professional settings and require full attendance of up to 40 hours per week. Students are expected to complete course requirements, written assignments, and on-site employee evaluation. Once students arrive, on-site program staff will orient students to the city and provide additional mentorship. Students live in apartment style housing in the metropolitan center with other students on the affiliated CAPA program in London and in home-stays in the Spanish Studies Abroad program in Seville. The program is open to all students, but to participate in the Seville program, students need to be either proficient/fluent in the Spanish language or have completed at least one advanced Spanish course at the college level.

**Greece Summer Study Program**

The Greece Summer Study Tour is a two-week program beginning toward the end of May and continuing into the month of June. The study tour allows students to earn three elective credits for the course. Students immerse themselves in the Greco-Roman world of the first urban Christians converted by Paul the Apostle while traveling throughout mainland Greece. Enrollment is open to students of all class years, but is limited to 16 students. Students do not need to specialize in history, religion, or a foreign language to participate.

**Honduras Summer Service Learning Program**

A 17-day, three-credit seminar is offered from mid-May to early June in Honduras. In partnership with the Heifer Project, this class explores issues related to poverty, development, gender concerns, and human rights. The course of study includes one week devoted to a cultural, political, and historical orientation to Honduras, based in Tegucigalpa, the capital city; a second week where students live in villages that are
in partnership with the Heifer Project, including service-learning with development projects in those villages; and a third week with more service-learning in an orphanage and time in Copan, the site of Mayan ruins in Honduras. The course includes reflection and discussion while in-country, as well as preparatory readings and post-trip debriefings. This program is offered in odd-numbered years and is offered in a shorter one-credit semester break format in alternate years.

**Korean Summer Program**
The Bahrom International Program at Seoul Women’s University (SWU) in Seoul, the capital of South Korea, offers a unique opportunity for students to learn Korean culture and history. This one-month program is taught in English and is offered from the end of June to the end of July. The program typically has 50 participants from SWU and an additional 50 participants from countries all over the world. The program will introduce Korean culture, history, religion, philosophy, art, language, politics, and economics through lectures, discussion sessions, and hands-on cultural experiences during which students will dress like traditional Koreans, learn Korean manners, make their own Korean-style pottery, play traditional instruments, and make Korean food. Field trips to historical and traditional cultural sites such as Korea’s capital during the Shilla Dynasty and the present border with the North Korea allow students to see first-hand the beauty and history of Korea, thus enriching their in-class learning. Participants will receive three transfer credits for the course.

**Uganda Summer Program**
In 2009 Saint Mary's launched a six-week summer practicum program working with the Sisters of the Holy Cross in Kyarusozi, Uganda. This program is currently only for Education and Nursing majors, although it may expand. It is an opportunity for students to live and work directly with the Sisters of the Holy Cross and immerse themselves in the local community offering skilled assistance in education and nursing. Students take a one-credit course on East African History and Culture the first week and then a practicum course in either education or nursing for six weeks, with one overnight outing in a game park midway through the program. Students should have rising Senior status in order to apply.

**Semester Break Programs**
**Honduras Program**
This one-credit version of the program listed under Summer Study Abroad takes place in alternate years.

**Education Studies in Ireland**
The one-week program is designed for sophomore and junior elementary education majors. During the week, students will visit schools at the respective level, tour campus and visit classes in the Education Department at the National University of Ireland, Maynooth and hear speakers on the educational system in Ireland. Students with the elementary major may also have the opportunity to experience classrooms in coordination with Froebel College, Dublin; established according to the German educator Friedrich Froebel, these classrooms offer unique child-centered education. Through readings and these learning experiences, students fulfill requirements of a one-credit course, EDUC 488 Practicum in Intercultural Education.

**English Language School**
Saint Mary’s College offers a program of pre-college English language courses to speakers of other languages. The Saint Mary’s College English Language School (ELS) is part of a campus-wide initiative to internationalize the campus and to attract more international students. Students in the program have the opportunity to experience full immersion in the language and culture by living on campus in residence halls with US students and participating in the life of the College. The program offers small classes that cater to the individual needs of students from the novice to the advanced level of English proficiency. Non-credit courses include English reading, writing, speaking, and listening. Qualified students may apply for conditional admission to Saint Mary’s College degree programs, which provides non-native speakers an opportunity to bring their language skills to an acceptable level in order to ensure their success. The English Language School offers English courses year-round in four-week sessions. Students in the ELS program benefit from immigration advising and cultural programming.

For more information on the English Language School contact Saint Mary's College Center for Women's Intercultural Leadership at (574) 284-4051 or visit the web site at http://cwil.saintmarys.edu/els.

**ACADEMIC POLICIES AND PROCEDURES**

**Academic Calendar**
The academic year is divided into two semesters. The first begins in late August and ends before the Christmas holidays; the second begins in mid-January and ends in May. There is a one-week midsession break in the fall and spring, a short Thanksgiving and Easter recess, and a vacation of approximately a month between semesters.

**Summer Sessions**
Saint Mary's College offers on-campus and online sessions beginning on the Monday after graduation for students who wish to continue their education during the summer. Summer Sessions are also open to visiting, non-matriculating students from other colleges and universities. The course offerings include Sophia Program requirements, major requirements, and electives. Students take courses at a reduced tuition rate and generally may enroll in a maximum of three courses (nine hours) in the summer. Female students may also reside in one of Saint Mary's residence halls. Summer travel programs are also available.

**Academic Load and Unit of Instruction**
A student must carry at least 12 hours of credit per semester to be considered a full-time student. Part-time students carry fewer than 12 semester hours of credit. Sixteen hours per semester is an average load, 18 hours is the usual maximum. A student may carry more than 18 hours only with the approval of the Office of Academic Affairs and First Year Studies. She will be charged for each semester hour over the maximum load. If a student is admitted conditionally or placed on academic probation, her course load may be restricted.

The semester hour is the unit of instruction used for computing the amount of work required for graduation. Each semester hour represents 50 minutes per week of lecture or recitation. The length of a laboratory period depends upon the requirement of the course. Normally, one semester hour of credit is awarded for satisfactory work in one hour of class or two hours of laboratory or studio work per week for a semester.

**Add/Drop**
A course may be added through PRISM until the end of the first week of the semester (ends Sunday at 11:59 p.m.). Course additions may continue through the end of the seventh day of the semester (Tuesday at 5 p.m.) with instructor permission through the use of an Add/ Drop form available in the Registrar’s Office (161 Le Mans Hall). A course may be dropped without penalty during the first five weeks of the semester. (See also: Withdrawal from a Course, page 66.)
Appeal Procedures
Appeals of academic honesty violations, contested grades, and waivers of academic policies must be initiated within 30 days of notification or, in the case of a contested grade, within 30 days of the new semester.

Academic Hearing Board
At the written request of any involved party, the associate dean in the Office of Academic Affairs and First Year Studies is to refer the matter to the chair of the Academic Standards Committee who appoints a three-member ad hoc committee—the academic hearing board. The academic hearing board is comprised of one faculty member, one student, and one academic administrator selected from the members of the Academic Standards Committee. (In the case of a disability-related appeal, the dean of faculty will be the academic administrator.) The academic hearing board conducts a hearing and renders a recommendation in writing to the chair of the Academic Standards Committee. All proceedings are kept confidential. The chair must ensure that student rights to due process are protected. Unless it is appealed, the recommendation of the academic hearing board is final and binding.

An appeal of academic hearing board recommendations is made to the Academic Appellate Board.

Academic Appellate Board
The Academic Appellate Board acts as a review board for any case in which a decision is being contested. The board consists of one student, one faculty member, and one administrator appointed by the chair of the Academic Standards Committee from that committee.

The student must initiate the appeal of a judicial action in writing to the chair of the Academic Standards Committee within 48 hours of receiving the notification. All appeals must be based on new evidence or violation of rights to due process. The Academic Appellate Board will meet to discuss the merit of the appeal. If the board believes the appeal lacks merit, the appeal is denied. If the board requires additional information, it may require a meeting with the student. If the appeal has merit, the student will be granted a hearing before the academic appellate board.

The Appellate Board submits its decision in writing to the involved parties, to the chair of the Academic Standards Committee, and to appropriate academic officers of the College. A final appeal may be made to the President of the College. The recommendations and decisions of the Academic Appellate Board are subject to review by the President of the College.

Appeal Procedure for Denial of “W”
An appeal of the denial of fulfillment of the Writing Proficiency requirement must be initiated within 30 days of the new semester. After discussion with her professor, the student should write a letter stating the reason for her appeal and submit it with her “W” portfolio to the Director of the Writing Program.

Attendance/Absence
A student is expected to attend every meeting of a class for which she is registered. The responsibility for attendance rests with the student. Excused absences may be granted to students who must miss class(es) for serious and documentable reasons of personal health, family concerns (emergency or important event in student’s family), or participation in varsity athletics or other officially recognized activities. Students are permitted to return to class and make up the work missed to the best of their ability after consultation with the instructor. However, every absence carries the penalty of the instruction given during absence which may result in a lower grade for the course; in the case of a prolonged absence it may be necessary to withdraw from one or more courses. Limited excused absences for personal health or family concerns are approved and monitored by the Office of Academic Affairs and First Year Studies.

Auditing a Course
Students must be enrolled in a class before arranging to audit. Once an audit is processed it cannot be reversed. Credit will not be granted for the audited course and the grade of “V” is not calculated in the GPA. All part-time students will be charged full tuition for each course audited. Full-time students may audit free of charge even if course load exceeds 18 hours.

Classification of Students
A student meeting the requirements for admission and desiring to study for a degree is classified as follows:

- first year student
- sophomore
- junior
- senior

A student who is not seeking a degree is classified as non-degree seeking regardless of semester hours earned.

Continuation in College

Academic Good Standing: The standard for continuance (good standing) in the College is a 1.80 cumulative GPA for students completing the first semester of the first year; 1.90 cumulative GPA for students completing the second semester of the first year; and 2.00 cumulative GPA thereafter.

Academic Probation: The record of a student whose GPA falls below these figures is reported to the Academic Standards Committee at the end of each semester. If in the opinion of this committee, the record offers little or no promise of successful completion of work for a degree, the student is subject to dismissal. Otherwise, she is placed on academic probation for one semester. Students on academic probation are not allowed to participate in major co-curricular activities, may not hold a major student leadership position, nor participate in varsity athletics. The notation “academic probation” appears on the student’s permanent record.

Academic Dismissal: A student is subject to dismissal under the following circumstances: academic probation for two consecutive semesters or for three non-consecutive semesters, first academic probation with little or no promise of academic success, or unsuccessful in two majors.

Dismissal will be recorded as part of the student’s permanent record. If a student is dismissed for poor scholarship, she may reapply after one year, provided she can present evidence of potential academic success to assist the Academic Standards Committee in making this decision.

Appeal: A student has the right to appeal a dismissal. Her appeal must include new information that was not taken into consideration at the time of her dismissal and a plan for future success. The student must submit this appeal to the Chair of the Academic Standards Committee within ten working days upon receipt of notification. The chair of the Academic Standards Committee, along with two other committee members, will hear the appeal.

Course Numbering
Course offerings are numbered according to levels, from introductory to advanced. Lower-division courses are numbered from 100 to 299; upper-division from 300 to 499. All courses are semester long unless noted otherwise in the course descriptions or schedule of classes.
Courses with an “RM” suffix are taught on the Rome campus; courses with a “W” suffix indicate a writing proficiency course.

Credit by Examination
Saint Mary's College will accept up to thirty semester hours of credit by examination (Advanced Placement, International Baccalaureate, SAT II Subject Test, and College Level Examination Program). See the Academic Guide for First Year Students for more information. In extraordinary circumstances, the College reserves the right to award credit though a Departmental Exam when approved by Academic Affairs Council.

Declaration of Major and Minor
By the end of the sophomore year, students must petition an academic department for acceptance into a major program. The Office of Academic Affairs and First Year Studies sends each sophomore a Major Petition form with instructions for completion. Students should then meet with department chairs and advisors about possible major programs. First Year Students may not formally petition a department for acceptance into a major program; however, they may take prerequisite and/or introductory courses in the major in the first year. Students interested in art, music, or science should register for specific courses in the first year in order to complete degree requirements in four years. To declare a minor, a student must complete the Minor Petition form from the Office of Academic Affairs and First Year Studies. (See also: Guidelines for Optional Minors, page 86.)

The Student-Designed Major (SDM) allows a student with a 3.3 cumulative GPA in the liberal arts and sciences to follow a course of study outside the traditional departmental structure at Saint Mary's, with appropriate advising. Interested students must submit a formal proposal no later than spring break of the sophomore year to the SDM committee. Note: in the following pages, several minors mention the SDM option: viz., dance, gender and women's studies, intercultural studies, and justice education. Although these programs (and other interdisciplinary minors like them, e.g. film studies) do not offer their own majors, a student may use classes from them to build her own independent, inter-disciplinary major that incorporates advanced courses from other disciplines into a program of study different from any offered by the college.

Study Abroad Student: A student on a study abroad program has an extension until October 1 of her junior year to submit an SDM proposal if she has already declared another major by the end of her sophomore year. If the SDM is her only major, her proposal is still due by mid-semester of the spring of her sophomore year even if she is abroad.

Disabilities
Saint Mary's College will provide reasonable accommodations to qualified students with properly documented disabilities. Documentation must be in writing and must be current. Three to five years is the outside limit for learning disabilities. Psychiatric disabilities should be documented yearly.

Documentation must be provided by an appropriately credentialed professional—a physician for physical disabilities, a psychologist with training in the learning disabilities of adults and adolescents for learning disabilities, a mental health provider licensed to diagnose psychiatric disabilities. The specific content of the documentation will vary with the nature of the student's disability, but in all cases it should include a diagnosis, justification, recommendations, and a clear rationale for the recommendations.

The student will sign a release allowing the disabilities specialist to inform her professors of the accommodations to which she is entitled, and to discuss their implementation. The student is responsible for reviewing and arranging for accommodations with the disabilities specialist and her professors each semester. Faculty should consult with the disabilities specialist before making any accommodations requested by students.

Examinations
Final examinations are generally held in all courses at the end of each semester. Students may request a change of a scheduled examination through the Office of Academic Affairs and First Year Studies for the following reasons:

- serious illness of the student
- emergency or important event in the student's immediate family
- three exams scheduled in one day or three consecutive exam periods within 24 hours
- students on varsity teams who qualify for tournaments which conflict with exam dates

Grade Point Average (GPA)
A grade point average is determined by dividing the total grade points earned by the number of graded semester hours of the coursework taken. The quality points for a particular course are found by multiplying the grade points assigned to the letter grade by the number of semester hours of the course. (See also: Grade Scale.)

Saint Mary's computes a semester GPA and a cumulative GPA for all graded courses taken. The GPA does not include the grades of courses transferred from another college; however, it does include courses taken through the Notre Dame Co-Exchange, N.I.C.E., or Saint Mary's international programs. The student's official GPA is maintained in the registrar's office and is truncated at two decimal places on the academic transcript.

Grade Reports
Students may view midsemester deficiencies and final grades via PRISM on the Saint Mary's web site. At the end of each semester a student will be mailed a grade report upon request. If a student has not met all financial obligations to the College the grade report is withheld, and PRISM access denied.

Grade Scale
At the end of each semester the student receives a final grade in each course based upon the instructor's evaluation of course requirements. The following grades are used in calculating the GPA:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points per semester hour</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Grades not included in calculating the GPA:

- H/S/U honors/satisfactory/unsatisfactory
- NR no grade reported
- P pass (course taken on pass/fail basis)
V successful audit
W withdrew with permission
X incomplete

Honors

Dean's List: A student who earns a semester grade point average of 3.6 or higher with at least 12 graded hours and with no incomplete or grade lower than a C will receive academic honors.

Graduation with Honors: The following traditional honors are awarded at graduation for excellence in academics:

- Cum laude: Cumulative GPA of 3.5 to 3.69
- Magna cum laude: Cumulative GPA of 3.7 to 3.89
- Summa cum laude: Cumulative GPA of 3.9 or above

Valedictorian: The honor of valedictorian is conferred upon the student, or students, who has the highest cumulative grade point average in the graduating class. A student must have completed at least 80 semester hours of credit at Saint Mary's College to qualify for this honor.

(For a complete listing of College Honors and Awards see page 67.)

Incomplete

The grade of “X” is used to indicate the course has not been completed due to circumstances beyond the control of the student. It will revert to an “F” on the record if not changed to a passing grade within 30 days after the beginning of the next semester.

Independent Study/Internships

Specially designed courses of study such as independent study or internships are available to juniors and seniors. Learning contracts must be completed and filed with the Registrar’s office before credit can be given. Three hours (independent study) or four hours (internship) of work per week are required for every hour of credit earned. Credit should not exceed 3 hours per semester. No more than 6 hours of independent study may be taken in one department with no more than 9 hours total counting toward the 128 hours needed for a degree. For internships, generally no more than 6 hours may be applied toward the fulfillment of major requirements or toward the 128 hours required for a degree.

Mid-semester Deficiency Notices

Instructors are required to provide deficiency notices to all students whose work is not satisfactory at midterm. Failure to receive a mid-semester deficiency notice does not preclude the possibility that the student may still fail the course, nor does it imply that the student will automatically pass the course. Mid-semester deficiencies do not become part of a student’s official record. Deficiency notices are available online through PRISM.

Northern Indiana Consortium for Education (N.I.C.E.)

All full-time, undergraduate students may take courses not available at their home institution through the Northern Indiana Consortium for Education at the following local colleges/universities: Bethel College, Goshen College, Holy Cross College, Indiana University South Bend, and Ivy Tech Community College. Students may be admitted to approved classes on a space-available basis only during the fall or spring semesters.

Notre Dame Co-Exchange Program

Saint Mary’s College and the University of Notre Dame maintain a cooperative program permitting students to take courses at the neighboring institution during the fall and spring semesters. The co-exchange program is intended to enrich a student’s choice of electives. Full-time students who are enrolled in a degree program may participate in co-exchange classes. Students in their senior year are normally limited to two Notre Dame courses per semester and juniors and sophomores to one course per semester, assuming space is available. First-year students do not participate in co-exchange courses, except in unusual circumstances, and only with the approval from the Office of Academic Affairs and First Year Studies. In addition to attending classes the two institutions share many activities in the area of academics as well as social events, choral groups and music ensembles, student organizations (including a daily newspaper and the Notre Dame marching band), and community service projects.

Pass/Fail Option

A student may choose to take a limited number of courses on a pass/fail basis. The following rules apply to such courses:

- The deadline to choose the pass/fail option is the 10th class day of the semester.
- First year students are not permitted to take a course pass/fail in the first semester.
- Sophia Program requirements and courses in the student’s major or minor cannot be taken pass/fail unless they are in excess of the minimum required for a major or minor.
- Two courses may be taken pass/fail in a semester. Only six pass/fail courses total may be selected and applied to the bachelor’s degree.
- A pass/fail course permit must be approved by the Office of Academic Affairs and First Year Studies, and the student’s department chair. Forms are available in the registrar’s office.
- Grades “A” through “F” will be assigned by the instructor, with grades “A” through “D” being recorded as “P.” A grade of “F” will be included in the calculation of the grade point average.
- A decision to take a course pass/fail may not be reversed, nor may a graded course be taken pass/fail after the first 10 class days of each semester.
- A course taken pass/fail does not apply to the 12 graded hours required for calculation of honors.

Permanent Record and Transcript

A student’s permanent academic record is maintained in the Registrar’s Office. Official transcripts of the permanent record are available to each student or alumna. Requests for transcripts must be submitted in writing to the registrar or through the secure area within PRISM. Transcripts will not be issued to students or alumnae who have not met their financial obligations to the College.

Registration

Students must register for courses each semester; credit will not be awarded to a student who is not officially registered. Continuing students preregister for fall courses at the designated time in the spring semester, and preregister for spring courses at the designated time in the fall semester. Students who have not declared a major by the junior year will not be allowed to preregister for the spring semester until the Major Petition is on file in the Office of Academic Affairs and First Year Studies.

Repeated Course

Students may, at their option, repeat any course. If a course is repeated, both grades appear on the permanent record and both are used in calculating the GPA (if both courses are taken at Saint Mary’s). Credit hours earned are awarded only once.
Statement on Academic Honesty

Each student shall be honest in her academic work and shall support the honesty of others. She shall, moreover, guard against any appearance of dishonesty. Faculty members have a responsibility to refer to the College policy on academic honesty at the beginning of each course. Teachers shall foster the honesty of their students by conducting each course in a manner which discourages cheating or plagiarism. They shall, moreover, thoroughly investigate any evidence of cheating in their classes. Course instructors who have evidence of cheating or plagiarism shall make the charge and any subsequent action known to the student. Only then shall an appropriate penalty be imposed as stated in the course syllabus. It is recommended that the instructor submit in writing the name of any student found guilty of academic dishonesty serious enough to have been penalized, along with a description of the penalty imposed, to the Associate Dean for Advising and Director of First Year Studies. Such reports will be kept in confidence, except in the case of continued violations by a student, in which case the reports may be presented to the Committee on Academic Standards.

The instructor of the course in which a violation of academic honesty occurs will determine an appropriate penalty. Penalties may range from a refusal of credit for an individual assignment to failure in the course, depending on the seriousness of the offense. In cases recommended to it for further consideration, the Committee on Academic Standards may also recommend other penalties, including academic dismissal from the College.

In addition:

1. Any member of the College community is encouraged to report a violation of academic honesty of which he or she has evidence to the instructor of the course.
2. Any member of the College community has the right to refer a violation of academic honesty of which he or she has evidence to the Associate Dean for Advising and Director of First Year Studies for further consideration.
3. Any student has the right to refer an accusation of academic dishonesty or a grade resulting from such an accusation to the Associate Dean for Advising and Director of First Year Studies for further consideration.
4. At the written request of any involved party, the Associate Dean for Advising and Director of First Year Studies shall refer an appeal to the Committee on Academic Standards for a wider hearing. At the discretion of the Associate Dean for Advising and Director of First Year Studies, a case involving repeated violations of academic honesty by a student may be referred to the Academic Standards Committee for further consideration and possible disciplinary action. The student involved will be notified before any such referral is made.
5. Any student taking a course through the Notre Dame Co-Exchange Program or the N.I.C.E. program shall adhere to and be subject to the host institution’s Academic Code of Honor or Academic Honesty Policy as it applies to that course.

Violation of Academic Honesty

When a student submits any work for academic credit, she makes an implicit claim that the work is wholly her own, done without the assistance of any person or source not explicitly noted, and that the work has not previously been submitted for academic credit in any other area. Students are free to study and work together on homework assignments unless specifically asked not to by the instructor. In the case of examinations (test, quizzes, etc.), the student also implicitly claims that she has obtained no prior unauthorized information about the examination, and that she will neither give nor obtain any assistance during the examination. Moreover, a student shall not prevent others from completing their work.

Examples of violation include but are not limited to the following:

1. supplying or receiving completed papers, outlines, or research for submission by any person other than the author;
2. submitting the same, or essentially the same, paper or report for credit on two different occasions;
3. supplying or receiving unauthorized information about the form or content of an examination prior to its administration—specifically including unauthorized exam material prior to the exam;
4. supplying or receiving partial or complete answers, or suggestions for answers, assistance in the interpretation of questions on any examination from any source not explicitly authorized, including copying or reading another student’s work or consulting notes or other sources during examinations;
5. copying or allowing the copying of assigned work or the falsification of information;
6. removing study or research materials or equipment intended for common use in assigned work without authorization;
7. altering any materials or apparatus and, thereby, interfering with another student’s work; and
8. plagiarism (see the following statement in which plagiarism is defined).

Any exception to the above must be explicitly stated by the person giving academic credit for the work.

A Note on Plagiarism

Plagiarism means presenting, as one’s own, the works, the work, or the opinions of someone else. It is dishonest, since the plagiarist offers, as her own, for credit, language, information, or thought for which she deserves no credit. Plagiarism occurs when one uses the exact language of someone else without putting the quoted material in quotation marks and giving its source (exceptions are well-known quotations—from the Bible or Shakespeare, for example). In formal papers, the source is acknowledged in a footnote; in informal papers, it may be put in parentheses or made part of the text: “Robert Sherwood says…” This first type of plagiarism, using without acknowledgment the language of someone else, is easy to understand and to avoid. When a writer uses the exact words of another writer or speaker, she must enclose those words in quotation marks and give their source.

A second type of plagiarism is more complex. It occurs when the writer presents, as her own, the sequence of ideas, the arrangement of material, and/or the pattern of thought of someone else, even though she expresses it in her own words. The language may be hers, but she is presenting and taking credit for the work of another. She is, therefore, guilty of plagiarism if she fails to give credit to the original author of the pattern of ideas.

Students writing informal theses, in which they are usually asked to draw on their own experience and information, can guard against plagiarism by a simple test. They should be able to answer NO to the following questions:

1. Am I deliberately recalling any particular source of information as I write this paper?
2. Am I consulting any source as I write this paper?

If the answer to these questions is NO, the writer need have no fear of using sources dishonestly. The material in her mind, which she will transfer to her written paper, is genuinely digested and her own. The writing of a research paper presents a somewhat different problem; the student is expected to gather material from books and articles read for the purpose of writing the paper. In the careful research paper, however, (and this is true of term papers in all college courses), credit is given in footnotes for every idea, conclusion, or piece of information which is not the writer’s own, and the writer is careful not to follow
closely the wording of the sources she has read. If she wishes to quote, she encloses the passage in quotation marks and gives credit to the author in a footnote, but she writes the bulk of the paper in her own words and in her own style, using footnotes to acknowledge the facts and ideas taken from her reading.

1Saint Mary’s College, which has edited this material, reprints it with the permission of the publisher from Understanding and Using English, by Newman P. Birk and Genevieve B. Birk (Odyssey Press: 1972)

Transfer Credit

**General:** Courses completed with a grade of “C” or better at regionally accredited colleges and universities (community and junior colleges included) in academic areas of study are transferable. Grades earned through transfer credit are recorded on the student’s permanent record but are not averaged into the Saint Mary's College grade point average. Quarter credits are converted to semester hours. No credit is awarded for duplicate courses.

**New Transfer Students:** Students who transfer to the College may transfer in a maximum of 68 semester hours and one-half of the major requirements. The major departments determine which courses fulfill major requirements, and the Office of Academic Affairs and First Year Studies determines Sophia Program requirements and electives.

**Continuing Students:** All courses taken at another college or university must be approved in advance or acceptance of transfer credit is not guaranteed. A maximum of six semester hours may be taken in a single summer session or nine in two summer sessions. Transfer credit is generally elective credit.

**Pre-College:** No credit is awarded for courses taken before a student completes her 11th year of high school. A student who qualifies for college credit while in high school may transfer a maximum of six semester hours for one semester and twelve hours for two semesters. Transfer credit is generally elective credit.

**Withdrawal from a Course**

After the fifth week of classes, a student may withdraw from a course with the permission of the Office of Academic Affairs and First Year Studies and the instructor of the course, or on the recommendation of a physician for health reasons. If the student is passing the course at the time of withdrawal, or if she withdraws from all classes upon recommendation of a physician for reasons of health, the grade of “W” is recorded.

If the student is failing the course at the time of withdrawal, or withdraws without permission, a grade of “F” is recorded. The last class day of the semester is the last day to withdraw from a course.

**Withdrawal from the College**

A student wishing to withdraw from the College before the completion of a semester is required to notify the Office of Academic Affairs and First Year Studies. The date of official written notification will determine if any refund is due. When a student withdraws from the College during the semester, the transcript will read as follows:

- Before the first class day, no record of attendance is entered.
- From the first class day through the end of the drop period, a student is dropped from her classes but a notation of her enrollment and a withdrawal entry is made on her permanent record.
- After the official drop period, students who withdraw will receive grades from their instructors of “W” or “F” depending on progress to date.
- The last day of classes for the semester is the last day a student can withdraw from courses for that semester.

A student who is not intending to return to Saint Mary's for the next semester should also notify the Office of Academic Affairs and First Year Studies in writing. (See also: Readmission, page 18.)

**COLLEGE HONORS AND AWARDS**

**Kappa Gamma Pi** is the National Catholic College Graduate Honor Society. Seniors graduating with scholastic distinction and outstanding service to the Church, College, and community are eligible to be nominated for membership.

**The Lumen Christi Medal** is bestowed annually by the College upon a senior who has been outstanding in her spirit of leadership and loyalty to Saint Mary's College and has made a significant contribution to the College or community.

**The Saint Catherine Medal** is awarded each year by the Kappa Gamma Pi Chapter to a junior or sophomore who has shown service and leadership and who has maintained a high scholastic average.

**DEPARTMENT AWARDS**

**Lambda Alpha** is a national collegiate honor society for anthropology. Its purpose is to encourage and stimulate scholarship and research in anthropology.

**The Saint Luke’s Medal** is awarded for distinguished achievement in the visual arts.

**The Sister Edna Service Award** is awarded to a student who contributes outstanding service to the Department of Art.

**The Sister M. Rosaleen Dunleavy Award** is presented to a student in biology who is recognized for potential in medical or allied medical field.

**The Mother M. Rose Elizabeth Science Awards** are presented to two senior students, one in biology and one in chemistry whose work merit particular commendation.

**The George and Juanda Bick Nature Award** is presented to a student whose work in environmental biology merits particular commendation.

**Xi Chi Chapter of Beta Beta Beta,** the national biological honor society, invites biology majors to become members.

**The Wall Street Journal Student Achievement Award** is presented to the most outstanding Business Administration and Economics department major in the senior class.

**The Frank A. Yeandel Award** is presented to the senior who has contributed most to the overall life of the Department of Business Administration and Economics.

**Achievement Awards** are presented to the senior with the highest grade point average in courses taken within the Department of Business Administration and Economics and to outstanding seniors in each of the seven disciplines in the department: Accounting, Economics, Finance, International Business, Management, Management Information Systems, and Marketing.

**The Indiana CPA Society Outstanding Undergraduate Accounting Achievement Award** is presented to the Achievement Award winner in accounting.

**The Bridget Anderson/KPMG Award** is presented to a junior accounting major for outstanding achievement in the Principles of Accounting courses.

**The Crowe Horwath Award** is presented to a senior accounting major for outstanding achievement in Personal and Corporate Tax courses.

**The Ernst & Young Award** is presented to a senior accounting major who demonstrates a strong interest in the field of public accounting coupled with those qualities of scholarship, leadership, citizenship, character, and extracurricular activities considered necessary for success in the field.

**The McGladrey and Pullen Award** recognizes a senior accounting major for excellence in Intermediate Accounting.
The PricewaterhouseCoopers Award is presented to an accounting senior for excellence in accounting leadership.

The Accounting Honor Society is sponsored by the American Woman's Society of CPA's. Senior accounting majors with a minimum GPA of 3.6 in at least six upper level accounting courses are honored.

The Society for Human Resource Management Award is presented to the senior judged most likely to succeed in a human resource management career.

The Finance Honor Society is sponsored by the Financial Management Association. Senior finance concentrations with a minimum overall GPA of 3.5 and a minimum finance GPA of 3.5 are invited to join.

The CRC Award, sponsored by the Chemical Rubber Company is given annually to the student with the best overall performance in the introductory chemistry sequence. The award consists of a copy of the most recent edition of the Handbook of Chemistry and Physics.

The Undergraduate Award for Achievement in Organic Chemistry, sponsored jointly by the American Chemical Society and the Polymer Education Committee, is given annually to the chemistry major with the best performance in the Organic Chemistry course.

The Undergraduate Award in Analytical Chemistry, sponsored by the Division of Analytical Chemistry of the American Chemical Society, recognizes a chemistry major who displays a particular aptitude for this field.

The American Institute of Chemists Award is presented to an outstanding senior chemistry major.

The Outstanding Scholarship Award in Communication is sponsored by the Financial Management Association. Senior finance majors or minors who have demonstrated a high level of theoretical scholarship, particularly in upper-level religious studies courses, and qualities of leadership within the department.

The Elisabeth A. Noel English Prize is awarded annually to a senior for outstanding achievement in communicative disorders. It is intended to honor someone who is committed to teaching as both a profession and a way of life. The award is given in memory of Mary Cabrini (Mimi) Doherty. The award has been funded to give an annual monetary prize.

The Thomas More Award is given to a graduating senior for distinguished service in political science. The award is given to a graduating senior for distinguished service in political science.

The Outstanding Scholarship Award in Psychology recognizes the senior who has been an animating spirit in the life of the department, enriching the lives of fellow students, faculty, and staff. Psi Chi is a national honor society supporting and promoting undergraduate research and scholarship in psychology. Local, regional, and national forums encourage a sense of community and an exchange of ideas.
The David J. Murphy Carmelite Scholarship in Theology is conferred upon those junior and senior religious studies majors who demonstrate financial need, and who show exceptional academic ability and promise for future development.

The Academic Excellence Award in Social Work is presented to the senior major in the department whose scholarship merits special commendation.

The Leadership Award in Social Work is presented to a senior whose academic achievements and commitment to her discipline merit commendation.

The Kristi A. Morris Award in Social Work is conferred upon a senior major who has demonstrated her commitment to respect and uphold human dignity in the spirit of social work.

The Josephine Murphy Kuhl Research Award in Social Work recognizes the senior major who has excelled in the study of research in diversity.

Phi Alpha is a national collegiate honor society for social work that promotes scholarship and service.

Alpha Kappa Delta is an international sociology honor society. Its purpose is to promote an interest in the study of sociology, research of social problems, and other social and intellectual activities that will lead to improvement in the human condition.

The Sociology Award is conferred annually by the Department of Sociology. It is given to a graduating senior sociology major who has excelled in the areas of sociology, scholarship, and service to the department.

The Donald N. M. Horning Award is conferred annually by the Department of Sociology. It carries a monetary award and is granted to that senior major whose Senior Comprehensive research was deemed outstanding.

The Women’s Studies Prize is presented to the student who demonstrates academic excellence in women’s studies and an integration of women’s studies theory with practice.
Bachelor of Fine Arts (B.F.A.)
A Bachelor of Fine Arts degree is offered for students who are especially talented in art and who wish to emphasize studio art. The B.F.A. degree requires 78 hours of art and related courses. To obtain this degree, students must have the recommendation of the art department. A portfolio of work is required for admission to the department. (Work from the first semester may be used for the portfolio review). The major is art.

Bachelor of Music (B.M.)
A Bachelor of Music degree may be earned in music education.

Bachelor of Science (B.S.)
Bachelor of Science programs involve significant use of courses from more than one department. To receive this degree, a student must earn at least 60 hours in science, all areas combined. These 60 hours include the course requirements in the major as prescribed by each major department, any required supporting courses, and, if necessary, additional courses to reach the total of 60. The following majors and concentrations may be chosen:

- biology
- cellular/molecular biology concentration
- ecology, evolution, and environmental biology concentration
- integrative biology concentration
- chemistry
- biochemistry concentration

- computational mathematics
- mathematics
- teacher concentration
- nursing
- statistics and actuarial mathematics
- student-designed major

Second Degree
A student who has received one bachelor's degree from Saint Mary's College may receive a second, different bachelor's degree provided that all requirements for the second degree are met. The additional program of study completed must include at least 30 semester hours of course work taken at Saint Mary's College that were not applied toward the first degree.

Dual Degree Engineering Program
Saint Mary's College has established a dual degree engineering program with the University of Notre Dame. The combination of a liberal arts pre-engineering program with the highly technical courses of study required for engineering careers is an ideal education for engineers who are called upon to combine values with the technical skills of their field. This program, when successfully completed, culminates in a B.A. or B.S. from Saint Mary's, and a B.S. in engineering from Notre Dame. (See also: Engineering, page 169.)

COLLEGE REQUIREMENTS FOR ALL DEGREES
Students in all degree programs must attain/complete the following:

- a minimum of 128 semester hours of credit
- a 2.0 minimum cumulative grade point average
- Sophia Program and major requirements as outlined in the following pages

A minimum of 60 semester hours of credit and at least one-half of the major course work must be completed on Saint Mary's campus.

THE SOPHIA PROGRAM
The Sophia Program is the new curriculum, approved by the Saint Mary's College Board of Trustees on April 23, 2010, representing the education that's common for all Saint Mary's students. It has its basis in what used to be called general education courses, but it goes beyond that to promote integration with majors or minors. The Sophia Program was introduced in the fall of 2012 for the class of 2016. Since that time, additional layers have been introduced. The Sophia Program will be phased in over the next few years.

Students who begin at Saint Mary's during the 2013–2014 academic year are welcome to take advantage of these opportunities as they unfold but are only required to complete the requirements as detailed on page 74.

LEARNING OUTCOMES
Unlike the previous General Education program, the Sophia Program is a learning-outcomes-based curriculum. By “learning outcomes,” we mean the effect of instruction in the student, or what she will be able to know, do, or practice from the education she receives. The broad college-wide outcomes (called Liberal Learning Outcomes) receive focus and application through specific learning outcomes included in the Sophia Program. The introduction of learning outcomes into the curriculum allows for a more permeable border between the breadth of the general education common to all students and the depth of the more particularized learning found in the major.

The college-wide learning outcomes listed in the next section were derived first and foremost from the College’s Mission Statement. Their aim was to produce a succinct statement of the most basic components of a Saint Mary’s education within the context of our identity as a Catholic college for women sponsored by the Sisters of the Holy Cross.

Liberal Learning Outcomes
Saint Mary’s College offers a liberal education committed to promoting a life of intellectual vigor, shaped by the distinctive tradition of the Sisters of the Holy Cross. This tradition promotes learning that encourages the growth of the whole person and the assumption of social responsibility. A Saint Mary’s education, therefore, guides women to develop a strong sense of personal integrity, the capacity for dialogue with others, the ability to reflect on intellectual, spiritual, and aesthetic traditions that shape our world, and a readiness for action in a global community. Saint Mary’s is a place where women acquire the skills and knowledge to contribute confidently and creatively to the common good in a rapidly changing world. The college-wide learning outcomes for all students are outlined on the following pages.
The foundation for the Sophia Program is Learning Outcome 1, which seeks to develop the breadth of knowledge and intellectual flexibility students need to apply their expertise appropriately inside and outside the classroom, foster the intellectual coherence enabling students to engage constructively with a diverse world, and encourage students to live intellectually active, socially responsible lives characterized by a lifelong love of learning. The specific learning outcomes discussed in the next section articulate the ways in which these goals are realized.

The sub-outcomes for knowledge acquisition are divided among fifteen areas distributed among four arms of the cross under these broader components: Arts for Living, Cultures & Systems, Traditions & Worldviews, and Science for the Citizen. A student must take courses in each of these fifteen areas to achieve the learning outcomes for that component of the Sophia Program. For a course to occupy one of the areas, it must address the outcomes that define the area.

NOTE: The Sophia Program represents a dynamic curriculum with regular changes and new courses certified for particular learning outcomes. The following lists of Sophia Program course certifications are accurate at the time of publication. Not all sections of all courses have been certified for the Sophia Program. The class schedule search feature in PRISM provides section-level certification details.

LO1 Knowledge Acquisition and Integration of Learning

Catholic education in the liberal arts tradition values knowledge for its own sake and affirms the interconnectedness of all learning. Therefore:

- A Saint Mary’s student exhibits sound knowledge of the formation of human identities, the development and functioning of diverse cultures and social groupings, the practice of creative artistry, the multi-faceted nature of religion and the Catholic tradition, the complexity of fundamental philosophical questions, and the intricate workings of the natural world.
- A Saint Mary’s student demonstrates the ability to look at issues from multiple perspectives, recognizing the effect that differences in areas such as gender, religion, values, culture and privilege can have on the ways that people interpret and act in the world; and she makes connections across disparate settings and areas of study.

Cultures and Systems

Literature

- A Saint Mary’s student applies knowledge of literary genres, terms, and/or theories to the interpretation of literary texts.
- A Saint Mary’s student analyzes literary texts both as forms of cultural and artistic expression and as vehicles for enduring values.
- A Saint Mary’s student recognizes how literary texts construct human identities.

Achieve Literature Learning Outcomes through one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENLT 106W</td>
<td>Language and Literature: Becoming American</td>
<td>3.5</td>
</tr>
<tr>
<td>ENLT 109W</td>
<td>Language and Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENLT 203</td>
<td>Studies in Literature: American Short Story</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 203</td>
<td>Studies in Literature: Classical Mythology</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 203</td>
<td>Studies in Literature: Realism and Race in American Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 203</td>
<td>Studies in Literature: Women of Genius</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 203</td>
<td>Studies in Literature: World Writers in Italy</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 243</td>
<td>Greek Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 268</td>
<td>From Fiction to Film</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 343</td>
<td>20th Century British Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 343</td>
<td>20th Century British Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 343</td>
<td>20th Century British Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 343</td>
<td>20th Century British Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 361</td>
<td>Mythology</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 370</td>
<td>Studies in American Literature: American Gothic</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 370</td>
<td>Studies in American Literature: American Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 371</td>
<td>Studies in European Literature: Celtic Mythology</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 372</td>
<td>Studies in English Literature: Tolkien and Modern Fantasy</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 374</td>
<td>Studies in World Literature: Contemporary Global Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 374</td>
<td>Studies in World Literature: Postcolonial Women's Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 375</td>
<td>American Literature to 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 376</td>
<td>American Literature 1865 to 1945</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 377</td>
<td>American Literature 1945 to Present</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 378</td>
<td>Medieval Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 379</td>
<td>16th/17th-Century British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 381</td>
<td>Romantic Movement</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 382</td>
<td>Victorian Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 383</td>
<td>20th Century British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 384</td>
<td>Romantic Era Feminism</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 411</td>
<td>Chaucer</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 413</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 414</td>
<td>Shakespeare and the Power of Art</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 415</td>
<td>Shakespeare and the World</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 417</td>
<td>Major Literary Figures (British): Jane Austen</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 417</td>
<td>Major Literary Figures (British): The Brontes</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 419RM</td>
<td>Major Italian Figures: World Writers in Italy</td>
<td>3</td>
</tr>
<tr>
<td>HUST 103</td>
<td>Lives and Times</td>
<td>3</td>
</tr>
<tr>
<td>HUST 261RM</td>
<td>Mythology</td>
<td>3</td>
</tr>
<tr>
<td>HUST 292</td>
<td>Greek and Roman Culture</td>
<td>3</td>
</tr>
<tr>
<td>MODL 230</td>
<td>Love, Sex, and Marriage in French Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

History

- A Saint Mary’s student identifies and understands salient developments in world or United States history.
- A Saint Mary’s student analyzes the historical development of human cultures in their response to their physical, social, intellectual, and political environments and seeks explanations for those developments.
- A Saint Mary’s student identifies and understands evidence of historical change from primary sources/records of the past and assesses historical interpretations in secondary sources.
- A Saint Mary’s student analyzes how her assumptions about human identity have been influenced by her historical context, and how human identities have been constructed in history.
Achieve History Learning Outcomes through one of the following:
- ANTH 142RM Archaeology of Ancient Italy 3 hours
- HIST 101RM Development of Western Civilization I 3 hours
- HIST 103 World Civilization I 3 hours
- HIST 104 World Civilization II 3 hours
- HIST 201 United States History to 1865 3 hours
- HIST 202 United States History from 1865 3 hours

Modern Languages
- A Saint Mary's student communicates in a modern European language either at an advanced beginning or intermediate low level (depending upon her previous study), or at an appropriate level in another approved non-European or classical language.
- A Saint Mary's student demonstrates an understanding of the structure of this language by using the language with accuracy in speaking and writing.
- A Saint Mary's student identifies salient features of the geography, history, and culture of those that speak this language.
- A Saint Mary's student demonstrates intercultural understanding by recognizing and analyzing cultural misconceptions and the influence of her own cultural identity on her interactions with others.

Achieve Modern Language Learning Outcomes through two of the following (two courses at a level appropriate to the student's previous experience with that language):
- MLAR 101-102 Introductory Arabic 8 hours
- MLCH 101-102 Introductory Mandarin Chinese 8 hours
- MLFR 101-102 Introductory French 8 hours
- MLFR 111-112 Intermediate French 8 hours
- MLGR 101-102 Introductory German 8 hours
- MLGR 111-112 Intermediate German 8 hours
- MLIT 101-102 Introductory Italian 8 hours
- MLIT 111 Intermediate Italian 8 hours
- MLSP 101-102 Introductory Spanish 8 hours
- MLSP 111-112 Intermediate Spanish 8 hours
- MLSP 113-114 Intermediate Spanish for the Professions 8 hours
- MLSP 115-116 Intermediate Spanish for Heritage Speakers 8 hours

Social Science I
- A Saint Mary's student identifies and explains social science concepts and theories about human behavior, systems, and cultures.
- A Saint Mary's student applies social science concepts and theories in her analysis of human behavior, systems, and cultures.
- A Saint Mary's student recognizes and explains effects of diversity and equity in specific areas such as class, race, religion, age, gender, sexual orientation, disability, and/or privilege.

Achieve Social Science I Learning Outcomes through one of the following:
- ANTH 141 People and Nature 3 hours
- ANTH 253 Survey I: Culture and Language 3 hours
- POSC 151 Political Issues 3 hours
- POSC 160 Global Political Issues 3 hours
- POSC 201 American Politics 3 hours
- POSC 203RM Contemporary Italian Problems 3 hours
- POSC 206 International Politics 3 hours
- POSC 207 Comparative Politics 3 hours
- PSYC 156 Introduction to Psychology: Culture and Systems 3 hours
- SOC 230 Social Inequalities in Education 3 hours
- SOC 255 Race, Ethnicity, and Identity in the U.S. 3 hours
- SOC 257 Sociology of Families 3 hours
- SW 370 Family Violence and Sexual Abuse Issues 3 hours

Achieve Religious Traditions I Learning Outcomes through the following:
- RLST 101 Introducing Religious Studies 3 hours

Achieve Religious Traditions I Learning Outcomes through the following:
- RLST 101 Introducing Religious Studies 3 hours

Achieve Religious Traditions I Learning Outcomes through the following:
- RLST 101 Introducing Religious Studies 3 hours

Religious Traditions II
- A Saint Mary's student applies the broadened understanding of religion gained in the first course to a detailed examination of elements important to the Catholic Christian tradition (such as sacred or theological texts, ritual, spirituality and prayer, religious language, moral code, view of human destiny or afterlife, explanation of human and natural evil, perspectives on gender).
- A Saint Mary's student identifies and understands significant features of and developments in philosophical traditions concerning the nature of knowledge, the nature of reality, and the nature of the good.
- A Saint Mary's student analyzes and compares philosophical views.
- A Saint Mary's student thinks philosophically about her interactions in the world.
- A Saint Mary's student raises questions on philosophical issues pertaining to the development of her own worldview.

Achieve Philosophical Worldviews Learning Outcomes through one of the following:
- PHIL 110 Introductory Philosophy 3 hours
- PHIL 247 Philosophy of Religion 3 hours
- PHIL 252 Philosophy of Art 3 hours

Religious Traditions I
- A Saint Mary's student articulates an informed, broad understanding of the nature and complexities of religion and how religion interacts with other aspects of culture.
- A Saint Mary's student describes key elements in a religion (such as sacred texts, ritual, spirituality and prayer, religious language, moral code, view of human destiny or afterlife, explanation of human and natural evil, perspectives on gender), applies her understanding of these elements to specific religions and articulates commonalities and differences among religious perspectives.
- A Saint Mary's student engages perspectives that are new to her, both empathetically and critically, and engages in informed, civil, and open discourse about religious differences.
- A Saint Mary's student evaluates the meaning of religious claims made by others and, in response to those claims, reflects critically on her own religious perspectives.

Achieve Religious Traditions I Learning Outcomes through the following:
- RLST 101 Introducing Religious Studies 3 hours

Religious Traditions II
- A Saint Mary's student applies the broadened understanding of religion gained in the first course to a detailed examination of elements important to the Catholic Christian tradition (such as sacred or theological texts, ritual, spirituality and prayer, religious language, moral code, view of human destiny or afterlife, explanation of human and natural evil, perspectives on gender).
- A Saint Mary's student analyzes issues or questions that arise in relation to those elements.
- A Saint Mary's student engages perspectives that are new to her, both empathetically and critically, and engages in informed, civil, and open discourse about religious differences.
Achieve Religious Traditions II Learning Outcomes through one of the following:

RLST 225  Reading the Hebrew Bible in Jewish and Christian Terms  3 hours
RLST 232  Introduction to the New Testament  3 hours
RLST 236  Faith in Action  3 hours
RLST 240  Catholic Social Thought  3 hours
RLST 251  The Christian Tradition  3 hours
RLST 261  Catholic Faith and Life  3 hours

Histories

• A Saint Mary’s student analyzes in depth historical developments of a particular aspect or issue in human culture, and/or its contemporary impact.
• A Saint Mary’s student articulates the ways in which this development is affected by cultural factors such as gender, religion, values, and privilege.

Achieve Histories Learning Outcomes through one of the following:

ART 241  Art History Survey I  3 hours
ART 242  Art History Survey II  3 hours
ART 251RM  Italian Art History I  3 hours
ART 252RM  Italian Art History II  3 hours
ENLT 266  Film Criticism  3 hours
ENLT 304  History of the English Language  3 hours
ENVS 161  Introduction to Environmental Studies  3 hours
GWS 207  Introduction to Gender and Women’s Studies  3 hours
GWS 220  Introduction to LGBTQ Studies  3 hours
HUST 197  Myth, Legend, History  3 hours
HUST 212  High Society  3 hours
ICS 201  Introduction to Intercultural Studies  3 hours
MUS 241  Music Appreciation  3 hours
MUS 241RM  Music Appreciation  3 hours
MUS 242  American Popular Music  3 hours
THTR 280  Fashion and Costume History  3 hours

Science for the Citizen

Natural Science

• A Saint Mary’s student uses scientific methods to investigate questions appropriate to the natural sciences.
• A Saint Mary’s student demonstrates specific knowledge of processes and principles underlying natural phenomena.
• A Saint Mary’s student identifies, analyzes, and evaluates critical scientific issues and approaches pertaining to the issues that face her as a citizen.

Achieve Natural Science Learning Outcomes through two of the following (at least one of which must be a laboratory course):

BIO 105  Cells to Self  4 hours
BIO 106  Mendel, Darwin and the World We Live In  4 hours
BIO 120  Human Genetics and Society  3 hours
BIO 153  Foundations of Biology I  4 hours
BIO 154  Foundations of Biology II  4 hours
CHEM 101  Chemistry in Context I  4 hours
CHEM 102  Chemistry in Context II  4 hours
CHEM 118  Integrated General, Organic and Bio-Chemistry  5 hours
CHEM 121  Principles of Chemistry I  4 hours
ENVS 171  Introduction to Environmental Science  3 hours
PHYS 101  Introductory Topics in Physics: Motion  4 hours
PHYS 102  Introductory Topics in Physics: 21st Century Energy  4 hours
PHYS 105  Astronomy  3 hours

Social Science II

• A Saint Mary’s student utilizes scientific knowledge to evaluate claims about human behavior.
• A Saint Mary’s student uses scientific methods to investigate questions appropriate to particular social sciences.
• A Saint Mary’s student identifies, analyzes, and evaluates critical scientific issues and approaches pertaining to the issues that face her as a citizen.

Achieve Social Science II Learning Outcomes through one of the following:

ECON 251  Principles of Macroeconomics  3 hours
ECON 252  Principles of Microeconomics  3 hours
PSYC 157  Introduction to Psychology: Science for the Citizen  3 hours
SOC 153  Sociological Imaginations  3 hours
SOC 203  Social Problems  3 hours
SOC 204  Social Psychology  3 hours
SOC 220  Contested Masculinities  3 hours
SW 334  Social Welfare Policy and Service  3 hours

Arts for Living

Creative and Performing Arts

• A Saint Mary’s student demonstrates a basic understanding of form, aesthetics, and/or theory in a creative or performing art.
• A Saint Mary’s student practices a creative or performing art.
• A Saint Mary’s student develops resources of creativity, experience, and perception, which enrich herself and her world.

Achieve Creative and Performing Arts Learning Outcomes through the following (3 hours):

ART 101  Drawing I  3 hours
ART 102  Drawing II  3 hours
ART 103  2D Design  3 hours
ART 104  3D Design  3 hours
ART 125  Silkscreen  3 hours
ART 141  Art Encounter  3 hours
ART 211  Ceramics: Introduction to Clay  3 hours
ART 212  Throwing on the Wheel  3 hours
ART 218  Modeling and Replication  3 hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 362</td>
<td>Perspectives in Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>THTR 265</td>
<td>Play Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SW 360</td>
<td>Health and Human Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>THTR 205</td>
<td>Introduction to Acting</td>
<td>3</td>
</tr>
<tr>
<td>THTR 266</td>
<td>Play Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 181</td>
<td>Theory I: Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>THTR 135</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>MUS 150</td>
<td>Voices in Time</td>
<td>3</td>
</tr>
<tr>
<td>GER 201</td>
<td>Gerontology: Policies and Services</td>
<td>3</td>
</tr>
<tr>
<td>SW 202</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 235</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SW 236</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SW 340</td>
<td>Working with Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>SW 360</td>
<td>Health and Human Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>SW 362</td>
<td>Perspectives in Gerontology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Achieve Professional Arts Learning Outcomes through one of the following:**
- BUAD 221  Principles of Management  3 hours
- BUAD 240  Financial Success Strategies for Women  3 hours
- BUAD 346  Personal Ethics & Corporate Culture  3 hours
- CSD 220  Introduction to Communicative Disorders  3 hours
- CPSC 207  Computer Programming  3 hours
- EDUC 201  Foundations for Teaching in a Multicultural Society  3 hours
- GERO 201  Gerontology: Policies and Services  3 hours
- SW 202  Introduction to Social Work  3 hours
- SW 235  Human Behavior and the Social Environment I  3 hours
- SW 236  Human Behavior and the Social Environment II  3 hours
- SW 340  Working with Diverse Populations  3 hours
- SW 360  Health and Human Services Administration  3 hours
- SW 362  Perspectives in Gerontology  3 hours

**Mathematical Arts**
- MATH 102  Liberal Arts Mathematics  3 hours
- MATH 104  Finite Mathematics  3 hours
- MATH 105  Elements of Calculus I  3 hours
- MATH 115  Calculus for the Life Sciences I  4 hours
- MATH 131  Calculus I  4 hours
- MATH 133  Theory and Application of Calculus  4 hours
- MATH 231  Calculus III  4 hours

**Achieve Mathematical Arts Learning Outcomes through one of the following:**
- MATH 102  Liberal Arts Mathematics  3 hours
- MATH 104  Finite Mathematics  3 hours
- MATH 105  Elements of Calculus I  3 hours
- MATH 115  Calculus for the Life Sciences I  4 hours
- MATH 131  Calculus I  4 hours
- MATH 133  Theory and Application of Calculus  4 hours
- MATH 231  Calculus III  4 hours

**LO2 Cognitive and Communicative Skills**

As a women’s college, Saint Mary’s emphasizes the value of women’s voices and their distinctive contribution to intellectual life. Therefore:

A Saint Mary’s student masters a broad set of sophisticated intellectual skills, including critical thinking, careful interpretation of complex texts and artifacts, accurate evaluation of data, investigative problem solving, quantitative reasoning, historical analysis, as well as technological, media, and information literacy. She reflects analytically on her experience as a woman, on the contributions of women’s voices, and on constructions of gender.

A Saint Mary’s student communicates her ideas, insights, thought processes, and conclusions with accuracy, competence, and style in various media and contexts.

**NOTE:** Learning Outcome 2 requirements begin with the class of 2017.

**Requirement:** one course from Women’s Voices.

**Women’s Voices**
- A Saint Mary’s student identifies and understands women’s contributions to human knowledge and achievement and how those have been influenced by constructions of gender.
- A Saint Mary’s student reflects analytically upon her own heritage and experience as a woman and articulates her reflections within a particular disciplinary context.
- A Saint Mary’s student analyzes the forms and effects of gender prejudice, and evaluates strategies for response.

**Achieve Women’s Voices Learning Outcomes through one of the following:**
- ART 141  Art Encounter  3 hours
- ART 218  Modeling and Replication  3 hours
- ART 242  Art History Survey II  3 hours
- BIO 200  Women’s Voices in Biology  3 hours
- BUAD 240  Financial Success Strategies for Women  3 hours
- ENLT 203  Studies in Literature: Women of Genius  3 hours
- ENLT 370  Studies in American Literature: Immigrant and Second Generation Women’s Writing in the U.S.  3 hours
- ENLT 374  Studies in World Literature: Postcolonial Women’s Writing  3 hours
- ENLT 384  Romantic Era Feminism  3 hours
- ENLT 417  Major Literary Figures (British): Jane Austen and The Brontes  3 hours
- GWS 207  Introduction to Gender and Women’s Studies  3 hours
- GWS 240  Gender and Environmental Justice  3 hours
- GWS 275  Global Women’s Leadership  6 hours
- HIST 103  World Civilization I  3 hours
- HUST 103  Lives and Times  3 hours
- MODL 230  Love, Sex, and Marriage in French Literature  3 hours
- MUS 150  Voices in Time  3 hours
- RLST 101  Introducing Religious Studies  3 hours
- SOC 257  Sociology of Families  3 hours
- SW 202  Introduction to Social Work  3 hours
LO3 Intercultural Competence and Social Responsibility

As a Catholic women's college, Saint Mary's fosters respect and compassion for all people and honors leadership that improves the human community. Therefore:

A Saint Mary's student develops reflective and collaborative skills that enable her to learn from and participate in dialogue with diverse people and cultures. She does this by

1. attaining competence in another language and by study and experience that reveal both cultural differences and the connections joining people in a global society.

In keeping with the mission of the Sisters of the Holy Cross and their stance in solidarity with the poor and powerless, a Saint Mary's student will evaluate social conditions, discern human needs, and be able to respond as an agent of change.

NOTE: Learning Outcome 3 requirements begin with the class of 2017.

Requirement: one course from either Intercultural Competence A or B.

Intercultural Competence (A)
• A Saint Mary's student identifies and understands the aspects of culturally diverse environments in order to communicate more effectively across cultures; and she analyzes the forms and effects of culturally diverse environments and evaluates strategies for response.

Achieve Intercultural Competence (A) Learning Outcomes through one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 253</td>
<td>Survey I: Culture and Languages</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 201</td>
<td>Foundations for Teaching in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 203</td>
<td>Studies in Literature: Realism and Race in American Drama</td>
<td>3</td>
</tr>
<tr>
<td>GWS 275</td>
<td>Global Women's Leadership</td>
<td>6</td>
</tr>
<tr>
<td>ICS 201</td>
<td>Introduction to Intercultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>POSC 360</td>
<td>The Politics of Race</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 337</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RLST 101</td>
<td>Introducing Religious Studies</td>
<td>3</td>
</tr>
<tr>
<td>SOC 153</td>
<td>Sociological Imaginations</td>
<td>3</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Inequalities in Education</td>
<td>3</td>
</tr>
<tr>
<td>SOC 255</td>
<td>Race, Ethnicity and Identity in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>SW 340</td>
<td>Working with Diverse Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

Intercultural Competence (B)
• A Saint Mary's student reflects before and after intercultural engagement in order to identify her own cultural norms and how these norms shape her interactions with others.

Achieve Intercultural Competence (B) Learning Outcomes through one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWS 275</td>
<td>Global Women's Leadership</td>
<td>6</td>
</tr>
<tr>
<td>ICS 201</td>
<td>Introduction to Intercultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>ICS 250</td>
<td>Intercultural engagement through Study Abroad</td>
<td>1</td>
</tr>
<tr>
<td>RLST 225</td>
<td>Reading the Hebrew Bible in Jewish and Christian Terms</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirement: one course from either Social Responsibility A or B.

Social Responsibility (A)
• A Saint Mary's student evaluates social conditions. For example: She recognizes how cultural, political, and economic structure and values may oppress, marginalize, alienate, or create/enhance privilege and power for individuals or groups. She recognizes the ways social systems promote or deter people in maintaining or achieving health, well-being, and human dignity. OR

• A Saint Mary's student discerns human needs. For example: She identifies human needs of individuals situated within the context of culture and environment. She analyzes and evaluates the relationship of rights and responsibilities to human needs.

Achieve Social Responsibility (A) Learning Outcomes through one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD/JUST 346</td>
<td>Personal Ethics and Corporate Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 365</td>
<td>African-American Literature</td>
<td>3</td>
</tr>
<tr>
<td>GERO 201</td>
<td>Gerontology: Policies and Services</td>
<td>3</td>
</tr>
<tr>
<td>GWS 207</td>
<td>Introduction to Gender and Women's Studies</td>
<td>3</td>
</tr>
<tr>
<td>GWS 220</td>
<td>Introduction to LGBTQ Studies</td>
<td>3</td>
</tr>
<tr>
<td>GWS 240</td>
<td>Gender and Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>GWS 275</td>
<td>Global Women's Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HUST 103</td>
<td>Lives and Times</td>
<td>3</td>
</tr>
<tr>
<td>HUST 212</td>
<td>High Society</td>
<td>3</td>
</tr>
<tr>
<td>POSC 160</td>
<td>Global Political Issues</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 337</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RLST 236</td>
<td>Faith in Action</td>
<td>3</td>
</tr>
<tr>
<td>RLST 261</td>
<td>Catholic Faith and Life</td>
<td>3</td>
</tr>
<tr>
<td>SOC 153</td>
<td>Sociological Imaginations</td>
<td>3</td>
</tr>
<tr>
<td>SOC 203</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 204</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Contested Masculinities</td>
<td>3</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Inequalities in Education</td>
<td>3</td>
</tr>
<tr>
<td>SOC 255</td>
<td>Race, Ethnicity and Identity in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>SOC 257</td>
<td>Sociology of Families</td>
<td>3</td>
</tr>
<tr>
<td>SW 202</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 235</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SW 236</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SW 334</td>
<td>Social Welfare Policy and Service</td>
<td>3</td>
</tr>
<tr>
<td>SW 340</td>
<td>Working with Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>SW 360</td>
<td>Health and Human Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>SW 362</td>
<td>Perspectives in Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SW 370</td>
<td>Family Violence and Sexual Abuse Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Responsibility (B)
• A Saint Mary's student is able to respond as an agent of change. For example: She can explain strategies for constructive action in pursuit of social, political, and economic justice. Based on her knowledge of strategies for constructive actions, the student will be able to advocate for social, political, and economic justice either for herself or in solidarity with vulnerable or oppressed people.
Achieve Social Responsibility (B) Learning Outcomes through one of the following:

- ART 236 Sustainable Textiles 3 hours
- ENVS 161 Introduction to Environmental Studies 3 hours
- GERO 201 Gerontology: Policies and Services 3 hours
- GWS 275 Global Women's Leadership 6 hours
- RLST 225 Reading the Hebrew Bible in Jewish and Christian Terms 3 hours
- RLST 236 Faith in Action 3 hours
- SW 202 Introduction to Social Work 3 hours
- SW 235 Human Behavior and the Social Environment I 3 hours
- SW 236 Human Behavior and the Social Environment II 3 hours
- SW 334 Social Welfare Policy and Service 3 hours
- SW 340 Working with Diverse Populations 3 hours
- SW 360 Health and Human Services Administration 3 hours
- SW 370 Family Violence and Sexual Abuse Issues 3 hours

**Requirement: one course from either Global Learning A or B.**

**Global Learning (A)**
- A Saint Mary's student articulates the interconnections between at least two of the following: the historical, political, geographic, cultural, and/or socioeconomic dimensions within a country or region outside the United States.

Achieve Global Learning (A) Learning Outcomes through one of the following:

- ANTH 253 Survey I: Culture and Languages 3 hours
- ART 352 Contemporary Art 3 hours
- HUST 212 High Society 3 hours
- POSC 207 Introduction to Comparative Politics 3 hours

**Global Learning (B)**
- A Saint Mary's student explains global interdependence or other complex issues that cross national boundaries.

Achieve Global Learning (B) Learning Outcomes through one of the following:

- ART 241 Art History Survey I 3 hours
- ENVS 161 Introduction to Environmental Studies 3 hours
- GWS 207 Introduction to Gender and Women's Studies 3 hours
- GWS 220 Introduction to LGBTQ Studies 3 hours
- GWS 240 Gender and Environmental Justice 3 hours
- GWS 275 Global Women's Leadership 6 hours
- PHYS 102 Intro Topics in Physics: 21st Century Energy 3 hours
- POSC 160 Global Political Issues 3 hours
- POSC 206 International Politics 3 hours
- SOC 203 Social Problems 3 hours

**SOPHIA PROGRAM REQUIREMENT SUMMARY**

**Knowledge Acquisition and Integration of Learning (LO1) Requirements in the Arms of the Cross**

NOTE: Each course can be used only once to satisfy a requirement in this section. However, courses used in LO1 may be used without restriction to satisfy LO2 and LO3 requirements

- **Cultures and Systems**
  - One Literature course
  - One History course
  - Two courses in the same Modern Language
  - One Social Science I course

- **Traditions and Worldviews**
  - One Philosophical Worldviews course
  - One Religious Traditions I course
  - One Religious Traditions II course
  - One Histories course

- **Science for the Citizen**
  - Two Natural Science courses (at least one laboratory course)
  - One Social Science II course

- **Arts for Living**
  - One Creative and Performing Arts course
  - One Professional Arts course
  - One Mathematical Arts course

**Cognitive and Communicative Skills (LO2) Requirements**

NOTE: One course from the LO1 column may be used to fulfill this requirement

- **Women's Voices**
  - One Women's Voices course

**Intercultural Competence and Social Responsibility (LO3) Requirements**

NOTE: At least one course from the LO1 area must be used to fulfill the requirements below. Major or Minor courses may also be used. The same course may be used to fulfill one requirement in each of the following areas.

- **Intercultural Competence**
  - One Intercultural Competence A course, OR
  - One Intercultural Competence B course

- **Social Responsibility**
  - One Social Responsibility A course, OR
  - One Social Responsibility B course

- **Global Learning**
  - One Global Learning A course, OR
  - One Global Learning B course

**Saint Mary's courses:** All courses which satisfy Sophia requirements must be taken for a grade, and must be taken at Saint Mary's unless an exception is approved by the Office of Academic Affairs and First Year Studies.

**Writing Proficiency:** A student may earn basic proficiency by registering for courses designated with a “W” after the course number in the Schedule of Classes. At the end of the semester, a portfolio review team and the instructor will determine whether the student qualifies for basic proficiency. If so, notification of this certification will be made on the student’s grade report and on her permanent record. A transfer student who has earned a “B” or better in a composition course at the former college may submit at the end of her first semester a portfolio of papers written in Saint Mary's courses. The evaluation committee will review the portfolio for basic writing proficiency. The Advanced Writing Proficiency requirement is satisfied within the major course of study.
MAJOR REQUIREMENTS

Major: Every student must complete the requirements for a major as listed in the Courses of Study section of the Bulletin. Normally all major requirements must be taken at Saint Mary's College. Any exception to this policy must be made by the chair of the department. All courses taken to satisfy major requirements must be completed with at least a "C" grade. A student may compensate for one grade below "C" in a required major course by repeating the course for which credit will be recorded only once. A second grade below "C" in a major requirement will eliminate the student from that major. The student may attempt to major in a second field. If unsuccessful in two majors, the student may no longer be considered for a degree at the College. A passing grade below "C" is acceptable in required supporting courses.

Senior Comprehensive: Satisfactory completion of a comprehensive examination or project, depending upon the major, is required of all seniors. Satisfactory work in the department’s required courses is a prerequisite for admission to the comprehensive. Comprehensives are graded honors/satisfactory/unsatisfactory. A student who fails the comprehensive may repeat it, but not necessarily within the same semester.

Advanced Writing Proficiency: Writing proficiency must be demonstrated within the student’s major. The requirements for proficiency are listed in each department section.

Optional Second Major: Students may obtain a second major by completing the major course requirements in the second department. Students who have met department requirements for majors in two different degree programs, but have not completed an additional 30 hours of credit for the dual degree, must choose the degree they wish to receive. Notation of both majors will be made on the transcript.

GUIDELINES FOR OPTIONAL MINORS

The following general guidelines apply to all minor programs unless otherwise specified in the departmental description of the minor:

- A minor consists of a minimum of four courses (at least 12 semester hours) or a maximum of six courses. When two departments combine courses for a minor, the maximum number of courses is seven.
- No more than 50 percent of the minor may be accepted from another institution.
- A grade below “C” is not acceptable for any course used for the minor.
- No course in the minor may be taken pass/fail.

After certification by the appropriate academic department, notation of a completed minor will be made on the student’s transcript. Saint Mary’s College offers optional minor programs in the following areas:

- American history
- Anthropology
- Art history
- Biology
- Business administration
- Chemistry
- Computer science
- Dance
- Early childhood education
- Economics
- Economics/computer application
- English as a second language/ bilingual bicultural education
- English literature
- English writing
- Environmental studies
- European history
- Film studies
- French
- Gender and women’s studies
- Gerontology
- Global studies
- History
- Humanistic studies
- Information science
- Intercultural studies
- Italian
- Justice studies
- Mathematics
- Mathematics/computer science
- Music
- Philosophy
- Political science
- Psychology
- Public communication
- Public relations/advertising
- Reading
- Religious studies
- Secondary education
- Social work
- Sociology
- Spanish
- Studio art
- Theatre
- Third world history
- Women’s history

VANGUARD HONORS PROGRAM

In 2012, the decision was made to explore the possibility of establishing an Honors Program at Saint Mary’s College. As the process unfolded, a pilot program named the Vanguard Honors Program was launched for a group of students who entered in Fall 2013. The program continues to be a pilot; lessons learned from its development will be used to inform the ongoing exploration of potential program development, while continuing simultaneously to develop the Vanguard experience for the participants. The committee drafted a statement indicating the intent of the program:

- To form a diverse community of interdisciplinary scholars bound by a love of learning, wide ranging intellectual interests, and a desire to excel academically;
- To promote intellectual initiative, creative problem solving, and vital and sustainable contributions to campus and community consistent with the Holy Cross tradition, and with the expectation that Honors students will use this opportunity to give back to their world what they learn from each other.

GLST 100 Global Citizenship (1)

When anyone asked Diogenes Laertius (4th century B.C.) where he came from, he said, “I am a citizen of the world.” The aim of this seminar is to explore the idea of citizenship in a world increasingly characterized by global flows of commodities, people, money, information and media. Throughout the seminar, we will use the concept of ‘cosmopolitanism’ to examine the intersecting themes of identity, citizenship, and global belonging. Open to Honors Vanguard Program students only.

VHNR 201 The Educated Woman (1)

When Saint Mary’s College was founded, the “educated woman,” at least as we see her, was a revolutionary idea. Today, in some parts of the world, educating women is still a revolutionary and dangerous idea! In this course, students will explore and reflect on various questions around what it means to be “an educated woman,” what it takes to become an educated woman, and how women can help one another on the journey. To facilitate participation by students studying abroad, this course will be delivered online. Open to Honors Vanguard Program students only.

FOUR YEAR GRADUATION PROMISE

Saint Mary’s College is very proud that 93% of our graduates have finished in four years. We are so confident that students will graduate on time that we are offering a four-year graduation promise. The promise extends to each student who:

- Is officially accepted into a major by the end of the spring semester of her sophomore year and does not subsequently change that major;
- Maintains academic good standing each semester and receives no grade lower than a C in her major;
- Completes an average of 32 semester hours each year;
- Registers at assigned times each semester and maintains good standing with the Financial Aid and Student Accounts Offices;
- Notifies her Department Chair in writing no later than the close of the current semester (last exam day) if unable to advance register for a required major course offered in the next semester.

This promise does not apply to those students who pursue two majors or two degrees. This promise does not apply to a student who takes a leave of absence. This promise is not applicable if study abroad time is the reason for failure to graduate on time. Study abroad requires careful planning. It is the student’s responsibility to monitor her progress toward degree completion using the electronic degree audit system (CAPP). If a student is not on
track with degree requirements, even if she has declared her major by the end of sophomore year, she may need to attend summer school at her own expense to get back on track. This determination will be made in writing by department chair, faculty designee or Academic Affairs. Examples of students who may need to take summer school are the following: chemistry and nursing majors who do not have a sufficient mathematics background for their first-year mathematics and chemistry requirements; music education majors who take additional choirs and lessons in lieu of required courses; elementary education majors who need additional courses to meet state licensing requirements.

If a student follows the above requirements and is unable to graduate on time because one (or more) required course is unavailable, the College will offer a substitute. If no substitution can be made, the College will waive tuition and mandatory fees for her to enroll in the required course(s) at Saint Mary’s in a subsequent summer session or semester. Some courses in the Saint Mary’s curriculum are offered on line during the summer.

Note: students regularly graduate in four years even if they do not meet every condition for the graduation promise.

**GRADUATION REQUIREMENTS**

**Petitioning for Graduation:** A senior planning to receive a degree at May Commencement must file a degree petition with the Office of Academic Affairs and First Year Studies. This petition must be approved by the chair of the major department or by both chairs, if the student has a double major.

**Early Completion of Degree Requirements:** A student may finish a program in three or three and one-half years, so long as all college regulations are observed in respect to credit by examination and transfer credit, and all major, Sophia Program, and degree requirements are satisfied. When a student intends to finish degree requirements in mid-year, a special petition to finish early must be completed.

**Degree Candidates/Late Completion of Degree Requirements:** If a student has completed all major requirements for the degree and is within six hours of completing the 128 required credit hours, permission may be requested from the Office of Academic Affairs and First Year Studies to take part in commencement exercises as a “degree candidate.” “Degree candidates” do not receive a diploma and are not graduates of Saint Mary’s College until the end of the semester following the completion of all degree requirements.

**Completion of Degree Requirements at Another College or University:** Under certain circumstances a student may be given permission to complete requirements for a Saint Mary’s degree by earning transfer credit at a college or university approved by Saint Mary’s College. To receive permission, the student must complete a petition, which is reviewed by the department chair and the Office of Academic Affairs and First Year Studies. The degree is not awarded until the end of the semester following the receipt of an official transcript showing the completion of all degree requirements.
DEPARTMENT DESCRIPTION
Saint Mary’s College is the first Catholic women’s institution accredited by the National Association of Schools of Art and Design. NASAD, the only national accrediting body for art, assures that the program as well as the faculty, facilities and students meet high standards.

The creative process in studio art demands interaction of perceptual and conceptual skills and develops the powers of awareness, imagination and expression. Results are realized by a balanced combination of structured problems and experimental investigations. The challenge, which requires effort and discipline, is the day-to-day endeavor in the studio experience. Learning is centered around a developing ability to judge critically and independently, without reliance upon preconceived solutions and answers. The study of art history begins with broad familiarization with major monuments in Western and Non-Western art and progresses to greater understanding of the creative process through deeper study and more sophisticated methods of analysis and interpretation.

The B.A. art major selects a concentration in art history or studio art. All studio art majors, B.A. and B.F.A., specialize in one of the following areas: ceramics, fiber, new media art, painting, photo media, printmaking, or sculpture. Through visiting artist programs, lectures and gallery exhibitions, the department shares its experience with students at the College and the larger community. The Moreau Art Galleries are an integral part of the art program and make professional exhibitions of contemporary art readily accessible for teaching and learning.

TEACHER PREPARATION
The Art Department in conjunction with the Education Department offers courses leading to state licensing for Visual Arts. (See Visual Arts Education, page 161.)

ADVANCED WRITING PROFICIENCY
Art majors submit a portfolio of four writing samples from an approved list of approaches to art writing as a graduation requirement.

SENIOR COMPREHENSIVE
A final semester, independent, creative research project in studio art results in the presentation of a cohesive body of work that is original and aesthetically and conceptually sound. The art history comprehensive is a paper demonstrating conceptual originality, research skill, and appropriate methodology.
## PROGRAM IN ART

### Bachelor of Arts, Major in Art—ART1, Concentration in Studio Art (42 hours)

All of the following:

| ART 101 | Drawing I | 3 hours |
| ART 102 | Drawing II | 3 hours |
| ART 103 | 2D Design | 3 hours |
| ART 104 | 3D Design | 3 hours |
| ART 241 | Art History Survey I | 3 hours |
| or ART 251RM | Italian Art History I (Rome campus) | 3 hours |
| ART 242 | Art History Survey II | 3 hours |
| or ART 252RM | Italian Art History II (Rome campus) | 3 hours |
| ART 495* | Senior Comprehensive in Studio Art | 3 hours |

* Double majors who elect to complete the Senior Comprehensive in their other major must take an additional 3 hours in studio in place of ART 495.

Electives to total eighteen (18) hours including twelve (12) hours in an area of emphasis:

| ART 125 | Silkscreen | 3 hours |
| ART 205 | Painting: Oil | 3 hours |
| ART 206 | Painting: Acrylic | 3 hours |
| ART 211 | Ceramics: Introduction to Clay | 3 hours |
| ART 212 | Throwing on the Wheel | 3 hours |
| ART 217 | Reductive/Constructive | 3 hours |
| ART 218 | Modeling and Replication | 3 hours |
| ART 219 | Sculptural Knitting and Crochet | 3 hours |
| ART 221 | Photography I | 3 hours |
| ART 223 | Introduction to Digital Photography | 3 hours |
| ART 224 | Video Art | 3 hours |
| ART 227 | Etching | 3 hours |
| ART 228 | Lithography | 3 hours |
| ART 236 | Sustainable Textiles | 3 hours |
| ART 237 | Handmade Paper & Felt | 3 hours |
| ART 238 | Fiber: Surface Design | 3 hours |
| ART 239 | Fiber: Fabric Printing | 3 hours |
| ART 266 | Introduction to New Media | 3 hours |
| ART 270 | Topics in Studio Art | 1–3 hours |
| ART 301 | Advanced Drawing | 3 hours |
| ART 305 | Advanced Painting I | 3 hours |
| ART 306 | Advanced Painting II | 3 hours |
| ART 311 | Advanced Ceramics: Hand Building and Slip Casting | 3 hours |
| ART 318 | Beyond Object | 3 hours |
| ART 321 | Photography II | 3 hours |
| ART 323 | Photo-Silkscreen | 3 hours |
| ART 325 | Video Art II | 3 hours |
| ART 327 | Printmaking III | 3 hours |
| ART 330 | Book Arts/Artists' Books | 3 hours |
| ART 335 | Animation Workshop | 3 hours |
| ART 337 | Advanced Fiber: Surface Construction | 3 hours |
| ART 338 | Advanced Fiber: Surface Design | 3 hours |
| ART 357 | Holography Workshop | 1–3 hours |
| ART 366 | Cyberfeminism and New Media Practices | 3 hours |
| ART 370 | Topics in Studio Art | 1–3 hours |
| ART 397/497 | Independent Study | 1–3 hours |
| ART 407 | Painting Studio | 3 hours |
| ART 411 | Alternative Processes in Ceramics | 3 hours |

### Bachelor of Arts, Major in Art—ART2, Concentration in Art History (42 hours)

All of the following:

| ART 241 | Art History Survey I | 3 hours |
| or ART 251RM | Italian Art History I (Rome campus) | 3 hours |
| ART 242 | Art History Survey II | 3 hours |
| or ART 252RM | Italian Art History II (Rome campus) | 3 hours |
| ART 223 | Introduction to Digital Photography | 3 hours |
| ART 485 | Art History Methods and Theory | 3 hours |
| ART 495* | Senior Comprehensive in Art History | 3 hours |

* Double majors who elect to complete the Senior Comprehensive in their other major must take an additional 3 hours in art history in place of ART 495.

Electives to total eighteen (18) hours including twelve (12) hours in an area of emphasis:

| ART 103 | 2D Design | 3 hours |
| ART 104 | 3D Design | 3 hours |
| ART 101 | Drawing I | 3 hours |
| ART 102 | Drawing II | 3 hours |
| ART 125 | Silkscreen | 3 hours |
| ART 205 | Painting: Oil | 3 hours |
| ART 206 | Painting: Acrylic | 3 hours |
| ART 211 | Ceramics: Introduction to Clay | 3 hours |
| ART 212 | Throwing on the Wheel | 3 hours |
| ART 217 | Reductive/Constructive | 3 hours |
| ART 218 | Modeling and Replication | 3 hours |
| ART 219 | Sculptural Knitting and Crochet | 3 hours |
| ART 221 | Photography I | 3 hours |
| ART 223 | Introduction to Digital Photography | 3 hours |
| ART 224 | Video Art | 3 hours |
| ART 227 | Etching | 3 hours |
| ART 228 | Lithography | 3 hours |
| ART 236 | Sustainable Textiles | 3 hours |
| ART 237 | Handmade Paper & Felt | 3 hours |
| ART 238 | Fiber: Surface Design | 3 hours |
| ART 239 | Fiber: Fabric Printing | 3 hours |
| ART 266 | Introduction to New Media | 3 hours |
| ART 270 | Topics in Studio Art | 1–3 hours |
| ART 301 | Advanced Drawing | 3 hours |
| ART 305 | Advanced Painting I | 3 hours |
| ART 306 | Advanced Painting II | 3 hours |
| ART 311 | Advanced Ceramics: Hand Building and Slip Casting | 3 hours |
| ART 318 | Beyond Object | 3 hours |
| ART 321 | Photography II | 3 hours |
| ART 323 | Photo-Silkscreen | 3 hours |
| ART 325 | Video Art II | 3 hours |
| ART 327 | Printmaking III | 3 hours |
| ART 330 | Book Arts/Artists' Books | 3 hours |
| ART 335 | Animation Workshop | 3 hours |
| ART 337 | Advanced Fiber: Surface Construction | 3 hours |
| ART 338 | Advanced Fiber: Surface Design | 3 hours |
| ART 357 | Holography Workshop | 1–3 hours |
| ART 366 | Cyberfeminism and New Media Practices | 3 hours |
| ART 370 | Topics in Studio Art | 1–3 hours |
| ART 397/497 | Independent Study | 1–3 hours |
| ART 407 | Painting Studio | 3 hours |
| ART 411 | Alternative Processes in Ceramics | 3 hours |

### Five of the following from at least two areas (15 hours):

#### Ancient/Medieval

| ART 341 | Early Medieval Art | 3 hours |
| ART 342 | The Age of Cathedrals | 3 hours |
| ART 371 | Topics in Art History and Criticism | 1–3 hours |

#### Eighteenth/Nineteenth Century

| ART 345 | Modern Art: 1800 to 1945 | 3 hours |
| ART 346 | Museums and Culture | 2–3 hours |
| ART 371 | Topics in Art History and Criticism | 3 hours |

#### Twentieth Century

| ART 345 | Modern Art: 1800 to 1945 | 3 hours |
| ART 350 | After Modern Art: 1945 to 1990 | 3 hours |
| ART 371 | Topics in Art History and Criticism | 3 hours |

#### Contemporary

| ART 352 | Contemporary Art | 3 hours |
| ART 371 | Topics in Art History and Criticism | 3 hours |
ART 499 Seminar in Impressionism and Post-Impressionism 3 hours
ART 499 Internship 1–3 hours

Participate in portfolio reviews when enrolled in studio courses

Bachelor of Fine Arts, Major in Art—ART (78 hours)

Maintain a 3.0 GPA in art courses

Seventy-two (72) hours must be in art. Six (6) hours must be in approved correlate courses.

All of the following:

ART 101 Drawing I 3 hours
ART 102 Drawing II 3 hours
ART 103 2D Design 3 hours
ART 104 3D Design 3 hours
ART 241 Art History Survey I 3 hours
or ART 251RM Italian Art History I (Rome campus) 3 hours
ART 242 Art History Survey II 3 hours
or ART 252RM Italian Art History II (Rome campus) 3 hours
ART 495 Senior Comprehensive in Studio Art (in Area of Emphasis* ) 3 hours

* Art majors concentrating in Studio Art must complete four courses (12 hours) in an area of emphasis chosen in consultation with her advisor in the Art Department.

Electives to total forty-five (45) hours including twelve (12) hours from an area of emphasis:

ART 125 Silkscreen 3 hours
ART 205 Painting: Oil 3 hours
ART 206 Painting: Acrylic 3 hours
ART 211 Ceramics: Introduction to Clay 3 hours
ART 212 Throwing on the Wheel 3 hours
ART 217 Reductive/Constructive 3 hours
ART 218 Modeling and Replication 3 hours
ART 219 Sculptural Knitting and Crochet 3 hours
ART 221 Photography I 3 hours
ART 223 Introduction to Digital Photography 3 hours
ART 224 Video Art 3 hours
ART 227 Etching 3 hours
ART 228 Lithography 3 hours
ART 236 Sustainable Textiles 3 hours
ART 237 Handmade Paper & Felt 3 hours
ART 238 Fiber: Surface Design 3 hours
ART 239 Fiber: Fabric Printing 3 hours
ART 266 Introduction to New Media 3 hours
ART 270 Topics in Studio Art 1–3 hours
ART 293 Asian Art 3 hours
ART 301 Advanced Drawing 3 hours
ART 305 Advanced Painting I 3 hours
ART 306 Advanced Painting II 3 hours
ART 311 Advanced Ceramics: Hand Building and Slip Casting 3 hours
ART 318 Beyond Object 3 hours
ART 321 Photography II 3 hours
ART 323 Photo-Silkscreen 3 hours
ART 325 Video Art II 3 hours
ART 327 Printmaking III 3 hours
ART 330 Book Arts/Artists' Books 3 hours
ART 335 Animation Workshop 3 hours
ART 337 Advanced Fiber: Surface Construction 3 hours
ART 338 Advanced Fiber: Surface Design 3 hours
ART 341 Early Medieval Art 3 hours
ART 342 The Age of Cathedrals 3 hours
ART 346 Museums and Culture 2–3 hours
ART 350 After Modern Art: 1945 to 1990 3 hours
ART 357 Holography Workshop 1–3 hours
ART 366 Cyberfeminism and New Media Practices 3 hours
ART 370 Topics in Studio Art 1–3 hours
ART 371 Topics in Art History and Criticism 1–3 hours
ART 397/497 Independent Study 1–3 hours
ART 407 Painting Studio 3 hours
ART 411 Alternative Processes in Ceramics 3 hours
ART 417 Advanced Sculpture Topics 3 hours
ART 421 Photography III 3 hours
ART 427 Printmaking Studio 3 hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 366</td>
<td>Cyberfeminism and New Media Practices</td>
<td>3</td>
</tr>
<tr>
<td>ART 370</td>
<td>Topics in Studio Art</td>
<td>1–3</td>
</tr>
<tr>
<td>ART 397/497</td>
<td>Independent Study</td>
<td>1–3</td>
</tr>
<tr>
<td>ART 407</td>
<td>Painting Studio</td>
<td>3</td>
</tr>
<tr>
<td>ART 411</td>
<td>Alternative Processes in Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 417</td>
<td>Advanced Sculpture Topics</td>
<td>3</td>
</tr>
<tr>
<td>ART 421</td>
<td>Photography III</td>
<td>3</td>
</tr>
<tr>
<td>ART 427</td>
<td>Printmaking Studio</td>
<td>3</td>
</tr>
<tr>
<td>ART 499</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Five of the following (15 hours) in studio courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 125</td>
<td>Silkscreen</td>
<td>3</td>
</tr>
<tr>
<td>ART 205</td>
<td>Painting: Oil</td>
<td>3</td>
</tr>
<tr>
<td>ART 206</td>
<td>Painting: Acrylic</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>Ceramics: Introduction to Clay</td>
<td>3</td>
</tr>
<tr>
<td>ART 212</td>
<td>Throwing on the Wheel</td>
<td>3</td>
</tr>
<tr>
<td>ART 217</td>
<td>Reductive/Constructive</td>
<td>3</td>
</tr>
<tr>
<td>ART 218</td>
<td>Modeling and Replication</td>
<td>3</td>
</tr>
<tr>
<td>ART 219</td>
<td>Sculptural Knitting and Crochet</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 223</td>
<td>Introduction to Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 224</td>
<td>Video Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 227</td>
<td>Etching</td>
<td>3</td>
</tr>
<tr>
<td>ART 228</td>
<td>Lithography</td>
<td>3</td>
</tr>
<tr>
<td>ART 236</td>
<td>Sustainable Textiles</td>
<td>3</td>
</tr>
<tr>
<td>ART 237</td>
<td>Handmade Paper &amp; Felt</td>
<td>3</td>
</tr>
<tr>
<td>ART 238</td>
<td>Fiber: Surface Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 239</td>
<td>Fiber: Fabric Printing</td>
<td>3</td>
</tr>
<tr>
<td>ART 266</td>
<td>Introduction to New Media</td>
<td>3</td>
</tr>
<tr>
<td>ART 270</td>
<td>Topics in Studio Art</td>
<td>1–3</td>
</tr>
<tr>
<td>ART 301</td>
<td>Advanced Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 305</td>
<td>Advanced Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 306</td>
<td>Advanced Painting II</td>
<td>3</td>
</tr>
<tr>
<td>ART 311</td>
<td>Advanced Ceramics: Hand Building and Slip Casting</td>
<td>3</td>
</tr>
<tr>
<td>ART 318</td>
<td>Beyond Object</td>
<td>3</td>
</tr>
<tr>
<td>ART 321</td>
<td>Photography II</td>
<td>3</td>
</tr>
<tr>
<td>ART 323</td>
<td>Photo-Silkscreen</td>
<td>3</td>
</tr>
<tr>
<td>ART 325</td>
<td>Video Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 327</td>
<td>Printmaking III</td>
<td>3</td>
</tr>
<tr>
<td>ART 330</td>
<td>Book Arts/Artists' Books</td>
<td>3</td>
</tr>
<tr>
<td>ART 335</td>
<td>Animation Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ART 337</td>
<td>Advanced Fiber: Surface Construction</td>
<td>3</td>
</tr>
<tr>
<td>ART 338</td>
<td>Advanced Fiber: Surface Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 357</td>
<td>Holography Workshop</td>
<td>1–3</td>
</tr>
<tr>
<td>ART 366</td>
<td>Cyberfeminism and New Media Practices</td>
<td>3</td>
</tr>
<tr>
<td>ART 370</td>
<td>Topics in Studio Art</td>
<td>1–3</td>
</tr>
<tr>
<td>ART 397/497</td>
<td>Independent Study</td>
<td>1–3</td>
</tr>
<tr>
<td>ART 407</td>
<td>Painting Studio</td>
<td>3</td>
</tr>
<tr>
<td>ART 411</td>
<td>Alternative Processes in Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 417</td>
<td>Advanced Sculpture Topics</td>
<td>3</td>
</tr>
<tr>
<td>ART 421</td>
<td>Photography III</td>
<td>3</td>
</tr>
<tr>
<td>ART 427</td>
<td>Printmaking Studio</td>
<td>3</td>
</tr>
<tr>
<td>ART 499</td>
<td>Internship</td>
<td>1–3</td>
</tr>
</tbody>
</table>

**Pre-approved Special Topic courses**

**Additional upper level Art History Courses**

**Participate in portfolio reviews every semester**

**Minor in Studio Art—ARTS (24 hours)**

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 102</td>
<td>Drawing II</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 103</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>3D Design</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 241</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART 242</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Minor in Art History—ARTH (18 hours)**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 241</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>or ART 251RM</td>
<td>Italian Art History I (Rome campus)</td>
<td>3</td>
</tr>
<tr>
<td>ART 242</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>or ART 252RM</td>
<td>Italian Art History II (Rome campus)</td>
<td>3</td>
</tr>
</tbody>
</table>
Four of the following (12 hours) in upper level art history:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 293</td>
<td>Asian Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 341</td>
<td>Early Medieval Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 342</td>
<td>The Age of Cathedrals</td>
<td>3</td>
</tr>
<tr>
<td>ART 345</td>
<td>Modern Art: 1800 to 1945</td>
<td>3</td>
</tr>
<tr>
<td>ART 346</td>
<td>Museums and Culture</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 350</td>
<td>After Modern Art: 1945 to 1990</td>
<td>3</td>
</tr>
<tr>
<td>ART 371</td>
<td>Topics in Art History and Criticism</td>
<td>1-3</td>
</tr>
<tr>
<td>ART 397/497</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>ART 449</td>
<td>Seminar In Impressionism and Post-Impressionism</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 485</td>
<td>Art History Methods and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 499</td>
<td>Internship</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Minor in Art History for B.A. Studio Art Majors—ARHI (21 hours)

A B.A. Art major with a concentration in studio art must complete 5 of the following (15 hours) in upper level art history beyond ART 241, 242:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 293</td>
<td>Asian Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 341</td>
<td>Early Medieval Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 342</td>
<td>The Age of Cathedrals</td>
<td>3</td>
</tr>
<tr>
<td>ART 345</td>
<td>Modern Art: 1800 to 1945</td>
<td>3</td>
</tr>
<tr>
<td>ART 346</td>
<td>Museums and Culture</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 350</td>
<td>After Modern Art: 1945 to 1990</td>
<td>3</td>
</tr>
<tr>
<td>ART 371</td>
<td>Topics in Art History and Criticism</td>
<td>1-3</td>
</tr>
<tr>
<td>ART 397/497</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>ART 449</td>
<td>Seminar In Impressionism and Post-Impressionism</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 485</td>
<td>Art History Methods and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 499</td>
<td>Internship</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Minor in Art History for B.F.A. Art Majors—ARTH (24 hours)

A B.F.A. Art major must complete 6 of the following (18 hours) in upper level art history beyond ART 241, 242:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 293</td>
<td>Asian Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 341</td>
<td>Early Medieval Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 342</td>
<td>The Age of Cathedrals</td>
<td>3</td>
</tr>
<tr>
<td>ART 345</td>
<td>Modern Art: 1800 to 1945</td>
<td>3</td>
</tr>
<tr>
<td>ART 346</td>
<td>Museums and Culture</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 350</td>
<td>After Modern Art: 1945 to 1990</td>
<td>3</td>
</tr>
<tr>
<td>ART 371</td>
<td>Topics in Art History and Criticism</td>
<td>1-3</td>
</tr>
<tr>
<td>ART 397/497</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>ART 449</td>
<td>Seminar In Impressionism and Post-Impressionism</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 485</td>
<td>Art History Methods and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 499</td>
<td>Internship</td>
<td>1-3</td>
</tr>
</tbody>
</table>

ART COURSES (ART)

Studio courses which earn three credit hours require at least nine hours in the studio per week, six hours of which will be supervised. Class assignments will include sufficient material to cover the additional three hours. Studio courses require that each student purchase expendable supplies as required. Such supplies as easels, basic materials, and workshop equipment are provided.

The study of art history begins with broad familiarization with major monuments in Western and Non-Western art and progresses to greater understanding of the creative process through deeper study and more sophisticated methods of analysis and interpretation.

101 Drawing I (3)

This is a broad foundation course that introduces a variety of drawing techniques, approaches and subject matter. A focus on observational drawing improves the student’s ability to “see” (visual perception) and develops technical drawing skills. Projects are designed to enhance the understanding and use of formal elements, principles and composition while exploring drawing’s creative and expressive potential. Subject matter includes still life, landscape, interiors, and the figure. Studio projects are augmented by critiques, visual presentations and discussion. Sketchbook/journal required.

102 Drawing II (3)

This is a broad foundation course, similar to ART 101, with additional emphasis on the figure and an introduction to the use of color. Projects are designed to enhance the understanding and use of formal elements, principles and composition while exploring drawing’s creative and expressive potential. A variety of drawing media, tools and subjects are explored. Studio projects are augmented by critiques, visual presentations and discussion. Sketchbook required.

103 2D Design (3)

This course serves as an introduction to the basic formal elements and organizing principles of two-dimensional design. Students will develop expertise in a variety of media through the exploration of creative studio projects dealing with line, shape, value, texture, color, space and form. The course is designed to expose students to the basic formal considerations, material properties, technical skills, and working methods of image making in conjunction with idea-based problem solving.

104 3D Design (3)

This course will serve as an introduction to the basic formal elements and organizing principles of three dimensional design. Students will develop expertise in a variety of media through the exploration of creative studio projects dealing with line, shape, value, texture, color, space, form and time. The course is designed to expose students to the basic formal considerations, material properties, technical skills, and working methods of object making in conjunction with idea-based problem solving.

125 Silkscreen (3)

Introduction to the various methods of serigraphy, with exploration of color, tone and texture as the natural result of the process.

141 Art Encounter (3)

This class is an introduction to the understanding and appreciation of art, its many roles in society, and in the lives of individuals. In the first half of the course you will learn about the “language” of art. By becoming well versed in this language, you will be able to recognize and utilize the visual arts as a form of communication and personal expression. In the second half of the course you will gain a basic understanding of the various techniques and styles used by artists to create artworks from the beginning of time to the present day. This general education course is intended for students majoring in disciplines other than Art.

205 Painting: Oil (3)

This course consists of a series of painting assignments that introduces the student to the idiom and use of oil paints. The student will begin developing a facility in manipulating and using the materials and techniques of oils, and by the end of the course, the student will be expected to visually express her unique vision and ideas with this medium. Regular private and group critiques.
206 Painting: Acrylic (3)
This course consists of a series of painting assignments that introduces the student to the materials, techniques and idiom of painting with acrylic paints. By the end of the course, the student is expected to be able to visually express her unique ideas and views with this medium.

211 Ceramics: Introduction to Clay (3)
An introductory course in basic ceramic techniques and creative processes that use clay as an expressive medium through hand building, throwing on the potter’s wheel, and glazing/finishing.

212 Throwing on the Wheel (3)
This course focuses on throwing on the potter’s wheel, emphasizing utilitarian form development, and will incorporate the philosophy of Soestu Yanagi who emphasized in The Unknown Craftsman “the importance of an egoless approach to creation, where objects arise literally unto themselves—the maker is only the vessel through which these things are born.”

217 Reductive/Constructive (3)
An introductory, predominately “form” based course in which students thematically and technically explore additive and subtractive approaches to object-making. Traditional and experimental techniques, materials, and presentation methods are explored given the course theme. Students gain an understanding of sculpture as an expanded field through readings, discussions, assignments and projects that address the history and evolution of the discipline.

218 Modeling and Replication (3)
An introductory level course in which students explore traditional and contemporary mold making and casting techniques. Students learn to replicate originals in clay, as well as create molds from found objects. A variety of traditional and contemporary casting methods will be explored.

219 Sculptural Knitting and Crochet (3)
This course will introduce the historical and contemporary uses of these craft traditions, with an emphasis on the ways in which needlework continues to impact contemporary art practice. Creative projects and assignments will explore the technical processes, historical traditions, and contemporary uses of knitting and crochet by visual artists. Coursework will be augmented by lectures related to historical and contemporary artists using needlework presented through their videos, images of the work, web surfing, and in-class discussion.

221 Photography I (3)
Introductory black and white photography. Students study the basic elements necessary for control in the exposure, development and printing of photographic materials. Initial exploration of the medium stresses consideration of its visual and aesthetic dimensions through a creative problem-solving approach. (Variable shutter/aperture camera required).

223 Introduction to Digital Photography (3)
Students study basic elements for the recording and printing of digital images. Initial exploration of the medium places emphasis on the visual, aesthetic and expressive dimensions of the medium through a creative problem-solving approach. (Digital or film camera required, digital media required).

224 Video Art (3)
This course introduces the medium of video as an art form and will explore, in theory and practice, issues of space, time and action. Proficiencies in camera use, storytelling, lighting, digital editing and presentation will be developed. The use of video for artistic expression will be supported by readings and the viewing and discussion of works by video artists.

227 Etching (3)
An introductory printmaking course with emphasis on various intaglio techniques. Line etching, aquatint, soft-ground, lift-ground and other etching techniques will be explored along with an introduction to color printing. Small editions will be required. Offered occasionally.

228 Lithography (3)
An introductory printmaking course which will cover basic metal plate lithographic processes. Crayon, washes, transfers and the use of color will be explored providing the student with a sound technical basis to produce works that are strong personal statements. Small editions will be required. Offered occasionally.

236 Sustainable Textiles (3)
Due to use of pesticides and chemicals, land degradation, depletion of fossil fuels, release of harmful emissions, and production of wastewater, the global textile industry is said to be one of the most unsustainable. This course will investigate the environmental and ethical issues surrounding the textile and fashion industry and the positive contribution we can make as artists, designers and consumers. We will consider the innovative, multidisciplinary field of green design and the exciting work being done by contemporary artists, architects, designers, scientists and engineers to create sustainable solutions and bring the public’s attention to environmental concerns. Examples of studio projects can include handmade paper from local plants and discarded cloth, eco-dyeing and printing, the re-purposing and upcycling of salvaged materials, and/or the design of portable, textile shelters that incorporate renewable energy.

237 Handmade Paper and Felt (3)
This fibers course will introduce hand PAPERMAKING and FELTING, two non-woven surface processes. Papermaking; the class will learn sheet forming, pulp painting, and basic casting, and will make papers from a variety of plant fibers. Felting: the class will create two- and three-dimensional forms from wool felt and will explore wet felting, appliqué methods, needle felting and Nuno felt. Projects will explore the conceptual & expressive potential of the materials and techniques introduced. Slide lectures and readings will introduce students to the global historic traditions of these two materials that date back to prehistoric times as well as contemporary artists and designers working with handmade paper or felt.

238 Fiber: Surface Design (3)
An introduction to surface design, especially dye applications and techniques (resists, fabric painting and printing), needlework and machine sewing. Group critiques. Consideration of textile history and contemporary fiber art.

239 Fiber: Fabric Printing (3)
This course in fabric printing will survey ancient to contemporary methods for developing image, color and pattern on cloth. Printing techniques will include block, stamp, stencil, silkscreen, and heat transfer methods. Work with dyes, pigments, resists and ink jet transfers on a variety of natural and synthetic fabrics. Lectures will introduce historic and contemporary textiles.

241 Art History Survey I (3)
This course provides a survey of the historical development of Western and non-Western art and architecture beginning with the Neolithic period and leading up to the thirteenth century. We will study works of art in their cultural contexts in order to gain an understanding of the purpose, meaning, and significance of works of art to those who made and used them. Emphasis will be placed on the exchange of knowledge, ideas, forms, and iconography across cultures over time, and the subsequent change in the meaning and significance of these when put to new uses in new contexts. We will discuss current issues and debates in art history, such as responsible collection practices and repatriation of art objects. We will relate the aesthetic experiences and values of cultures from our period of study to contemporary culture. Over the course of the semester, students will develop their own analysis of the purpose, meaning, and significance of a single art object that they have viewed in a museum, and which dates from the chronological period the course covers.

242 Art History Survey II (3)
This course provides a survey of the historical development of Western and non-Western art and architecture from the Renaissance period to the present. We will study works of art in their cultural contexts in order to gain an understanding of the purpose, meaning, and significance of works of art to those who made, used, and viewed them. Emphasis will be placed on the idea that art history’s canon is not fixed, but is instead shaped by the questions we ask and the values we hold in the present. We will discuss current issues and debates in art history, such as the repatriation of art objects looted during WWII, the role of museums in society, and responses to art controversies. We will discuss how the aesthetic values of cultures from our period of study have influenced contemporary aesthetic values. Over the course of the semester, students will respond to works of art that they have viewed in a museum, and which date from the chronological period the course covers.
251RM Italian Art History I (3)
This course is the first half of a year-long survey of the arts in Italy. It will focus on Ancient and Early Medieval Art in Rome and investigate stylistic, technical, historical and iconographical aspects in order to broaden the student’s background in Humanities and, in particular, in Art History and History. Taught in Rome.

252RM Italian Art History II (3)
This course is the second half of a year-long survey of the arts in Italy. It will focus on Mediaeval Art and Renaissance in Rome and investigate stylistic, technical, historical and iconographical aspects in order to broaden the student’s background in Humanities and, in particular, in Art History and History. Taught in Rome.

266 Introduction to New Media (3)
An introduction to the new visual technologies and basic concepts (mechanical, visual, and aesthetic) for their creative use in the visual arts. Those fields involved may include photography, film, video, computer imagery, holography and other contemporary media. Students will be introduced to these media through lectures, direct laboratory experience, discussion, and creative problem-solving projects. No prerequisites: ART 103 desirable (also listed as COMM 266).

270 Topics in Studio Art (1–3)
The presentation of selected subjects of relevance not included in regular departmental offerings. Prerequisite: established by the instructor. May be repeated with different topic.

293 Asian Art (3)
A survey of the arts of Asia, primarily South Asia, and China, with an emphasis on the relationship between various art forms and their religious/ritual context. Slide lectures, demonstrations, museum visits and discussion of selected reading.

301 Advanced Drawing (3)
A series of problems that develop the perceptual, aesthetic and empathetic interpretation of subjects which hold potential for creative drawing. Prerequisite: ART 101 and 102, or permission of instructor. May be repeated once.

305 Advanced Painting I (3)
This is an advanced course that encourages the student to explore various concepts, forms and imagery in view of developing a more personal visual statement. Group and individual critiques. Prerequisite: ART 205 and 206, or permission of instructor.

306 Advanced Painting II (3)
An advanced course that allows the student to develop her own critical vision in response to a series of loosely structured assignments. Group and individual critiques. Prerequisite: ART 205 and 206, or permission of instructor.

311 Advanced Ceramics: Hand Building and Slip Casting (3)
Further instruction in building ceramic sculpture incorporating hand building skills, as well as, basic mold making and slip casting techniques. Prerequisite: ART 211 or 212.

318 Beyond Object (3)
This course deals with both “form” and “space.” Students are introduced to techniques, methods, and concepts outside of the traditional realm of three-dimensional form. Students create installation strategies and form explorations that incorporate the use of digital video, audio/sound, virtual space (web-based projects), and other new technologies within a conceptual framework that is student-derived. Projects are augmented by readings and discussions of contemporary theories related to the use of time-based media within the genre of sculpture. Prerequisite: Either ART 217 or 218, or with permission.

321 Photography II (3)
Intermediate black and white photography. Through various laboratory projects, students study advanced photographic principles which permit enhanced control of the medium. Increased emphasis is placed upon the application of these controls to the act of artistic expression. Individual and group critiques provide opportunities for discussion of photography’s aesthetic dimensions. (Variable shutter/aperture camera required) Prerequisite: ART 221.

323 Photo-Silkscreen (3)
This course deals with the use of photographic images, ideas and techniques in the graphic process of serigraphy. Group discussion and critiques. Prerequisite: ART 125

325 Video Art II (3)
This advanced course in video art will allow students to further develop their creative work with video image and sound. Students will refine their pre-production, digital editing and post-production skills, explore techniques such as chroma keying and multi-channel video, and increase experience with installation and other forms of presentation. There will be discussion of contemporary works and related writings. Prerequisite: ART 224

327 Printmaking III (3)
An advanced course for the student to explore further the creative potential and possibilities of printmaking as a medium for personal statements. Use of color emphasized. Prerequisite: ART 227 or 228. Offered occasionally.

330 Book Arts/Artists’ Books (3)
An exploration into the fabrication and significance of artists’ books as an expressive medium. A series of books will be produced using diverse media, bindings and conceptual approaches to accommodate individual means of expression. An emphasis will be placed on one-of-a-kind visual books with some exploration into very limited editions.

335 Animation Workshop (3)
Investigation of traditional and developing methodologies for creating animated imagery with emphasis on the expressive potential of the medium. Participants will explore the history of animated imagery and impact of emerging technology upon it. Individual and collaborative projects with discussion/critique of outcomes.

337 Advanced Fiber: Surface Construction (3)
Advanced surface construction techniques including felt, papermaking, and/or advanced weaving projects. Emphasis is on individual conceptual development. Lecture and critique. Research project on fiber related topic. Prerequisite: ART 237.

338 Advanced Fiber: Surface Design (3)
Advanced surface design techniques including dye resists, fabric printing, fabric construction and wearable art. Emphasis on individual conceptual development. Lecture and critique. Research project on fiber related topic. Prerequisite: ART 238 or 239.

341 Early Medieval Art (3)
A study of Christian art in the West from 300 to 1150, beginning with Constantine, continuing with the revival of imperial traditions under Charlemagne, the Ottoman Empire, and development of Romanesque art. Offered occasionally.

342 The Age of Cathedrals (3)
The cathedral was at the center of the medieval city in Europe. This course will study its construction and effect on the religious, urban, economic, social elements, and other art forms of the Gothic era.

345 Modern Art: 1800–1945 (3)
This course traces the development of modern art from the late-nineteenth century to the interwar period. Modernist approaches to painting, sculpture, design, performance, film, and photography will be studied in tandem with theoretical texts that influenced modern art’s production and reception. Students will come away from the course with an understanding of modernism, the avant-garde,
primitivism, realism, abstraction, and anti-art practices. Artistic movements that will be covered include, but are not limited to, Impressionism, Expressionism, Cubism, Constructivism, Dada, Surrealism, and the Harlem Renaissance. In addition, the course will introduce students to the methods and theories that have influenced art historians and artists during the nineteenth and twentieth centuries.

346 Museums and Culture (2–3)
Museums are caretakers of culture: They shape our view of ourselves in history. This course will examine the history of collecting in the West, its development into public institutions, the financial, legal, philosophical, and ethical issues confronting museums today, as well as the implications for the future.

350 After Modern Art: 1945 to 1990 (3)
This course surveys artistic movements and practices in North America, Japan, and Europe that developed between 1945 and 1990. During this period following WWII, artists responded to the legacy of modern art, pursued new audiences, developed alternative exhibition venues, and explored alternative approaches to art making. Examples of artistic movements and practices we will study include Abstract Expressionism, Gutai, Pop Art, Fluxus, Minimalism, conceptual art, institutional critique, feminist art, video and performance art, and appropriation and deconstruction. In addition, we will study critical theories about art and cultural production developed during this period.

352 Contemporary Art (3)
This course surveys global artistic practices from 1990 to the present. Regions surveyed include Russia and Eastern Europe, Japan, China, India, Africa, South America, Australia, Western Europe and the United States. Contemporary works of art from these regions will be discussed in relation to their historical, political, social, and economic contexts. Contemporary approaches to painting, sculpture, performance, installation, video and photography will be studied in tandem with theoretical texts that have influenced contemporary art’s production and reception.

357 Holography Workshop (1–3)
An introduction to the principles of holography and optics accompanied by studio exercises in the techniques of single and multiple beam reflection and transmission holography. Special attention given to the application of this medium for purposes of visual expression. Lectures, studio lab exercises and visits to pertinent exhibitions. Prerequisite: permission of the instructor. Offered occasionally.

366 Cyberfeminism and New Media Practices (3)
Using contemporary cybertheory and cyberpunk fiction as a foundation, students will explore the tools and techniques of new media through the lens of cyberfeminism. The course will explore the key issues of cyberfeminism, namely the position of women in technological disciplines, the unique experiences of women within technoculture, and the gendering of various technologies. Creative projects and assignments will explore hypertext and non-linear narrative, generative/programmatic net+ art, gaming, virtual persona and environments.

370 Topics in Studio Art (1–3)
The presentation of selected subjects of relevance not included in regular departmental offerings. Prerequisite: established by the instructor. May be repeated with different topic.

371 Topics in Art History and Criticism (1–3)
The presentation of selected subjects of relevance not included in regular departmental offerings. Prerequisite: established by the instructor. May be repeated with different topic.

397 Independent Study (1–3)
Students with sufficient background experience work independently under the direction of a faculty member in studio or art history. Prerequisite: permission of instructor. May be repeated.

402 Teaching Art in Preschool through 8 (3)
This course is designed to provide K–8 art specialists and elementary education teachers a comprehensive, discipline-based approach to teaching art in the classroom. Lecture, discussion, museum visits and studio activities will emphasize children’s artistic development, national and state visual arts standards, integrating aesthetics, criticism, art history and the making of art as well as careers, community and cross-curricular studies into practical and meaningful lessons and units of instruction. This course includes a field experience component (transportation is required). Field experience. Prerequisite: EDUC 201 or permission. (Formerly ART 231)

403 Teaching Art in High School (3)
This course is designed to provide future art specialists a comprehensive, discipline-based approach to teaching art in the high school setting. In addition to readings, discussion and studio activities that consider appropriate content, methods and materials in the secondary school, students will create a functional, in-depth curriculum that is based on national and state visual arts standards and the inclusion of aesthetics, criticism, art history and the making of art. This course includes a field experience component (transportation is required). Field experience. Prerequisite: EDUC 201 or permission. (Formerly ART 331)

407 Painting Studio (3)
This is an advanced painting course for the student desiring a concentration. Individually assigned problems to develop further the student’s personal concepts, styles, techniques and modes of expression within the context of contemporary art. Prerequisite: ART 305 or 306.

411 Alternative Processes in Ceramics (3)
This is an advanced level course in which students will explore a variety of ways to make ceramics works while exploring new firing and glazing methods. These processes will include: raku, salt, and sagger firing, china paint/glazing, decal application and glass casting. Prerequisite: ART 211 or 212 and 311, or with permission of instructor.

417 Advanced Sculpture Topics (3)
The capstone experience for the sculpture concentration, this course gives students the opportunity to investigate an individualized approach to the themes and technical concerns of sculpture through independent studio work. Working in tandem with all faculty teaching sculpture, students research and develop, fabricate, and critically assess a project (or series of projects) in their investigation of sculpture. Students develop an aesthetic and conceptual vision with regard to the genre. Prerequisites: Either ART 217 or 218, and 317 or 318. May be repeated for credit.

421 Photography III (3)
Continued study of the medium’s technical and aesthetic dimensions through individual laboratory work, readings, group critiques and discussions. Students are also introduced to and encouraged to work with alternative photographic processes including new digital photographic techniques. (Variable shutter/ aperture camera required.) Prerequisites: ART 321 and permission of instructor.

427 Printmaking Studio (3)
An advanced course for the student desiring a concentration. Individually assigned problems to develop further personal concepts, styles, techniques and modes of expression in the student’s chosen printmaking medium. Prerequisite: ART 327. May be repeated. Offered occasionally.

449 Seminar in Impressionism and Post-Impressionism (3)
A discussion of selected readings on artists associated with the Impressionist movement such as Monet, Manet, Degas, Cassatt and Morisot, and their influence on the next generation. Prerequisite: ART 242 or 348.

485 Art History Methods and Theory (3)
This course investigates and practices different approaches to research and writing in art criticism and history, and explores the history of the discipline itself. Exercises in archival investigation, reading original documents, formal and iconographic interpretation, analysis of critical theory, feminist, psychoanalytic and social-historical readings. Prerequisite: ART 241, 242.

495 Senior Comprehensive in Art History or Studio Art (3)
A final semester, independent, creative research project in a studio art area of emphasis or art history. Prerequisite: permission. (Formerly ART 330)

497 Independent Study (1–3)
Students with sufficient backgrounds work independently under the direction of a faculty member in studio or art history. Prerequisite: permission of the instructor. May be repeated.
**499 Internship (1–3)**
Work experience in an art-related business, institution, or museum. Jointly supervised by a faculty member and a representative from the sponsoring site. Prerequisite: permission of campus and site supervisor. May be repeated. Graded S/U.

---

**DEPARTMENT DESCRIPTION**
The Department of Biology endeavors to acquaint students with current biological principles, to educate them in the scientific approach to problems, to provide experience in laboratory and field methods of investigation, and to develop an appreciation for intellectual achievements in science. In addition, the courses are designed to prepare students concentrating in biology for graduate study, teaching, or a career in a variety of medical areas. A semester of foreign study is feasible and recommended for four-year biology majors.

**TEACHER PREPARATION**
The Department of Biology, in conjunction with the Education Department, offers courses leading to state licensing for teaching sciences in secondary schools. This preparation includes successful completion of the degree in biology.

**ADVANCED WRITING PROFICIENCY**
This proficiency is demonstrated by the approval of 4 scientific pieces of writing based on a directed research project. It also includes successful completion of BIO 385 and BIO 485.

**SENIOR COMPREHENSIVE**
The Senior Comprehensive requirement in Biology is fulfilled by successful completion of BIO 385 and BIO 485. It also involves completion of a committee-approved paper and an oral presentation to the department.

**PROGRAM IN BIOLOGY**

**Bachelor of Science, Major in Biology, Integrative Biology—BIO (60 hours)**
Thirty seven (37) hours must be in biology.

**All of the following:**
- BIO 153-154 Foundations of Biology I, II lab 8 hours
- BIO 221 Introduction to Genetics lab 4 hours
- BIO 385 Introduction to Research lab 2 hours
- BIO 485 Research in Biology lab 2 hours

**One from each of the following areas:**

**Cellular/Physiological Course**
- BIO 230 Molecular Cell Biology lab 4 hours
- BIO 317 Microbiology lab 4 hours
- BIO 328 General Physiology lab 4 hours
- BIO 413 Histology lab 4 hours

**Field Course**
- BIO 209 Marine Biology lab 4 hours
- BIO 301 Field Biology lab 3 hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 213</td>
<td>Introductory Human Anatomy</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIO 248</td>
<td>Issues in Environmental Biology</td>
<td>1 hour</td>
</tr>
<tr>
<td>BIO 270</td>
<td>Environments of Ecuador</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Teaching in Biology (3 hrs max)</td>
<td>nt 1–3 hours</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Evolution</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Economic Botany</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Statistical Methods for Biologists</td>
<td>lab 3 hours</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Conservation Biology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 317</td>
<td>Microbiology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 318</td>
<td>Immunology</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Parasitology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 323</td>
<td>Ecology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 324</td>
<td>Field Botany</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 326</td>
<td>Developmental Biology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 328</td>
<td>General Physiology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 332</td>
<td>Ornithology</td>
<td>lab 3 hours</td>
</tr>
<tr>
<td>BIO 333</td>
<td>Biomedical Technology, Ethics, and Decision Making</td>
<td>lab 3 hours</td>
</tr>
<tr>
<td>BIO 335</td>
<td>Plant-Animal Interactions</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Medical Terminology</td>
<td>lab 2 hours</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Pathophysiology</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 417</td>
<td>Cancer Biology</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 497</td>
<td>Independent Study</td>
<td>nt 1–3 hours</td>
</tr>
<tr>
<td>BIO 499</td>
<td>Internship</td>
<td>nt 1–3 hours</td>
</tr>
</tbody>
</table>

**Required Supporting Courses**

**All of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121-122</td>
<td>Principles of Chemistry I, II</td>
<td>8 hours</td>
</tr>
<tr>
<td>CHEM 221</td>
<td>Organic Chemistry</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

**One of the following sequences for two semesters of Math:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115-116</td>
<td>Calculus for the Life Sciences I, II</td>
<td>8 hours</td>
</tr>
<tr>
<td>MATH 131-132</td>
<td>Calculus I, II</td>
<td>8 hours</td>
</tr>
</tbody>
</table>

**Bachelor of Science, Major in Biology, Concentration in Cellular/Molecular Biology—BICM (60 hours)**

Thirty seven (37) hours must be in biology.

**All of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 153-154</td>
<td>Foundations of Biology I, II</td>
<td>lab 8 hours</td>
</tr>
<tr>
<td>BIO 221</td>
<td>Introduction to Genetics</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Molecular Cell Biology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 317</td>
<td>Microbiology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 328</td>
<td>General Physiology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Seminar in Molecular/Cellular Biology</td>
<td>lab 1 hour</td>
</tr>
<tr>
<td>BIO 331</td>
<td>Biotechnology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 385</td>
<td>Introduction to Research</td>
<td>lab 2 hours</td>
</tr>
<tr>
<td>BIO 485</td>
<td>Research in Biology</td>
<td>lab 2 hours</td>
</tr>
</tbody>
</table>

**Electives to total 37 hours in Biology. Up to three hours of non-traditional (nt) credits and a maximum of two non-lab courses of three hours each may be counted toward the required elective hours in biology.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 248</td>
<td>Issues in Environmental Biology</td>
<td>lab 1 hour</td>
</tr>
<tr>
<td>BIO 270</td>
<td>Environments of Ecuador</td>
<td>lab 3 hours</td>
</tr>
<tr>
<td>BIO 308</td>
<td>Vertebrate Natural History</td>
<td>lab 3 hours</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Teaching in Biology (3 hrs max)</td>
<td>nt 1–3 hours</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Evolution</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Economic Botany</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Statistical Methods for Biologists</td>
<td>lab 3 hours</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Conservation Biology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 318</td>
<td>Immunology</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Parasitology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 323</td>
<td>Ecology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 324</td>
<td>Field Botany</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 326</td>
<td>Developmental Biology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 328</td>
<td>General Physiology</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 332</td>
<td>Ornithology</td>
<td>lab 3 hours</td>
</tr>
<tr>
<td>BIO 333</td>
<td>Biomedical Technology, Ethics, and Decision Making</td>
<td>lab 3 hours</td>
</tr>
<tr>
<td>BIO 335</td>
<td>Plant-Animal Interactions</td>
<td>lab 4 hours</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Medical Terminology</td>
<td>lab 2 hours</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Pathophysiology</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 417</td>
<td>Cancer Biology</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 497</td>
<td>Independent Study</td>
<td>nt 1–3 hours</td>
</tr>
<tr>
<td>BIO 499</td>
<td>Internship</td>
<td>nt 1–3 hours</td>
</tr>
</tbody>
</table>

**Required Supporting Courses**

**All of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 133, 225</td>
<td>Theory and Application of Calculus/Foundations of Higher Mathematics</td>
<td>8 hours</td>
</tr>
</tbody>
</table>

**Additional math and/or science courses to bring the total to 60 hours if needed.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115-116</td>
<td>Calculus for the Life Sciences I, II</td>
<td>8 hours</td>
</tr>
<tr>
<td>MATH 131-132</td>
<td>Calculus I, II</td>
<td>8 hours</td>
</tr>
<tr>
<td>MATH 133, 225</td>
<td>Theory and Application of Calculus/Foundations of Higher Mathematics</td>
<td>8 hours</td>
</tr>
</tbody>
</table>
**Bachelor of Science, Major in Biology, Concentration in Ecology, Evolution and Environmental Biology—EEEB (60 hours)**

Thirty seven (37) hours must be in biology.

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 153-154</td>
<td>Foundations of Biology I, II</td>
<td>8</td>
</tr>
<tr>
<td>BIO 221</td>
<td>Introduction to Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 248</td>
<td>Issues in Environmental Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Statistical Methods for Biologists</td>
<td>3</td>
</tr>
<tr>
<td>BIO 323</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 385</td>
<td>Introduction to Research</td>
<td>2</td>
</tr>
<tr>
<td>BIO 485</td>
<td>Research in Biology</td>
<td>2</td>
</tr>
</tbody>
</table>

Two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 209</td>
<td>Marine Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 301</td>
<td>Field Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 308</td>
<td>Vertebrate Natural History</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Conservation Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 324</td>
<td>Field Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 332</td>
<td>Ornithology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 335</td>
<td>Plant-Animal Interactions</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives to total 37 hours in Biology. Up to three hours of non-traditional (nt) credits and a maximum of two non-lab courses of three hours each may be counted toward the required elective hours in biology.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 209</td>
<td>Marine Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 213</td>
<td>Introductory Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Molecular Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 232</td>
<td>Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BIO 270</td>
<td>Environments of Ecuador</td>
<td>3</td>
</tr>
<tr>
<td>BIO 301</td>
<td>Field Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 308</td>
<td>Vertebrate Natural History</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Conservation Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 323</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 324</td>
<td>Field Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 332</td>
<td>Ornithology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Supporting Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121-122</td>
<td>Principles of Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 221</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
</tbody>
</table>

**One of the following sequences for two semesters of Math:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115-116</td>
<td>Calculus for the Life Sciences I, II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 131-132</td>
<td>Calculus I, II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 133, 225</td>
<td>Theory and Application of Calculus/Foundations of Higher Mathematics</td>
<td>8</td>
</tr>
</tbody>
</table>

**Bachelor of Arts, Major in Biology—BIO (56–57 hours)**

Thirty-three (33) hours must be in biology.

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 153-154</td>
<td>Foundations of Biology I, II</td>
<td>8</td>
</tr>
<tr>
<td>BIO 221</td>
<td>Introduction to Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 385</td>
<td>Introduction to Research</td>
<td>2</td>
</tr>
<tr>
<td>BIO 485</td>
<td>Research in Biology</td>
<td>2</td>
</tr>
</tbody>
</table>

One from each of the following areas:

- **Cellular/Physiological Course**
  - BIO 230 Molecular Cell Biology
  - BIO 317 Microbiology
  - BIO 328 General Physiology

- **Field Course**
  - BIO 209 Marine Biology
  - BIO 301 Field Biology
  - BIO 308 Vertebrate Natural History
  - BIO 316 Conservation Biology
  - BIO 323 Ecology
  - BIO 324 Field Botany
  - BIO 332 Ornithology

- **Organismal Course**
  - BIO 213 Introductory Human Anatomy
  - BIO 220 Comparative Vertebrate Anatomy
  - BIO 308 Vertebrate Natural History
  - BIO 320 Parasitology
  - BIO 332 Ornithology

- **Botanical Course**
  - BIO 313 Economic Botany
  - BIO 324 Field Botany
  - BIO 335 Plant-Animal Interactions

Electives to total 33 hours in Biology. Up to three hours of non-traditional (nt) credits and a maximum of two non-lab courses of three hours each may be counted toward the required elective hours in biology.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 209</td>
<td>Marine Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 213</td>
<td>Introductory Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Molecular Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 232</td>
<td>Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BIO 248</td>
<td>Issues in Environmental Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIO 270</td>
<td>Environments of Ecuador</td>
<td>3</td>
</tr>
<tr>
<td>BIO 301</td>
<td>Field Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 308</td>
<td>Vertebrate Natural History</td>
<td>4</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 324</td>
<td>Field Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 332</td>
<td>Ornithology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 333</td>
<td>Biomedical Technology, Ethics, and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>BIO 335</td>
<td>Plant-Animal Interactions</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 413</td>
<td>Histology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 417</td>
<td>Cancer Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 497</td>
<td>Independent Study</td>
<td>1–3</td>
</tr>
<tr>
<td>BIO 499</td>
<td>Internship</td>
<td>1–3</td>
</tr>
</tbody>
</table>

**Required Supporting Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121-122</td>
<td>Principles of Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 221</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 209</td>
<td>Marine Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 213</td>
<td>Introductory Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 221</td>
<td>Introduction to Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Molecular Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 232</td>
<td>Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BIO 248</td>
<td>Issues in Environmental Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIO 270</td>
<td>Environments of Ecuador</td>
<td>3</td>
</tr>
<tr>
<td>BIO 301</td>
<td>Field Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 308</td>
<td>Vertebrate Natural History</td>
<td>4</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Teaching in Biology (3 hrs max)</td>
<td>1–3</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Economic Botany</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional math and/or science courses to bring the total to 60 hours if needed.**
BIO 315  Statistical Methods for Biologists  lab  3 hours
BIO 316  Conservation Biology  lab  4 hours
BIO 317  Microbiology  lab  4 hours
BIO 318  Immunology  3 hours
BIO 320  Parasitology  lab  4 hours
BIO 323  Ecology  lab  4 hours
BIO 324  Field Botany  lab  4 hours
BIO 326  Developmental Biology  lab  4 hours
BIO 328  General Physiology  lab  4 hours
BIO 332  Ornithology  lab  3 hours
BIO 333  Biomedical Technology, Ethics, and Decision Making  3 hours
BIO 335  Plant-Animal Interactions  lab  4 hours
BIO 339  Medical Terminology  lab  4 hours
BIO 340  Pathophysiology  lab  3 hours
BIO 417  Cancer Biology  3 hours
BIO 497  Independent Study  nt  1–3 hours
BIO 499  Internship  nt  1–3 hours

**Required Supporting Courses**

All of the following:

CHEM 121-122  Principles of Chemistry I, II  8 hours
CHEM 221  Organic Chemistry I  4 hours

One of the following sequences for two semesters of Math:

MATH 115-116  Calculus for the Life Sciences I, II  8 hours
MATH 131-132  Calculus I, II  8 hours
MATH 133, 225  Theory and Application of Calculus/Foundations of Higher Mathematics  8 hours

**Minor in Biology—BIO (17–20 hours)**

Five (5) 3-4 hour courses in biology, 3 of which must have a laboratory component:

BIO 105  Cells to Self  lab  4 hours
BIO 106  Mendel, Darwin, and the World We Live In  lab  4 hours
BIO 120  Human Genetics and Society  3 hours
BIO 153  Foundations of Biology I  lab  4 hours
BIO 154  Foundations of Biology II  lab  4 hours
BIO 209  Marine Biology  lab  4 hours
BIO 213  Introductory Human Anatomy  lab  4 hours
BIO 214  Human Physiology  lab  4 hours
BIO 216  Introduction to Microbiology  lab  4 hours
BIO 220  Comparative Vertebrate Anatomy  lab  4 hours
BIO 221  Introduction to Genetics  lab  4 hours
BIO 230  Molecular Cell Biology  lab  4 hours
BIO 232  Animal Behavior  lab  3 hours
BIO 270  Environments of Ecuador  lab  3 hours
BIO 301  Field Biology  lab  3 hours
BIO 308  Vertebrate Natural History  lab  4 hours
BIO 312  Evolution  3 hours
BIO 313  Economic Botany  3 hours
BIO 315  Statistical Methods for Biologists  lab  3 hours
BIO 316  Conservation Biology  lab  4 hours
BIO 317  Microbiology  lab  4 hours
BIO 318  Immunology  3 hours
BIO 320  Parasitology  lab  4 hours
BIO 323  Ecology  lab  4 hours

**GRADUATE STUDY**

By fulfilling the requirements for a Bachelor of Science degree in biology, the student also has sufficient coursework in mathematics, physics, chemistry, and liberal arts for admission to graduate school.

**PROFESSIONAL/GRADUATE HEALTH-RELATED PROGRAMS**

A B.S. degree in biology prepares students for admission to medical or dental school as well as to a number of graduate health-related programs including but not limited to veterinary school, optometry school, and physician assistant programs. The flexibility of the biology program allows a choice of electives which will enable students to meet special requirements of certain programs. Although some schools will accept students after three years of undergraduate studies, it is recommended that students complete the course of studies leading to a B.S. degree. A student who, after three years of college, is accepted by an accredited professional school approved by the College may receive a baccalaureate degree from Saint Mary's College. In order to qualify for the degree, the student must have fulfilled the College general education requirements, the major requirements (including the Advanced W and Senior Comprehensive), and have successfully completed one full year of professional school.

Beginning junior year, students are advised individually by Dr. Nancy Nekvasil (nekvasil@saintmarys.edu), pre-health professions advisor, as they begin the process of applying to health professions graduate programs. If a student plans to study abroad, she should contact Dr. Nekvasil earlier than junior year to discuss her curricular plans.

**INTERNATIONAL PROGRAMS**

**Environments of Ecuador Summer Program**

One of the most environmentally diverse countries in the world, Ecuador offers a unique opportunity to experience four distinct ecological settings. Witness 500-pound tortoises on the Galapagos Islands, hummingbirds in the cloud forest, alpacas of the Andes highlands, and Capuchin monkeys in the Amazon. Students will discover a fascinating world of unusual plants and animals. Open to students in all majors, the course (BIO 270) highlights the natural beauty of Ecuador in a 15-day travel experience during the summer in even years. Particular emphasis is placed on local conservation efforts, the intersections between biology and culture, and the rich diversity of life. This course is offered in even years.
BIOLOGY COURSES (BIO)

105 Cells to Self (4)
Biology 105 is built on the following themes: The Cell, Energy, Information, and Integration. Where possible, we will identify individuals and evaluate the contributions that led to major advances in our understanding of these processes and identify the questions that remain unanswered. Throughout the course we will stop to address the relevance of the processes under consideration to life choices and/or current issues facing our communities. Three hours lecture and one 2-hour lab each week. Offered fall semester.

106 Mendel, Darwin and the World We Live In (4)
BIO 106 consists of three modules, each focusing on one of these primary themes: Genetics, Evolution, Ecology. Each module is initiated by considering fundamental biological observations followed by a historically-based view of the work of those who pursued explanations for these observations. Each module places humans in context by taking a look at issues confronting citizens in their everyday lives. Three hour lecture and one 2-hour lab each week. Offered spring semester.

120 Human Genetics and Society (3)
This course is an overview of the importance of human genetics in the modern world based on the study of heritable patterns, biological causes, and social impact of genetic information. Particular emphasis placed on biomedicine, genetic diseases, modern technology, the role of genetic counseling, and the intersections between knowledge and application. Three hours lecture each week.

153 Foundations of Biology I (4)
A study of major concepts of biology with emphasis on cellular structure and function, genetics, respiration, molecular biology, and animal anatomy and cellular physiology. Three hours lecture, one three-hour lab per week.

154 Foundations of Biology II (4)
A study of major concepts of biology with emphasis on plant structure and function, ecology, evolution, and diversity of life. Three hours of lecture and one three-hour lab per week.

Note: Unless otherwise noted, all 200-level biology courses require BIO 153-154 and all 300-level biology courses require BIO 153-154 and BIO 221.

200 Women’s Voices in Biology (2–3)
This course will investigate selected writings of women scientists who have written both scientific papers published in peer-reviewed journals and have also written for the nonscientific public. The class will consider the messages in women scientists’ writings, their writing styles in different contexts, and their overall contribution to general knowledge as well as to biological sciences. Offered fall semesters; variable credit (2–3 credit hours).

213 Introductory Human Anatomy (4)
Introductory course applying a systemic approach to the study of human form and function. Laboratory will focus on the study of human osteology, human models, and feline dissection. Intended for students with interest in health professions, regardless of major. Fall semester; three hours lecture and one three-hour laboratory per week. Prerequisites: one semester of introductory biology or permission of instructor.

214 Human Physiology (4)
Concepts of human physiology built upon a strong understanding of human anatomy. For students majoring in areas other than biology. (Three hours lecture and one three-hour laboratory) Offered fall semester. Prerequisites: BIO 153 and CHEM 118.

216 Introduction to Microbiology (4)
A general introduction to microorganisms, their cultivation, control and role in infectious disease with emphasis on the host-parasite relationship and the host’s response to infection. For students majoring in areas other than biology. (Three hours lecture and three hours of laboratory) Offered spring semester. Prerequisites: BIO 153 and CHEM 118.

220 Comparative Vertebrate Anatomy (4)
A study of vertebrate organ systems in terms of structure, function and evolution to acquire an appreciation of both the uniformity and diversity of anatomical adaptations among living vertebrates. Offered spring semester in alternating years. Three hours lecture and one three-hour laboratory per week. Prerequisites: one semester of introductory biology or permission of instructor.

221 Introduction to Genetics (4)
An introduction to principles including: Mendelian analysis, chromosome structure and function, DNA expression and regulation, quantitative and population genetics, genomics, mutations, and recombinant DNA technology. The laboratory incorporates both classical transmission analysis and modern molecular techniques of DNA manipulation. Spring semester; three hours lecture and one three-hour laboratory per week. Prerequisites: CHEM 121-122; CHEM 221.

230 Molecular Cell Biology (4)
A study of the structure and function of genes, their products and the interrelationship of these products in the cell. The experiments that led to our understanding of these processes and the molecular tools developed from these experiments will be emphasized. The lab provides students an opportunity to use these tools. Fall semester; three hours lecture and one three-hour laboratory per week. Prerequisite: BIO 221.

232 Animal Behavior (3)
A study of historical and current topics in animal behavior. Classical experiments are stressed in labs. Offered alternate years, spring semester: two hours lecture and one three-hour laboratory.

248 Issues in Environmental Biology (1)
Biological phenomena are found at the root of many major environmental problems; by understanding the biology, we can find new solutions for many issues. This one-hour seminar class will provide students an opportunity to explicitly connect current environmental problems to their biological underpinnings using primary literature, writing assignments, and in-class discussions.

270 Environments of Ecuador (3)
Experience four major ecosystems: Andes highlands, cloud forest, Amazon rainforest, and volcanic islands (Galapagos). Topics include history/culture of Ecuador, native plant and animal diversity, evolutionary biology, environmental impact of human presence, and Ecuadorian efforts at conservation (required pre-travel class sessions, two weeks travel in Ecuador, and travel fees). Appropriate for both biology majors and non-majors. Offered summer, alternate years. Prerequisite: one year of biology or permission of instructor.
297 Independent Study (1–3)
An opportunity for independent study for outstanding first and second-year students. Original research is encouraged. Consent of department chair required. May be repeated.

301 Field Biology (3)
An intensive field course concerned with techniques for studying plants and animals in a natural setting. Offered summers, occasionally.

308 Vertebrate Natural History (4)
Survey of major groups of vertebrates, their characteristics, zoogeographic distributions, ecology, evolutionary history and adaptations. Emphasis on identification and field studies of Indiana species. Offered alternate years, fall semester. Three hours lecture and one three-hour laboratory per week.

310 Teaching in Biology (1–3)
Faculty-supervised lecture or laboratory assistance experience for biology majors. Includes preparation time for theory review and procedures as well as peer mentoring in the laboratory and/or lecture under faculty supervision. Application is required; final selection will be by faculty member directing the experience. Variable credit from 1-3 semester hours. Learning contract required. Graded S/U.

312 Evolution (3)
An examination of the theoretical and empirical framework of evolution, the most important unifying principle in modern biology; as evolutionary geneticist Theodosius Dobzhansky noted in 1973, “Nothing in biology makes sense except in the light of evolution.” During the course, students will (1) develop and demonstrate a thorough understanding of the process and pattern of evolutionary change, and (2) develop and demonstrate the ability to analyze, interpret, and discuss recent research literature in evolutionary biology. Fall semester. Prerequisites: BIO 153-154 or equivalent.

313 Economic Botany (3)
An examination of the origin and evolution of crop plants. Emphasis will be placed on the classification, origin, and use of major crops including cereals, roots, fruits, vegetables, spices, beverages, fibers, medicines, and hallucinogens. Offered alternate years with BIO 315, fall semester: three hours lecture.

315 Statistical Methods for Biologists (3)
This course focuses on experimental design in the biological sciences and application/interpretation of statistical methods. Topics covered include types of data, sampling strategies, data presentation and statistical hypothesis testing using both parametric and non-parametric procedures. Offered alternate years with BIO 313, fall semester. Two hours lecture and one three-hour laboratory per week. Prerequisites: Junior standing and MATH 115–116 or equivalent.

316 Conservation Biology (4)
Conservation biology is a relatively new sub-discipline of biology concerned with exploring the underlying causes of biodiversity declines and potential solutions to these problems. During the semester, students enrolled in this course will (1) learn and demonstrate a basic understanding of ecological and evolutionary processes involved in species diversity, (2) identify and describe the root causes of biodiversity decline in a number of settings, and (3) assess existing conservation strategies and generating new conservation tools. Fall semester; three hours lecture and one three-hour laboratory per week.

317 Microbiology (4)
A cellular/molecular study of microorganisms and their roles in infectious disease, the environment, and industry. The laboratory covers basic methods for the study of microbes including aseptic technique, microscopy, safety, control of infectious organisms, molecular techniques and the generation and interpretation of quantitative data. Offered fall semester: three hours lecture; one two-hour and one one-hour laboratory per week. Prerequisites: CHEM 121–122, 221.

318 Immunology (3)
Cellular and molecular basis of immunity. The course emphasize how the healthy human immune system deals with infectious disease, and failures in that system including autoimmunity, immunodeficiency and allergy. Offered fall semester alternating with BIO 417: three hours lecture. Prerequisites: BIO 153 and 221 or permission of instructor.

320 Parasitology (4)
Survey of parasitic protozoa, helminths and arthropods of medical and economic importance. Emphasis on host-parasite relations, life histories, pathology and control. Spring semester: three hours lecture and one three-hour laboratory per week.

323 Ecology (4)
A course emphasizing ecological principles through lecture presentations, laboratory exercises and field studies. Offered alternate years with BIO 324, fall semester. Three hours lecture and one three-hour laboratory per week.

324 Field Botany (4)
A study of flowering plant taxonomy with an emphasis on principles of classification, sources of taxonomic data and global diversity. Laboratory sessions emphasize the use of keys to identify plants in the local flora. Offered alternate years with BIO 323, fall semester. Three hours lecture and one three-hour laboratory per week.

328 General Physiology (4)
Mechanisms and processes in cells, organs, and organ systems that work to maintain homeostasis in the organism. Basic physiological principles are the primary emphasis while all organ systems are discussed in order that students may learn to apply the information in any type of setting or in any organism. Critical thinking, problem solving, and understanding interactions among systems are emphasized throughout the course. Spring semester; three hours lecture and one three-hour laboratory per week. Prerequisites: Junior standing, CHEM 121–122, 221.

330 Seminar in Molecular/Cellular Biology (1)
A one-hour seminar examining the latest research in the fields of molecular and cellular biology through weekly student presentations of published research articles and discussion. Graded S/U. Prerequisite: BIO 230.

331 Biotechnology (4)
A study of the current topics in biotechnology, and its impact on society, focusing on the techniques and methods used to discover the function of genes and their products. Three hours lecture and one three-hour laboratory per week. Prerequisite: BIO 230.

332 Ornithology (3)
A study of the basics of avian biology stressing classification, morphology, physiology, behavior and ecology. Field experience emphasized. Offered alternate years, spring semester: Two hours lecture and one three-hour laboratory per week.

333 Biomedical Technology, Ethics, and Decision Making (3)
An overview of recent advances in biomedical technology and the ethical issues encountered by consumers when faced with the opportunity to utilize these technological advances. Using case studies, students will review the basic science supporting each new technology, its intended use, and subsequent risks and benefits.

335 Plant-Animal Interactions (4)
The characteristics of all organisms are greatly shaped by their interactions with their environment, particularly other organisms. Our primary objectives in this class are to use plant-animal interactions as a framework to examine the morphology, physiology, ecology, and evolution of plants. Spring semester: three hours lecture and one three-hour lab per week.

340 Medical Terminology (2)
This course is designed for students who need a medical terminology course for admission into a graduate or professional program. All body systems are covered as students learn the appropriate terms by studying the root words, prefixes, and suffixes used in medically-related fields. Offered fall semesters. Junior standing required.

385 Introduction to Research (2)
Designed specifically for biology majors of junior standing in preparation for the required senior project. Includes critical reading of scientific literature, discussion of research methods and data analysis, compiling a bibliography, and writing a literature review and a proposal. Part of Advanced Writing requirement. Includes class meetings and conferences with advisors. Offered spring semester.
410 Pathophysiology (3)
Pathophysiology uses case studies to acquaint students with the abnormal physiology associated with states of disease. All organ systems are covered within the semester. Heavily grounded in knowing normal physiology, this class develops critical thinking skills through detailed analysis of alterations in normal mechanisms within the human body. Offered spring semester. Prerequisite (or corequisite with permission of instructor): Junior or senior standing, BIO 214 or 328.

413 Histology (4)
This course will introduce students to the process by which tissues are prepared (paraffin embedding, sectioning, staining) for viewing using a light microscope. The laboratory portion of the course will provide students with the opportunity to refine their skills in microscopy and visual identification of cells, tissues, and organs. Spring Semester every other year: three hours of lecture and three-hour laboratory each week. BIO 153-154 and junior standing required. BIO 213 or 220 highly recommended.

417 Cancer Biology (3)
Molecular, cellular, and epidemiologic approaches to the study of cancer causation, prevention, and treatment. Offered alternate years, fall semester: Three hours lecture.

485 Research in Biology (2)
Independent research leading to the required Senior Comprehensive. Offered fall semester. Prerequisites: BIO 385, senior standing.

490 Special Topics in Biology (1–3)
A variable format (e.g. lecture, lab or seminar) course permitting discussion and analysis of topics not normally covered in detail in regularly scheduled courses. The course content and format will be determined by student and faculty interests. Prerequisites: Junior standing and permission of the instructor. May be repeated with different topic.

497 Independent Study (1–3)
An opportunity for independent study for outstanding Junior and Senior students. Original research encouraged. Prerequisite: Permission of faculty advisor and department chair required. May be repeated.

499 Internship (1–3)
Practical off-campus experience with an approved medically or biologically related organization. Jointly supervised by a faculty member and a representative from the sponsor. Graded S/U. Prerequisites: Junior standing and permission of department chair.

Business Administration and Economics
Richard Measell, Department Chair
355 Spes Unica Hall
574-284-4501

FACULTY
J. Cergnul, A. Fitwi, J. Hicks, J. McElroy, R. Measell, M. Merryman, U. Rajadhyaksha, J. Vihtelic, R. Williams

DEPARTMENT DESCRIPTION
The Department of Business Administration and Economics offers a comprehensive program of technical study within the context of the liberal arts. The program is one of the largest of its type among all women’s colleges in the country.

Programs in the department emphasize the following student goals:
• Acquire technical competency in the fields of accounting, management, management information systems, marketing, finance, international business, and economics;
• Acquire professional technological and informational literacy skills;
• Acquire competency in quantitative skills;
• Develop problem solving skills;
• Develop communication and interpersonal skills;
• Develop an ethical sensitivity in a business context;
• Develop a multicultural/international business perspective; and
• Explore gender issues in a business setting.

These goals are implemented by offering challenging courses, by providing internship opportunities with local businesses and agencies, and by sponsoring guest speakers and seminars to define the role and future of women in business.

ADVANCED WRITING PROFICIENCY
To satisfy the Department of Business Administration and Economics Advanced Writing Proficiency requirement students must demonstrate writing proficiency in their chosen disciplines. This requires students to compile a portfolio of three accepted papers from department courses. For Business Administration majors, at least one of three papers must be in a course in the student’s concentration. For MIS majors, one of three papers must be in Management Information Systems. For accounting majors, one of the three papers must be in accounting. For Economics majors, all three papers must be in Economics courses. Individual course syllabi will indicate if Advanced W opportunities exist.
SENIOR COMPREHENSIVE

B.A. In Economics: The Comprehensive Examination in Economics is an objective test on basic material. Successful completion of a major research paper as part of ECON 495 Senior Economics Seminar is also required.

B.B.A.: The Comprehensive Examination utilizes a case study format. It provides teams of students with an integrative group learning experience and tests technical competencies, problem solving and strategic analysis skills, an awareness of ethical issues, communication and interpersonal skills, and quantitative skills. The case also requires the team to consider international and intercultural ramifications.

PROGRAM REQUIREMENTS

A major may graduate with a Bachelor of Arts degree (B.A.) in economics; a Bachelor of Business Administration degree (B.B.A.) with a major in Business Administration and a concentration in accounting, finance, management, management information systems (MIS), marketing, or international business; a B.B.A. degree with a major in Accounting; or a B.B.A. degree with a major in Management Information Systems.

PROGRAM IN ECONOMICS

Bachelor of Arts, Major in Economics—ECON (33 hours)

All of the following:

- ECON 251 Principles of Macroeconomics 3 hours
- ECON 252 Principles of Microeconomics 3 hours
- ECON 351 Intermediate Macroeconomics 3 hours
- ECON 352 Intermediate Microeconomics 3 hours
- ECON 495 Senior Economic Seminar 3 hours
- BUAD 341 Statistical Application 3 hours

Four of the following (3 hours minimum):

- ECON 354 Economic Development 3 hours
- ECON 356 Comparative Economic Systems 3 hours
- ECON 357 Public Sector Economics 3 hours
- ECON 358 Labor Economics 3 hours
- ECON 451 History of Economic Thought 3 hours
- ECON 452 International Trade and Finance 3 hours
- ECON 470 Topics in Economics 3 hours
- ECON 497 Independent Study 1–3 hours

Required Supporting Course

- MATH 114 Introduction to Statistics 3 hours

PROGRAM IN BUSINESS ADMINISTRATION

Bachelor of Business Administration, Major in Business Administration—BUAD, Concentrations in Accounting—ACCT; Finance—FIN; International Business—INTB; Management—MGMT; Management Information Systems—MIS; or Marketing—MKT (54 hours)

The following are required. In addition, at least one concentration must be chosen.

A cumulative grade point average of 2.5 in the following six courses:

- BUAD 201 Principles of Financial Accounting 3 hours
- BUAD 202 Principles of Managerial Accounting 3 hours
- BUAD 221 Principles of Management 3 hours
- BUAD 231 Principles of Marketing 3 hours
- ECON 251 Principles of Macroeconomics 3 hours
- ECON 252 Principles of Microeconomics 3 hours

All of following:

- BUAD 312 Principles of Finance 3 hours
- BUAD 341 Statistical Applications 3 hours
- BUAD 344 Business Law I 3 hours
- BUAD 346 Personal Ethics and Corporate Culture 3 hours
- BUAD 446 Strategic Management 3 hours

One 300/400 level BUAD course (3 hours).

Required Supporting Courses

- MATH 114 Introduction to Statistics 3 hours
- [CPSC 102 and Spreadsheets 1 hour]
- CPSC 103 or CPSC 207 Computer Programming 3 hours

Accounting Concentration

Four of the following:

- BUAD 301 Intermediate Accounting I 3 hours
- BUAD 302 Intermediate Accounting II 3 hours
- BUAD 303 Cost Accounting 3 hours
- BUAD 304 Personal Income Tax 3 hours
- BUAD 305 Accounting for Not-For-Profit Organizations 3 hours
- BUAD 306 Fraud Examination 3 hours
- BUAD 401 Advanced Accounting 3 hours
- BUAD 402 Auditing 3 hours
- BUAD 404 Advanced Topics in Income Tax 3 hours
- BUAD 407 International Accounting 3 hours

Finance Concentration

Four of the following:

- BUAD 313 Investments 3 hours
- BUAD 314 Personal Financial Planning 3 hours
- BUAD 315 Management of Financial Institutions 3 hours
- BUAD 316 Financial Strategy with Computer Applications 3 hours
- BUAD 317 Financial Statement Analysis 3 hours
- BUAD 416 International Financial Management 3 hours

International Business Concentration

Four of the following:

- BUAD 349 Survey of International Business and Economics 3 hours
- BUAD 407 International Accounting 3 hours
- BUAD 408 Culture of Business in the French Speaking World 3 hours
BUAD 416  International Financial Management  3 hours
BUAD 422  International Management  3 hours
BUAD 432  International Marketing  3 hours
ECON 354  Economic Development  3 hours
ECON 356  Comparative Economic Systems  3 hours
ECON 452  International Trade and Finance  3 hours

Management Concentration

Four of the following:
BUAD 321  Human Resource Management  3 hours
BUAD 322  Organizational Behavior  3 hours
BUAD 329  Gender & Race Issues in Management  3 hours
BUAD 342  New Venture  3 hours
BUAD 345  Business Communication  3 hours
BUAD 422  International Management  3 hours
BUAD 427  Principles of Operations Research  3 hours
BUAD 443  Small Business Consulting  3 hours

Management Information System Concentration:

All of the following:
CPSC 102  Spreadsheets  1 hour
CPSC 103  Introduction to Computers  2 hours
CPSC 207  Computer Programming  3 hours
One of the following:
CPSC 417  Systems Analysis and Design  4 hours
CPSC 429  Database Systems  3 hours
Two of the following:
CPSC 308  Electronic Communications  3 hours
CPSC 315  Simulation: Theory & Application  3 hours
CPSC 417  Systems Analysis and Design (if not taken above)  4 hours
CPSC 429  Database Systems (if not taken above)  3 hours

Marketing Concentration

Four of the following:
BUAD 331  Advertising and Promotion  3 hours
BUAD 333  Marketing Research  3 hours
BUAD 334  Buyer Behavior  3 hours
BUAD 342  New Venture  3 hours
BUAD 345  Business Communication  3 hours
BUAD 431  Retail  3 hours
BUAD 432  International Marketing  3 hours
BUAD 434  Sales Management and Professional Selling  3 hours
BUAD 435  Marketing Management  3 hours
BUAD 443  Small Business Consulting  3 hours

PROGRAM IN ACCOUNTING

Bachelor of Business Administration, Major in Accounting—ACCT  
(63 hours)

In addition to the Accounting major a student may choose to earn a concentration
in another Business Administration discipline: Finance, International Business,
Management, Management Information Systems, and Marketing.

A cumulative grade point average of 2.5 in the following six courses:
BUAD 201  Principles of Financial Accounting  3 hours
BUAD 202  Principles of Managerial Accounting  3 hours
BUAD 221  Principles of Management  3 hours
BUAD 231  Principles of Marketing  3 hours
ECON 251  Principles of Macroeconomics  3 hours
ECON 252  Principles of Microeconomics  3 hours

All of the following:
BUAD 312  Principles of Finance  3 hours
BUAD 341  Statistical Applications  3 hours
BUAD 344  Business Law I  3 hours
BUAD 346  Personal Ethics and Corporate Culture  3 hours
BUAD 446  Strategic Management  3 hours
CPSC 207  Computer Programming  3 hours
CPSC 328  Data Structures  3 hours
CPSC 417  Systems Analysis and Design  4 hours
CPSC 429  Database Systems  3 hours

PROGRAM IN MANAGEMENT INFORMATION SYSTEMS

Bachelor of Business Administration, Major in Management Information Systems—MIS (58 hours)

In addition to the Management Information Systems major a student may choose to earn
a concentration in another Business Administration discipline: Accounting, Finance,
International Business, Management, and Marketing.

A cumulative grade point average of 2.5 in the following six courses:
BUAD 201  Principles of Financial Accounting  3 hours
BUAD 202  Principles of Managerial Accounting  3 hours
BUAD 221  Principles of Management  3 hours
BUAD 231  Principles of Marketing  3 hours
ECON 251  Principles of Macroeconomics  3 hours
ECON 252  Principles of Microeconomics  3 hours

Required Supporting Courses
MATH 114  Introduction to Statistics  3 hours
[CPSC 102 and Spreadsheets  1 hour
CPSC 103  Introduction to Computers  2 hours
or CPSC 207  Computer Programming  3 hours

PROGRAM IN ACCOUNTING

Bachelor of Business Administration, Major in Accounting—ACCT  
(63 hours)

In addition to the Accounting major a student may choose to earn a concentration
in another Business Administration discipline: Finance, International Business,
Management, Management Information Systems, and Marketing.

A cumulative grade point average of 2.5 in the following six courses:
One of the following:
- CPSC 307  C and Assembly Communications  3 hours
- CPSC 308  Electronic Communications  3 hours
- CPSC 315  Simulation: Theory & Application  3 hours

Required Supporting Courses
- MATH 114  Introduction to Statistics  3 hours
- MATH 21/ BUAD 427  Principles of Operations Research  3 hours

Minor in Business Administration—BUAD (18 hours)
All of the following:
- BUAD 201  Principles of Financial Accounting  3 hours
- BUAD 221  Principles of Management  3 hours
- BUAD 231  Principles of Marketing  3 hours
- BUAD 312  Principles of Finance  3 hours
- ECON 252  Principles of Microeconomics  3 hours

One 300/400 level BUAD or ECON course (3 hours).

Minor in Economics—ECON (18 hours)
All of the following:
- ECON 251  Principles of Macroeconomics  3 hours
- ECON 252  Principles of Microeconomics  3 hours
- ECON 351  Intermediate Macroeconomics  3 hours
- ECON 352  Intermediate Microeconomics  3 hours

Two 300/400 Level ECON courses.

Minor in Economics/Computer Application—ECA (24 hours)
All of the following:
- ECON 251  Principles of Macroeconomics  3 hours
- ECON 252  Principles of Microeconomics  3 hours
- ECON 351  Intermediate Macroeconomics  3 hours
- ECON 352  Intermediate Microeconomics  3 hours
- CPSC 207  Computer Programming  3 hours
- CPSC 217  COBOL Programming in Business Systems  3 hours
- CPSC 417  Systems Analysis and Design  4 hours
- CPSC 429  Database Systems  3 hours

One 300/400 level ECON or CPSC course (3 hours).

CERTIFIED PUBLIC ACCOUNTANT EXAM—150 HOUR REQUIREMENT
Most states require 150 hours of collegiate education to sit for the Certified Public Accountant (CPA) exam. Students at Saint Mary's College have several options for meeting the 150-hour requirement, including:

- Staying for additional undergraduate work at Saint Mary's, i.e., completing a minor or second major, studying abroad for a year, or enrolling in a spring semester “busy season” internship.
- Pursuing a graduate degree at another institution. Saint Mary's has articulation agreements with the University of Notre Dame, the University of Illinois at Chicago, and Indiana University South Bend which facilitate admission to their graduate programs.
- Completing the additional college credits in less than five years through a combination of summer school courses and heavier loads during the academic year.
- Going directly into the job market following graduation, prior to completing 150 hours. Many of our graduates have worked with their employers to develop a plan for completion of the hours with employer support.

BUSINESS ADMINISTRATION COURSES (BUAD)

201 Principles of Financial Accounting (3)
Introduction to accounting and the accounting profession with a focus on the use of accounting information by external decision makers (financial accounting). Emphasis on recording economic transactions, financial reporting and analysis of financial statements. This course is required for all business majors and minors.

202 Principles of Managerial Accounting (3)
A continuation of the introduction to accounting with a focus on the use of accounting information by internal decision makers (managerial accounting). Topics include budgeting, cost-volume-profit analysis, standard costing, responsibility accounting and performance evaluation. This course is required for all business majors. Prerequisite: BUAD 201.

221 Principles of Management (3)
Introduction to essential principles of management that are necessary for more advanced business study and/or employment in large and small organizations. Major topics include functions of management such as planning and organizing work tasks, coordination and control, foundations of individual and group behavior, motivation, leadership, decision making, change management and communication. Emphasis is on skill development (team and interpersonal).

231 Principles of Marketing (3)
Introduction to marketing emphasizing the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, and services for not-for-profit organizations and business firms. Includes study of end consumer and organizational market needs, marketing research, marketing planning, market segmentation, product development, promotion, advertising, personal selling, publicity, sales promotion, direct marketing and channels of distribution. Occasionally taught in Rome.

240 Financial Success Strategies for Women (3)
Have you wondered what your life will be like after college? Starting on your own can be challenging. This course will provide you with financial knowledge that will help you to make informed decisions in the real world. Possible topics covered at a basic level could include an overview of the financial planning process, personal financial statements, investing (401Ks and IRAs), credit management, insurance, income taxes and important legal documents including wills, living wills and durable power of attorney. In addition, gender issues related to personal finance will be discussed. Business majors may receive credit for BUAD 240 or 314, but not both. Appropriate for non-business students. Prerequisite: Junior or senior standing.

244 Strategies for Financial Success (2)
This course will provide the financial knowledge that will help make informed decisions in the real world. Topics covered at a basic level may include: investing, including 401Ks and IRAs, credit management, budgeting, taxes, and insurance. No prior knowledge of business is required. Free elective credit only. Appropriate for non-business students. Prerequisite: Junior or senior standing.

249 Survey of American Business (1)
A one-week experiential learning opportunity centering on the American business climate. Through a variety of activities before, during, and after the trip, students will broaden their understanding of diverse business contexts, industries and careers. Office visits may include American and multi-national corporations, private and public companies, exchanges, and federal or state agencies that support or regulate commerce and trade. Note: Offered as a travel course fall/spring break or summer.

301 Intermediate Accounting I (3)
Analysis and interpretation of current accounting theory and practice; accounting problems involving cash, receivables, inventories, fixed assets and current liabilities. Prerequisites: BUAD 202; CPSC 102 or 207.
302 Intermediate Accounting II (3)
Continuation of BUAD 301; emphasis on accounting concepts and application involving analysis of long-term liabilities and stockholders’ equity; preparation of statement of cash flows; correction of errors and accounting changes; accounting for pensions, leases, and deferred taxes. Prerequisite: BUAD 301.

303 Cost Accounting (3)
Theory and practice of accounting for costs in different sectors of the economy, especially in manufacturing companies. Study of particular topics includes job order and process costing, cost-volume-profit relationships, variable costing, balanced scorecard, and variance analysis, static and flexible budgets, and relevant costs for decision making. Behavioral issues are also considered. Prerequisite: BUAD 202.

304 Personal Income Tax (3)
Study of the federal law as it relates to the taxation of individuals. Topics covered include: income, deductions, gains and losses, and alternative methods of computing tax. Special emphasis on tax planning.

305 Accounting for Not-for-Profit Organizations (3)
Accounting for governmental units, colleges and universities, hospitals, voluntary health and welfare organizations, and other non-profit organizations; emphasizing the differences between generally accepted accounting principles for business and non-business enterprises. Prerequisite: BUAD 301.

306 Fraud Examination (3)
Introduction to occupational fraud and abuse. Students will learn how and why occupational fraud is committed, how fraudulent conduct can be detected, and how allegations of fraud should be investigated and resolved. Prerequisite: BUAD 201.

312 Principles of Finance (3)
Managerial finance is the dynamic study of decision making on financial issues pertaining to the firm. An overview of concepts, tools, and techniques acquaints students with the financial manager’s activities and decisions employed to maximize shareholder wealth. Prerequisites: BUAD 201; ECON 251 and 252, or 151.

313 Investments (3)
Studies marketable securities such as common stock, bonds and warrants; analysis of the contractual characteristics of these assets, the markets in which they are traded and factors affecting investment decisions. Prerequisite: BUAD 312.

314 Personal Financial Planning (3)
Presents an overview of personal financial management from the perspective of a professional financial planner. Students gain an appreciation of the need for comprehensive financial planning and a working knowledge of how to carry it out effectively. Topics include financial statement preparation and analysis, debt management, risk management and insurance, investments, retirement and estate planning, and the duties and responsibilities of a professional financial planner. Prerequisite: BUAD 312 (or concurrently).

315 Management of Financial Institutions (3)
Studies the management of financial institutions, with a focus on the asset/liability management theme. Topics include financial markets and interest, interest rate risk management, depository institution management, and regulatory aspects and policy formulation in a rapidly changing environment. Prerequisite: BUAD 312.

316 Financial Strategy with Computer Applications (3)
An integrative course in financial decision making with emphasis on the management of long-term assets and sources of funding. Cases employing spreadsheet financial models are used to blend theory with practice. Prerequisites: CPSC 102 or 207 and BUAD 312.

317 Financial Statement Analysis (3)
Studies a company's financial position and the results of operations by using its financial statements: the balance sheet, income statement, retained earnings statement, and statement of cash flows. Topics include valuation of a firm’s equity and debt securities, and evaluation of short-and-long term credit. Prerequisite: BUAD 312.

321 Human Resource Management (3)
Introduces students to the principles and theories of human resource management emphasizing the strategic role of human resource managers as partners with line managers. Topics include social, legal and ethical considerations of HR; workforce diversity, EEO, and affirmative action; job analysis and human resource planning; recruitment; selection; training and development; performance appraisal; compensation and benefits; safety and health at work and employee and labor relations. Prerequisite: BUAD 221.

322 Organizational Behavior (3)
The course focuses on human behavior in organizational settings, the organization itself, their intersection and small group processes. Topics include OB across cultures, perception and attribution, personality and individual differences, motivation theories and their application, group dynamics, teams at work, power and politics, organizational processes of communication, decision making, change and conflict and negotiation, organizational culture and organizational design for strategic competency. Prerequisite: BUAD 221.

329 Gender and Race Issues in Management (3)
Highlights challenges faced by women and persons of non-Euro-American background in the management world. Topics include changing nature of the of the workforce, barriers faced by women managers, gender differences in communication styles, glass ceiling, career breaks and re-entry into work, work-life balance, dual-career issues, sexual harassment, working with diverse groups including African Americans, Latino Americans, Asian Americans, Arab Americans, organizational pay-offs of pursuing diversity. Prerequisite: Junior/Senior standing or permission of instructor.

331 Advertising and Promotion (3)
Study of the various types of advertising and promotion used in today's society, how the consumer perceives a product, the purposes of a promotional campaign and how an organization determines the type of promotion it will use. Topics include advertising, sales promotion, publicity and direct marketing. Cannot receive credit for both BUAD 331 and COMM 406. Prerequisite: BUAD 231.

333 Marketing Research (3)
The role of research in marketing decision-making. Includes marketing problem definition, questionnaire development, sample selection, data analysis, survey methodology, sources of secondary data and presentation of research results. Prerequisite: BUAD 231.

334 Buyer Behavior (3)
Basic study of consumer, business and non-profit organization buyers. Emphasis on cultural, social, psychological, and demographic influences on the buying decision process. Development of analytical skills used as basis for other marketing electives. Prerequisite: BUAD 231.

341 Statistical Applications (3)
Design of experiment, sampling and probability modeling. Analysis of variance, regression, index numbers, time series and goodness of fit. Emphasis on applications to business and economic decision-making. Prerequisite: MATH 114 with a grade of “C” or better (also listed as MATH 241).

342 New Venture (3)
In New Venture, students will learn about starting a new business including formulation of a business plan, determining a viable business model, funding the business, price and promotion of the product/service, establishing an accounting information system, and other operational and launch issues faced by small business entrepreneurs. Students will actually experience real world entrepreneurship. This course has no prerequisites and will benefit any students considering starting their own business.

344 Business Law I (3)
Introduction to legal reasoning and the legal environment of business, including the structure and operation of the judicial process and alternate dispute resolution mechanisms; the laws of contracts and sales, agency, bailments and torts.
Introduction to essential aspects of written and oral business communication that include interpersonal skills, making oral presentations, effective listening, giving feedback, writing business letters, reports, proposals, memos and emails. The course also examines gender differences and cross-cultural differences in communication.

Systematic analysis and evaluation of business values, ethical climates of corporate cultures, and the moral issues encountered in business practice. Students develop an ethical framework for future decision making through cases, reading and discussions. (Also listed as JUST 346).

Travel to various international locations as part of a summer travel program or from Saint Mary's Rome campus. Lectures on topics in International Business will be interspersed with field trips to businesses and governmental/trade organizations. Students may enroll for up to three credits with a major paper required. Students with a concentration in International Business may count this course toward their requirements. Prerequisite: BUAD 221 or 231, or ECON 251 or 252.

The presentation of selected subjects of special relevance not included in regular departmental offerings. Prerequisite: established by the instructor.

Accounting for partnerships, business combinations, consolidated entities, business liquidations, and bankruptcy. An overview of the federal regulation of securities transactions. Prerequisite: BUAD 302.

Principles, standards and procedures underlying the audit of financial statements. Topics include the legal aspects of auditing, internal control, preparation of related working papers and the audit report. Prerequisite: BUAD 302.

Preparation of federal and state income tax returns for low-income individuals. (Cross-listed with University of Notre Dame, College of Business Administration course ACCT 486-Tax Assistance Program.) Graded S/U. Prerequisite: BUAD 304. May be repeated for credit.

Study of the federal tax law as it relates to the taxation of individuals, corporations, partnerships, estates, and trusts. Other advanced topics include emphasis on tax research and tax planning. Prerequisite: BUAD 304.

An examination of the causes and consequences of the diverse accounting practices of international business and the resultant impact on multinational enterprises; emphasis on currency translation, taxation and reporting. Prerequisite: BUAD 202.

This course taught in French offers extensive reading practice in a variety of content areas, such as business, economics, political science and social sciences, and acquaints the students with the culture of business as well as the sociopolitical climate of French-speaking countries. Students will read and discuss French magazine and newspaper articles, and excerpts from books on issues in the French-speaking world (also listed as MLFR 408).

International corporate financial management, focusing on financial problems unique to firms doing business overseas. Topics covered include exchange rate determination, exchange exposure, political risk, direct foreign investment, international capital markets, funds management, international banking, and financial trade. Prerequisites: BUAD 312 and MATH 114.

Analysis of the global dimensions of management covering topics as strategy, managing, political risk, communication and motivation in cultural complexities, organizing international operations, negotiations, selection training, repatriation, ethics, women in multinational corporations, and current topics. Team case analysis, projects and exercises are used to introduce a variety of important skills needed in international operations. Prerequisite: BUAD 221.

An introduction to operations research—quantitative models used in management decision-making. The course will focus on the models as tools, with computer software used extensively for problem-solving and assignments. Case studies are used. Prerequisites: MATH 114 and BUAD 221 (also listed as MATH 251).

Study of structures and practices of retailing. Emphasis on current and emerging retailing concepts including category stores, cable shopping networks and e-commerce on the Internet. Topics include strategies, merchandise policy, site selection, pricing, and financial control. Prerequisite: BUAD 231.

Analysis of the functional and environmental differences peculiar to marketing internationally. Emphasis on developing skills of research, cultural sensitivity, analysis, oral and written communication skills with country description and export feasibility projects including international documentation. Prerequisite: BUAD 231.

Study of the different opportunities, duties, responsibilities, and ethics relating to sales management and professional selling in organizations. Emphasis will be on developing the knowledge, attitudes, and skills essential in assessing and meeting client needs for effective selling.

Study of the marketing management activities of planning, organizing, implementing and controlling the marketing mix with emphasis on small and mid-sized businesses through an entrepreneurial project. Prerequisite: BUAD 231, senior business major.

This course offers students the opportunity to experience real-world entrepreneurship by working with an actual client who either wants to launch a new venture or who wants to grow an existing business. Class time will be spent learning about the unique characteristics of small businesses and their owners. Additionally, students will learn about the consulting process: specifically how to identify problems and opportunities confronting small, entrepreneurial firms; how to establish client trust; how to communicate effectively with clients; how to manage expectations; how to develop a project timeline and complete the project in a timely fashion.

Continuation of the study of the relationship between law and business, including securities law, commercial paper, secured transactions, bankruptcy, insurance and trusts. Recommended for students concentrating or majoring in accounting. Prerequisite: BUAD 231.

An integrative course in top management decision-making with an emphasis on the process of strategic planning. Cases are used to develop analytical, ethical, teamwork and communication skills important in the business environment. Prerequisites: Senior standing, completion of substantially all other major core requirements. Offered fall semester only. Prerequisites: BUAD 312, senior standing, and substantial completion of all other major core requirements.

A study of the laws that impact international trade. Topics include the legal environment of international business; international sales, credits and commercial transactions; and international and U.S. trade law.
497 Independent Study (1–3)
An opportunity for in-depth self-study (with faculty supervision) of a topic in business or economics not otherwise offered by the department. This course will count only as a college free elective and does not fulfill any Business Administration or Economics requirements. Graded S/U. Prerequisite: permission of department chair.

499 Internship in Business/Economics (1–3)
Professional work experience with a business or non-profit organization in a specific concentration or major. A student works 8-10 hours per week and makes periodic written reports and oral presentations. The Internship in Business course may not be used to satisfy any major requirements. Graded S/U. Prerequisite: Senior standing (or spring semester Junior year) and permission of department chair. Open to BUAD, ECON and MIS majors.

ECONOMICS COURSES (ECON)

151 Survey of Economics (3)
Provides the non-business major with basic economic concepts along with a wide variety of contemporary economic issues. Topics include demand and supply, unemployment, inflation, monetary and fiscal policies, international trade problems, and reasons for government intervention. This course does not count toward a major in business administration, economics, or MIS and will not substitute for ECON 251 or 252.

251 Principles of Macroeconomics (3)
Economic principles relating to the functioning of the aggregate economy, including the fundamentals of national income measurement and determination, money and banking, fiscal and monetary policies and economic growth.

252 Principles of Microeconomics (3)
Economic principles relating to the determination of prices and output under competition, monopoly and other market structures. The theory of consumer demand, analysis of the cost structure of the firm, pricing and employment of resources, and distribution of income.

351 Intermediate Macroeconomics (3)
National income analysis, principles and problems of income determination, inflation, economic growth and economic stability. Prerequisites: ECON 251, 252.

352 Intermediate Microeconomics (3)
Builds upon microeconomic principles to examine various economic issues and uses more sophisticated concepts. Emphasis is on consumer behavior and theory of the firm. Prerequisites: ECON 251, 252.

354 Economic Development (3)
Examination of the process of economic growth. Particular attention is given to the problems faced by developing nations and to the alternatives open to these countries. Prerequisites: ECON 251, 252.

356 Comparative Economic Systems (3)
Study of the economic systems used to allocate resources in various countries. Attention is focused on capitalism, socialism and the mixed economies of Europe. Prerequisites: ECON 251, 252.

357 Public Sector Economics (3)
Analysis of the role of the government in a market economy and the subsequent effects of government intervention on the allocation of resources. Emphasis will be placed on economic policies such as tax reform, provision of public goods and government regulations. Prerequisites: ECON 251, 252.

358 Labor Economics (3)
Examination of the demand and supply of labor, human capital theory and income distribution. Issues include poverty and discrimination, migration, gender pay gap, welfare reform and economic effects of unions. Prerequisites: ECON 251, 252.

451 History of Economic Thought (3)
Detailed study of the leading economic concepts and schools of economic thought from the Greek philosophers up to and including post-Keynesian developments. Prerequisites: ECON 251, 252.

452 International Trade and Finance (3)
Introduction to the pure theory of trade, protectionism, factor mobility, and the foreign exchange market. Income, price, and policy adjustments to balance of payments disequilibria under fixed and flexible exchange rates. Prerequisites: ECON 251, 252.

470 Topics in Economics (1–3)
The presentation of selected subjects of special relevance not included in regular departmental offerings. Prerequisite: Established by the instructor.

495 Senior Economics Seminar (3)
Designed as a senior level, second semester course that applies intermediate level macro- and microeconomic theory to current issues. It also seeks to foster communication skills and to utilize the research methods and techniques acquired in Statistical Applications (BUAD 341). Prerequisites: BUAD 341, ECON 351, 352.

497 Independent Study (1–3)
An opportunity for in-depth self-study (with faculty supervision) of a topic in economics not otherwise offered by the department. This course will count only as a college free elective and does not fulfill any Business Administration or Economics requirements. Graded S/U. Prerequisite: permission of the department chair.
DEPARTMENT DESCRIPTION
The Department of Chemistry and Physics provides a comprehensive undergraduate education in chemistry and supporting courses in physics for its majors. The courses are designed to meet the highest professional standards and are attuned to meet the needs for students with individual variations in preparation, interests, and different career goals. Graduates of the chemistry and physics program are well prepared to undertake careers in industry or teaching, graduate work in chemistry, or advanced study in professional programs in law and health professions, including medicine, pharmacy, or dentistry.

The Bachelor of Science and Bachelor of Arts degree programs have a built-in flexibility that is designed to accommodate the special goals of each student. There are many opportunities for those students who wish to become high school teachers to satisfy the certification of the National Council for Accreditation of Teacher Education. For those planning on entering careers in the health professions individual counseling is provided to insure that their programs will provide the depth and breadth that is expected in medical and other professional schools in the health sciences.

Special courses in chemistry and physics are offered as a service to the other departments that require backgrounds in chemistry or physics for their students. Other courses are specifically designed to fulfill the general education requirement in the natural sciences and are directed to students who are not science majors but who seek to understand scientific concepts and processes that affect their daily lives in a technology-dependent world.

ADVANCED WRITING PROFICIENCY
Each student writes a formal paper consisting of a technical discussion of the relevant chemical principles and methods related to her oral comprehensive presentation. These are normally submitted during the first semester of the senior year. This paper also includes an abstract.

SENIOR COMPREHENSIVE
The Senior Comprehensive requirement in Chemistry is fulfilled by successfully completing two presentations, one in a poster format and one 15 minute oral presentation. Both are given in the second semester of the senior year and include a question and answer period with faculty. The topic of the presentation may be based on experimental laboratory chemistry research performed at Saint Mary’s or at another institution, or literature research on a chemical topic. Emphasis is placed on explaining the chemistry of the research. An abstract of the topic is also required prior to the oral presentation.
AMERICAN CHEMICAL SOCIETY CERTIFICATION
Saint Mary's College is an American Chemical Society (ACS) approved school in both chemistry and biochemistry. For those students interested in a more intensive chemistry program, an ACS-certified curriculum is available. Interested students should contact the department chair for information.

PROGRAM IN CHEMISTRY AND PHYSICS

Bachelor of Arts, Major in Chemistry—CHEM (49 hours)
All of the following:

- CHEM 121 Principles of Chemistry I lab 4 hours
- CHEM 122 Principles of Chemistry II lab 4 hours
- CHEM 221 Organic Chemistry I lab 4 hours
- CHEM 222 Organic Chemistry II lab 4 hours
- CHEM 252 Intermediate Inorganic Chemistry 2 hours
- CHEM 311 Physical Chemistry I 3 hours
- CHEM 315 Physical Chemistry I Laboratory lab 1 hour
- CHEM 319 Structures of Biomolecules 2 hours
- CHEM 332 Analytical Chemistry lab 3 hours
- CHEM 411 Instrumental Analysis lab 2 hours
- CHEM 495 Seminar I 1 hour
- CHEM 496 Seminar II 1 hour

Required Supporting Courses:
- PHYS 221 General Physics I lab 5 hours
- PHYS 222 General Physics II lab 5 hours
- MATH 131 Calculus I (or equivalent) 4 hours
- MATH 132 Calculus II (or equivalent) 4 hours

Bachelor of Science, Major in Chemistry—CHEM (60 hours)
All of the following:

- CHEM 121 Principles of Chemistry I lab 4 hours
- CHEM 122 Principles of Chemistry II lab 4 hours
- CHEM 221 Organic Chemistry I lab 4 hours
- CHEM 222 Organic Chemistry II lab 4 hours
- CHEM 252 Intermediate Inorganic Chemistry 2 hours
- CHEM 311 Physical Chemistry I 3 hours
- CHEM 315 Physical Chemistry I Laboratory lab 1 hour
- CHEM 319 Structures of Biomolecules 2 hours
- CHEM 332 Analytical Chemistry lab 3 hours
- CHEM 411 Instrumental Analysis lab 2 hours
- CHEM 495 Seminar I 1 hour
- CHEM 496 Seminar II 1 hour

Required Supporting Courses:
- PHYS 221 General Physics I lab 5 hours
- PHYS 222 General Physics II lab 5 hours
- MATH 131 Calculus I (or equivalent) 4 hours
- MATH 132 Calculus II (or equivalent) 4 hours
- MATH 231 Calculus III 4 hours

Bachelor of Science, Major in Chemistry, ACS Certified—CHMC (65 hours)
All of the following:

- CHEM 121 Principles of Chemistry I lab 4 hours
- CHEM 122 Principles of Chemistry II lab 4 hours
- CHEM 221 Organic Chemistry I lab 4 hours
- CHEM 222 Organic Chemistry II lab 4 hours
- CHEM 252 Intermediate Inorganic Chemistry 2 hours
- CHEM 311 Physical Chemistry I 3 hours
- CHEM 315 Physical Chemistry I Laboratory lab 1 hour
- CHEM 319 Structures of Biomolecules 2 hours
- CHEM 332 Analytical Chemistry lab 3 hours
- CHEM 411 Instrumental Analysis lab 2 hours
- CHEM 431 Advanced Inorganic Chemistry 3 hours
- CHEM 435 Inorganic Chemistry Laboratory lab 2 hours
- CHEM 495 Seminar I 1 hour
- CHEM 496 Seminar II 1 hour

Required Supporting Courses:
- PHYS 221 General Physics I lab 5 hours
- PHYS 222 General Physics II lab 5 hours
- MATH 131 Calculus I (or equivalent) 4 hours
- MATH 132 Calculus II (or equivalent) 4 hours
- MATH 231 Calculus III 4 hours
- BIO 153 Foundations of Biology I lab 4 hours

Bachelor of Science, Major in Chemistry—CHEM, Concentration in Biochemistry—BIOC (61 hours)
All of the following:

- CHEM 121 Principles of Chemistry I lab 4 hours
- CHEM 122 Principles of Chemistry II lab 4 hours
- CHEM 221 Organic Chemistry I lab 4 hours
- CHEM 222 Organic Chemistry II lab 4 hours
- CHEM 252 Intermediate Inorganic Chemistry 2 hours
- CHEM 311 Physical Chemistry I 3 hours
- CHEM 315 Physical Chemistry I Laboratory lab 1 hour
- CHEM 319 Structures of Biomolecules 2 hours
- CHEM 324 Biochemistry 3 hours
- CHEM 332 Analytical Chemistry lab 3 hours
- CHEM 424 Advanced Biochemistry 3 hours
- CHEM 495 Seminar I 1 hour
- CHEM 496 Seminar II 1 hour

Required Supporting Courses:
- PHYS 221 General Physics I lab 5 hours
- PHYS 222 General Physics II lab 5 hours
- MATH 131 Calculus I (or equivalent) 4 hours
- MATH 132 Calculus II (or equivalent) 4 hours
- MATH 231 Calculus III 4 hours
- BIO 153 Foundations of Biology I lab 4 hours

Recommended Supporting Course:
- BIO 221 Introduction to Genetics lab 4 hours
**Bachelor of Science, Major in Chemistry, Concentration in Biochemistry, ACS Certified—CHBC (72 hours)**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>Principles of Chemistry I</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>Principles of Chemistry II</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 221</td>
<td>Organic Chemistry I</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 222</td>
<td>Organic Chemistry II</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 252</td>
<td>Intermediate Inorganic Chemistry</td>
<td>2 hours</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Physical Chemistry I</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHEM 315</td>
<td>Physical Chemistry I Laboratory</td>
<td>1 hour</td>
</tr>
<tr>
<td>CHEM 312</td>
<td>Physical Chemistry II</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHEM 316</td>
<td>Physical Chemistry II Laboratory</td>
<td>1 hour</td>
</tr>
<tr>
<td>CHEM 319</td>
<td>Structure of Biomolecules</td>
<td>2 hours</td>
</tr>
<tr>
<td>CHEM 324</td>
<td>Biochemistry</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHEM 323</td>
<td>Biochemistry Laboratory</td>
<td>2 hours</td>
</tr>
<tr>
<td>CHEM 332</td>
<td>Analytical Chemistry</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHEM 411</td>
<td>Instrumental Analysis</td>
<td>2 hours</td>
</tr>
<tr>
<td>CHEM 424</td>
<td>Advanced Biochemistry</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHEM 431</td>
<td>Advanced Inorganic Chemistry</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHEM 495</td>
<td>Seminar I</td>
<td>1 hour</td>
</tr>
<tr>
<td>CHEM 496</td>
<td>Seminar II</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

Required Supporting Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 221</td>
<td>General Physics I</td>
<td>5 hours</td>
</tr>
<tr>
<td>PHYS 222</td>
<td>General Physics II</td>
<td>5 hours</td>
</tr>
<tr>
<td>MATH 131</td>
<td>Calculus I (or equivalent)</td>
<td>4 hours</td>
</tr>
<tr>
<td>MATH 132</td>
<td>Calculus II (or equivalent)</td>
<td>4 hours</td>
</tr>
<tr>
<td>MATH 231</td>
<td>Calculus III</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIO 221</td>
<td>Introduction to Genetics</td>
<td>4 hours</td>
</tr>
<tr>
<td>or BIO 328</td>
<td>General Physiology</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

Recommended Supporting Course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 221</td>
<td>Introduction to Genetics</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

**Minor in Chemistry—CHEM (19–24 hours)**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>Principles of Chemistry I</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>Principles of Chemistry II</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 221</td>
<td>Organic Chemistry I</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

Three of the following, at least one must have a lab (7 hours minimum):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 222</td>
<td>Organic Chemistry II</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 252</td>
<td>Intermediate Inorganic Chemistry</td>
<td>2 hours</td>
</tr>
<tr>
<td>[CHEM 311]</td>
<td>Physical Chemistry I</td>
<td>3 hours</td>
</tr>
<tr>
<td>and [CHEM 315]</td>
<td>Physical Chemistry I Laboratory</td>
<td>1 hour</td>
</tr>
<tr>
<td>[CHEM 312]</td>
<td>Physical Chemistry II</td>
<td>3 hours</td>
</tr>
<tr>
<td>and [CHEM 316]</td>
<td>Physical Chemistry II Laboratory</td>
<td>1 hour</td>
</tr>
<tr>
<td>CHEM 319</td>
<td>Structures of Biomolecules</td>
<td>2 hours</td>
</tr>
<tr>
<td>CHEM 324</td>
<td>Biochemistry</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHEM 332</td>
<td>Analytical Chemistry</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHEM 411</td>
<td>Instrumental Analysis</td>
<td>2 hours</td>
</tr>
<tr>
<td>CHEM 424</td>
<td>Advanced Biochemistry</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHEM 431</td>
<td>Advanced Inorganic Chemistry</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Certain substitutions may be made with the consent of the department to meet the specialized needs of individual students. Students interested in attending graduate school in chemistry or biochemistry are strongly encouraged to participate in research and should consult the department chair about enrolling in additional chemistry, mathematics, and/or biology courses.

**CHEMISTRY COURSES (CHEM)**

101 Chemistry in Context I (4)

A survey course for students majoring in disciplines other than the natural sciences. Application of fundamental chemical principles to selected inorganic, organic, and biological systems, with particular emphasis on topics of interest to citizens in a technological society. (Three hours lecture and one two-hour laboratory)

102 Chemistry in Context II (4)

A survey course for students majoring in disciplines other than the natural sciences. Application of fundamental chemical principles to selected inorganic, organic, and biological systems, with particular emphasis on topics of interest to citizens in a technological society. (Three hours lecture and one two-hour laboratory)

118 Integrated General, Organic and Bio-Chemistry (5)

An introduction to the fundamental concepts of general chemistry, organic chemistry and biochemistry with applications to the field of nursing. Laboratory experiments will closely correspond with the lecture material. (Four hours lecture and one two-hour laboratory) Prerequisite: One year high school chemistry and Math 102 or concurrent enrollment in any higher level math course; or permission of the instructor

121 Principles of Chemistry I (4)

An introduction to chemical stoichiometry, atomic and molecular structure, and bonding. Laboratory will explore principles presented in lecture. (Three hours lecture and one three-hour laboratory) Prerequisite: High school chemistry or permission of instructor.

122 Principles of Chemistry II (4)

An introduction to chemical energetics, chemical equilibria, acid-base chemistry, and kinetics. Laboratory will explore principles presented in lecture. (Three hours lecture and one three-hour laboratory) Prerequisite: CHEM 121 or permission of instructor.
221 Organic Chemistry I (4)
A treatment of the properties, structures, preparations and reactions of the important classes of compounds of carbon with emphasis on foundational concepts illustrated primarily through the chemistry of aliphatic hydrocarbons. (Three hours lecture and one three-hour laboratory) Prerequisite: CHEM 122.

222 Organic Chemistry II (4)
A treatment of the properties, structures, preparations and reactions of the important classes of compounds of carbon. Aromatic chemistry is introduced and representative functional groups are covered. (Three hours lecture and one three-hour laboratory) Prerequisite: CHEM 221.

252 Intermediate Inorganic Chemistry (2)
An exploration of periodic properties and structure and the important reactions of inorganic compounds. Focus will be on ionic compounds, covalent molecular structures, properties of elements, and coordination chemistry. (Two hours lecture) Prerequisite: CHEM 122.

311 Physical Chemistry I (3)
A detailed study of chemical thermodynamics and kinetics. This calculus-based course integrates concepts of chemistry and physics. (Three hours lecture) Prerequisites: CHEM 122; MATH 132 or 133; PHYS 222. Recommended: CHEM 221.

312 Physical Chemistry II (3)
A detailed study of quantum chemistry, including techniques and applications of quantum theory, atomic and molecular structure, bonding, symmetry and group theory, and spectroscopy. (Three hours lecture) Prerequisites: CHEM 122; MATH 231; PHYS 222. Recommended: CHEM 221.

315 Physical Chemistry Laboratory I (1)
This course explores the concepts of chemical thermodynamics and kinetics through laboratory experimentation. (One four-hour laboratory every other week) Corequisite: CHEM 311.

316 Physical Chemistry Laboratory II (1)
This course explores the concepts of quantum chemistry and spectroscopy through laboratory experimentation. (One four-hour laboratory every other week) Corequisite: CHEM 312.

319 Structure of Biomolecules (2)
Introduction to the organic structure of the major classes of biomolecules including proteins, carbohydrates, lipids, and nucleic acids. (Two hours lecture per week.) Prerequisites: CHEM 221.

323 Biochemical Techniques Laboratory (2)
Selected experiments which explore common methods of biochemical analysis. (One four-hour laboratory per week) Prerequisite: CHEM 222. Pre or corequisite: CHEM 319 or permission of the instructor.

324 Biochemistry (3)
A study of the chemical reactions of cells, the major metabolic pathways, and the interrelationship of these pathways. (Three hours lecture per week) Prerequisites: CHEM 222, 319.

332 Analytical Chemistry (3)
Quantitative methods of analytical chemistry are explored in both lecture and laboratory. Wet chemical and instrumental techniques of chemical analysis are studied and used. Analytical chemical uses of statistics and equilibrium are also discussed. (Two hours lecture and one three-hour laboratory) Prerequisite: CHEM 122.

411 Instrumental Methods (2)
Advanced studies of modern theories and applications of instrumental analytical methods. Students will design, prepare and execute a variety of analyses using modern instrumental techniques including spectroscopic, chromatographic and electroanalytical methods. (One hour lecture and one three-hour lab per week) Prerequisites: CHEM 222, PHYS 222.

424 Advanced Biochemistry (3)
Advanced topics in the chemistry and chemical mechanisms involved in intermediary metabolism and developmental processes with consideration of the biochemistry current in the literature. Offered according to student demand. (Three hours lecture per week). Prerequisites: CHEM 324 and 311, or permission of instructor.

431 Advanced Inorganic Chemistry (3)
Properties and bonding of inorganic substances in light of recent theories of atomic and molecular structure. (Three hours lecture per week) Pre or corequisites: CHEM 252 and 311 or permission of instructor.

435 Inorganic Chemistry Laboratory (2)
This course focuses on the synthesis and characterization of inorganic compounds using advanced laboratory techniques, including the preparation of air sensitive compounds. Analysis includes the use of instrumental methods to assess purity and identification of products. (One four-hour laboratory per week) Prerequisite: CHEM 252, 311.

475 Advanced Laboratory Techniques (1–2)
Advanced laboratory work in selected areas (such as polymers, natural products, computational methods, special separation techniques) determined by interests of the students and the instructor. Offered according to student demand. Prerequisite: Permission of the instructor. May be repeated for credit with different laboratory projects.

485 Research (1–3)
Participation in original experimental or theoretical investigation in collaboration with a member of the faculty. Prerequisite: Permission of the department chair. May be repeated.

490 Topics in Chemistry (2–3)
Topics in Chemistry not covered in the regular department offerings and selected according to the interests of the students and instructor. Offered according to student demand. (Two or three lectures per week) Prerequisite: Permission of the instructor. May be repeated for credit with a different topic.

495 Seminar I (1)
Presentations by students of selected topics in chemistry from current research and literature. Guest speakers will give invited lectures. Graded S/U. Pre or corequisite: CHEM 311.

496 Seminar II (1)
Preparation and presentation of either a student’s undergraduate research project or a literature review of a major current chemical topic. Guest speakers will give invited lectures. Graded S/U. Prerequisite: CHEM 495.

497 Independent Study (1–2)
Enables properly qualified students to carry out independent study under the guidance of an instructor. Consent dependent on student need and interest. Elective with permission of the department chair. Generally graded S/U; may be letter graded. May be repeated with a different topic.

499 Chemistry Internship (1–4)
Graded S/U.

PHYSICS COURSES (PHYS)

101 Intro Topics in Physics: Motion (4)
Experience in physics which provides students a basis for understanding scientific and technology issues. General Education course that deals with the history and methods of physics using everyday motion as the focus. The primary goal of this conceptually-based course is to convey an understanding of science (physics in particular) as a way of knowing. Designed for students not majoring in the sciences but of interest to all. (Three hours lecture and one two-hour laboratory/demonstration).

102 Intro Topics in Physics: 21st Century Energy (4)
General Education course that deals with the science of national and global energy concerns. Designed for students not majoring in the sciences but of interest to all. (Three hours lecture and one two-hour laboratory/demonstration). Prerequisite: None. PHYS 101 or high school physics is highly recommended.
103 Physics by Inquiry I, (4)
A course in physics with some astronomy, designed for majors in elementary education. The content, taught by guided inquiry in a laboratory setting, provides the student with knowledge of key concepts, understanding the nature of scientific inquiry, as well as scientific ways of knowing, and familiarity with a teaching strategy which encourages active student learning. Prerequisites: None for 103, PHYS 103 is a prerequisite for 104.

104 Physics by Inquiry II (4)
A course in physics with some astronomy, designed for majors in elementary education. The content, taught by guided inquiry in a laboratory setting, provides the student with knowledge of key concepts, understanding the nature of scientific inquiry, as well as scientific ways of knowing, and familiarity with a teaching strategy which encourages active student learning. Prerequisites: None for 103, PHYS 103 is a prerequisite for 104.

105 Intro Topics in Physics: Astronomy (4)
In this course, we will discuss galaxies and the stars within the Universe from our perspective on the Earth. Scientific techniques, as well as the history of scientific observation will be discussed. In addition, the properties of light and gravity will also be discussed. The course will also include exotic objects that occur within the life-cycle of a star, such as pulsars, neutron stars, black holes. Additionally, the evolution and interactions of galaxies will be discussed. The course ends on the topic of the early universe and the big bang which created it.

217 Physics I (4)
A treatment of the fundamental principles of mechanical and thermal phenomena. This is a calculus-based course designed for students in the life sciences. (Three hours lecture and one two-hour laboratory) Prerequisite: Math 115 or 131 or 133, or permission of the instructor.

218 Physics II (4)
A treatment of the fundamental principles of electrical and optical phenomena. This is a calculus-based course designed for students in the life sciences. (Three hours lecture and one two-hour laboratory) Prerequisite: PHYS 217 or permission of the instructor.

221 General Physics I (5)
A detailed treatment of mechanics and thermodynamics. This is a calculus-based course designed for students in the physical sciences, math, and engineering (four hours of lecture per week plus one two hour lab.) Prerequisites: MATH 131 or 133 or permission of the instructor.

222 General Physics II (5)
A detailed treatment of electricity, magnetism, and optics (both geometrical and wave). This is a calculus-based course designed for students in the physical sciences, math, and engineering (four hours of lecture per week plus one two hour lab.) Prerequisites: PHYS 221 or permission of the instructor.

485 Research (1–3)
Participation in original experimental or theoretical investigation in collaboration with a member of the faculty. Prerequisite: Permission of the department chair. May be repeated.

490 Topics in Physics (2–3)
Topics in Physics not covered in the regular department offerings and selected according to the interests of the students and the instructor. Offered according to student demand. (Two or three lectures per week) Prerequisite: Permission of the instructor. May be repeated for credit with a different topic.
**PROGRAM IN COMMUNICATION STUDIES**

**Bachelor of Arts, Major in Communication Studies—COMM**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 103</td>
<td>Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>(with a grade of B- or above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 210</td>
<td>Mass Communication: Past, Present, Future</td>
<td>3</td>
</tr>
<tr>
<td>COMM 330</td>
<td>Critical Issues in Mass Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior comprehensive sequence**

- [COMM 385 and COMM 496] Seminar in Advanced Research Methods
- Or
- [COMM 302 and COMM 495] Seminar in Rhetoric and Criticism

**Two of the following:**

- COMM 200 Interpersonal Communication
- COMM 307 Organizational Communication
- COMM 350 Intercultural Communication
- COMM 369 Public Communication

**Two of the following:**

- COMM 302 History and Criticism of Public Address
- COMM 308 Persuasion
- COMM 312 Argumentation

**Two of the following:**

- COMM 200 Interpersonal Communication
- COMM 203 Small Group Communication
- COMM 224 Sign Language
- COMM 260 Digital Video Production
- COMM 266 Introduction to New Media
- COMM 302 History and Criticism of Public Address
- COMM 303 Advertising in Society
- COMM 304 Public Relations
- COMM 307 Organizational Communication
- COMM 308 Persuasion
- COMM 312 Argumentation
- COMM 313 Journalism
- COMM 333 Magazine Writing
- COMM 350 Intercultural Communication
- COMM 360 Oral Interpretation
- COMM 369 Public Communication
- COMM 370 Political Communication
- COMM 383 Art and Entertainment Law
- COMM 406 Marketing Communication
- COMM 408 Non-Profit Public Relations Campaigns and Theory
- COMM 486 Practicum/Production
- COMM 499 Internship

**Minor in Public Communication—PUBC (18 hours)**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 312</td>
<td>Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENWR 319</td>
<td>Classical Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 220</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
</tbody>
</table>

**Two of the following:**

- COMM 369 Public Communication
- ENWR 313 Journalism
- ENWR 317 Expository Writing
- ENWR 333 Magazine Writing

**One of the following:**

- COMM 302 History and Criticism of Public Address
- COMM 454 Communication Ethics
- PHIL 341 Mind, Knowledge, and Reality
- PHIL 345 Philosophy of Language
- PHIL 348 Philosophy of Science

**Minor in Public Relations/Advertising—PRAD (18 hours)**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 303</td>
<td>Advertising in Society</td>
<td>3</td>
</tr>
<tr>
<td>COMM 304</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COMM 308</td>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COMM 406</td>
<td>Marketing Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following:**

- COMM 307 Organizational Communication
- COMM 350 Intercultural Communication
- COMM 369 Public Communication
- COMM 370 Political Communication
- COMM 383 Art and Entertainment Law
- COMM 454 Communication Ethics

**One of the following:**

- COMM 260 Digital Video Production
- COMM 266 New Media
- COMM 313 Journalism
- COMM 333 Magazine Writing
- COMM 404 Non-Profit Public Relations Campaigns and Theory
- COMM 486 Practicum/Production
- COMM 499 Internship

**COMMUNICATION STUDIES COURSES (COMM)**

**103 Introduction to Communication (3)**

Students develop an increased competency in communicating with precision and style, and also have the opportunity to think critically and creatively about the process of communication. Major topics in communication theory and practice are surveyed in addition to a focus on public speaking.

**200 Interpersonal Communication (3)**

A study of interpersonal communication theories and concepts. Focus on the role of communication in understanding and constructing interpersonal relationships in various social contexts. Prerequisite: COMM 103.

**203 Small Group Communication (3)**

A study of the process and theories of communication in small groups. The focus is on improving individual communication in groups. Prerequisite: COMM 103.
210 Mass Communication: Past, Present, Future (3)
This course is designed to sensitize the student to the emergence, current status, and future direction of American media systems. Emphasis is placed on the political/economic pressures that shape media systems and how the media shape and influence mass culture.

224 Sign Language (3)
Introduction to basic sign language. American Sign Language syntax and vocabulary is emphasized as well as sign communication which focuses on the native language of the deaf. Appreciation and awareness of deaf culture is a major consideration within the course (also listed as COMD 224). Formerly COMM 324.

240 Introduction to Performance Studies (3)
This course introduces students to key topics and theories in contemporary performance studies. Special emphasis is placed on links between Theatre, Dance, and Communication Studies approaches to the field.

260 Digital Video Production (3)
This course focuses on the video production process as a whole by introducing students to the use of video cameras and microphones, the basic principles of lighting for video, the use of non-linear editing software, and the mechanics of delivering video content across a variety of media platforms, including interactive DVDs, podcasts, and web-streaming. The emphasis of the course is on narrative and visual storytelling techniques and elements of contemporary communication theory that are useful for crafting and conveying messages to well-defined audiences over the medium of video.

266 Introduction to New Media (3)
An introduction to the new visual technologies and basic concepts (mechanical, visual, and aesthetic) for their creative use in the visual arts. Those fields involved may include photography, film, video, computer imagery and holography and other contemporary media. Students will be introduced to these media through lectures, direct laboratory experience, discussion sessions and creative problem-solving projects. No prerequisite: ART 103 desirable (also listed as ART 266).

302 History and Criticism of Public Address (3)
A survey of the principles of human public communication. Topics include theories of public speaking, political and social movement communication, and beginning rhetorical criticism. Special attention is given to the communicative efforts of women in the public arena. Prerequisite: 12 hours of COMM or permission of instructor.

303 Advertising in Society (3)
The study of the role of advertising in contemporary society. Topics include the history and sociology of advertising and the analysis of advertising and marketing efforts from a communication perspective.

304 Public Relations (3)
The course provides both theoretical knowledge and practical experience in the skills and techniques that cover several closely associated areas: writing for public relations, copy dissemination, media use and media network design ranging across internal and external media, print, electronic and audiovisual media.

307 Organizational Communication (3)
This course examines communication processes that shape diverse organizational settings. Topics include the study of organizational culture, managerial communication, the construction of gender roles within organizational settings, and the role of communication in designing progressive work environments.

308 Persuasion (3)
Assessment of research and theory as they illuminate persuasion in interpersonal, public, and mediated communication contexts. Topics include motivation, attitude formation and change, social and cultural influences, credibility and non-verbal aspects of communication. Special attention is given to persuasive appeals.

312 Argumentation (3)
The study of argumentation as applied to public and mediated discourse. Topics include: patterns of reasoning, identification and analysis of fallacies, types of supporting evidence, presentation and refutation of cases. Students will participate in debates over current political issues. Prerequisites: COMM 103 and 210 or permission of instructor.

313 Journalism (3)
Techniques of newswriting, editing, copy editing, feature writing and newspaper makeup and publication (also listed as ENWR 313).

330 Critical Issues in Mass Communication (3)
This course is designed to introduce students to: the political economy of media institutions in a global environment; the media effects research tradition; and ethical issues associated with mass communication in culture. Special attention is focused on information control in this age of convergence of media institutions, the impact of computer technology on social and community life, and privacy issues. Prerequisites: COMM 103 and 210 or permission of instructor.

333 Magazine Writing (3)
The rich field of periodical publications is the object of this course, which offers students the opportunity to try their hands at subject matters and voices both suitable to different magazine readerships and reflective of their own interests and opinions (also listed as ENWR 333).

350 Intercultural Communication (3)
This course introduces students to the role communication plays in shaping interactions between members of differing cultural groups. Topics include the role of media as vehicles of cultural expression, tourism as a characteristic type of encounter between people, and the ways in which maps construct the identity of social groups.

360 Oral Interpretation (3)
The study and analysis of literature through performance. Students will gain experience in the epic, lyric, and dramatic modes of solo performance in addition to a beginning exploration of ensemble work in a performance study (also listed as THTR 360).

369 Public Communication (3)
This class will study the role of public speaking in society through putting theory into practice. An experiential education course, class time is divided between studying theories of communication and the practice of public communication through the act of teaching communication studies to guests at a local service agency.

370 Political Communication (3)
This course studies politics through a communication perspective. The goal is to deepen students' understanding of and critical thinking about communication's role in political processes. Students will apply communication and media theories to political cartoons, speechwriting, advertising, debates, journalism, new media technology, and entertainment. Recurring themes include the perception of political communication as a problem in our political system, the role of women as political communicators, and ideas for reforming political communication.

383 Art and Entertainment Law (3)
A study of intellectual property as it applies to art and entertainment. Topics include: moral and economic rights, contracts, copyright, unfair competition, privacy, publicity, and censorship.

384 Mass Communication Law (3)
Exploration of governmental regulations of electronic and print media in America. Historical and contemporary analysis of law in such areas as defamation privacy, state secrets, obscenity, copyright, regulation of advertising, access to government information, free press/fair trial and regulation of broadcasting, cable, and the Internet. Prerequisite: COMM 210 or permission of instructor.

385 Research in Communication (3)
Introduction to modes of scholarly inquiry in communication studies. Students are introduced to quantitative research methods as well as a variety of qualitative methods, such as: historical, participant-observation, focus groups, and extended interviews. Prerequisite: 12 hours of COMM or permission of instructor.
404 Non-Profit Public Relations Campaigns and Theory (3)
In this course, you will learn about the driving theories of public relations, the particular nature and characteristics of non-profit organizations, and the practical element of designing a potentially working campaign for a local non-profit organization. Prerequisite: COMM 304.

406 Marketing Communication (3)
This course surveys the field of marketing communications from the perspective of Integrated Marketing Communications. The course explores the principles of consumer behavior and mass communication as a theoretical basis as well as practical aspects of the field, such as strategies for media selection, message execution, branding, and marketing mix tools. Cannot receive credit for both COMM 406 and BUAD 331.

420 Female Beauty: Discourse, Rhetoric, and Theory (3)
This course will examine the cultural expectations and standards of female beauty as embodied and enacted through various discourses including: cultural, media, interpersonal and intrapersonal. Through studying the ways that female beauty is communicated throughout these discourses, students will come to a greater understanding of their own experiences of female beauty and formulate ways to move beyond and resist the dominant norms of beauty. The material will be approached from a feminist, critical perspective with theoretical readings from communication studies, feminist theory, and cultural studies, amongst other areas. Prerequisite: Junior standing.

454 Communication Ethics (3)
Survey of ethical theories focusing on their application to communication. Interpersonal, small group, persuasion and mass media situations will be considered. Prerequisite: 12 hours of COMM.

486 Practicum/Production (3)
This course allows students to gain hands-on experience with contemporary video and multimedia technology. Students produce individual or group projects that require them to design and create video or multimedia content. Prerequisite: Permission of instructor. May be repeated one time with a different topic.

490 Special Topics (1–3)
Topics of special interest in communication not covered in the regular department offerings. May be repeated with different topic.

495 Seminar in Rhetoric and Criticism (3)
A seminar critically examining both written and oral rhetoric. Topics include the varieties of rhetorical critical methods and frames. The major component of this course is the design, execution, and presentation of a critical essay. This course satisfies the Senior Comprehensive requirement. Prerequisite: COMM 302.

496 Seminar in Advanced Research Methods (3)
A seminar to facilitate the design, execution, and critique of an individual research project. This course satisfies the Senior Comprehensive requirement. Prerequisite: COMM 385.

497 Independent Study (1–3)
Research for the advanced student. Prerequisite: Permission of the independent study committee. May be repeated for a maximum of six hours of credit.

499 Internship (2–3)
Placement of the advanced student in internship opportunities, generally off-campus. A typical internship might be at a television or radio station, advertising or public relations firms, or in the marketing or public communication division of an area business. Offered each semester. Graded S/U. Prerequisite: 18 hours of COMM. May be repeated.

PROGRAM IN DANCE

FACULTY
I. Dieckgrafe, L. Lowry

PROGRAM DESCRIPTION
The Department of Communication Studies, Dance & Theatre offers a 16-hour minor in dance. The minor prepares students for further involvement in the dance profession as artists, educators, researchers, leaders, and administrators. The program values individuality, diversity, community, and the empowerment of women through artistic expression. The curriculum fosters the development of the individual creative voice, encourages risk-taking and provides diverse artistic and academic opportunities.

The goals of the program in dance are:
- Deepen cultural, theoretical, and practical awareness of the craft of dance
- Offer serious students the opportunity to extend their knowledge and technical skill through academic and performance courses
- Equip students with varied types of training necessary to enjoy dance as an avocation, to work in dance-related fields, or to pursue more advanced studies of dance at the graduate level
The superior student may explore the possibility of a Student-Designed Major (SDM) which encourages interdisciplinary and cross-cultural study. Please refer to page 60 of this bulletin for SDM guidelines.

NOTE: Students receive 2 hours for technique courses taken for the first time and 1 credit for subsequent enrollment in the same level technique course. Level determination occurs each semester with the dance faculty.

PROGRAM IN DANCE

Minor in Dance—DANC (16 hours)

DANC 243 Dance Ensemble Workshop (DEW) 3 hours

One of the following:

DANC 240 Introduction to Dance 3 hours
DANC 241 Contemporary Issues in Dance 3 hours
DANC 242 Dance Composition I/Improvisation I 3 hours
DANC 342 Dance Composition II/Improvisation II 3 hours

One of the following:

DANC 344 Modern Dance Technique: Advanced 2, 1 hours
DANC 345 Ballet Technique: Advanced 2, 1 hours

Four (minimum) of the following (8 hours):

DANC 144 Modern Dance Technique: Beginning 2, 1 hours
DANC 145 Ballet Technique: Beginning 2, 1 hours
DANC 146 Improvisation 2, 1 hours
DANC 148 Jazz Technique: Beginning 2, 1 hours
DANC 149 Body Conditioning I 2, 1 hours
DANC 150 Tap Technique: Beginning 2, 1 hours
DANC 243 Dance Ensemble Workshop (DEW) 1–3 hours
DANC 244 Modern Dance Technique: Intermediate 2, 1 hours
DANC 245 Ballet Technique: Intermediate 2, 1 hours
DANC 247 Classical Pointe Technique: Beginning/Intermediate 1 hour
DANC 248 Jazz Technique: Intermediate 2, 1 hours
DANC 249 Body Conditioning II 2, 1 hours
DANC 250 Tap Technique: Intermediate/Advanced 2, 1 hours
DANC 344 Modern Dance Technique: Advanced 2, 1 hours
DANC 345 Ballet Technique: Advanced 2, 1 hours
DANC 347 Advanced Pointe Technique/Variations 1 hour
DANC 348 Jazz Technique: Advanced 2, 1 hours
DANC 390 Special Topics in Dance 1–3 hours

DANCE COURSES (DANC)

NOTE: All dance technique classes (except DANC 247 and 347) include an academic component. There are required and recommended literary sources as well as written mid-term and final examinations testing knowledge of terminology and movement concepts. A performance final exam is required in upper level technique classes. Dance composition courses present a concert of works.

144 Modern Dance Technique: Beginning (2, 1)
An introduction to movement concepts of modern dance. Designed for students with no previous movement training. May be repeated for one credit.

145 Ballet Technique: Beginning (2, 1)
An introduction to basic ballet technique and terminology. Designed for students with no previous movement training. May be repeated for one credit.

146 Improvisation (2, 1)
Movement exploration in response to given problems or ideas. Emphasis on individual movement and group interaction. May be repeated for one credit.

148 Jazz Technique: Beginning (2, 1)
A practical course in contemporary jazz technique hip hop and lyrical styles. May be repeated for one credit.

149 Body Conditioning I (2, 1)
An introduction to the Pilates conditioning process includes beginning mat, stretch band, fitness circle and foam roller workouts. Muscle groups are strengthened through a series of resistance exercises. Prerequisite: dance faculty permission. Corequisite: DANC 245. May be repeated for one credit.

150 Tap Technique: Beginning (2, 1)
An exploration in basic tap technique developing elementary concepts at the beginning level. May be repeated for one credit.

240 Introduction to Dance (3)
A course for the intermediate level ballet student who wishes to explore an extension of ballet technique. Prerequisite: placement audition. May be repeated for one credit.

241 Contemporary Issues in Dance (3)
This course addresses recent and current aspects of the ever-changing world of dance. Prerequisites: DANC 145 and DANC 146. May be repeated for one credit.

242 Dance Composition/Improvisation I (3)
An exploration of the creative choreographic process incorporating elements of composition. Prerequisite: DANC 145 and DANC 146. May be repeated for one credit.

243 Dance Ensemble Workshop (DEW) (1–3)
The ensemble functions as the student dance company in residence. The dancers meet on a regular basis for technique classes, master classes and rehearsals with faculty and guest choreographers. D.E.W. presents an annual concert. Variable credit offered for performance and production. Performance students must be concurrently enrolled in a technique class. May be repeated for a maximum of 9 credits. By audition/permission only.

244 Modern Dance Technique: Intermediate (2, 1)
A course exploring various approaches to technique, with emphasis on the concepts of weight, space, time and flow. May be repeated for one credit.

245 Ballet Technique: Intermediate (2, 1)
Ballet technique at the intermediate level emphasizing correct alignment and proper execution of barre and center exercises. Prerequisite: placement audition. May be repeated for one credit.

247 Classical Pointe Technique—Beginning/Intermediate (1)
A course for the intermediate level ballet student who wishes to explore an extension of ballet technique. Prerequisite: DANC 245. May be repeated for one credit.

248 Jazz Technique: Intermediate (2, 1)
Jazz technique at a more advanced level including hip hop and lyrical styles, with an emphasis on performance. Prerequisite: placement audition. May be repeated for one credit.
This course is an extension of Body Conditioning I. Beginning mat and reformer work will be reviewed before proceeding to intermediate work. Students will experience a more intense conditioning process and investigate conditioning for injuries. May be repeated for one credit.

A course for the student who wishes to continue study and be challenged by intermediate/advanced level tap technique. Emphasis on clean, clear sounds and movement combinations. Prerequisite: permission of instructor. May be repeated for one credit.

An extension of Dance Composition I, this course incorporates complex theories and ideas in composition and improvisation. Development of the students personal artistic voice will be nurtured through creation and manipulation of movement material in solo and group work. Performance and production elements will be emphasized as part of the advanced study of choreography. Prerequisite: DANC 242.

A more advanced technique course with an emphasis on technical execution and artistic expression. May be repeated for one credit.

Ballet technique for the advanced level student emphasizing accuracy, style, intricate combinations, strength, endurance and advanced vocabulary. Prerequisite: DANC 245 or placement audition. May be repeated.

A course exploring advanced technique in pointe work. Classical variations will be taught to widen the student's knowledge of historical ballets and give them a physical experience in classic works. Prerequisite: placement audition. Corequisite: DANC 245 or 345. Placement audition. May be repeated.

A continuation of jazz technique providing a stimulating and rigorous application of both traditional jazz dance vocabulary and contemporary styles. The course prepares the dancer for complex group and solo work for concert performance, video, and musical theatre. Prerequisite: DANC 248 and placement audition. May be repeated for credit.

Courses in technique and/or theory. Possible topics: Labanotation, Laban Movement Analysis, Pedagogy, Dance in World Cultures, Music for Dancers, Liturgical and Sacred Dance, Ballet Variations, Historical Social Dance, Folk Dance. May be repeated.

Independent study proposed by the student, conducted under the supervision of a faculty member with the approval of the department chair.

249 Body Conditioning II (2, 1)
250 Tap Technique: Intermediate (2, 1)
342 Dance Composition/Improvisation II (3)
344 Modern Dance Technique: Advanced (2, 1)
345 Ballet Technique: Advanced (2, 1)
347 Advanced Pointe Technique/Variations (1)
348 Jazz Technique: Advanced (2)
390 Special Topics in Dance (1–3)
397 Independent Study (1–3)

PROGRAM IN THEATRE

FACULTY
M. Abram-Copenhaver, M. Bialko, M. Duffy, K. Sullivan

PROGRAM DESCRIPTION
The program in theatre provides a comprehensive background in this multifaceted discipline. The study of theatre illuminates, enriches, and interprets human existence. It allows the student the opportunity to gain knowledge of both the process of theatre production and the ideas explored in the literature of the theatre. The goals of the theatre program are:

- Introduce students to the multiple and varied arts which comprise the theatre
- Engender in students an understanding and respect for the discipline of the theatre
- Develop a knowledgeable and appreciative audience for live theatre through course offerings and theatrical productions
- Produce, in as professional a manner as possible, important pieces of dramatic literature

A student is required to explore three basic areas of theatre: its historical and literary foundations; the techniques of translating theory into action; and the translation itself, that is, production. The course work will be applied in practice through production assignments under the close supervision of faculty.

ADVANCED WRITING PROFICIENCY
Students complete this requirement by submitting a portfolio in the fall of the senior year. The papers in the portfolio include: an analysis of a one-act play and two other papers written for courses which fulfill the requirements for the major in Theatre.

SENIOR COMPREHENSIVE
The Senior Comprehensive in theatre takes place during the fall and spring semesters of the senior year. In the fall, the student chooses a one act play to research and analyze on both literary and theatrical levels. This work is then synthesized into a paper. During the spring, the student actualizes the production, serving as both director and designer, for a live performance before an audience.

PROGRAM IN THEATRE

Bachelor of Arts, Major in Theatre—THTR (36 hours)
All of the following (22 hours minimum):

- THTR 205 Introduction to Acting
- THTR 245 Stagecraft
- THTR 265 Play Analysis for the Theatre
- THTR 355 Voice and Movement
- THTR 375 Rehearsal and Performance
- THTR 380 History of Theatre
- THTR 475 Stage Directing
- THTR 480 Production Projects

One of the following courses in dramatic literature:
- THTR 378 Contemporary Drama
- THTR 410 Advanced Topics in Theatre (relevant topics)
- ENLT 413 Shakespeare
Three of the following not used to satisfy the above requirements (9 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 135</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 280</td>
<td>Fashion and Costume History</td>
<td>3</td>
</tr>
<tr>
<td>THTR 305</td>
<td>Characterization</td>
<td>3</td>
</tr>
<tr>
<td>THTR 325</td>
<td>Playwriting I</td>
<td>3</td>
</tr>
<tr>
<td>THTR 360</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>THTR 378</td>
<td>Contemporary Women's Drama</td>
<td>3</td>
</tr>
<tr>
<td>THTR 405</td>
<td>Styles of Acting</td>
<td>3</td>
</tr>
<tr>
<td>THTR 410</td>
<td>Advanced Topics in Theatre</td>
<td>1–3</td>
</tr>
<tr>
<td>THTR 430</td>
<td>Theatre Management</td>
<td>3</td>
</tr>
<tr>
<td>THTR 445</td>
<td>Scene Design</td>
<td>3</td>
</tr>
<tr>
<td>THTR 455</td>
<td>Costume Design</td>
<td>3</td>
</tr>
<tr>
<td>THTR 477</td>
<td>Playwriting II</td>
<td>3</td>
</tr>
<tr>
<td>THTR 490</td>
<td>Special Topics in Theatre Studies</td>
<td>3</td>
</tr>
<tr>
<td>THTR 497</td>
<td>Independent Study</td>
<td>1–3</td>
</tr>
<tr>
<td>THTR 499</td>
<td>Internship</td>
<td>1–3</td>
</tr>
</tbody>
</table>

**THEATRE COURSES (THTR)**

**135 Introduction to Theatre (3)**
A broad and comprehensive view of theatre and how it communicates. Fulfills the fine arts requirements.

**205 Introduction to Acting (3)**
Exploration of the elements of a realistic acting technique using games, improvisations and exercises, culminating in two-character scenes later in the semester.

**245 Stagecraft (3)**
An introduction to the techniques of the backstage world. Areas of study include scenic and property construction, scenic painting, stage lighting, theatre safety, and special effects.

**265 Play Analysis for the Theatre (3)**
Reading and analyzing play texts from theatrical and literary perspectives. Fulfills the fine arts requirement. Offered once every year.

**280 Fashion and Costume History (3)**
This course will give an overview of the history of fashion from prehistoric times to the present day. Upon completion of the course, students will be able to identify appropriate vocabulary terms for garments and their components, silhouettes, how clothing affected manner and style, how social history affected clothing, popular colors, common fibers, prominent designers, and strong primary sources for each period covered. We will discuss the elements of design, and fashion history as a basis for costuming film, theatre, and television. Projects include seeking out primary sources, drawing costume and fashion designs, and composing written, critical analyses of professional costume and fashion designs. Students will also complete two short-answer exams to assess their ability to recall and articulate what information has been presented in the course lectures.

**305 Characterization (3)**
Exploration of the process of characterization with emphasis on techniques of physical transformation and psychological realism. Prerequisite: THTR 205.

**325 Playwriting I (3)**
Principles of writing for the stage. Emphasis on dramatic structure, character development, plot management, dialogue and critical analysis.

**355 Voice and Movement (3)**
Development of techniques based on understanding and integration of body/mind. Areas of study include body image, body awareness, alignment, relaxation, voice production, and vocal work on literature.
360 Oral Interpretation (3)
The study and analysis of literature through performance. Students will gain experience in the epic, lyric, and dramatic modes of solo performance in addition to a beginning exploration of ensemble work in a performance study (also listed as COMM 360).

375 Rehearsal and Performance (1–3)
Rehearsal and performance of a faculty-directed production. Participation as an assistant director, stage manager, crew member, or actor in a 5–7 week rehearsal/performance period. Prerequisite: Audition, permission of the instructor. May be repeated for up to a maximum of 9 hours of credit.

378 Contemporary Women's Drama (3)
An examination of the texts and movements which comprise contemporary drama in today's multicultural world.

380 History of Theatre (3)
A study of the development of theatrical art, including the physical theatre, production practices and cultural contexts, from the beginnings in primitive rituals through contemporary time.

405 Styles of Acting (3)
A technique to equip the contemporary actor to deal more comfortably with the textual and stylistic problems of acting in period plays. Prerequisite: THTR 205 and 305.

410 Advanced Topics in Theatre (1–3)
Possible topics: improvisation, musical theatre, audition techniques, stage makeup, lighting and sound design, literary seminars.

430 Theatre Management (3)
The principles and practice of producing for the commercial stock, resident college, and community theatre. Areas of study may include theatrical unions, stage management, and grant writing.

445 Scene Design (3)
An in-depth introduction to scenic design for the stage from concept to rendering.

455 Costume Design (3)
The theory and practice of costume design, including design projects.

475 Stage Directing (3)
Emphasis on techniques and styles of directing for the stage. Readings, exercises, and directing project.

477 Playwriting II (3)
Principles of dramatic writing focusing on the full-length form. Experiments with a variety of techniques of composition including improvisation, historical research and oral history. Prerequisite: THTR 377.

480 Production Projects (3)
Planning and execution of a large-scale project. Majors select, analyze, design, direct and produce one-act play during their senior year of study.

490 Special Topics in Theatre Studies (1–3)
Seminars in theatre. Various topics.

497 Independent Study (1–3)
Research for the advanced student. Permission of the instructor. May be repeated.

499 Internship (1–3)
Practical off-campus experience in theatre-related field at an approved site. Jointly supervised by a faculty member and a representative from the sponsoring organization. Graded S/U.

FACULTY
M. Flahive, S. Latham, J. Lovett, R. Tomenko

DEPARTMENT DESCRIPTION
The Communicative Sciences and Disorders major is designed to provide information about speech and language pathology and audiology to students who have interest in this field. Instruction in this program is balanced between the theoretical and the pragmatic. Students study the causes, characteristics, and therapies for various disorders of communication. Study of the anatomy and physiology of speech and hearing is also an integral component of the program. In addition, students take courses in psychology. Clinical practicum experiences are also available.

Most students select this major in preparation for further study of communicative disorders in graduate school. Admission to graduate programs in speech-language pathology and audiology are highly competitive, often requiring a minimal GPA of 3.4. Following graduate school, they may enter the field as speech-language pathologists or audiologists. Others choose the major to gather information that is beneficial to their professional and personal lives.

ADVANCED WRITING PROFICIENCY
Advanced Writing Proficiency is evaluated within the major during the senior year. This proficiency is demonstrated by the approval of a professional or scientific paper based on a directed research project or clinical case study.

SENIOR COMPREHENSIVE
Students may choose one of two types of Senior Comprehensive projects in Communicative Sciences and Disorders. The Senior Comprehensive is fulfilled by successful completion of an empirical research study that the student proposes and conducts independently, or a portfolio containing an extensive review of the literature on a communicative disorder, therapy plans and a treatment summary for an assigned client. Students are required to give an oral presentation to the department.

PROGRAM IN COMMUNICATIVE SCIENCES AND DISORDERS
Bachelor of Arts, Major in Communicative Sciences and Disorders—CSD (45 hours)

Highly Recommended to fulfill General Education Requirement (see advisor for details)
One Sophia Program approved Natural Science PHYS course 4 hours
One Sophia Program approved Natural Science BIO course 4 hours
One Sophia Program approved Literature ENLT course 3 hours
COMMUNICATIVE SCIENCES AND DISORDERS COURSES (CSD)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 220</td>
<td>Introduction to Communicative Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 230</td>
<td>Anatomy and Physiology of the Speech and Hearing Mechanism</td>
<td>3</td>
</tr>
<tr>
<td>CSD 230L</td>
<td>Anatomy and Physiology of the Speech and Hearing Mechanism Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CSD 240</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>CSD 240L</td>
<td>Phonetics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CSD 310</td>
<td>Child Language Development</td>
<td>3</td>
</tr>
<tr>
<td>CSD 330</td>
<td>Speech &amp; Hearing Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CSD 330L</td>
<td>Speech &amp; Hearing Sciences Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CSD 334</td>
<td>Evaluation Procedures in Speech &amp; Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 340L</td>
<td>Evaluation Procedures in Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 350</td>
<td>Speech Sound Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 412</td>
<td>Clinical Methods and Supervised Observation</td>
<td>3</td>
</tr>
<tr>
<td>CSD 485</td>
<td>Clinical Practicum in Speech &amp; Language Pathology</td>
<td>1–3</td>
</tr>
<tr>
<td>or CSD 486</td>
<td>Clinical Practicum in Audiology</td>
<td>1–3</td>
</tr>
</tbody>
</table>

Required supporting courses:
- PSYC 156 Introduction to Psychology: Culture and Systems 3 hours
- or PSYC 157 Introduction to Psychology: Science for the Citizen 3 hours
- PSYC 305 Lifespan Developmental Psychology 3 hours
- PSYC 324 Statistics in Psychology 3 hours

One of the following (3 hours minimum):
- CSD 224 Sign Language 3 hours
- CSD 490 Special Topics 3 hours
- PSYC 322 Research Methods in Psychology 4 hours
- PSYC 43455 Psycholinguistics (at Notre Dame) 3 hours
- PSYC 43271 Autism (at Notre Dame) 3 hours

220 Introduction to Communicative Disorders (3)
A study of the causes, characteristics, and treatments of speech, language, and hearing disorders. Course content also includes speech and language development and suggestions for living and working with those who have communicative disorders.

224 Sign Language (3)
Introduction to basic sign language. American Sign Language syntax and vocabulary are emphasized as well as sign communication, which focuses on the native language of the Deaf. Appreciation and awareness of Deaf culture is a major consideration within the course (also listed as COMM 224).

230 Anatomy and Physiology of the Speech and Hearing Mechanism (3)
A survey of the anatomy and physiology for respiration, phonation, articulation, the nervous system, and hearing. Areas of study will include skeletal structures, muscles, tendons, nerves and circulation necessary for speech and hearing. Prerequisite: CSD 220.

230L Anatomy and Physiology of the Speech and Hearing Mechanism Laboratory (3)
This lab provides active personal participation in identifying the various anatomical structures of the respiratory, phonatory, articulatory, and auditory systems, as well as the nervous system. Areas of study will include skeletal structures, muscles, tendons, and nerves necessary for speech and hearing.

240 Phonetics (3)
A study of the basic principles of speech production: anatomy and physiology of the speech mechanism, phonetic principles of the International Phonetic Alphabet, application of phonetic theory and dialects as represented by phonetics.

240L Phonetics Laboratory (1)
This lab is designed to provide you with a guided practice transcribing the phonetic and phonological system of American English. You will gain familiarity with the theory, terminology, and practical techniques for describing the sounds of spoken language. During each lab session, you will transcribe speech samples using the International Phonetic Alphabet (IPA). Speech samples will be drawn from adults and children, typically developing as well as clinical cases. You will have the opportunity to practice listening to, transcribing and analyzing a wide variety of sound systems. You will also be introduced to suprasegmental analysis and narrow transcription using diacritics.

310 Child Language Development (3)
A study of the development of oral language communicative competence in infants, toddlers, and children. Course content focuses on the development of the linguistic domains of form (phonology, morphology, and syntax), content (semantics) and use (pragmatics). In addition, social, cognitive, and neurological aspects are addressed. Prerequisite: CSD 220.

330 Speech and Hearing Sciences (3)
An introduction to speech and hearing science, including acoustics, speech production, and instrumentation used in the study of speech and hearing science.

330L Speech and Hearing Sciences Laboratory (1)
This lab provides active personal participation in activities related to speech and hearing science, including acoustics, speech production, speech perception, and instrumentation used in the study of speech and hearing science.

334 Evaluation Procedures in Speech and Language Pathology (3)
This course provides the student with information about the process of evaluating and diagnosing speech-language disorders. A broad range of information and laboratory experience relevant to evaluation procedures in speech and language pathology is provided. Areas of emphasis include: the diagnostic process, collection of intake information, common assessment procedures, assessment in specific disorder areas, language sample collection and analysis, report writing, and standardized test administration. Prerequisites: CSD 220 and either CSD 240, 310, or PSY 43455 (ND).

340 Evaluation Procedures in Audiology (3)
This course is designed to familiarize the student with the field of audiology in general and provide the foundations for understanding the auditory system, performing and interpreting basic hearing tests as they relate to auditory disorders, and gaining an appreciation for the profession of audiology. Prerequisite: CSD 220

350 Speech Sound Disorders (3)
This course is designed to introduce you to the study of normal and disordered articulation. You will gain familiarity with traditional views of articulation disorders and their treatment as well as current treatment methods derived from the study of phonology. Provides the opportunity to develop and analyze therapy programs for speech sound disorders from a variety of etiologically defined groups. Prerequisites: CSD 240, 310, 334, and 412.

412 Clinical Methods and Supervised Observation (3)
This course provides the student with information about the intervention procedures for individuals with developmental and acquired communication disorders. Areas of emphasis include: service delivery models, learning principles, multicultural issues and the impact on treatment, basic intervention approaches, techniques and material for specific communication disorders, components of the therapeutic process, and counseling persons with communicative disorders. Prerequisites: CSD 220 and either CSD 240, 310, or PSY 43455 (ND).

485 Clinical Practicum in Speech and Language Pathology (1–3)
Provides observational and clinical experience for students interested in speech and language pathology. May be repeated for a maximum of six credit hours. Prerequisite: Junior or Senior standing.

486 Clinical Practicum in Audiology (1–3)
Provides observational and clinical experience for students interested in audiology. The senior comprehensive may be completed in this course. Prerequisite: Junior or Senior standing.
**490 Special Topics (1–3)**

Topics of special interest in communicative disorders not covered in the regular department offerings. May be repeated with different topic.

---

**DEPARTMENT DESCRIPTION**

The mission of the Education Department is to develop reflective practitioners who are passionate, ethical school leaders, well prepared in the scholarship, methodology, and professionalism of teaching to successfully cultivate the diverse gifts of each student.

The Education Department seeks to prepare professional educators who have internalized the values of education and who have the passion and commitment to play a critical role in the development of children and society. Additionally, the department supports and encourages its students to explore leadership positions in education. Education students are expected to demonstrate excellence in scholarship and academic ability.

Graduates of the Education Department at Saint Mary’s College will have the professional knowledge, skills, and dispositions required to meet the needs of students in today’s diverse classrooms. The department is committed to developing beginning teachers who value diversity; are able to work for and support issues of social justice; are active against causes of alienation, poverty, and oppression; and support dignity within the profession and within the larger society.

Graduates will have a broad professional knowledge base that enables them to deliver effective instruction using a wide variety of methodologies in a manner that is student centered and focused on individual needs. Graduates will demonstrate compassion for the students and families they serve. They will conduct their professional practice in an ethical and moral manner. Graduates of the Education Department will be reflective practitioners who are able to analyze and grow from their teaching experiences throughout their professional careers.

**TEACHER PREPARATION**

The undergraduate teacher education program offers an Elementary Education major (grades K–6) and a Secondary Education minor (grades 5–12). The performance-based standards for the initial preparation of teachers are those recommended by the Office of Educator Licensing & Development, Indiana Department of Education.

**ADVANCED WRITING PROFICIENCY**

Elementary Education candidates prepare two submissions to the Advanced Writing Proficiency Portfolio. Additional detailed information on the Advanced Writing Proficiency Portfolio is found in the AWP Guidelines available to students on Blackboard.
SENIOR COMPREHENSIVE
All candidates complete student teaching and the Education Portfolio at the Proficient level.

ACCREDITATION
All teacher education programs are approved by the Indiana Department of Education Office of Educator Licensing and Development and the National Council for Accreditation of Teacher Education (NCATE). For more information, see www.ncate.org.

NOTE: Specific course requirements for all license areas are in a period of transition because of changes in licensure being implemented by the Indiana Department of Education. Contact the Education Department for current updates.

PROGRAMS IN EDUCATION

Bachelor of Arts, Major in Elementary Education, K–6 —ELED (65 hours)
All of the following:
- EDUC 201 Foundations for Teaching in a Multicultural Society field 3 hours
- EDUC 213 American Mosaic: Integrative Approaches to the Arts in Elementary/Middle School 2 hours
- EDUC 215 Teaching Wellness in Elementary/Middle School 3 hours
- EDUC 220 Applied Media and Instructional Technology 3 hours
- EDUC 230 Educational Psychology: Foundations of Special Education in Elementary/Middle School field 3 hours
- EDUC 240 General/Special Education Partnerships in Elementary/Middle School 3 hours
- EDUC 301 Teaching Language Arts in Elementary/Middle School field 3 hours
- EDUC 302 Teaching Social Studies in Elementary/Middle School field 3 hours
- EDUC 303 Teaching Science in Elementary/Middle School field 3 hours
- EDUC 304 Teaching Reading in Elementary/Middle School field 3 hours
- EDUC 305 Teaching Mathematics in Elementary/Middle School field 3 hours
- EDUC 308 Children’s Literature in Elementary/Middle School field 3 hours
- EDUC 352 Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student field 3 hours
- EDUC 406 Reading Assessment and Intervention in Elementary/Middle School field 3 hours
- EDUC 472 Student Teaching in Elementary School 12 hours

Additional required courses
- HIST 103 World Civilization I 3 hours
- or HIST 104 World Civilization II 3 hours
- HIST 201 U. S. History to 1865 3 hours
- MATH 118 Patterns in Math for Elementary Teachers 3 hours
- MATH 302 Math for Elementary Teachers 3 hours

Major in Elementary Education with Mild Intervention Licensure, K–6 —ELMI (77 hours)
In addition to the ELED requirements, all of the following are required:
- EDUC 362 Positive Behavioral Support 3 hours
- EDUC 365 Assessment Strategies for Exceptional Learners field 3 hours
- EDUC 368 Intervention Strategies in Reading and Other Content Areas field 3 hours
- EDUC 434 Collaboration and Consultation in Special Education field 3 hours
- EDUC 471 Student Teaching in the Elementary / Special Education Classroom (replaces EDUC 472) 12 hours

Major in Elementary Education with minor in Reading, P–12 —ELER (77 Hours)
Leads to licensure in Reading.
- EDUC 306 Multicultural Approaches to the Teaching of Reading 3 hours
- EDUC 404 Content Area Literacy Instruction 3 hours
- EDUC 481 Seminar in Reading 3 hours
- EDUC 486 Practicum in Reading field 3 hours

Minor in Early Childhood Education—ECED (15 hours)
This is a College minor, not a licensure program.
All of the following:
- EDUC 201 Foundations for Teaching in a Multicultural Society field 3 hours
- EDUC 310 Introduction to Early Childhood Education 3 hours
- EDUC 311 Curriculum and Assessment in Early Childhood Education 3 hours
- EDUC 480 Seminar in Early Childhood Education 3 hours
- EDUC 485 Practicum in Early Childhood Education field 3 hours

Minor in English as a Second Language and/or Bilingual/Bicultural Education, P–12 —ENLB (15 hours)
Leads to licensure in English as a Second Language.
All of the following:
- EDUC 201 Foundations for Teaching in a Multicultural Society field 3 hours
- EDUC 430 Foundations of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE) field 3 hours
- EDUC 432 Methods and Materials of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE) field 3 hours
- ENLT 304 History of the English Language 3 hours

One of the following:
- ANTH 141 Culture and Society 3 hours
- ANTH 253 Survey I: Culture and Language 3 hours
- COMM 350 Intercultural Communication 3 hours
- ICS 201 Introduction to Intercultural Studies 3 hours

Minor in Secondary Education, 5–12 —EDUC (33 hours)
SECONDARY EDUCATION: LIST OF APPROVED MAJORS
Students planning to complete the Secondary Education minor must complete a major in one of the following content disciplines approved for Saint Mary’s College: English; modern languages (French, Spanish); mathematics; science (science majors must complete licensing requirements in one of the following areas: chemistry, life science); history (history majors must complete additional course work in political science and one of the following: sociology, psychology, economics); political science (political science majors must complete additional course work in history and one of the following: sociology, psychology, economics).

All of the following:
- EDUC 201 Foundations for Teaching in a Multicultural Society field 3 hours
- EDUC 220 Applied Media and Instructional Technology 3 hours
- EDUC 345 Curriculum and Assessment in Middle/High School 3 hours
- EDUC 346 Literacy Strategies and Classroom Management in Middle/High School field 3 hours
- EDUC 350 Educational Psychology: Human Growth and Development of the Middle/High School Student field 3 hours
- EDUC 356 Educational Psychology: Educating Exceptional Learners in Middle/High School field 3 hours
**Music Education**

Students planning to complete the Music Education licensure program must complete the Bachelor of Music degree with a major in Music Education in addition to the requirements below.

**Students must complete all the courses in the appropriate grade level.**

**Grades K–6 (26 hours)**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>Educational Psychology: Foundations of Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 230</td>
<td>General/Special Education Partnerships in Elementary/Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 240</td>
<td>Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 352</td>
<td>Educational Psychology: Educating Exceptional Learners in Middle/High School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 472</td>
<td>Student Teaching in Elementary School</td>
<td>12</td>
</tr>
<tr>
<td>MUS 351</td>
<td>Elementary Music Methods</td>
<td>2</td>
</tr>
</tbody>
</table>

**Grades 5–12 (29 hours)**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>Educational Psychology: Foundations of Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 345</td>
<td>Curriculum and Assessment in Middle/High School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 346</td>
<td>Literacy Strategies and Classroom Management in Middle/High School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 350</td>
<td>Educational Psychology: Human Growth and Development of the Middle/High School Student</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 356</td>
<td>Educational Psychology: Educating Exceptional Learners in Middle/High School</td>
<td>3</td>
</tr>
<tr>
<td>MUS 453</td>
<td>Secondary Music Methods</td>
<td>2</td>
</tr>
</tbody>
</table>

**ONE of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 451</td>
<td>Elementary Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 453</td>
<td>Secondary Music Methods</td>
<td>2</td>
</tr>
</tbody>
</table>

**Visual Arts Education (P-12)**

Students planning to complete the Visual Arts Education licensure program must complete a major in Art in addition to the requirements below.

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 230</td>
<td>Educational Psychology: Foundations of Special Education in Elementary/Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 356</td>
<td>Educational Psychology: Educating Exceptional Learners in Middle/High School</td>
<td>3</td>
</tr>
</tbody>
</table>

**POLICIES FOR THE ELEMENTARY EDUCATION MAJOR AND SECONDARY EDUCATION MINOR**

It is the student’s responsibility to be aware of and meet the specific requirements and deadlines for the B.A. in Elementary Education or minor in Secondary Education. Students majoring in Elementary Education must also complete an additional licensure area or college minor. (Contact the Education Department for specific information.)

**STEP I—General Education and Introduction to the Profession**

Students must complete STEP I (Standards-Based Teacher Education Program) to be admitted to the Education Department.

- Achieve a cumulative 2.5 grade point average
- Earn the Saint Mary’s College Writing Proficiency
- Complete EDUC 201 Foundations for Teaching in a Multicultural Society with a grade of C+ or above
- Complete the EDUC 201 field experience with a satisfactory evaluation
- Demonstrate basic skills competency (Contact the Education Department for specific information)
- Submit an application to the department
- Submit acceptable dispositions evaluations
STEP II—Professional Studies and Content Preparation

Students must be admitted to the Education Department prior to beginning courses in STEP II.

- Must have a cumulative 2.5 GPA
- Complete all Education courses with a grade of C or above
- Complete and submit the application for student teaching
- Complete all required field experiences at a satisfactory level (minimum 5 hours per week)
- Earn the Advanced Writing proficiency
- Complete requirements for the Education Portfolio at the Proficient level
- Complete all required field experiences at a satisfactory level (fall-field/spring-student teaching)
- Earn the Certificate of Proficiency in CPR-Heimlich-Maneuver-AED from approved Indiana providers.
- Complete the Education Portfolio at the Proficient level

STEP III—Integrated Studies

- Maintain a cumulative 2.5 grade point average
- Complete all Education courses with a grade of C or above
- Complete the year-long internship at a satisfactory level
- Complete Education courses with a grade of C or above
- Maintain a cumulative 2.5 GPA

LICENSE TO TEACH IN INDIANA

Completion of Education courses does not guarantee a license to teach in Indiana. To obtain a license to teach in Indiana, the student:

- Must have a cumulative 2.5 grade point average
- Must have completed an additional licensure area or college minor in addition to the Elementary Education major or the Secondary Education minor in addition to a college major approved for Saint Mary's College
- Must obtain valid CPR-Heimlich-Maneuver-AED from approved Indiana providers. (www.doe.in.gov/student-services/licensing/cpr-heimlich-manuver-aed-certification)
- Must obtain valid certificate verifying Evidence-based Child Suicide Prevention.
- Must pass state-approved licensing assessments (Contact the Education Department for specific information.)
- Must submit application for Indiana licensure.

LICENSE TO TEACH OUTSIDE INDIANA

Students who seek licensure in a state other than Indiana must assume responsibility to meet specific requirements for licensing in that state. Although Interstate Agreement Contracts exist between the state of Indiana and other states, some of these states have additional requirements. Students should consult the state's Department of Education, Teacher Licensure Office for specific requirements.

EDUCATION COURSES (EDUC)

100 Strategies for Academic Success (2)
This course is designed to provide comprehensive college level study skills that apply to academic and career success. Strategies and techniques are presented and integrated with the exploration of motivation and goal setting.

Note: EDUC 201 is a prerequisite for all Education courses.

201 Foundations for Teaching in a Multicultural Society (3)
This course is an introduction to teaching and learning in the educational system of the United States of America today. The essential background roles of history, governance, financing, philosophy, and law are set in a multicultural framework that considers the thematic question: What does it mean to be a teacher in a multicultural society? The thematic question is applied to the content topics of (1) culture, pluralism, and equality; (2) class; (3) ethnicity; (4) race; (5) gender; (6) exceptionality; (7) religion; (8) language, and (9) age. Explication of standards for teaching, outcomes-based performance assessment, and documentation of the scholarship of teaching are included. Thirty (30) hours of field experience are required.

213 American Mosaic: Integrative Approaches to the Arts in Elementary/Middle School (2)
Teacher candidates of Elementary and Middle School will develop knowledge, understanding, and the ability to use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary and middle school students. An exploration of culturally bound and created arts in the United States will be examined for their application and implementation into four content disciplines in the elementary and middle school curriculum. An emphasis will be placed on integrative and inclusive approaches to teaching and learning the arts. Prerequisite: EDUC 240 or with permission.

215 Teaching Wellness in Elementary/Middle School (3)

This course challenges teacher candidates to develop knowledge, understanding, and the ability to foster the comprehensive nature of students’ physical, mental, and social well-being to create opportunities for student development and the practice of skills that contribute to good health. Instructional strategies and skills will focus on health science and physical activity as central elements to foster healthy lifestyles and enhanced quality of life for elementary and middle school students. Emphasis will be placed on instructional activities that promote the development of healthy children. Prerequisite: EDUC 240 or with permission.

220 Applied Media and Instructional Technology (3)

Educational technology can enrich and enhance instructional experiences for both the teacher and student. This class combines theoretical, technical, and experiential components into a single pragmatic approach using technology in the classroom. The National Educational Technology Standards for Teachers (NETS*T:2007) will be used: (1) Facilitate and inspire student learning and creativity, (2) Design and develop digital-age learning experiences and assessments, (3) Model digital-age work and learning, (4) Promote and model digital-age citizenship and responsibility, and (5) Engage in professional growth and leadership.

NOTE: Courses that require a semester-long field experience (5 hours per week) are identified with *Field Experience. Transportation is required.

230 Educational Psychology: Foundations of Special Education in Elementary/Middle School (3)

This course is designed to introduce the historical, philosophical, and legal aspects of providing instruction for exceptional learners in the elementary and middle school. Diagnosis and assessment of exceptionality and the etiology of differences in learning are included. The rights and responsibilities of parents, students, educators, and other professionals will be studied. *Field experience.

240 General/Special Education Partnerships in Elementary/Middle School (3)

The focus of this course will be on various approaches to general education and special education programming in the elementary and middle school, including full inclusion, consultation, and
cross-categorical models. Particular emphasis will be placed upon the inclusive model and its implications for parents, students, teachers, and other professionals. Common elements of effective teaching such as lesson planning, questioning, and models of teaching as they apply to both general and special education populations will be explored.

301 Teaching Language Arts in Elementary/Middle School (3)
This course is designed to develop knowledge and understanding of teaching, learning, and assessment of all areas of literacy including reading, writing, speaking, listening, and thinking. Evidence-based best practices are examined through course readings and experiences. Further insights are gained as learning experiences are planned and implemented in the field classroom. *Field experience.

302 Teaching Social Studies in Elementary/Middle School (3)
This course is designed to develop knowledge, understanding, and the ability to use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)—to promote students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. *Field experience.

303 Teaching Science in Elementary/Middle School (3)
This course is designed for teacher candidates to develop their knowledge and understanding of the major concepts of physical, life, and earth and space science and to apply this knowledge in teaching at appropriate grade levels. Emphasis is directed at utilizing research-backed science teaching strategies to improving understanding of science concepts in elementary and middle school grades. Opportunities are provided to develop instructional materials, practice writing and teaching science lessons and/or units, apply appropriate technologies, and connect science concepts and processes to other areas of the elementary/middle school curriculum. *Field experience.

304 Teaching Reading in Elementary/Middle School (3)
This course is designed to provide a broad understanding of the foundations of reading development, instruction, and assessment grounded in scientifically based reading research. Knowledge, skills, and teaching strategies essential in implementing a balanced reading program and creating a literacy-rich classroom environment that supports the literacy development of all students are addressed. *Field experience.

305 Teaching Mathematics in Elementary/Middle School (3)
This course is designed to develop knowledge, understanding, and the ability to use major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data. Emphasis is directed at improving understanding of mathematical concepts in elementary and middle school grades while utilizing effective teaching strategies. Opportunity to develop materials, practice writing and teaching mathematics lessons and/or units, and apply mathematics-related technology for the classroom. Development of a personal philosophy of mathematics instruction, awareness of current issues and trends in mathematics and applications of mathematics in the world. *Field experience.

306 Multicultural Approaches to Teaching of Reading (3)
This course has been designed to assist the teacher in communication with children whose language and cultural backgrounds differ from the majority culture. The course offers practice in adjustment of teaching practices to accommodate differences in cultural values, in selection of teaching materials and techniques most appropriate for reading instruction, and in the development of positive and strong self-concepts in children. A variety of cultures are studied, including African-American, Native American, Asian American, and Hispanic-American groups.

308 Children’s Literature in Elementary/Middle School (3)
This course focuses on various genres of children’s literature appropriate for integration in the elementary and middle school curriculum. Practical applications and experiences for extending literature will be provided. *Field experience.

310 Introduction to Early Childhood Education (3)
The theoretical and practical aspects of the development of young children, focusing on different learning theories and the needs of children from birth through age eight. The important educational roles and challenges of a professional educator and significant historical roots and current practices of different early childhood education programs will be studied in order to gain the knowledge, skills, and insights necessary to confidently and appropriately attain the goal of being a leader in educating young children, parents, and families.

311 Curriculum and Assessment in Early Childhood Education (3)
A study of the curriculum and instructional materials for young children from three through age eight. Special focus is given to planning developmentally appropriate curriculum and practice in which child-centered and integrated curriculum are used to support children’s meaningful learning in socio-moral, cognitive, representational, and physical development.

325 Clinical Field Study (0)
This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

335 Clinical Field Study (0)
This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

345 Curriculum and Assessment in Middle/High School (3)
This course provides teacher candidates the opportunity to further define their role as teachers of adolescents in the middle and high school classroom. Through designing curriculum focused on big ideas that span time and culture, engaging, rigorous units will be constructed. Students will learn and use traditional, as well as authentic and performance-based assessment, as a way to teach diverse student populations. *Field experience.

346 Literacy Strategies and Classroom Management in Middle/High School (3)
Building on the knowledge and skills gained in EDUC 345, teacher candidates will learn how to address literacy issues, as well as how to tier and differentiate instruction in a well-managed middle/high school classroom. *Field experience.

350 Educational Psychology: Human Growth and Development of the Middle/High School Student (3)
This course will focus on the special issues facing middle and secondary school students. Motivation, classroom management techniques and test design are included within the framework of three approaches to adolescent psychology: behaviorism, cognitivism, and humanism. Discussion of several leading theories of moral development, cultural differences, and multicultural concepts will be covered. *Field experience.

352 Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student (3)
The primary purpose of this course is to examine the application of psychological theory to the teaching/learning process. Teacher candidates will study typical physical, social, emotional, and cognitive characteristics, various developmental stage theories, types of motivation, learning theories, teaching methodologies and classroom management strategies that have developed from them, and methods of measurement and evaluation. *Field experience.

356 Educational Psychology: Educating Exceptional Learners in Middle/High School (3)
The focus of this course is on instructional strategies that meet the learning needs of the middle and high school student with disabilities. Special education legislation, programming, and the role of the general education teacher in providing interventions will be emphasized. The use of assessment information in order to provide appropriate services is a topic of discussion. *Field experience.

362 Positive Behavioral Support (3)
This course focuses on teaching and managing the learning environment for students with mild disabilities. Legal regulations regarding the implementation of functional behavioral assessment will be
365 Assessment Strategies/Exceptional Learners (3)
This course focuses on the referral and placement process for students with mild disabilities. Multiple forms of assessment and the mild disability teacher's role in administration will be examined. Emphasis will be placed on the selection, use and interpretation of various instruments, and use of assessment information in the identification and placement of students with mild disabilities. Exploration of the assessment process in relation to Individualized Educational Plans will be a specific focus. *Field experience. Prerequisites: EDUC 230, 240

368 Intervention Strategies in Reading and Other Content Areas (3)
Emphasis in this course is placed on teaching strategies that are shown to be successful with students who need mild curricular and instructional interventions. Multisensory Structured Language Education aligned with elements of scientifically based reading research will be a focus. Interventions in other content areas will be addressed with a highlight on evidence-based approaches. *Field Experience.

372 Education in Great Britain and Ireland (2-3)
This course focuses on the study of education in Great Britain and Ireland with appropriate discussions and lectures. Visits will be made to schools and teaching centers in Ireland, Scotland, and England. Conducted as a special summer offering only.

390 Special Topics (1-3)
An experimental, student or faculty initiated course on a topic not covered in detail in the regular curriculum. May be repeated.

404 Content Area Literacy Instruction (3)
The course focuses on evidence-based best practices related to content area literacy. Teacher candidates will develop a thorough understanding of the comprehension and analysis of informational and persuasive texts. Integration of reading and writing, critical reading, assessment, related literature, intervention and extension strategies, and ongoing progress monitoring will be emphasized.

406 Reading Assessment and Intervention in Elementary/Middle School (3)
This course is designed to enable teacher candidates to identify pupils who have difficulty reading regular class material and to prescribe an appropriate course of action for the remediation of the pupils' skills. Emphasis will be placed on the reading process and teaching methodologies, causes of reading difficulties, utilization of diagnostic materials and remedial techniques for all children. Spring semester only. *Field experience.

408 Theory & Practice of Multicultural Service Learning Pedagogy (2-3)
In this course teacher candidates will consider how issues of culture, race, class, and gender play themselves out in today's classrooms. They will reflect on how these factors affect teaching and learning while using service-learning pedagogy to address them. They will probe their personal culture in order to better understand the culture of others. They will explore how multicultural service learning can bridge the gap between cultures. Those taking the course for 3 credit hours will design and implement a service learning project.

425 Clinical Field Study (0)
This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

430 Foundations of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE) (3)
The course introduces the historical and cultural contexts of ESL/BBE, theories of second language acquisition (SLA), and resulting models of SLA, ESL, and BBE, with particular attention to current models, such as Dual Language Instruction. Students will examine successful ESL/BBE program elements. The teacher candidate must complete a pedagogical Standard American English (SAE) grammar component and an SAE phonology component at satisfactory levels. Analysis and evaluation of language samples of an ESL or a BBE student are also required. Fall semester only. *Field experience. Pre or Corequisites: ENLT 304, and one of the following: COMM 350, ICS 201, ANTH 141, or ANTH 253.

432 Methods and Materials of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE) (3)
In this course, teacher candidates learn about and practice effective methods of instructional delivery for ESL/BBE students. They analyze commercially prepared materials and engage in materials design, and teaching with those materials. They explore assessment issues in the ESL/BBE context. They find out various ways to enhance communication with ESL and BBE parents and communities. *Field experience. Spring semester only. Pre or Corequisite EDUC 430

434 Collaboration and Consultation in Special Education (3)
This course focuses on communication and collaborative partnerships that will contribute to success for the exceptional child across the full spectrum of services available for mild intervention. Emphasis is placed on the teacher's interaction with parents, other professionals, and agencies in the community. The components of effective team meetings for the purposes of assessment, evaluation, and programing will be explored. *Field experience. Prerequisites: EDUC 230, 240

443 Teaching Social Studies in Middle/High School (3)
This course provides an orientation to teaching techniques, learning strategies, and curriculum development for secondary social studies. Emphasis is placed on the subject matter content areas of social studies. Peer teaching, planning, and field work experiences offer the student occasions to create and facilitate learning opportunities; select, integrate, and adapt curriculum; analyze and evaluate primary and secondary resources from print and non-print media; and develop and practice teaching skills in his or her specific content area(s). Fall semester only. *Field experience. Prerequisite: EDUC 345.

445 Teaching Modern Languages in Middle/High School (3)
The course focuses on the methodology of content-based language instruction. It provides background in second language acquisition research, elaborates upon the concept of content-based second language instruction and presents methods and activities designed to develop language skills within a content-based instruction paradigm. Fall semester only. *Field experience. Prerequisite: EDUC 345. (Also listed as MODL 445.)

447 Teaching English in Middle/High School (3)
This course provides teacher candidates the opportunity to specifically apply their content knowledge in English to adolescents in the middle school and/or high school classroom. Through immersion in the design of curriculum units, instructional strategies, including reading, and traditional, as well as alternative and authentic assessments, they will learn to create effective learning experiences for diverse student populations. Fall semester only. *Field experience. Prerequisite: EDUC 345.

449 Teaching Science in Middle/High School (3)
The purpose of this course is to develop the necessary skills and techniques to become effective secondary science teachers. Teacher candidates will acquire a variety of: (1) foundational skills and concepts related to technology; (2) instructional strategies to adapt and plan instruction to meet student needs; (3) laboratory and field-based learning activities; (4) classroom management techniques to establish and maintain an environment conducive to learning science; and (5) techniques for assessing student outcomes. Fall semester only. *Field experience. Prerequisite: EDUC 345.

451 Teaching Mathematics in Middle/High School (3)
This course is designed to discuss current developments in contemporary mathematics, identify and apply principles of learning mathematical concepts and use a variety of methods in teaching mathematics at the secondary level. Teacher candidates will (1) plan instruction for a variety of ability levels; (2) plan a mathematics program for a multicultural setting; (3) locate and use a variety of materials for secondary mathematics; (4) write, teach, and evaluate mathematical concepts; (5) discuss a variety of alternative assessment methods and (6) participate in professional organizations. The course follows guidelines for the preparation of teaching of mathematics set forth by NCTM and MAA. Fall semester only. *Field experience. Prerequisite: EDUC 345.

471 Student Teaching in Elementary/Special Education Classroom (12)
472 Student Teaching in Elementary School (12)
474 Student Teaching in Middle School/High School (12)
475 Student Teaching in High School (12)

476 Student Teaching in Elementary, Middle and High School (12)

Student teaching is a semester-long experience under the supervision of qualified cooperating teachers and a college supervisor. The experience includes observation, participation, full time teaching, and conferences. Student teachers will follow the calendar of the host school. The Education Portfolio is required. Submission of application for instructional license in the state of Indiana is recommended. Student teaching fee: $120. Graded S/U.

480 Seminar in Early Childhood Education (3)

Students will investigate current research and practical issues in the field of early childhood education. Synthesizing experiences and implementing the information from investigations will be the focus of the teacher candidates' learning. Course structure allows for maximum individualization of learning, permitting them to pursue areas of interest within the field of study.

481 Seminar in Reading (3)

This course engages teacher candidates in investigations of recent research in the field of reading as well as policies and legislation that affect reading programs. Professional learning and leadership in reading will be a focus as candidates develop leadership skills that will enable them to collaborate effectively with others in promoting equity in access to literacy and in advocating for groups and individuals in the area of literacy. Course structure will allow for individualization of learning permitting students to pursue areas of interest within the field of study.

485 Practicum in Early Childhood Education (3)

Teacher candidates will have the opportunity to assess young children's academic readiness, abilities, and needs in order to plan, implement, and evaluate developmentally appropriate curriculum and instructional strategies in early childhood settings. Practicum settings provide candidates with opportunities to work with early childhood professionals, parents and various community resources to learn to teach the young children of our developmentally and culturally varied environment. *Field experience.

486 Practicum in Reading (3)

Teacher candidates will participate in planning and adapting instructional strategies and learning experiences to challenge and meet the diverse needs of all students. The use of assessment to inform differentiated instruction will be a focus. Scientifically based reading research including the role of phonemic awareness, phonics, vocabulary, fluency, and comprehension in reading development will be considered as well as evidence-based instructional practices that integrate literacy skills with content areas. *Field experience.

488 Practicum in Intercultural Education (1–6)

This practicum experience will offer teacher candidates the opportunity to integrate knowledge gained from course work and field experiences as they work with professionals in a practicum setting. Prerequisite: Admission to the Education Department, application, or permission of instructor.

497 Independent Study (1–3)

Students may carry independent study with an approved instructor. Content is dependent on student need and interest. Prerequisite: Approval of department chair.
IDEA TIVE
.

Chris Cobb, Department Chair
221 Spes Unica Hall
574-284-4483

FACULTY
T. Billy, T. Bonnell, D. Bremyer, J. Cardinale, R. Clark,
C. Cobb, L. Haigwood, Sr. E.M. Hooker, F. Hwang,
J. Juszkiewicz, M. Westler

DEPARTMENT DESCRIPTION
Literature celebrates the diversity of the human imagination and the expressive resources of language. It delves into the most fundamental human concerns: the relationship between individuals and their communities, the complexities of moral choice, the climates of the heart and soul. By encouraging critical inquiry and a clear, effective writing style, the study of literature helps foster independent thought and broadens imaginative capacities. The English Department offers three degree programs: English Literature, English Writing, and a Double Major in English Literature and Writing. In addition, two minor programs are offered in English Literature and English Writing.

TEACHING PREPARATION
The English Department in conjunction with the Education Department offers courses leading to state licensing for English.

ADVANCED WRITING PROFICIENCY
Advanced Writing Proficiency in the major is demonstrated by a portfolio review.

SENIOR COMPREHENSIVE
English Literature (ENLT): Successful completion of ENLT 495, Senior Literature Seminar, satisfies the Senior Comprehensive requirement.

English Writing (ENWR) and the double major (ENLW): Successful completion of ENWR 495, Senior Writing Project, satisfies the Senior Comprehensive requirement.
**PROGRAM IN ENGLISH**

**Bachelor of Arts, Major in English Literature—ENLT (27 hours)**

**All of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENLT 413</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>or ENLT 414</td>
<td>Shakespeare and the Power of Art</td>
<td>3</td>
</tr>
<tr>
<td>or ENLT 415</td>
<td>Shakespeare and the World</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 495</td>
<td>Senior Literature Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following or any course designated to fulfill Pre-1700 British literature:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENLT 378</td>
<td>Medieval Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 379</td>
<td>16th/17th-Century British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 411</td>
<td>Chaucer</td>
<td>3</td>
</tr>
</tbody>
</table>

**Two of the following or any course designated to fulfill 18th/19th Century British literature:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENLT 380</td>
<td>The 18th Century British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 381</td>
<td>Romantic Movement</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 382</td>
<td>Victorian Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following or any course designated to fulfill 20th/21st Century literature:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENLT 377</td>
<td>American Literature 1945 to Present</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 383</td>
<td>20th Century British Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following or any course designated to fulfill American literature:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENLT 375</td>
<td>American Literature to 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 376</td>
<td>American Literature 1865 to 1945</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 377</td>
<td>American Literature 1945 to Present</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following or any course designated to fulfill Literature of Diversity:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENLT 370</td>
<td>Studies in American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 374</td>
<td>Studies in World Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following:** (203 may be counted only once toward the major):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENLT 203</td>
<td>Studies in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 204</td>
<td>Literature of Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 205</td>
<td>Contemporary Women's Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 210</td>
<td>Shakespeare: Page, Stage and Screen</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 221</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 243</td>
<td>Greek Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 266</td>
<td>Film Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 268</td>
<td>From Fiction to Film</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 275</td>
<td>Women and Success</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 281</td>
<td>British Literature: Beowulf to 1800</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 282</td>
<td>British Literature: 1800 to Present</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 283</td>
<td>Irish Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 293</td>
<td>Chicana Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 304</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 305</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 308</td>
<td>Arthurian Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 331</td>
<td>Feminist Memoirs</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 341</td>
<td>Development of the English Novel I</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 342</td>
<td>Development of the English Novel II</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 343</td>
<td>Development of the English Novel III</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 345</td>
<td>Development of the American Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 357</td>
<td>Modern Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 359</td>
<td>American Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 361RM</td>
<td>Mythology</td>
<td>3</td>
</tr>
</tbody>
</table>

**ENLT 364**  | African Diaspora                                   | 3     |
**ENLT 365**  | African-American Literature                        | 3     |
**ENLT 366**  | Critical Whiteness                                 | 3     |
**ENLT 367**  | Women in Film                                      | 3     |
**ENLT 369**  | Literary Theory and Criticism                      | 3     |
**ENLT 370**  | Studies in American Literature                     | 3     |
**ENLT 371**  | Studies in European Literature                     | 3     |
**ENLT 372**  | Studies in English Literature                      | 3     |
**ENLT 373**  | Studies in Comparative Literature                  | 3     |
**ENLT 374**  | Studies in World Literature                        | 3     |
**ENLT 375**  | American Literature to 1865                        | 3     |
**ENLT 376**  | American Literature 1865 to 1945                   | 3     |
**ENLT 377**  | American Literature 1945 to Present                | 3     |
**ENLT 378**  | Medieval Literature                                | 3     |
**ENLT 379**  | 16th/17th-Century British Literature               | 3     |
**ENLT 380**  | 18th-Century British Literature                    | 3     |
**ENLT 381**  | Romantic Movement                                  | 3     |
**ENLT 382**  | Victorian Literature                              | 3     |
**ENLT 383**  | 20th Century British Literature                    | 3     |
**ENLT 411**  | Chaucer                                           | 3     |
**ENLT 413**  | Shakespeare                                        | 3     |
**ENLT 414**  | Shakespeare and the Power of Art                   | 3     |
**ENLT 415**  | Shakespeare and the World                          | 3     |
**ENLT 417**  | Major Literary Figures (British)                   | 3     |
**ENLT 419**  | Major Literary Figures (American and Other)        | 3     |
**ENWR 310**  | Introduction to Non-Fiction Writing                | 3     |
**ENWR 311**  | Creative Writing                                   | 3     |
**ENWR 317**  | Expository Writing                                 | 3     |
**ENWR 319**  | Classical Rhetoric                                 | 3     |
**ENWR 313**  | Journalism (cross listed with COMM 313)            | 3     |
**ENWR 315**  | Literary Nonfiction                                | 3     |
**ENWR 321**  | Fiction Writing                                    | 3     |
**ENWR 323**  | Poetry Writing                                     | 3     |
**ENWR 325**  | Playwriting (cross listed with THTR 377)           | 3     |
**ENWR 333**  | Magazine Writing (cross listed with COMM 333)      | 3     |
**ENWR 390**  | Special Topics in Advanced Writing                 | 3     |
**ENWR 397/497** | Independent Study                                 | 1-3   |

**Bachelor of Arts, Major in English Writing—ENWR (27 hours)**

**All of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENWR 310</td>
<td>Introduction to Non-Fiction Writing</td>
<td>3</td>
</tr>
<tr>
<td>or ENWR 311</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENWR 317</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>or ENWR 319</td>
<td>Classical Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 413</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>or ENLT 414</td>
<td>Shakespeare and the Power of Art</td>
<td>3</td>
</tr>
<tr>
<td>or ENLT 415</td>
<td>Shakespeare and His World</td>
<td>3</td>
</tr>
<tr>
<td>ENWR 495</td>
<td>Senior Writing Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Two of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENWR 313</td>
<td>Journalism (cross listed with COMM 313)</td>
<td>3</td>
</tr>
<tr>
<td>ENWR 315</td>
<td>Literary Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>ENWR 321</td>
<td>Fiction Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENWR 323</td>
<td>Poetry Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENWR 325</td>
<td>Playwriting (cross listed with THTR 377)</td>
<td>3</td>
</tr>
</tbody>
</table>
ENWR 333 Magazine Writing (cross listed with COMM 333)  3 hours
ENWR 390 Special Topics in Advanced Writing  3 hours
ENWR 397/497 Independent Study  3 hours

One of the following or any other course designated to fulfill pre-1700 literature:
- ENLT 378 Medieval Literature  3 hours
- ENLT 379 16th/17th-Century British Literature  3 hours
- ENLT 411 Chaucer  3 hours

One of the following or any other course designated to fulfill 18th/19th Century Literature:
- ENLT 380 18th-Century British Literature  3 hours
- ENLT 381 Romantic Movement  3 hours
- ENLT 382 Victorians Literature  3 hours

Bachelor of Arts, Double Major in English Literature and English Writing—ENLW (48 hours)
All of the following:
- ENLT 413 Shakespeare  3 hours
  or ENLT 414 Shakespeare and the Power of Art  3 hours
  or ENLT 415 Shakespeare and the World  3 hours
- ENWR 310 Introduction to Non-Fiction Writing  3 hours
  or ENWR 311 Creative Writing  3 hours
- ENWR 317 Expository Writing  3 hours
  or ENWR 319 Classical Rhetoric  3 hours
- ENWR 323 Poetry Writing  3 hours
- ENWR 333 Magazine Writing (cross listed with COMM 333)  3 hours
- ENWR 390 Special Topics in Advanced Writing  3 hours
- ENWR 397/497 Independent Study  1-3 hours

Minor in English Literature—ENLT (15 hours)
One of the following:
- ENLT 210 Shakespeare: Page, Stage and Screen  3 hours
- ENLT 213 Shakespeare  3 hours
- ENLT 214 Shakespeare and the Power of Art  3 hours
- ENLT 215 Shakespeare and the World  3 hours

One of the following or any course designated to fulfill pre-1700 British Literature:
- ENLT 378 Medieval Literature  3 hours
- ENLT 379 16th/17th Century British Literature  3 hours
- ENLT 411 Chaucer  3 hours

One of the following or any course designated to fulfill 18th/19th Century British Literature:
- ENLT 380 18th-Century British Literature  3 hours
- ENLT 381 Romantics  3 hours
- ENLT 382 Victorians  3 hours

One of the following or any course designated to fulfill 20th/21st Century Literature:
- ENLT 377 American Literature 1945 to Present  3 hours
- ENLT 383 20th Century British Literature  3 hours

Three of the following or any course designated to fulfill 18th/19th Century British Literature:
- ENLT 380 18th-Century British Literature  3 hours
- ENLT 381 Romantics  3 hours
- ENLT 382 Victorians  3 hours

Two of the following or any course designated to fulfill 20th/21st Century Literature:
- ENLT 377 American Literature 1945 to Present  3 hours
- ENLT 383 20th Century British Literature  3 hours

One of the following or any course designated to fulfill American Literature:
- ENLT 375 American Literature to 1865  3 hours
- ENLT 376 American Literature 1865 to 1945  3 hours
- ENLT 377 American Literature 1865 to Present  3 hours

One of the following or any course designated to fulfill Literature of Diversity:
- ENLT 370 Studies in American Literature  3 hours
- ENLT 374 Studies in World Literature  3 hours

Four of the following: (12 hours)
- ENWR 313 Journalism (cross listed with COMM 313)  3 hours
- ENWR 315 Literary Nonfiction  3 hours
- ENWR 321 Fiction Writing  3 hours
- ENWR 323 Poetry Writing (cross listed with COMM 333)  3 hours
- ENWR 333 Magazine Writing (cross listed with COMM 333)  3 hours
- ENWR 390 Special Topics in Advanced Writing  3 hours
- ENWR 397/497 Independent Study  1-3 hours
ENLT 370 Studies in American Literature 3 hours
ENLT 371 Studies in European Literature 3 hours
ENLT 372 Studies in English Literature 3 hours
ENLT 373 Studies in Comparative Literature 3 hours
ENLT 374 Studies in World Literature 3 hours
ENLT 375 American Literature to 1865 3 hours
ENLT 376 American Literature 1865 to 1945 3 hours
ENLT 377 American Literature 1945 to Present 3 hours
ENLT 378 Medieval Literature 3 hours
ENLT 379 16th/17th-Century British Literature 3 hours
ENLT 380 18th-Century British Literature 3 hours
ENLT 381 Romantic Movement 3 hours
ENLT 382 Victorian Literature 3 hours
ENLT 383 20th Century British Literature 3 hours
ENLT 411 Chaucer 3 hours
ENLT 413 Shakespeare 3 hours
or ENLT 414 Shakespeare and the Power of Art 3 hours
or ENLT 415 Shakespeare and the World 3 hours
ENLT 417 Major Literary Figures (British) 3 hours
ENLT 419 Major Literary Figures (American and Other) 3 hours

Minor in English Writing—ENWR (15 hours)
One of the following:
ENWR 310 Introduction to Nonfiction Writing 3 hours
ENWR 311 Creative Writing 3 hours
One of the following:
ENWR 317 Expository Writing 3 hours
ENWR 319 Classical Rhetoric 3 hours
Three of the following:
ENWR 313 Journalism (cross listed with COMM 313) 3 hours
ENWR 315 Literary Nonfiction 3 hours
ENWR 321 Fiction Writing 3 hours
ENWR 323 Poetry Writing 3 hours
ENWR 325 Playwriting (cross listed with THTR 377) 3 hours

ENGLISH (Literature) COURSES (ENLT)

103--104W Introduction to Language and Literature (3, 3)
Designed to develop skills in reading, thinking and writing. Students may earn three literature hours and fulfill the writing proficiency requirement in this two-semester sequence.

106W Language and Literature (3.5)
A range of courses taught in tandem with “W” courses in other disciplines. Students may earn three literature hours and fulfill the writing proficiency requirement. May be repeated for credit.

109W Language and Literature (4)
A range of courses allowing students to earn three literature hours and fulfill the writing proficiency requirement. May be repeated for credit.

202 Jane Austen Dance (1)
An introduction to the dances of Jane Austen’s time (early 19th century). Students will learn the basic steps, patterns, and dance types (duple-minor longways, three-and-four-couple sets, rounds, etc.). The class will finish with a ball.

203 Studies in Literature (3)
A range of courses offering further studies of interest, designed for students from a variety of majors. May be repeated.

203W Studies in Literature (3)
A literature course designed for students who need a second opportunity to fulfill the writing proficiency requirement.

204 Literature of Social Justice (3)
Readings among a range of literary texts which raise pointed questions about problems that hinder the creation of a more equitable society for all, including the failures of various nations or groups to realize economic fairness, political representation, personal freedoms, safety and health for their people.

205 Contemporary Women’s Fiction (3)
Readings of contemporary women writers since the 1960s.

210 Shakespeare: Page, Stage and Screen (3)
An exploration of the various ways in which Shakespeare’s texts have been adapted for the theatrical stage and the silver screen.

221 Children’s Literature (3)
The various narrative forms of the classic literature for children with special emphasis on myth, folktale, fairy tale and short fiction. (Applies as a General Education elective only as a second English course.)

243 Greek Literature (3)
Homeric epic and Athenian tragedy; possible additional readings from other Greek literary genres or later adaptations of Greek literature.

266 Film Criticism (3)
An exploration of key cinematic elements, techniques, and genres designed to enhance students’ appreciation of the art of film and to cultivate their abilities to think and write critically about films.

268 From Fiction to Film (3)
A study of how narratives evolve and transform when fiction is adapted for the silver screen. Emphasis is on literary and cinematic elements, techniques, and conventions. Formerly ENLT 366.

275 Women and Success (3)
The nature of success from a woman’s perspective, drawn from a diversity of materials, including literary as well as historical texts, films and songs, critical and polemical essays, and documentary evidence.

281 British Literature: Beowulf to 1800 (3)
Readings through the medieval, Renaissance, and Enlightenment periods. Includes such authors as Chaucer, Spenser, Shakespeare, Milton, Donne, Behn, and Swift.

282 British Literature: 1800 to Present (3)
Readings through the Romantic, Victorian, modern and contemporary periods. Includes such authors as Blake, Wordsworth and other Romantics, Austen, the Brontes, Tennyson, and 20th-century poets.

283 Irish Literature (3)
A survey of Irish literature, from the Middle Ages to the twentieth century, with emphasis on the Irish Renaissance: Yeats, Synge, and Joyce.

293 Chicana Literature (3)
Works by contemporary Chicana writers such as Sandra Cisneros, Ana Castillo, Graciela Limón, and Cherrie Moraga.

304 History of the English Language (3)
The development of English from Anglo-Saxon times to the present; the influence of changing politics, economics, and thought patterns on language; and historical and contemporary attitudes toward the speaking and teaching of English.

305 Introduction to Linguistics (3)
A broad introduction to the principles and techniques of general linguistics; phonologic, morphologic and syntactic analysis of language in general, with English as the focal language. (Does not apply as a General Education elective.)
308 Arthurian Literature (3)
An exploration of the myth of Arthur in the works of such authors as Malory, Chretien de Troyes, Beroul, Twain, Tennyson, and T.H. White.

331 Feminist Memoirs (3)
A critical analysis of the memoir as a literary form. Central to the course will be the ways in which feminist writers have used memoir writing to describe both personal and political experiences and to theorize from these experiences. The course will explore how feminist writers have used memoir to develop feminist theory and how memoirs function as theoretical texts.

341 18th Century British Novel (3)
A critical and historical study of the novel in Britain from Daniel Defoe to Jane Austen.

342 19th Century British Novel (3)
A critical and historical study of the novel in Britain from Jane Austen to Thomas Hardy.

343 20th Century British Novel (3)
A critical and historical study of the novel in Britain from Joseph Conrad to the present.

345 Development of the American Novel (3)
A critical and historical study of novels by such authors as Hawthorne, Melville, James, Fitzgerald, Hemingway, Faulkner, and Bellow.

357 Modern Poetry (3)
Trends in English, American, and Continental poetry since 1900.

359 American Poetry (3)
From the expansive celebrations of democracy by Whitman and his followers to the confessional disclosures of mid-20th-century poets, from the imagists to the Beat Poets, American voices and poetic movements are the focus of this course.

361RM Mythology (3)
A study of myth in literature, painting and sculpture (also listed as HUST 261 RM). Taught in Rome.

364 African Diaspora (3)
Materials grouped variously for each class by theme, genre or historical period. May be repeated.

365 African-American Literature (3)
Materials grouped variously for each class by theme, genre or historical period. May be repeated.

366 Critical Whiteness Studies (3)
In this interdisciplinary course, students will examine how the meaning of white skin privilege has changed over time and how various “non-White”/immigrant groups have “become white,” often through an assimilation process that involves embracing a racist ideology in which whiteness is privileged. This course will introduce students to the diverse range of work being done in critical whiteness studies, a new field that examines the meaning of whiteness (may also be listed as ICS and SOC).

367 Women in Film (3)
An exploration of the ways in which women as performers, writers, producers, directors and audience have shaped the movies. (Does not apply as a General Education elective.)

369 Literary Theory and Criticism (3)
Introduction to major theoretical writings concerning the nature of literature and the practice of criticism from Plato and Aristotle to the present.

370 Studies in American Literature (3)
Materials grouped variously for each class by theme, genre or historical period. May be repeated.

371 Studies in European Literature (3)
Materials grouped variously for each class by theme, genre or historical period. May be repeated.

372 Studies in English Literature (3)
Materials grouped variously for each class by theme, genre or historical period. May be repeated.

373 Studies in Comparative Literature (3)
Materials grouped variously for each class by theme, genre or historical period. May be repeated.

374 Studies in World Literature (3)
Works by authors from countries around the globe, many of whom raise issues ranging from personal and political identity to colonialism and economic development. May be repeated.

375 American Literature to 1865 (3)
Beginning with the Colonial experience, this survey of representative literary works from the early settlement of America to the Civil War emphasizes the Gothic and Transcendental aspects of American Romanticism. Major figures include Franklin, Emerson, Thoreau, Whitman, Poe, Hawthorne, Melville, and Dickinson.

376 American Literature 1865 to 1945 (3)
A survey of American literature from the end of the Civil War to 1945. This course emphasizes literary realism, naturalism, and impressionism, with particular attention to the works of the “Lost Generation” writers of the 1920s. Major figures include Twain, James, Crane, Dreiser, Wharton, Hemingway, Fitzgerald, Faulkner, Frost, and Stevens.

377 American Literature 1945 to Present (3)
A survey of recent fiction, drama, and poetry from the end of World War II to the present. This course emphasizes significant innovation and experimentation in literary forms by American authors who have responded to the cultural upheaval of the sixties and thereafter. Major figures may include Bellow, Barth, Vonnegut, Baldwin, Morrison, Walker, Albee, Heller, Sexton, and Delillo.

378 Medieval Literature (3)
Selections from Chaucer, medieval drama, and lyrics (all the above read in Middle English); Breton lais, ballads, excerpts from Malory, and works of the Pearl poet.

379 16th/17th-Century British Literature (3)
Major works by Spenser, Shakespeare, and Milton; works by other dramatists and lyric poets, including women writers. Major topics include the Reformation, mythology, humanism, politics, and the double standard.

380 18th-Century British Literature (3)
The quest for new literary forms and new audiences, with emphasis on the Restoration stage, parody and satire, the novel and other prose experiments, and the emergence of professional women of letters. Behn, Pope, Finch, Swift, Johnson, Wollstonecraft, Austen and others.

381 Romantic Movement (3)
A survey of British Romantic literature and culture (1790–1837). Includes such authors as Blake, Byron, Coleridge, Keats, Radcliffe, Percy and Mary Shelley, Dorothy and William Wordsworth, and others.

382 Victorian Literature (3)
A survey of British literature and culture during the reign of Queen Victoria (1837–1901). Includes such authors as Arnold, Eliot, Browning, Dickens, Newman, and Tennyson.

383 20th-Century British Literature (3)
A survey of modern literature, with primary focus on literary experimentation and innovation. Conrad, Joyce, Yeats, Lawrence, Woolf, Eliot, and others.

384 Romantic Era Feminism (3)
An overview of late eighteenth- and early nineteenth-century feminist writings in social, political and historical context, with particular attention to Mary Wollstonecraft and her circle.

390/490 Special Topics Seminar in Literature (1–3)
A range of courses offering advanced literary study. May be repeated.
397/497 Independent Study (1–3)
May be repeated.

411 Chaucer (3)
The Canterbury Tales, Troilus and Criseyde, the dream visions, and lyrics.

413 Shakespeare (3)
Representative comedies, histories, tragedies, and romances, with emphasis on theatre.

414 Shakespeare and the Power of Art (3)
The study of a representative selection of Shakespeare's comedies, histories, tragedies, and romances with particular attention to formal analysis of the plays and to Shakespeare's interest in the power of art to change life.

415 Shakespeare and the World (3)
The study of a representative selection of Shakespeare's comedies, histories, tragedies, and romances with particular attention to historical analysis of the plays and to Shakespeare's engagement with contemporary social, political, and religious issues.

417 Major Literary Figures (British) (3)
Selected authors for each class. May be repeated.

419 Major Literary Figures (American and Other) (3)
Selected authors for each class. May be repeated.

495 Senior Literature Seminar (3)
Required of English Literature majors during the first semester of the senior year. Intensive seminar with a select number of texts, involving a research project which will draw upon the student's interpretive skill and her grasp of critical issues within literary and historical contexts. Successful completion of the Senior Seminar satisfies the comprehensive examination requirement for the B.A. Prerequisite: Senior standing as ENLT major.

502 AP English Language (2)
Survey of AP English Language syllabus. Includes interdisciplinary prose reading skills and composition in a variety of modes. Specific areas: authorial purpose, audience, generic conventions, and resources of language: syntax, word choice, tone. Course methodology also discussed. Problem-solving sessions and individual notebooks are important components. May be repeated for up to a maximum of four hours of credit.

ENGLISH (Writing) COURSES (ENWR)

201W Practical Writing (3)
This course will help students develop and refine the skills required for practical writing in college and careers. Students will compose frequent short writings as well as two in-class and three out-of-class essays, all revised to address clarity, correctness, and style issues.

310 An Introduction to Non-Fiction Prose (3)
A comprehensive course in creative non-fiction, memoir writing, reporting, and feature writing.

311 An Introduction to Creative Writing (3)
A comprehensive course in the writing of short fiction, plays, and poems.

313 Journalism (3)
Techniques of news writing, editing, copy editing, feature writing and newspaper makeup and publication (also listed as COMM 313).

315 Literary Nonfiction (3)
This course provides opportunities for shaping literature from students' history and experience. The genres or kinds of writing produced will range widely, from family history, local stories and interviews to travelogues, personal and narrative essays.

317 Expository Writing (3)
Practice in informative writing to develop mastery of a clear, accurate style and of the basic types of factual writing.

319 Classical Rhetoric (3)
A course in written argument, based on the advice of rhetoricians from ancient times to the present, and a wealth of contemporary examples. Emphasis on generating and evaluating evidence, organizing a persuasive essay, and writing with clarity and force.

321 Fiction Writing (3)
Further experimentation and practice in fiction within a workshop environment. Students will build upon their experience and explore new techniques in working toward a confident voice.

323 Poetry Writing (3)
Further experimentation and practice in writing poetry within a workshop environment. Students will build upon their experience and explore new techniques in working toward a confident voice.

325 Playwriting (3)
Principles of writing for the stage. Emphasis on dramatic structure, character development, plot management, dialogue, and critical analysis.

333 Magazine Writing (3)
The rich field of periodical publications is the object of this course, which offers students an opportunity to try their hand at subject matters and voices both suitable to different magazine readerships and reflective of their own interests and opinions (also listed as COMM 333).

390 Special Topics in Advanced Writing (1–3)
A range of courses offering specialized instruction in writing. May be repeated with different topic.

397/497 Independent Study (1–3)
May be repeated.

495 Senior Writing Project (3)
Required of English Writing majors and double majors (ENLW) during the first semester of the senior year. Successful completion of the Senior Writing Project satisfies the comprehensive examination requirement for the B.A. Prerequisite: Senior standing as ENWR or ENLW major.

GENERAL ENGLISH COURSES (ENGL)

498 Teaching Assistantship in English Writing or Literature (1–3)
May be repeated for credit.

499 Internship (1–3)
Practical experience in writing and/or editing at an approved site. Supervised by a faculty member and a representative from the sponsoring agency. Does not fulfill ENWR elective requirement for the major. May be repeated for up to three hours. Graded S/U. At least Junior standing and approval of department required.
PROGRAM DESCRIPTION
Many of the greatest challenges currently facing human society concern the strained relation of a resources-intensive global civilization to the ecological systems of the world on which it relies. Environmental Studies is an interdisciplinary field that has emerged in response to these challenges. Environmental Studies brings together natural science, social science, the humanities, and the professions to understand and solve complex environmental problems and conceptualize the workings of communities that are truly environmentally sustainable.

The Environmental Studies program offers students a formal academic program through which they can engage with environmental issues effectively by integrating skills and knowledge from many different disciplines. The minor in Environmental Studies is a flexible program that offers students the opportunity to integrate their environmental concerns with work in other fields of interest through independent, hands-on projects as well as through regular coursework.

PROGRAM IN ENVIRONMENTAL STUDIES
Minor in Environmental Studies—ENVS (16 hours)
All of the following:
ENVS 161 Introduction to Environmental Studies 3 hours
ENVS 171 Introduction to Environmental Science 3 hours
ENVS 495 Capstone Seminar 1 hour

Three of the following, drawn from at least two of the listed categories:

Category 1: Science
BIO 308 Vertebrate Natural History 4 hours
BIO 312 Evolution 3 hours
BIO 316 Conservation Biology 4 hours
BIO 323 Ecology 4 hours
BIO 324 Field Botany 4 hours
BIO 332 Ornithology 3 hours
PHYS 102 Intro Topics in Physics: 21st Century Energy 4 hours

Category 2: Policy, Ethics, Applications
ART 236 Sustainable Textiles 3 hours
GWS 240 Gender and Environmental Justice 3 hours
JUST 250 Christians in the World 3 hours
NURS 414 Community Health Nursing 5 hours
PHIL 254 Social Justice 3 hours
POSC 326 Global Environmental Politics 3 hours
ENVIROMENTAL STUDIES COURSES (ENVS)

161 Introduction to Environmental Studies (3)
An interdisciplinary course on the systemic interaction of human beings with their environments. It identifies interests informing environmental decisions and introduces practices of environmental advocacy.

171 Introduction to Environmental Science (3)
An interdisciplinary course that investigates the study of our environment from a scientific perspective. We will focus on principles of the nature of science, matter, energy, water, and life in terms of biology, chemistry, and geology.

495 Environmental Science Capstone Seminar (1)
This capstone experience allows students to develop projects centered on a particular environmental issue of interest to the group. Prerequisite: Junior standing, ENVS 161, ENVS 171, and an additional course approved for the ENVS minor (may be taken concurrently).

PROGRAM IN FILM STUDIES

Minor in Film Studies—FILM (15 hours)
One course from each of the following three categories.
Two additional courses from any category.

Category 1: Film Interpretation/Criticism
These courses focus on the art and language of film. Courses are designed to encourage students to think and write critically about films as a text and to examine how the medium affects them.

ART 366 Cyberfeminism/New Media 3 hours
ENLT 210 Shakespeare: Page, Stage and Screen 3 hours
ENLT 266 Film Criticism 3 hours
ENLT 268 From Fiction to Film 3 hours
ENLT 367 Women in Film 3 hours
HIST 321 The American West 3 hours
MLIT 320 Italian Cinema 3 hours

Category 2: Political Economy of Film
These courses focus on the social, political, and legal conditions that shape the production/content/distribution/access of films, and will enable students to better understand the structural and cultural factors influencing the types of films created with specific symbolic meanings.

COMM 210 Mass Communication: Past, Present, Future 3 hours
COMM 330 Critical Issues in Mass Communication 3 hours
COMM 383 Art and Entertainment Law 3 hours
SOC 382 Sociology of Popular Culture 3 hours
**Category 3: Film Production/Visual Arts**

These courses encourage students to be active participants in the imaginative and expressive faculties of the creative process and require a hands-on approach to the process of artistic creativity. They will better enable students to appreciate the technical and creative issues involved in cinematic production.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 103</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 223</td>
<td>Introduction to Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 224</td>
<td>Video Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 266</td>
<td>Introduction to New Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 260</td>
<td>Digital Video Production</td>
<td>3</td>
</tr>
<tr>
<td>COMM 486</td>
<td>Practicum/Production</td>
<td>3</td>
</tr>
<tr>
<td>THTR 205</td>
<td>Introduction to Acting</td>
<td>3</td>
</tr>
</tbody>
</table>

**Gender and Women’s Studies**

**Stacy Davis, Program Coordinator**

164 E Spes Unica Hall  
574-284-4700

**FACULTY**  
S. Alexander, S. Davis, S. Sapra, J. Wagman

**PROGRAM DESCRIPTION**

The Saint Mary’s College program in Gender and Women’s Studies encourages students to examine and analyze women’s lives, and constructions and performativities of genders. The program applies an inclusive and interdisciplinary approach to the study of women, gender identities, and sexualities. It is guided by feminist activism and feminist theoretical insight into different forms of power, inequality, and privilege. Students investigate the intersectionalities of gender, race, class, sexualities, and other identity categories from historical and contemporary transnational perspectives. The Gender and Women's Studies program embodies a commitment to women in all their diversities and reflects our conviction that women must actively define themselves and create knowledge.

Students who minor or develop a student-designed major enroll both in courses housed in the Gender and Women's Studies program and in courses offered in other disciplines. A minor or student-designed major supports career choices in human services, activism and advocacy, education, law and public policy, business, and other fields calling for social and historical awareness, critical thinking, and engagement with social and cultural diversity.

Faculty who teach in Gender and Women's Studies represent departments throughout the College. They share a commitment to helping students in our women’s college develop the skills to interpret and to analyze systems of oppression and ultimately, to work toward a more just society.

**PROGRAM IN GENDER AND WOMEN’S STUDIES**

**Student-Designed Major (30 hours)**

Given the interdisciplinary nature of Gender and Women's Studies, a superior student may design a program of study that uses gender and feminist theory as a framework for analysis within which to organize her specific academic interests. Interested students must declare their intentions by spring semester of sophomore year and submit a proposal prepared with the help and advice of a faculty sponsor. Plans for fulfilling the Senior Comprehensive and the Advanced Writing Proficiency in Gender and Women's Studies will be described in the proposal.

**Minor in Gender and Women’s Studies—GWS (14 hours)**

*NOTE: No more than one course in any department, with the exception of GWS.*

**The following:**

- GWS 207 Introduction to Gender and Women's Studies 3 hours

**One of the following:**

- Feminist Theory
- ART 366 Cyberfeminism and New Media Practices 3 hours
- ART 371 Topics in Art History and Criticism (approved topics) 3 hours
Three of the following (if not used above); no more than one course in any department, with the exception of GWS:

ANTH 346 Gender in Cross-Cultural Perspective 3 hours
ART 366 Cyberfeminism and New Media Practices 3 hours
ART 371 Topics in Art History and Criticism (approved topics) 3 hours
BUAD 329 Gender and Race Issues in Management 3 hours
COMM 302 History and Criticism of Public Address 3 hours
COMM 369 Public Communication 3 hours
COMM 420 Female Beauty 3 hours
ENLT 203 Studies in Literature (approved topics) 3 hours
ENLT 205 Contemporary Women's Fiction 3 hours
ENLT 275 Women and Success 3 hours
ENLT 293 Chicana Literature 3 hours
ENLT 331 Feminist Memoirs 3 hours
ENLT 367 Women in Film 3 hours
ENLT 370 Studies in American Literature (approved topics) 3 hours
ENLT 374 Studies in World Literature (approved topics) 3 hours
ENLT 384 Romantic Era Feminism 3 hours
GWS 220 Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies 3 hours
GWS 240 Gender and Environmental Justice 3 hours
GWS 275 Global Women's Leadership 3 hours
GWS 333 Transnational Feminisms 3 hours
HIST 324 History of Women in the U.S. 3 hours
HIST 341 African-American History 3 hours
HIST 370 Modern European Women 3 hours
HIST 375 Women from the Global South 3 hours
HIST 383 Women in Africa and the Middle East 3 hours
HIST 410 Studies in Women's History (selected topics) 3 hours
HIST 412 American Girlhoods 3 hours
HIST 415 International Women's Movements 3 hours
PHIL 243 Introduction to Feminist Philosophy 3 hours
POSC 301 The Quest for Human Rights 3 hours
POSC 333 Transnational Feminisms 3 hours
POSC 365 Gender & Politics 3 hours
PSYC 302 Psychology of Adult Development 3 hours
PSYC 304 Psychology of Child and Family in Contemporary Society 3 hours
PSYC 305 Psychology of Women 3 hours
PSYC 343 Psychology of Violence 3 hours
PSYC 348 Stereotyping and Prejudice 3 hours
RLST 314 Hebrew Bible Prophets 3 hours
RLST 362 Becoming Women 3 hours
SOC 220 Contested Masculinities 3 hours
SOC 257 Sociology of Families 3 hours
SOC 360 Social Stratification: Class, Gender, Race 3 hours
SOC 365 Social Construction of Gender 3 hours
SW 341 Sexuality, Intimacy, and Relationships 3 hours
SW 370 Family Violence and Sexual Abuse Issues 3 hours

Topics courses in various departments and other courses may be included when appropriate. A current list of Gender and Women's Studies courses is available from the program coordinator.

GENDER AND WOMEN'S STUDIES COURSES (GWS)

207 Introduction to Gender and Women's Studies (3)
This interdisciplinary course introduces students to the field of gender and women's studies. The course will enable students to understand how gender impacts their everyday lives, social institutions, and cultural practices both locally and globally. Additionally, students will examine the significance and meaning of one's gender identity in different historical periods, the history of feminist movements, and transnational perspectives on feminism. Students will also discuss how gender intersects with other identity categories such as socio-economic class, race, ethnicity, sexuality, age, geography, and generational location. Lastly, students will examine and critique cultural representations and claims about women and gender identities.

220 Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies (3)
This course will provide an introduction to the interdisciplinary field of lesbian, gay, bisexual, transgender, and queer (LGBTQ) studies. The course will investigate the academic foundations of LGBTQ studies and the emergence and transformation of LGBTQ identities, cultural practices, and political movements, and the ways in which gender, race, ethnicity, and class have shaped same-sex sexuality in different historical periods, with an emphasis on the United States.

240 Gender and Environmental Justice (3)
Environmental threats, gender inequity, and economic globalization have converged to give rise to powerful local and global environmental justice movements. The main purpose of this course is to provide a theoretical understanding and empirical perspective on the interconnections between the natural environment and social justice. That is, environmental hazards and illnesses will be understood in relation to race, class, and gender inequalities. One of the key concerns this course will examine is how certain groups of people are differentially impacted by environmental problems. For example, recent studies have shown that more toxic waste sites are built in communities of color, lead poisoning is more common among children of color, and the most dangerous uranium mining is done on Native American lands. In terms of gender, women do most of the domestic and agricultural work in the world, integrally relating them with environmental questions of health,
food safety, and water quality. With a conceptual framework in place, we will focus on examining a series of environmental problems (industrial agriculture, the water crisis, global climate change, etc.) through a gendered lens. The course will end by looking at a range of transnational and local women-led environmental movements and the analytical insights they offer to development practitioners and policy-makers.

**275 Global Women’s Leadership (6)**
The main goal of this class is to examine global women’s leadership and contemporary transnational feminism in a variety of areas, ranging from political representation to violence against women, peace and security, and other such concerns. The course is designed to help you have a clearer understanding of women’s leadership in diverse cultures and contexts and help you acquire the knowledge, skills, and practices necessary to develop your own leadership capacity. The seminar is designed for students to connect readings, assignments, and discussion to their experiential learning experiences, as well as their course requirements.

**290 Special Topics (1–3)**
Introductory level course in topics in Gender and Women’s Studies not covered in the regular department offerings. May be repeated for credit with a different topic.

**333 Transnational Feminisms (3)**
In this course, we will discuss feminist analyses of gender, colonialism, and economic globalization. The first part of this course will consider a variety of feminist theoretical perspectives on the gendered, classed, and racialized dynamics of colonialism and globalization. Next, we will examine the particularities of women’s lives globally and their different histories and social histories. Finally, we will look at some of the feminist transnational activism and mobilization around issues of conflict, environment, capitalism, and labor. Some of the questions we will consider are: How does globalization impacted existing (gender) inequalities? How does globalization trouble the “North-South” divide? What political, social, and economic ramifications does the outsourcing of reproductive labor have? (also listed as POSC 333).

**390 Special Topics (1–3)**
Upper level course in topics in Gender and Women’s Studies not covered in the regular department offerings. May be repeated for credit with a different topic.

**497 Independent Study (1–3)**
An opportunity for students to do independent study. Content dependent on student interests and background. Approval of Gender and Women’s Studies Coordinator required.

**499 Internship (1–3)**
Practical off-campus experience in a Gender and Women’s Studies-related field at an approved site. Jointly supervised by a faculty member and a representative from the sponsoring agency. Open to junior or senior Gender and Women’s Studies minors or student-designed majors who have taken at least two Gender and Women’s Studies courses. Must be approved by the Gender and Women’s Studies Program Coordinator. A reflection paper appropriate to the nature of the internship will be required. Graded S/U. May be repeated for up to three hours.
DEPARTMENT DESCRIPTION
The department of Global Studies prepares students to fully participate in the worldwide community by applying disciplinary knowledge in cultural context. Global Studies offers an interdisciplinary major in Global Studies with eight possible concentrations. Students may also pursue a minor in Global Studies as well as in Anthropology.

PROGRAM DESCRIPTION
Global Studies is an inter-disciplinary major in which students learn about the economic, historical, cultural, geographical, and political factors influencing global processes. The major is built around a core of globally oriented social science courses which provide a foundation for upper-level concentrations in which the student can take advantage of a wide array of curricula at Saint Mary's and tailor her major to her interests and future professional goals. Courses deal with topics as diverse as women in Africa and the Middle East; globalization and economic development; migration and diasporas; politics of multiculturalism; international trade and finance; European literature, history, and culture.

Global knowledge requires global experience and that experience is always deepened by the ability to communicate beyond a student’s native language. A student in this major will be required to demonstrate competence in at least one World Language and to spend at least 5 weeks in college-sponsored study abroad programs, as explained on the following page.

The Global Studies Major will lay the foundation for careers in a wide range of globally oriented fields. These include opportunities with both public and private sector organizations as well as the vast and growing world of non-profit agencies, institutions and foundations, research centers, public interest groups, and non-governmental development agencies.

ADVANCED WRITING PROFICIENCY
Each student who completes this requirement in Global Studies will submit a portfolio of three essays. At least one essay must come from one of the core courses and at least one must come from a course from the student's concentration.

SENIOR COMPREHENSIVE
A student who elects to complete her Senior Comprehensive requirement in Global Studies will carry out a research project grounded in a topic related to her area of concentration. She will develop and present a proposal during Senior Seminar in the fall of her senior year.
The proposal will include a hypothesis or research question, the design of the study and methodologies to be used, significance of the question, and a bibliography. In the spring semester of senior year, Global Studies majors will make oral and written presentations of their projects to a committee comprised of faculty teaching within the concentration areas and/or the Global Studies core disciplines.

WORLD LANGUAGE PROFICIENCY
All students completing this major will demonstrate World language proficiency in one of the following ways:

- one language other than English at the Intermediate-mid Level (based on the ACTFL Proficiency Scale);
- two languages other than English at the Intermediate-low Level. For a less-commonly taught language (e.g., Chinese and Arabic), the Novice-high Level is sufficient.
- If the student has not reached the specified proficiency level in her foreign language by the end of the spring semester of her junior year, she will fulfill the language requirement by taking one additional course in the language during her senior year.

STUDY OR INTERNSHIP ABROAD EXPERIENCE
All students completing this major must participate in a Saint Mary’s College approved study abroad program/s. If a student is not able to participate in a semester length program, she may participate in summer and semester break programs totaling a minimum of five weeks.

E-PORTFOLIO
Each student will submit an E-Portfolio at the end of the Senior Seminar. It will contain the following items:

- Most recent language proficiency score
- Reflection on language learning in a Global Studies context
- One artifact (paper, video, journal, wiki, PowerPoint, etc.) from each of the Global Studies core courses. Each artifact submitted should include a brief description of the context, rationale, and what learning outcome(s) the assignment addressed.
- Reflection paper regarding study abroad experiences
- Resume
- Mini-conference presentation (part of the Senior Seminar)
- Global Perspective Inventory and National Identity Measure score and brief reflection
- Course mapping exercise
- Research proposal

UPPER LEVEL CONCENTRATIONS
When declaring this major in the second year, each student will select one of the following concentrations as a structure for the upper level electives she will take. An adviser will help design a plan that allows the student to complete the requirements in her remaining two years. Concentrations are available in the following topics:

- Anthropology — Coordinator, L. Elder
- GWS/POSC 333 Transnational Feminisms
- Global Business Administration — Coordinator, J. Vihtelic
- GWS 376 Chinese Women and Society
- Global Economics — Coordinator, J. McElroy
- HIST 408/POSC 365 Gender and Politics
- Global Post-secondary Education Administration — Coordinator, M. Traxler
- HIST 415 International Women's Movements
- Intercultural Studies — Coordinator, M. Derakhshani
- HIST 370 A History of Modern European Women
- International Development — Coordinator, M. Belanger
- HIST 383 Women in Africa and the Middle East
- Modern European Culture — Coordinator, J. Storme
- HIST 408/POSC 365 Gender and Politics
- Anthropology Concentration (12–14 hours)
- Three of the following:
  - ANTH 253 Survey I: Culture and Language 3 hours
  - ECON 251 Principles of Macroeconomics 3 hours
  - HIST 104 World Civilization II 3 hours
  - POSC 206 International Politics 3 hours
  - or POSC 207 Comparative Politics 3 hours
  - GLST 495 Senior Seminar in Global Studies 3 hours

Anthropology Concentration (12–14 hours)
All of the following:

- ANTH 253 Survey I: Culture and Language 3 hours
- ECON 251 Principles of Macroeconomics 3 hours
- HIST 104 World Civilization II 3 hours
- POSC 206 International Politics 3 hours
- or POSC 207 Comparative Politics 3 hours
- GLST 495 Senior Seminar in Global Studies 3 hours

Bachelor of Arts, Global Studies—GLST (27–33 hours)
The following are required. In addition, at least one concentration must be chosen.

All of the following:

- ANTH 253 Survey I: Culture and Language 3 hours
- ECON 251 Principles of Macroeconomics 3 hours
- HIST 104 World Civilization II 3 hours
- POSC 206 International Politics 3 hours
- or POSC 207 Comparative Politics 3 hours
- GLST 495 Senior Seminar in Global Studies 3 hours

Anthropology Concentration (12–14 hours)
All of the following:

- ANTH 253 Survey I: Culture and Language 3 hours
- ECON 251 Principles of Macroeconomics 3 hours
- HIST 104 World Civilization II 3 hours
- POSC 206 International Politics 3 hours
- or POSC 207 Comparative Politics 3 hours
- GLST 495 Senior Seminar in Global Studies 3 hours

Two of the following:

- ANTH 141 People and Nature 3 hours
- ANTH 320 Anthropology of Race and Racism 3 hours
- ANTH 346 Gender in Cross-Cultural Perspective 3 hours
- ANTH 392 Topics in Cultural Anthropology 3 hours
- ANTH 394 Topics in Archaeology 3 hours
- ANTH 435 Politics of Multiculturalism 3 hours
- ANTH 497 Independent Study in Anthropology 3 hours
- ANTH 499 Anthropological Internship 3 hours
- BIO 311 Evolution 3 hours
- BIO 311* Evolution 3 hours
- BIO 313 Economic Botany 3 hours
- BIO 316* Conservation Biology 4 hours
- BIO 320* Parasitology 4 hours
- BIO 323* Ecology 4 hours
- GWS/POSC 333 Transnational Feminisms 3 hours
- HIST 415 International Women’s Movements 3 hours
- POSC 319 Politics of International Development 3 hours
- POSC 326 Global Environmental Politics 3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Gender and Women’s Studies Concentration (12 hours)
All of the following:

- GWS 207 Introduction to Gender and Women’s Studies 3 hours

Three of the following:

- ANTH 346 Gender in Cross-Cultural Perspective 3 hours
- GWS/POSC 333 Transnational Feminisms 3 hours
- GWS 376 Chinese Women and Society 3 hours
- HIST 370 A History of Modern European Women 3 hours
- HIST 383 Women in Africa and the Middle East 3 hours
- HIST 408/POSC 365 Gender and Politics 3 hours
- HIST 415 International Women’s Movements 3 hours
- MLSP 424 Contemporary Spanish Women Writers 3 hours

Please note that many of the courses within Global Studies concentrations carry prerequisites not met through Global Studies requirements. These courses are noted with an asterisk (*). Please consult the departmental listing in the Bulletin for more details. All courses with the ML prefix require competence in the language in which the class is taught.
MLSP 429 Latin American Women Writers 3 hours
PHIL 243* Introduction to Feminist Philosophy 3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Global Business Administration Concentration (18 hours)

All of the following:
BUAD 201 Principles of Financial Accounting 3 hours
BUAD 221 Principles of Management 3 hours
BUAD 231 Principles of Marketing 3 hours
BUAD 312 Principles of Finance 3 hours
ECON 252 Principles of Microeconomics 3 hours

One of the following:
BUAD 349 Survey of International Business and Economics 2-3 hours
BUAD/MLFR 408 Culture of Business in the French-Speaking World 3 hours
BUAD 416 International Financial Management 3 hours
BUAD 422 International Management 3 hours
BUAD 432 International Marketing 3 hours
BUAD 447 International Business Law 3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Global Economics Concentration (12 hours)

All of the following:
ECON 252 Principles of Microeconomics 3 hours
ECON 351 Intermediate Macroeconomics 3 hours
or ECON 352 Intermediate Microeconomics 3 hours
ECON 452 International Trade and Finance 3 hours

One of the following:
ECON 354 Economic Development 3 hours
ECON 356 Comparative Economic Systems 3 hours
ECON 357 Public Sector Economics 3 hours
ECON 358 Labor Economics 3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Global Post-secondary Education Administration Concentration (15 hours)

All of the following:
BUAD 221 Principles of Management 3 hours
COMM 350 Intercultural Communication 3 hours
EDUC 488 Practicum in Intercultural Education (through CWIL) 3 hours
ICS 201 Introduction to Intercultural Studies 3 hours

One of the following:
BUAD 305* Accounting for Not-for-Profit Organizations 3 hours
BUAD 329 Gender and Race Issues in Management 3 hours
BUAD 416* International Financial Management 3 hours
BUAD 422 International Management 3 hours
COMM 404 Non-Profit Public Relations Campaigns and Theory 3 hours
EDUC 201 Foundations for Teaching in a Multicultural Society 3 hours
MODL 315 English and the World 3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Intercultural Studies Concentration (12 hours)

All of the following:
ICS 201 Introduction to Intercultural Studies 3 hours

One of the following:
ANTH 320 Anthropology of Race and Racism 3 hours
ANTH 435 Politics of Multiculturalism 3 hours
COMM 350 Intercultural Communication 3 hours
PSOC 207 Comparative Politics 3 hours
PSYC 438* Stereotyping and Prejudice 3 hours

One of the following:
ICS 366 Critical Whiteness Studies 3 hours
PSOC 319 The Global Politics of International Development 3 hours
PSOC 390 Special Topics in Political Science (approved topics) 3 hours
PSYC 438* Stereotyping and Prejudice 3 hours

One from a category above or from the following (at least 3 hours):
BIO 270 Environments of Ecuador 3 hours
BIO 313* Economic Botany 3 hours
BIO 320* Parasitology 4 hours
BUAD 422* International Management 3 hours
ENLT 203 Studies in Literature (approved topics) 3 hours
GWS 376 Chinese Women and Society 3 hours
HIST 220 East African History and Cultures 1 hour
HIST 383 Women in Africa and the Middle East 3 hours
HIST 384 Africa Since 1800 3 hours
HUST 203 Asian Influence on Western Literature 3 hours
BUAD/MLFR 408 The Culture of Business in the French-Speaking World 3 hours
MLFR 462 Francophone Cultures and Literature 3 hours
MLFR 491 Topics in French Studies (approved topics) 3 hours
MODL 315 English and the World 3 hours
PHIL 425 Non-Western Philosophy 3 hours
PSOC 304 Latin American Politics 3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Note: PSYC 438 may not be used to satisfy more than one category requirement.

International Development Concentration (12 hours)

All of the following:
ECON 354* Economic Development 3 hours
or POSC 319 The Global Politics of International Development 3 hours
HIST 384 Africa Since 1800 3 hours

Two of the following (if not taken above):
BUAD 447 International Business Law 3 hours
COMM 350 Intercultural Communication 3 hours
ECON 354* Economic Development 3 hours
ECON 452* International Trade and Finance 3 hours
ICS 300 Experiential Learning (Honduras) 3 hours
HIST 383 Women in Africa and the Middle East 3 hours
MODL 315 English and the World 3 hours
POS 304 Latin American Politics 3 hours
POS 319 The Global Politics of International Development 3 hours
POS 326 Global Environmental Politics 3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)
Modern European Culture Concentration (12 hours)

One of the following:

- ENLT 341 18th-Century British Novel 3 hours
- ENLT 342 19th-Century British Novel 3 hours
- ENLT 343 20th-Century British Novel 3 hours
- ENLT 371 Studies in European Literature 3 hours
- ENLT 380 18th Century British Literature 3 hours
- ENLT 381 Romantic Movement 3 hours
- ENLT 382 Victorian Literature 3 hours
- ENLT 383 20th-Century British Literature 3 hours
- ENLT 384 Romantic Era Feminism 3 hours
- ENLT 417 Major Literary Figures (British) 3 hours
- HUST 464* Colloquium IV 3 hours
- MLFR 203 French Language and Reading I 3 hours
- MLFR 304 French Language and Reading II 3 hours
- MLFR 453 18th-Century French Literature 3 hours
- MLFR 454 19th-Century French Novel 3 hours
- MLFR 455 19th-Century French Poetry 3 hours
- MLFR 457 20th-Century French Novel 3 hours
- MLIT 303/303RM Introduction to Italian Literature I 3 hours
- MLIT 304RM Introduction to Italian Literature II 3 hours
- MLIT 350 Italian Short Story 3 hours
- MLIT 425 Italy on the Stage: 16th to 20th Centuries 3 hours
- MLIT 430 Modern Italian Novel 3 hours
- MLSP 320 Introduction to the Study of Spanish Literature 3 hours
- MLSP 418 Survey of 19th and 20th-Century Spanish Literature 3 hours
- MLSP 420 Contemporary Spanish Novel 3 hours
- MLSP 424 Contemporary Spanish Women Writers 3 hours

One of the following:

- HIST 348 Origins of Modern Europe 3 hours
- HIST 359 Europe in the 19th Century: 1815–1914 3 hours
- HIST 360 Europe in the 20th Century: 1914–Present 3 hours
- HIST 366 History of England, 1600 to Present 3 hours
- HIST 369 History of Revolutionary France 3 hours
- HIST 370 A History of Modern European Women 3 hours
- HIST 377 Russia 3 hours
- HIST 382 Modern East/Central Europe 3 hours
- HIST 422 Living with the Enemy 3 hours
- HUST 462* Cultural History IV: The Modern World 3 hours

One of the following:

- HUST 462* Cultural History IV: The Modern World 3 hours
- MLFR 370 French Civilization 3 hours
- MLFR 408 The Culture of Business in the French-Speaking World 3 hours
- MLFR 420 French Cinema 3 hours
- MLFR 440 Contemporary France 3 hours
- MLFR 491 Topics in French Studies (approved topics) 3 hours
- MLIT 320 Italian Cinema 1945-1965 3 hours
- MLIT 360 Italian Cultural Studies 3 hours
- MLSP 316 Civilization of Spain 3 hours
- MODL 315 English and the World 3 hours
- PHIL 331 Descartes to Skepticism 3 hours
- PHIL 332 Kant and His Critics 3 hours
- PHIL 343 20th Century Philosophy 3 hours

One of the following:

- One additional course from one of the above 3 hours
- Or an upper-level course taken by permission through an approved study abroad program (3 hours)

* HUST 462 and 464 must be taken together. HUST 462 may not be used to satisfy more than one category requirement.

Minor in Global Studies—GLST (18 hours)

STUDY OR INTERNSHIP ABROAD EXPERIENCE

All students completing this minor must participate in at least 5 weeks of Saint Mary’s College approved Study or Internship Abroad experience.

All of the following:

- ANTH 253 Survey I: Culture and Language 3 hours
- ECON 251 Principles of Macroeconomics 3 hours
- HIST 104 World Civilization II 3 hours
- POSC 206 International Politics 3 hours
- or POSC 207 Comparative Politics 3 hours
- Two from a single concentration above 6 hours

GLOBAL STUDIES COURSES (GLST)

100 Global Citizenship (1)

When anyone asked Diogenes Laertius (4th century B.C.) where he came from, he said, “I am a citizen of the world.” The aim of this seminar is to explore the idea of citizenship in a world increasingly characterized by global flows of commodities, people, money, information and media. Throughout the seminar, we will use the concept of ‘cosmopolitanism’ to examine the intersecting themes of identity, citizenship, and global belonging. Open to Honors Vanguard Program students only.

495 Senior Seminar in Global Studies (3)

This is the culminating course in the Global Studies curriculum, serving to synthesize lessons learned from the previous courses. Course assignments will direct students to review, reflect on, and integrate the knowledge, skills, and attitudes gained from the curriculum; to apply that learning to debates about current global issues; and to articulate the research questions or goals that will drive their next steps in a career or graduate school.

499 Global Studies Internship (3)

Professional work experience with a global organization such as a business, governmental agency, or non-governmental organization in a specific concentration. The internship in Global Studies course may not be used to satisfy any major requirements. Graded S/U. Prerequisite: permission of department chair. Open to Global Studies majors only.
PROGRAM IN ANTHROPOLOGY

PROGRAM DESCRIPTION

The study of anthropology encourages students to develop a breadth of knowledge about human cultures and their physical and social environments, and an understanding of the diversity of human historical and contemporary experience.

The minor in anthropology provides an introduction to the four fields of anthropology and an overview of the research methodologies and the theoretical paradigms of the discipline. Required elective courses enable students to pursue their particular interests.

TEACHER PREPARATION

Courses in Anthropology contribute to the Education minor and licensing areas for English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE). ANTH 141 People and Nature or ANTH 253 Survey I: Culture and Language may be used to fulfill the requirements focused on culture for ESL/BBE.

Minor in Anthropology—ANTH (15–17 hours)

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 253</td>
<td>Survey I: Culture and Language</td>
<td>3 hours</td>
</tr>
<tr>
<td>ANTH 254</td>
<td>Survey II: Human Prehistory</td>
<td>3 hours</td>
</tr>
<tr>
<td>ANTH 364</td>
<td>Ethnographic Methods</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 141</td>
<td>People and Nature</td>
<td>3 hours</td>
</tr>
<tr>
<td>ANTH 142RM</td>
<td>Archaeology of Ancient Italy</td>
<td>3 hours</td>
</tr>
<tr>
<td>ANTH 320</td>
<td>Anthropology of Race and Racism</td>
<td>3 hours</td>
</tr>
<tr>
<td>ANTH 346</td>
<td>Gender in Cross-Cultural Perspective</td>
<td>3 hours</td>
</tr>
<tr>
<td>ANTH 392</td>
<td>Topics in Cultural Anthropology</td>
<td>3 hours</td>
</tr>
<tr>
<td>ANTH 394</td>
<td>Topics in Archaeology</td>
<td>3 hours</td>
</tr>
<tr>
<td>ANTH 435</td>
<td>Politics of Multiculturalism</td>
<td>3 hours</td>
</tr>
<tr>
<td>ANTH 497</td>
<td>Independent Study in Anthropology</td>
<td>1–3 hours</td>
</tr>
<tr>
<td>ANTH 499</td>
<td>Anthropological Internship</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 346</td>
<td>Museums and Cultural Politics</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 270*</td>
<td>Environments of Ecuador</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 312*</td>
<td>Evolution</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 313*</td>
<td>Economic Botany</td>
<td>3 hours</td>
</tr>
<tr>
<td>BIO 316*</td>
<td>Conservation Biology</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIO 320*</td>
<td>Parasitology</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIO 323*</td>
<td>Ecology</td>
<td>4 hours</td>
</tr>
<tr>
<td>ENVS 171</td>
<td>Introduction to Environmental Science</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

NOTE: Courses noted with an asterisk (*) carry prerequisites. Consult the departmental listing in the Bulletin for more details.

ANTHROPOLOGY COURSES (ANTH)

141 People and Nature (3)

An introduction to anthropology through the comparative and historical study of peoples around the world, this course focuses on case studies of how people culturally adapt to their environments through social and political organization, religious beliefs and practices, subsistence strategies, division of labor, and artistic expression. Cultural change and adaptation are addressed in relation to specific case studies of the contemporary global struggles of marginalized populations.

142RM Archaeology of Ancient Italy (3)

Introduction to the presence of the Greeks and Etruscans on the Italian peninsula. Aspects of early Rome and Republican Rome. Final supremacy of Rome during the Empire. Historical and archaeological evidence of these periods is examined during field trips in Rome and to Tarquinia and Cerveteri, San Giovenale and Blera, Palestrina and Tivoli, Pompeii, Capua, Cumae and Paestum. Taught in Rome.

253 Survey I: Culture and Language (3)

A survey of sociocultural anthropology and anthropological linguistics. The course takes a comparative approach to the study of culture. Topics include: family, kinship, and marriage; cultural ecology and economics; political organization; gender roles and socialization; religion and ritual; and culture change. Basic concepts, methods of research, and analytic perspectives are introduced.

254 Survey II: Human Prehistory (3)

A survey of physical anthropology and archaeology. The course follows an evolutionary approach to the development of human life and culture. Topics include: human genetics; comparative primatology; the fossil record; the emergence of human culture; and prehistoric and historic archaeology. Basic concepts, methods of research, and analytic perspectives are introduced.

320 Anthropology of Race and Racism (3)

An introduction to anthropological approaches to race and racism, this course explores why race persists as a powerful social force and cultural idea despite its fallacy as a biological concept. Topics covered include human biological diversity, racial hierarchies around the world, historical and contemporary intersections of race and sexuality, and racism in everyday language use.

346 Gender in Cross-Cultural Perspective (3)

An introduction to the cross-cultural comparison and analysis of factors that affect the status of women, men, and gender dynamics globally, this course begins with a historical examination of the relationship between feminism and anthropological theory. The course then explores the domestic/public dichotomy, kinship, religion, globalization, and sexuality as they impact women and men in societies around the world.

364 Ethnographic Methods (3)

An experiential learning course involving interaction with and analysis of people and social settings in the broader community of South Bend, this course provides practical experience in using ethnographic methodologies (including participant observation, interviews, and surveys) to gather information about cultural divides and also current community initiatives to effect transformation in South Bend. Prerequisites: ANTH 253 or 254 or permission of the instructor.

392 Topics in Cultural Anthropology (3)

The presentation of selected subjects in cultural anthropology not included in regular departmental offerings. The course content and format will be determined by student and faculty interest. Materials may be organized variously according to culture area, theme, or issue. Prerequisite established by the instructor. May be repeated with a different topic.

394 Topics in Archaeology (3)

The presentation of selected subjects in archaeology not included in regular departmental offerings. The course content and format will be determined by student and faculty interest. Materials may be organized variously according to culture area, theme, or issue. Prerequisite established by the instructor. May be repeated with a different topic.
435 Politics of Multiculturalism (3)
An advanced seminar that engages the critical study of multiculturalism around the world, this course explores debates for and against multicultural policies in liberal democracies. An extensive study of multicultural practices and ideologies will explore issues that include indigenous rights, group rights, democratic representation, cultural identity, neoliberalism, and language ideologies.

497 Independent Study in Anthropology (1–3)
Independent readings, individualized seminars, or field projects in selected areas designed to meet the special interests of advanced students. Prerequisites: 6 hours in ANTH, junior or senior status, and permission of the instructor.

499 Anthropological Internship (3)
Work in an approved anthropological setting such as a museum or research center under professional supervision. Graded S/U. Prerequisites: 9 hours in ANTH and permission of the department chair.

DEPARTMENT DESCRIPTION
The goals of the Department of History are to illuminate the past and the creative contributions of humanity for our students; to clarify the issues of the present in the light of their historical origins; and to engage students in the critical process of gathering, analyzing, and interpreting historical information.

Previous graduates in history are engaged in a wide spectrum of activities in the business, professional, and academic worlds. Their careers range from finance to journalism, from insurance management to politics, from librarian and museum work to editing, from teaching on every level to the various fields within the legal profession.

TEACHER PREPARATION
The History Department in conjunction with the Education Department offers courses leading to state licensing for History/Social Studies.

ADVANCED WRITING PROFICIENCY
Before taking the Senior Seminar, history majors intending to fulfill their Advanced Writing Proficiency requirement in the History Department will submit a portfolio of representative papers written in their history courses for evaluation. They will be awarded the Advanced W upon successfully completing their senior research paper in the Senior Seminar HIST 495.

SENIOR COMPREHENSIVE
The Senior Comprehensive consists of an oral presentation based on the senior research paper from the Senior Seminar. The comprehensive research presentation will take place before the History Department during the second semester of the academic year.

PROGRAM IN HISTORY
The department has long encouraged dual majors, combining history with another discipline. The interdepartmental major with humanistic studies may omit the course requirements of Division II.
Bachelor of Arts, Major in History, General—HIST (30–32 hours)

One of the following two-course sequences:

HIST 101-102 The Development of Western Civilization I, II 6 hours
HIST 103-104 World Civilization I, II 6 hours

Division I: United States History

All of the following:

HIST 201 United States History to 1865 3 hours
HIST 202 United States History Since 1865 3 hours

One of the following:

HIST 304 Colonial and Revolutionary History of the United States 3 hours
HIST 309 The Gilded Age, U.S. 1865–1898 3 hours
HIST 310 America Comes of Age, 1898–1929 3 hours
HIST 311 America in Crisis, 1932–1960 3 hours
HIST 312 Recent America: 1960 to the present 3 hours
HIST 321 The American West 3 hours
HIST 324 History of Women in the U.S. 3 hours
HIST 331 The American South 3 hours
HIST 341 African-American History 3 hours
HIST 412 American Girlhoods 3 hours
HIST 416 History of Religion in America 3 hours
HIST 418 History of Death and Dying in the United States 3 hours

Division II: European History

One of the following:

HIST 342 History of Classical Greece 3 hours
HIST 343 Classical Rome 3 hours
HIST 344 Medieval Civilization 3 hours
HIST 345 Christianity and the Making of Europe 3 hours
HIST 347 Renaissance and the Reformation 3 hours
HIST 365 History of England to 1600 3 hours

One of the following:

HIST 348 Origins of Modern Europe 3 hours
HIST 349 Great Lives and Minds: From Renaissance to Enlightenment 3 hours
HIST 350 Great Lives and Minds: From Enlightenment to Existentialism 3 hours
HIST 359 Europe in the 19th Century: 1815–1914 3 hours
HIST 360 Europe in the 20th Century: 1914–Present 3 hours
HIST 366 History of England, 1600–Present 3 hours
HIST 369 History of Revolutionary France 3 hours
HIST 370 A History of Modern European Women 3 hours
HIST 371 The City in European History 3 hours
HIST 382 Modern East/Central Europe 3 hours
HIST 422 Living with the Enemy 3 hours

One of the following or another course from Division II listed above:

HIST 346 Christianity in the Modern World 3 hours
HIST 365 History of England to 1600 3 hours
HIST 367 History of Ireland 3 hours
HIST 377 Russia 3 hours

Division III: Africa, Asia, Latin America, and the Middle East

Two of the following:

HIST 375 Women from the Global South 3 hours
HIST 376 Chinese Women and Society 3 hours
HIST 378 The Middle East 3 hours
HIST 379 The Indian Subcontinent 3 hours
HIST 380 Southeast Asia 3 hours
HIST 381 Far East 3 hours
HIST 383 Women in Africa and the Middle East 3 hours
HIST 384 Africa Since 1800 3 hours
HIST 385 Latin America 3 hours
HIST 390/490 Special Topics in History (relevant topics) 1–3 hours
HIST 408 Gender and Politics 3 hours
HIST 415 International Women's Movements 3 hours

Students completing Advanced Writing Requirement and Senior Comprehensive in History must complete the following:

HIST 495 Senior Seminar 2 hours

Bachelor of Arts, Major in History, Concentration in Women's History—WHIS (30–32 hours)

One of the following two-course sequences:

HIST 101-102 The Development of Western Civilization I, II 6 hours
HIST 103-104 World Civilization I, II 6 hours

Division I: United States History

All of the following:

HIST 201 United States History to 1865 3 hours
HIST 202 United States History since 1865 3 hours
HIST 324 History of Women in the U.S. 3 hours

Division II: European History

The following:

HIST 348 Origins of Modern Europe 3 hours
HIST 359 Europe in the 19th Century: 1815–1914 3 hours
HIST 360 Europe in the 20th Century: 1914–Present 3 hours
HIST 365 History of England to 1600 3 hours
HIST 366 History of England, 1600–Present 3 hours
HIST 369 History of Revolutionary France 3 hours
HIST 370 A History of Modern European Women 3 hours
HIST 371 The City in European History 3 hours
HIST 382 Modern East/Central Europe 3 hours
HIST 422 Living with the Enemy 3 hours

One of the following:

HIST 348 Origins of Modern Europe 3 hours
HIST 349 Great Lives and Minds: From Renaissance to Enlightenment 3 hours
HIST 350 Great Lives and Minds: From Enlightenment to Existentialism 3 hours
HIST 359 Europe in the 19th Century: 1815–1914 3 hours
HIST 360 Europe in the 20th Century: 1914–Present 3 hours
HIST 366 History of England, 1600–Present 3 hours
HIST 369 History of Revolutionary France 3 hours
HIST 371 The City in European History 3 hours
HIST 382 Modern East/Central Europe 3 hours
HIST 422 Living with the Enemy 3 hours
Division III: Africa, Asia, Latin America, and the Middle East
Two of the following:
HIST 375 Women from the Global South 3 hours
HIST 376 Chinese Women and Society 3 hours
HIST 383 Women in Africa and the Middle East 3 hours
HIST 390/490 Special Topics in History (relevant topics) 1–3 hours
HIST 408 Gender and Politics 3 hours
HIST 410 Studies in Women's History 3 hours
HIST 415 International Women's Movements 3 hours

Students completing Advanced Writing and Senior Comp in History must complete the following:
HIST 495 Senior Seminar 2 hours

Minor in History, General—HIST (15 hours)
Two courses in any two of the three divisions; one course in the third division.

Division I: United States History
HIST 201 United States History to 1865 3 hours
HIST 202 United States History since 1865 3 hours
HIST 304 Colonial and Revolutionary History of the United States 3 hours
HIST 309 The Gilded Age, U.S. 1865–1898 3 hours
HIST 310 America Comes of Age, 1898–1929 3 hours
HIST 311 America in Crisis, 1932–1960 3 hours
HIST 312 Recent America: 1960 to the present 3 hours
HIST 321 The American West 3 hours
HIST 324 History of Women in the U.S. 3 hours
HIST 331 The American South 3 hours
HIST 341 African-American History 3 hours
HIST 412 American Girlhoods 3 hours
HIST 416 History of Religion in America 3 hours
HIST 418 History of Death and Dying in the United States 3 hours

Division II: European History
HIST 342 History of Classical Greece 3 hours
HIST 343 Classical Rome 3 hours
HIST 344 Medieval Civilization 3 hours
HIST 345 Christianity and the Making of Europe 3 hours
HIST 346 Christianity in the Modern World 3 hours
HIST 347 Renaissance and the Reformation 3 hours
HIST 348 Origins of Modern Europe 3 hours
HIST 349 Great Lives and Minds: From Renaissance to Enlightenment 3 hours
HIST 350 Great Lives and Minds: From Enlightenment to Existentialism 3 hours
HIST 359 Europe in the 19th Century: 1815–1914 3 hours
HIST 360 The World in the 20th Century: 1914–Present 3 hours
HIST 365 History of England to 1600 3 hours
HIST 366 History of England, 1600–Present 3 hours
HIST 367 History of Ireland 3 hours
HIST 369 History of Revolutionary France 3 hours
HIST 370 Europe of Modern European Women 3 hours
HIST 371 The City in European History 3 hours
HIST 377 Russia 3 hours
HIST 382 Modern East/Central Europe 3 hours
HIST 422 Living with the Enemy 3 hours

Division III: Africa, Asia, Latin America, and the Middle East
Two of the following:
HIST 370 History of Modern European Women 3 hours
HIST 376 Chinese Women and Society 3 hours
HIST 378 The Middle East 3 hours
HIST 379 The Indian Subcontinent 3 hours
HIST 380 Southeast Asia 3 hours
HIST 381 Far East 3 hours
HIST 383 Women in Africa and the Middle East 3 hours
HIST 384 Africa Since 1800 3 hours
HIST 385 Latin America 3 hours
HIST 408 Gender and Politics 3 hours
HIST 410 Studies in Women's History (approved topics) 3 hours
HIST 415 International Women's Movements 3 hours

Minor in History: American, European, or Third World—HIS2 (12 hours)
Twelve hours above the 100 level in the desired area.

Minor in Women's History—WHIS (12 hours)
All of the following:
HIST 324 History of Women in the United States 3 hours
HIST 370 History of Modern European Women 3 hours

Two of the following:
HIST 375 Women from the Global South 3 hours
HIST 376 Chinese Women and Society 3 hours
HIST 378 The Middle East 3 hours
HIST 379 The Indian Subcontinent 3 hours
HIST 380 Southeast Asia 3 hours
HIST 381 Far East 3 hours
HIST 383 Women in Africa and the Middle East 3 hours
HIST 384 Africa Since 1800 3 hours
HIST 385 Latin America 3 hours
HIST 408 Gender and Politics 3 hours
HIST 410 Studies in Women's History (approved topics) 3 hours
HIST 415 International Women's Movements 3 hours

HISTORY COURSES (HIST)
101 The Development of Western Civilization I (3)
The historical development of Europe from the Greco-Roman world to 1648. Emphasis is placed not only on the great individuals, but also upon the ideas and forces which helped to create the basic institutions of the Western world. Students are advised to take this course early in their careers in order that it might serve as a foundation for their other studies.

102 The Development of Western Civilization II (3)
Modern Europe from 1648 to present. Emphasis is placed not only on important individuals, but also upon the increasing complexity of the ideas and forces which have left a profound influence on our contemporary society. While students are encouraged to take both semesters of Western Civilization, it is not essential to have had HIST 101.

103 World Civilization I (3)
A study of human civilization from its origins to about 1500 A.D. The story of the human spirit arising from the primitive environs of the earliest societies to develop the ideas, institutions and tools that assured all humanity a meaningful existence will be told. The trials and triumphs of humanity everywhere will be highlighted through detailed discussions and audio-visual presentations about the great civilizations of the past. While lectures and discussions will be within a chronological framework, emphasis will be on the rise and fulfillment of cultures and the people who created them.

104 World Civilization II (3)
A study of the modern world from about 1500 A.D. to the present. The great civilizations of Europe, America, Asia and Africa will be discussed with detailed descriptions and audio-visual presentations on the vast empires under which they thrived and the energetic leaders who created them. While lectures
and discussions will be within a chronological framework, emphasis will be on the new developments in philosophy, religion, politics, arts, literature, ethics, society, and science and technology—all of which resulted in the creation of the world we live in today.

DIVISION I: UNITED STATES

201 United States History to 1865 (3)
This course will trace America from multiple beginnings—Native American, African, and European—through the major developments and events that led to the Civil War. It focuses on conquest, slavery, the development of colonial economics and societies, politics, culture, and the lived experiences of everyday women and men.

202 United States History Since 1865 (3)
What does it mean to be American? Whatever your answer to this question, chances are it is deeply connected to the themes and events we will discuss in this class. Starting with Reconstruction and ending in the late 20th century, the course will explore major political, social, and cultural transformations. Important themes include urbanization, immigration, consumerism, warfare and America's rise to global power, civil rights and other social movements, and political culture.

304 Colonial and Revolutionary History of the United States (3)
A study of the formation of the United States, with an emphasis on the European background, the foundation of colonies in North America, their political, economic, intellectual and social evolution, their war for independence and the creation of the U.S. Constitution.

309 The Gilded Age, U.S. 1865–1898 (3)
The South and the North as reconstructed with changed images after the Civil War. The traditional patterns of national life shifting into new political, social, economic, and international frames are studied.

310 America Comes of Age, 1898–1929 (3)
The emergence of the United States as an industrial giant and international power. Urbanization, economic maturity, progressivism, World War I, and the twenties are considered in a political, social and economic frame.

311 America in Crisis, 1932–1960 (3)
A study of the United States during the crucial periods of the Great Depression, World War II, and the onset of the Cold War. The impact of these crises on the American people and American institutions.

312 Recent America: 1960 to the Present (3)
A study of the events, crises, and developments in American history from the turbulent sixties to our own day. The transformation of an ebullient superpower to a nation struggling to recognize and cope with its own limitations.

321 The American West (3)
Americans are fascinated by their Western heritage, and cowboys and Indians are among our mythic heroes. Emphasis in this course is on the settlement and development of the American West and the role of the West in shaping the American character.

324 History of Women in the U.S. (3)
A study of how race, class, and gender come together to shape the identities of American women from Colonial times to the present.

331 The American South (3)
This course studies the history and culture of the southern region of the United States from its colonial origins through the late 20th century, and covers the broader categories of southern history such as economics, politics, slavery and race relations, and society. In addition, various expressions of southern culture, such as literature, music, religion, and folklore will be explored.

332 History of the South Since 1865 (3)
The South and the North as reconstructed with changed images after the Civil War. The traditional patterns of national life shifting into new political, social, economic, and international frames are studied.

341 African-American History (3)
This course examines African-American history since emancipation. We will read nonfiction and several fictive works on the Reconstruction, the Great War, the Great Migration, the feminist movements, Garveyism, the Harlem Renaissance, and the Civil Rights movement, among other topics. We will discuss the intersections of race with citizenship, gender, class, and sexuality, and we will draw on critical race theory and feminist theory. We will also examine what kinds of archival sources exist for writing African-American history, and we will discuss the varied debates that have shaped our national understanding of African-American history. Through the use of texts, primary sources, and documents, the course aims to familiarize students with the process of historical interpretation and to help students gain a deeper understanding of the United States today.

412 American Girlhoods (3)
This course explores the meanings, experiences, conditions, and historical significance of girlhood in the United States. Prerequisites: HIST 201 or 202 or GWS 207, or permission of instructor.

416 History of Religion in America (3)
This course examines the impact that religion has had on American history and culture. The course emphasizes the role that religious subcultures have played and continue to play in shaping the lives of individuals and communities in this country.

418 History of Death and Dying in the United States (3)
In the United States, the practices and beliefs surrounding death and dying have a peculiar history. Our experience of death shifted from a familiar—both common and family-based—position to one of compartmentalized avoidance—hospitals and funeral homes, for instance. This course approaches the topic of American death and dying from a historical perspective. In the class, students will learn how particular aspects of death have changed in United States history: dying, preparation of bodies, funeral rituals, burials, cemeteries, commemorative markers, and mourning. We will also research the racial, ethnic, gender, and regional diversities of expressions surrounding death and dying.

DIVISION II: EUROPEAN

342 History of Classical Greece (3)
The story of ancient Greece from Minos to Alexander the Great with emphasis on the rivalry between Athens and Sparta. The class is a blend of social, political and military history with particular attention paid to the Golden Age of Pericles, the role of women in Greece, and Greek influence in Asia and Africa.

343 Classical Rome (3)
A critical analysis of the rise of Rome from an agricultural city-state to the urban center of the classical world. The purpose of the course is to show the influence of Rome, not only in laying the basis of Western civilization, but as the progenitor of the Byzantine Empire and the civilization to which it gave birth. In a word, the course deals with the origins of much of the world we live in.

344 Medieval Civilization (3)
The study and interpretation of the nature and contributions of medieval civilization to Western culture with a focus on social, religious, and cultural history.

345 Christianity and the Making of Europe (3)
The emergence of the Christian church in the Greco-Roman world with some emphasis on the Jewish tradition from which it developed. The Catholic church as the dominant influence in the Western world after the collapse of the Roman system and throughout the medieval period.

346 Christianity in the Modern World (3)
Conflicts with state absolutism since 1600, the Age of Reason, 19th-century revolutionary philosophies, and Christianity in the 20th-century.

347 Renaissance and Reformation (3)
The intellectual, cultural and artistic ferment of the 15th-century Europe that launched the modern era will be discussed, along with the deep religious divisions that occurred in the 16th century.
348 Origins of Modern Europe (3)
This seminar will explore the reshaping of early modern Europe through the political changes, new intellectual movements, advances in science and technology, and changes in economic and social conditions, that formed the fabric of European civilization in the seventeenth and eighteenth centuries.

349 Great Lives and Minds: From Renaissance to Enlightenment (3)
European intellectual history from the 13th through the 18th centuries, considered through the lives and works of important thinkers.

350 Great Lives and Minds: From Enlightenment to Existentialism (3)
European intellectual history from the 18th through the 20th centuries, considered through the lives and works of important thinkers.

359 Europe in the 19th Century: 1815–1914 (3)
Development and effects of nationalism, liberalization, industrialization, imperialism and socialism on forms of government and currents of thought.

360 Europe in the 20th Century: 1914–Present (3)
The two World Wars and subsequent efforts at achieving a just peace; the rise of the dictators; colonialism and its decline in Asia and Africa; the Cold War; the United States as a world power.

365 History of England to 1600 (3)
A survey of the early history of England, covering its Celtic origins to the Renaissance, focusing primarily on the cultural, social, political, and religious development of medieval England.

366 History of England, 1600 to Present (3)
A survey of modern England from the Stuart period to the present, this course integrates the social, political, religious, and cultural history of England as it becomes a dominant world power.

367 History of Ireland (3)
The history of Ireland beginning with the medieval background and the English domination to the modern period. Special emphasis will be given to the movements toward independence and the creation of Northern Ireland.

369 History of Revolutionary France (3)
Revolutionary France from 1750 to 1871. Political, social and cultural history of the Enlightenment, early attempts at reform, the middle class revolution, the Terror, Napoleon, the Restoration, revolutions in 1830 and 1848, Napoleon III, and the Second Republic.

370 A History of Modern European Women (3)
A study of how ethnicity, class, nationality, religion, and gender come together to shape the identities of modern European women.

371 The City in European History (1–3)
Studies of selected European cities during significant periods in the development of Western civilization. (When offered in Saint Mary's summer program, this course will be taught in the cities under consideration, e.g., London, Paris, Dublin.) May be repeated.

377 Russia (3)
The emergence of Russia as a state and a nation in the Middle Ages, Christianization of the country, its rise as a Western power in the 17th century, its role in the age of imperialism, the glory of the czars and their decline, the rise of Communist power in Russia, its emergence as a super-power, and its role in the Cold War and after.

382 Modern East/Central Europe (3)
The course primarily covers the history of Poland, Bohemia and Hungary from the French Revolution and Napoleon to the transition from communism at the end of the twentieth century. Other countries of the region are considered but less extensively. Topics included are the rise of nationalism, the struggles for independence, and the problem of inter-regional relations.

385 Latin America (3)
A study of the history and culture of Latin America.

386 Gender and Politics (3)
This course will combine theoretical and empirical analysis of gender as a political issue. Case studies will permit comparative analysis of the diverse ways in which gender emerges as a political issue within distinct social, economic, cultural, and political contexts. The course will also assess the value of gender analysis in the field of political science (also listed as POSC 365).

422 Living with the Enemy (3)
How did Europeans respond to fascism? What would your response have been to live in Hitler's Europe? Who resisted? Who collaborated? What were their reasons, and what did they do? This course will be concerned with the European response to fascism. We will study the establishment, triumph, and failure of the natural rights tradition of Classical Liberalism in the West, and the major focus of the course will be on resistance, rescue, and collaboration in Occupied Europe and the Holocaust.

DIVISION III: AFRICA, ASIA, LATIN AMERICA, AND THE MIDDLE EAST

375 Women from the Global South (3)
The course begins by situating women from the global south in their historical context, and then explores diverse themes in the history of women in the regions that make up the global south, namely, Africa, Asia, and the Middle East. Selected topics will examine historical experiences of women from the global south and analyze their contemporary situations at both national and global levels. We explore and critique various dualisms: such as, self and other, civilized and primitive, developed and developing, east and west, south and north, traditional and modern. Other themes to be discussed will include historical developments around class, race, and gender in the 21st century and how these shape the modern experiences of women in the global south.

376 Chinese Women and Society (3)
This course introduces the herstory of Chinese women and current social issues in China. Students will gain knowledge about Chinese culture, and skills to compare the development and cross-cultural issues of Chinese and American women as well as global/transnational/international feminism. Topics covered include race, gender and class issues in China as well as concerns for social justice for women in the world. (Also listed as GWS 376.) Prerequisite: GWS 207 or ICS 201 or permission of instructor.

378 The Middle East (3)
From the rise of Islam to the Ottoman Empire in the 19th and 20th centuries and the emergence of the modern Middle Eastern states.

379 The Indian Subcontinent (3)
The emergence of one of the world's oldest and greatest civilizations in the Indian subcontinent and its religious, cultural, economic and artistic contributions to the world will be discussed, along with the modern developments that led to the creation of three independent nations, India, Pakistan, and Bangladesh, and their contemporary situations.

380 Southeast Asia (3)
The rise and development of great civilizations in Sri Lanka, Indonesia, Cambodia, Thailand, Burma, Malaysia, Laos and Vietnam will be studied along with recent and contemporary events in these countries.

381 Far East (3)
An introductory survey of the Chinese and Japanese civilizations with emphasis on cultural aspects: philosophy, art, literature, poetry, and music.

383 Women in Africa and the Middle East (3)
This course provides a variety of perspectives, new directions/interpretations and debates on contemporary history of women in Africa and the Middle East in their struggle for empowerment.

384 Africa Since 1800 (3)
The course examines the major political, economic, and cultural developments of Africa since 1800, including significant external forces, internal developments, and how Africa attempts to cope with forces of change.

385 Latin America (3)
A study of the history and culture of Latin America.
415 International Women’s Movements (3)
This course will provide students with the ability to understand, critique and comparatively analyze the politics of the international women’s movements. Through case studies concerns and challenges facing the international women’s movements and feminist movements in the 21st century will be discussed.

OTHER ELECTIVES
220 East African History and Cultures (1)
This course will focus on the diverse history and cultures of contemporary East African countries. Any positive and productive encounter with East Africa calls for sensitivity to and familiarity with both its achievements and contributions to global history, as well as with the challenges that the region faces. Special emphasis will be placed on issues facing the region, which will arise from the impact of colonization or forces such as poverty that influence access to health care and education.

261 Contemporary Affairs (2)
Current domestic and international affairs and their historical roots. Recommended as an elective for non-majors.

280 History Study Tours (1–3)
This course is intended to enrich the student’s knowledge of a particular region of the world by combining the advantage of both travel to the historic sites and lectures pertaining to the background of the area. Normally one credit hour will be given with additional hours of credit possible if the student elects to do additional work under the direction of the instructor. May not be applied to the major.

300 Special Topics in History (1–3)
This course presents selected topics chosen by the professor which are not included in the regular departmental offerings. May be repeated.

397 Independent Study (1–3)
Provides an opportunity for properly qualified students to do independent study. Content dependent on student background and interests. Approval of the department chair is required. May be repeated.

399 Internship (1–3)
Practical off-campus experience with an approved history-related institution. Jointly supervised by a faculty member and a representative of the sponsor. Graded S/U. Prerequisites: Junior standing and permission of the department chair. May be repeated.

401, 402 The Making of Europe: Medieval Christendom (3, 3)
(For description see HUST 321, 322)

405, 406 Age of Religious Division: Age of Revolutions and World Wars (3, 3)
(For description see HUST 461, 462)

410 Studies in Women’s History (3)
Women’s history materials grouped variously for each class by theme or historical period.

425 History of Women in Science (3)
This course offers an historical perspective on women in the natural, social, applied, and formal sciences, as well as in medicine. We will look at the ways in which women have pursued scientific knowledge, the domestic circumstances and personal relationships that either aided or inhibited their work, and the social and cultural factors that established an environment sometimes hostile to women in science.

495 Senior Seminar (2)
In the Senior Seminar, majors completing their Advanced Writing Requirement in the History Department will complete an original research paper based on primary and secondary source interpretation. Students may write on a subject of their choice and are encouraged to identify a potential topic before the beginning of the semester.

DEPARTMENT DESCRIPTION
We often divide the liberal arts into different disciplines (for example, history, literature, philosophy) in order to make teaching and studying them easier. In truth, they interconnect, which means that it is impossible to obtain a thorough knowledge of one without at least some knowledge of the others.

Founded in 1956, the interdisciplinary program in Humanistic Studies presents the liberal arts as a unified, interrelated body of knowledge. It explores the various elements that have molded and expressed Western culture by interweaving the study of history, literature, philosophy, theology, and art so that the student perceives the shape of Western culture as a whole.

The program consistently stresses Christianity’s dynamic role in forming Western thought, society, and art. To broaden the student’s cultural perspective, the program also recognizes the vital contributions of non-Western and non-Christian societies. Works by and about women receive special notice as well.

To develop skills in critical and creative thinking, reading, writing, and speaking, students meet in small classes that stress reading and discussion. They write often and in a variety of styles. Over the years, our graduates have successfully used their education as a preparation for a broad range of careers, including law, education, business, communications, the creative arts, and health care.

ADVANCED WRITING PROFICIENCY
The Senior Comprehensive exam is used to assess the College’s Advanced Writing Proficiency requirement. A student may fulfill her advanced writing requirement in Humanistic Studies, even when she fulfills her comprehensive requirement in another department, by submitting a portfolio of her written work early in her last semester in the program.

SENIOR COMPREHENSIVE
The Senior Comprehensive exam in Humanistic Studies is a long essay, written in a senior’s spring semester, exploring the interrelation between the history and literature of selected eras of Western culture.
PROGRAM IN HUMANISTIC STUDIES

Bachelor of Arts, Major in Humanistic Studies—HUST (27 hours)

All of the following taken in sophomore or junior year:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUST 242</td>
<td>Art and Culture</td>
<td>3</td>
</tr>
<tr>
<td>HUST 321</td>
<td>Cultural History I: Medieval Culture</td>
<td>3</td>
</tr>
<tr>
<td>HUST 322</td>
<td>Cultural History II: Renaissance and Reformation</td>
<td>3</td>
</tr>
<tr>
<td>HUST 323</td>
<td>Colloquium I</td>
<td>3</td>
</tr>
<tr>
<td>HUST 324</td>
<td>Colloquium II</td>
<td>3</td>
</tr>
</tbody>
</table>

All of the following taken in junior or senior year:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUST 461</td>
<td>Cultural History III: Absolutism, Enlightenment, and Revolution</td>
<td>3</td>
</tr>
<tr>
<td>HUST 462</td>
<td>Cultural History IV: The Modern World</td>
<td>3</td>
</tr>
<tr>
<td>HUST 463</td>
<td>Colloquium III</td>
<td>3</td>
</tr>
<tr>
<td>HUST 464</td>
<td>Colloquium IV</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in Humanistic Studies—HUST (15 hours)

Five of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUST 242</td>
<td>Art and Culture</td>
<td>3</td>
</tr>
<tr>
<td>HUST 321</td>
<td>Cultural History I: Medieval Culture</td>
<td>3</td>
</tr>
<tr>
<td>HUST 322</td>
<td>Cultural History II: Renaissance and Reformation</td>
<td>3</td>
</tr>
<tr>
<td>HUST 323</td>
<td>Colloquium I</td>
<td>3</td>
</tr>
<tr>
<td>HUST 324</td>
<td>Colloquium II</td>
<td>3</td>
</tr>
<tr>
<td>HUST 461</td>
<td>Cultural History III: Absolutism, Enlightenment, and Revolution</td>
<td>3</td>
</tr>
<tr>
<td>HUST 462</td>
<td>Cultural History IV: The Modern World</td>
<td>3</td>
</tr>
<tr>
<td>HUST 463</td>
<td>Colloquium III</td>
<td>3</td>
</tr>
<tr>
<td>HUST 464</td>
<td>Colloquium IV</td>
<td>3</td>
</tr>
</tbody>
</table>

DOUBLE MAJORS/MINORS

Courses taken outside the major may be selected to provide the student with a second area of concentration. Many students combine a major in Humanistic Studies with a major or minor in another discipline such as economics, English, political science, history, philosophy, psychology or religious studies. With careful planning, students have double-majored in the fine arts, science, or business.

HUMANISTIC STUDIES COURSES (HUST)

103 Lives and Times (3)
This introductory course explores the interaction of people from the past with their cultural milieu through a study of works that have cultural or historical importance.

197 Myth, Legend, and History (3)
This course studies the ways people talk about their past through myths, legends, and history by focusing on subjects such as the Trojan War, King Arthur, Joan of Arc, and the sinking of the Titanic, among others.

203 Asian Influence on Western Literature (3)
An introduction to the cultures of India, China and Japan through their influence on Western writers, thinkers and artists. Texts include books about the East written by Westerners and also translations of Asian literature.

212 High Society (3)
A social and cultural history of European aristocracy and monarchy from medieval times to the present.

242 Art and Culture (3)
A study of the relationship of art and culture during selected stages of Western civilization.

261RM Mythology (3)
A study of myth in literature, painting and sculpture. Taught in Rome. (Also listed as ENLT 361RM)

265–266 Irish Culture I, II (1–1)
An introduction to Irish culture, featuring tours and guest lectures. Offered in the fall and spring. Taught in Ireland program only. Graded S/U.

292 Greek and Roman Culture (3)
This course looks at the main elements of Greek and Roman culture through a variety of works: historical, philosophical, and literary. Special attention is paid to the role of women in Greek and Roman society.

321 Cultural History I: Medieval Culture (3)
A study of the people, institutions, events, and ideas that shaped Western culture from the decline of Rome to the late Middle Ages (also listed as HIST 401). Corequisite: HUST 323.

322 Cultural History II: Renaissance and Reformation (3)
A study of the intellectual, religious, political, and social developments that marked the transition from the unified world view of medieval Christendom to the new movements of Renaissance humanism and religious Reformation (also listed as HIST 402). Corequisite: HUST 324.

323 Colloquium I (3)
Selected readings in medieval literature, including Augustine’s Confessions, The Song of Roland, Tristan and Iseult, the Letters of Abelard and Heloise, Sir Gawain and the Green Knight, and Chaucer’s Canterbury Tales. Corequisite: HUST 321.

324 Colloquium II (3)
Selected readings in Renaissance and Reformation literature, including Dante’s Divine Comedy, Petrarch’s My Secret, Boccaccio’s Decameron, Castiglione’s Book of the Courtier, Erasmus’ Praise of Folly, More’s Utopia, and Cellini’s Autobiography. Corequisite: HUST 322.

390/490 Special Topics (1–3)
Topics in Humanistic Studies not covered in regular department offerings. May be repeated for credit with a different topic.

461 Cultural History III: Absolutism, Enlightenment, and Revolution (3)
A study of the people, events, and ideas that shaped European society from the Elizabethan Age to the Napoleonic Empire (also listed as HIST 405). Corequisite: HUST 463.

462 Cultural History IV: The Modern World (3)
A study of European culture since Napoleon, with emphasis on new ideologies, political and social revolutions, the World Wars, and the modern world view (also listed as HIST 406). Corequisite: HUST 464.

463 Colloquium III (3)
Selected readings from the seventeenth and eighteenth centuries, including Shakespeare’s Tempest, Pascal’s Pensées, Montaigne’s Essays, de Lafayette’s Princesse de Clèves, Pope’s Essay on Man, Voltaire’s Candide, and Goethe’s Sorrows of Young Werther. Corequisite: HUST 461.

464 Colloquium IV (3)
Selected readings from the nineteenth and twentieth centuries, including various Romantic poets, Turgenev’s Fathers and Sons, Freud’s Civilization and Its Discontents, Woolf’s To the Lighthouse, Camus’s The Plague, Larsen’s Quicksand, and Kundera’s Unbearable Lightness of Being. Corequisite: HUST 462.

497 Independent Study (1–3)
Independent study for outstanding students. May be repeated.

499 Internship (1–3)
Practical experience in a field related to Humanistic Studies. Graded S/U. May be repeated.
PROGRAM DESCRIPTION
Today’s students will live and work within an increasingly multicultural world. Intercultural Studies offers students a challenging program of courses on the theme of intercultural contact, systems of power and privilege, and inter-group dynamics. The program is designed to help students understand the shifting boundaries of culture, nation, race, ethnicity, and institutional structures that shape contemporary social life. Because this program encourages analysis and reflection upon the dynamics of intercultural interaction in many contexts, students will find that Intercultural Studies complements work within their major area of study and is relevant to their professional interests.

The goal of the program in Intercultural Studies is to foster an academic community in which challenging and important questions can be addressed. The program allows students to discuss their ideas and concerns with fellow students from different cultural backgrounds and academic disciplines who share an interest in learning about issues of race, cultural difference, and ethnic identity. The minor consists of an interdisciplinary series of courses that challenge a monocultural perspective from a position of privilege.

PROGRAM IN INTERCULTURAL STUDIES
Student-Designed Major
Given the interdisciplinary nature of Intercultural Studies, a superior student may design a program of study that uses intercultural dynamics as a framework to organize her specific concerns. Interested students must declare their intentions by the spring semester of sophomore year and submit a proposal prepared with the help and advice of a faculty sponsor.

Minor in Intercultural Studies—ICS (15 hours)
All ICS courses focus on the interaction and dynamics between individuals and/or societies from different identity groups and require students to examine, reassess, and/or better understand their identity in terms of culture and/or power and privilege. Only one course in any academic discipline may be taken in each category, with the exception of ICS courses.

The following:
ICS 201 Introduction to Intercultural Studies 3 hours

One of the following:
Theory of Culture
A student in a Theory of Culture course will acquire tools for understanding the role of culture in human life and seeing the cultural dimensions of her world, and she will learn how to carry out informed comparative analysis. While the concept of culture
will be present in all ICS courses, those which can be used to satisfy this requirement will be characterized by a deeper theoretical focus on the process of cultural formation both individually and collectively.

**One of the following:**

**Theory of Power and Privilege**

Classes in this category will analyze the roots of particular forms of privilege and subordination, examine how they have evolved and changed over time, investigate how they operate, and give each student an opportunity to locate and examine her own position in systems of power and privilege. While these concepts will be present in most if not all ICS courses, those which can be used to satisfy this requirement will be characterized by deeper theoretical focus on systems of power and privilege.

- **GWS 333** Transnational Feminisms (cross-listed with POSC) 3 hours
- **HIST 410** Studies in Women's History (approved topics) 3 hours
- **ICS 366** Critical Whiteness Studies (cross-listed with ENLT/SOC) 3 hours
- **POSC 319** Politics of the Third World 3 hours
- **POSC 360** Politics of Race 3 hours
- **PSYC 438** Stereotyping and Prejudice 3 hours
- **SOC 230** Social Inequalities in Education 3 hours
- **SOC 255** Race, Ethnicity, and Identity in the U.S. 3 hours
- **SOC 345** Sociology of Poverty 3 hours
- **SOC 360** Social Stratification: Class, Gender, and Race 3 hours

**Two or more from the above categories or the following (6 hours):**

- **ANTH 141** People and Nature 3 hours
- **BIO 270** Environments of Ecuador 3 hours
- **BIO 313** Economic Botany 3 hours
- **BIO 320** Parasitology 4 hours
- **BUAD 329** Race and Gender Issues in Management 3 hours
- **BUAD 422** International Management 3 hours
- **EDUC 201** Foundations for Teaching in a Multicultural Society 3 hours
- **ENLT 203** Studies in Literature (approved topics) 3 hours
- **ENLT 293** Chicana Literature 3 hours
- **ENLT 365** African-American Literature 3 hours
- **HIST 324** History of Women in America 3 hours
- **HIST 383** Women in Africa and the Middle East 3 hours
- **HIST 384** History of Africa Since 1800 3 hours
- **HUST 203** Asian Influence on Western Literature 3 hours
- **ICS 250** Intercultural Engagement Through Study Abroad 1 hour
- **ICS 290/390/490** Special Topics 1–3 hours
- **ICS 305** Analysis of Study Abroad 3 hours
- **ICS 310** Diversity Dialogues 1 hour
- **ICS 397/497** Independent Study 1–3 hours
- **ICS 399** Internship 1–3 hours
- **MLCH 280** Chinese Society and Culture 3 hours
- **MLFR 408** The Culture of Business in the French-Speaking World 3 hours

**MLFR 462** Francophone Cultures and Literature 3 hours
**MLFR 491** Topics in French Studies (approved topics) 1–3 hours
**MUS 243** Introduction to Latin American Music 3 hours
**NURS 414** Community Health Nursing 5 hours
**PHIL 245** Non-Western Philosophy 3 hours
**PHIL 254** Social Justice 3 hours
**POSC 304** Latin American Politics 3 hours
**PSYC 381** Clinical Psychology 3 hours
**RLST 225** Reading the Hebrew Bible in Jewish and Christian Terms 3 hours
**RLST 355** African-American Theologies 3 hours
**RLST 380** World Religions and Christianity 3 hours
**SW 342** Intercultural Leadership Development 3 hours

*Courses may be taken only by students majoring in the discipline or by students who can demonstrate adequate knowledge to the course instructor.

Selected courses taken through Saint Mary’s College affiliated program in Seville, Spain may also apply to the minor. Topics courses in various departments and other courses may be included when appropriate.

**INTERCULTURAL STUDIES COURSES (ICS)**

**201 Introduction to Intercultural Studies (3)**

An introduction to Intercultural Studies through an examination of 1) the relationship between culture and identity, 2) patterns of behavior and attitudes engendered by intercultural contact, 3) systems of power and privilege, and 4) expressions of identity. The course emphasizes the necessity of intercultural skills in the pluralistic society of the United States in the 21st century. It also fosters an understanding of different perspectives through the study of texts which voice the viewpoints and histories of various identity groups within the United States.

**250 Intercultural Engagement Through Study Abroad (1)**

Intercultural Engagement is an on-line course offered to students enrolled in a study abroad program; it is designed to help develop intercultural competence by engaging students in critical reflection and analysis of their experience of living abroad. Graded H/S/U. Corequisite: enrollment in a study abroad program.

**305 Analysis of Study Abroad (3)**

Students reflect on and integrate their learning from studying abroad by generating their own data through reflective writing and standardized assessments; analyzing and comparing their findings with other students’; surveying existing theories and data on this kind of learning/growth; bringing their data into dialogue with the larger field; and examining connections between learning abroad and the rest of their Saint Mary’s education, their intercultural interactions here, and their future goals. Prerequisite: Participation in a study abroad program, and permission of instructor.

**310 Diversity Dialogues (1)**

Diversity Dialogues uses the framework of a “study circle” to conduct a series of structured conversations that deal with questions of race and identity and ways that participants might bring change to their local setting. The study circles that form the basis of this course will include both students and members of the campus and local communities, insuring a wide range of experiences and insights on the subject of race. Respect for each other’s ideas and allowing everyone a fair hearing are hallmarks of the study circle approach; the process of building relationships between members of the group is as important as the issues discussed. The study circle is small-group democracy in action; all viewpoints are taken seriously, and each member has an equal opportunity to participate.

**366 Critical Whiteness Studies (3)**

In this interdisciplinary course, students will examine how the meaning of white privilege has changed over time and how various “non-White”/immigrant groups have “become white,” often through an assimilation process that involves embracing a racist ideology in which whiteness is privileged. This course will introduce students to the diverse range of work being done in critical whiteness studies, a new field that examines the meaning of whiteness. May be cross-listed with ENLT and SOC.
290, 390, 490 Special Topics (1–3)
Topics of special interest in Intercultural Studies not covered in the regular offerings of the program. May be repeated with different topic.

397, 497 Independent Study (1–3)
This course is designed to provide upper-level students the opportunity to examine intercultural issues using a framework and content of their own design. Prerequisite: ICS 201 or permission of advisor.

399 Internship (1–3)
Community-based experience in an intercultural studies related field at an approved site. Jointly supervised by a faculty member and a representative from the sponsoring agency. Must be approved by the Director of the Intercultural Studies Program. Student will submit a reflection paper appropriate to the nature of the internship within two weeks of the end of the internship. Graded S/U.

PROGRAM DESCRIPTION
Justice education has always been an integral part of Saint Mary’s mission. The college’s goal is to educate women of character who are knowledgeable about contemporary social issues and committed to a vision of justice inspired by Christian tradition. A formal academic program is available to all students through an interdisciplinary minor in justice studies that examines historical and contemporary justice issues. By design, the minor is structured so that theory, experience, reflection, and commitment are related.

PROGRAM IN JUSTICE EDUCATION
Student-Designed Major
Given the interdisciplinary nature of justice studies, a superior student may design a specific program of study which uses justice as a framework and organizes her specific concerns. Interested students must declare their intentions by the spring semester of sophomore year and submit a proposal with the help and advice of a faculty sponsor. Plans for fulfilling the Senior Comprehensive and Advanced Writing Proficiency will be described in the proposal.

Minor in Justice Education—JUST (15 hours)
The following:
JUST 250 Christians in the World 3 hours
One of the following:
PHIL 254 Philosophy of Social Justice 3 hours
RLST 236 Faith in Action 3 hours
RLST 240 Catholic Social Thought 3 hours
At least three of the following (9 hours):
BUAD 346 Personal Ethics and Corporate Culture 3 hours
ECON 354 Economic Development 3 hours
ENLT 204 Literature of Social Justice 3 hours
ENLT 293 Chicana Literature 3 hours
ENLT 374 Studies in World Literature 3 hours
ENLT 390/490 Special Topics Seminar in Literature (relevant topics) 1–3 hours
GWS 240 Gender and Environmental Justice 3 hours
GWS 333 Transnational Feminisms (cross-listed with POSC) 3 hours
JUST 260 Social Thought and the American Worker 3 hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>People and Justice (1)</td>
<td>3 hours</td>
</tr>
<tr>
<td>250</td>
<td>Christians in the World (3)</td>
<td>3 hours</td>
</tr>
<tr>
<td>290</td>
<td>Special Topics in Justice Education (1–3)</td>
<td>3 hours</td>
</tr>
<tr>
<td>301</td>
<td>The Quest for Human Rights (3)</td>
<td>3 hours</td>
</tr>
<tr>
<td>310</td>
<td>Diversity Dialogues (1)</td>
<td>3 hours</td>
</tr>
<tr>
<td>320</td>
<td>Faith and Justice (3)</td>
<td>3 hours</td>
</tr>
<tr>
<td>330</td>
<td>Political Participation</td>
<td>3 hours</td>
</tr>
<tr>
<td>332</td>
<td>Politics in the Third World</td>
<td>3 hours</td>
</tr>
<tr>
<td>334</td>
<td>American Civil Liberties</td>
<td>3 hours</td>
</tr>
<tr>
<td>335</td>
<td>Politics of Race</td>
<td>3 hours</td>
</tr>
<tr>
<td>336</td>
<td>Social and Economic Problems</td>
<td>3 hours</td>
</tr>
<tr>
<td>345</td>
<td>Social Ecology</td>
<td>3 hours</td>
</tr>
<tr>
<td>347</td>
<td>Psychology of Violence</td>
<td>3 hours</td>
</tr>
<tr>
<td>350</td>
<td>Stereotyping and Prejudice</td>
<td>3 hours</td>
</tr>
<tr>
<td>352</td>
<td>Religion and Politics</td>
<td>3 hours</td>
</tr>
<tr>
<td>355</td>
<td>African-American Theologies</td>
<td>3 hours</td>
</tr>
<tr>
<td>356</td>
<td>Race, Ethnicity, and Identity in the U.S.</td>
<td>3 hours</td>
</tr>
<tr>
<td>357</td>
<td>Sociology of Poverty</td>
<td>3 hours</td>
</tr>
<tr>
<td>358</td>
<td>Diverse Childhoods</td>
<td>3 hours</td>
</tr>
<tr>
<td>359</td>
<td>Social Stratification: Class, Gender, Race</td>
<td>3 hours</td>
</tr>
<tr>
<td>360</td>
<td>Social Welfare Policy and Service</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Other courses may be substituted by permission.
DEPARTMENT DESCRIPTION
Mathematics is a human activity that throughout history has occupied thinking people. It is an intellectual process requiring creativity, analysis, logic, decision-making, synthesis of ideas, and communication. Mathematics exists in and for itself but also provides the technical basis for problem-solving in a wide variety of fields. The Saint Mary’s graduate equipped with a strong mathematical background will be in the enviable position of being able to utilize her expertise in areas where rigorous thought and precision of results are necessary.

The courses in mathematics are offered for those studying the subject as part of a liberal education; for majors as a preparation for graduate studies, careers in business, or industry; and for those who intend to teach mathematics. In addition to the Major in Mathematics, we offer three tracks for those with special interests. The Statistics and Actuarial Mathematics Major is a sequence of courses giving the student experience in model-building and is recognized by the Society of Actuaries as a pre-actuarial program. The Computational Mathematics Major enables those students with a strong interest in computer science to pursue an integrated program of mathematics and computer science. A Teacher Concentration Major enables the student to obtain secondary school certification in the State of Indiana.

TEACHER PREPARATION
The Mathematics Department encourages students to prepare for teaching on all levels. Through the Teacher Concentration, courses are provided which enable mathematics majors to fulfill Indiana secondary teaching certification requirements. Students interested in secondary teaching are counseled within the Department to add professional education courses to their mathematics major program. Elementary education students may take courses leading to a college mathematics minor (15 hours) or a double major in mathematics and elementary education.

ADVANCED WRITING PROFICIENCY
The purpose of this requirement is to nurture the development of mathematical writing in order to deepen the student’s understanding of mathematics and to enable the student to communicate mathematical ideas to a range of audiences. Sophomores are expected to demonstrate proficiency in expository mathematics by the submission of an acceptable portfolio. Juniors are expected to demonstrate proficiency in technical or analytical mathematical writing by the submission of an acceptable portfolio. Seniors demonstrate their ability to write mathematics by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.
SENIOR COMPREHENSIVE
Mathematics majors, in the second semester of the Pro-Seminar (MATH 496), study independently a mathematical topic of their choice and work with a faculty advisor. They present their work in a series of talks in the seminar. The project culminates in a paper and a formal announced talk presenting the major results. This final presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

**Bachelor of Science: Major in Mathematics—MATH (60 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 131-132</td>
<td>Calculus I, II</td>
<td>8</td>
</tr>
<tr>
<td>or MATH 133</td>
<td>Theory and Application of Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 225</td>
<td>Foundations of Higher Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 207</td>
<td>Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>MATH 326</td>
<td>Linear Algebra and Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 495-496</td>
<td>Pro-Seminar I, II</td>
<td>4</td>
</tr>
</tbody>
</table>

**16 additional hours at the 300-400 level with at least two full-year sequences and one course in the areas of modern algebra (alg), analysis (ana), and applied mathematics (app)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 341-342</td>
<td>Analysis I, II</td>
<td>ana</td>
</tr>
<tr>
<td>MATH 345-346</td>
<td>Probability, Statistics</td>
<td>app</td>
</tr>
<tr>
<td>MATH 353-354</td>
<td>Abstract Algebra I, II</td>
<td>alg</td>
</tr>
</tbody>
</table>

**Major Electives:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 332</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 335</td>
<td>Differential Equations II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 339</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 341</td>
<td>Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 342</td>
<td>Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 345</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 346</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 353</td>
<td>Abstract Algebra I</td>
<td>alg</td>
</tr>
<tr>
<td>MATH 354</td>
<td>Abstract Algebra II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 361</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 362</td>
<td>Topology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 372</td>
<td>Stochastic Models</td>
<td>app</td>
</tr>
<tr>
<td>MATH 382</td>
<td>Modeling Applications</td>
<td>1</td>
</tr>
<tr>
<td>MATH 438</td>
<td>Mathematical Programming</td>
<td>app</td>
</tr>
<tr>
<td>MATH 490</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>MATH 497</td>
<td>Independent Study</td>
<td>1-2</td>
</tr>
</tbody>
</table>

At least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 153-154</td>
<td>Foundations of Biology I, II</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 121-122</td>
<td>Principles of Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 217-218</td>
<td>Physics I, II</td>
<td>8</td>
</tr>
<tr>
<td>or PHYS 221-222</td>
<td>General Physics I, II</td>
<td>10</td>
</tr>
</tbody>
</table>

Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed.
At least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:

- BIO 153-154 Foundations of Biology I, II, 8 hours
- CHEM 121-122 Principles of Chemistry I, II, 8 hours
- PHYS 217-218 Physics I, II, 8 hours
- or PHYS 221-222 General Physics I, II, 10 hours

Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed.

Recommended courses for students who plan to sit for the Actuarial Exams:

- ECON 251 Principles of Macroeconomics, 3 hours
- ECON 252 Principles of Microeconomics, 3 hours
- BUAD 201 Principles of Financial Accounting, 3 hours
- BUAD 312 Principles of Finance, 3 hours
- BUAD 313 Investments, 3 hours

Bachelor of Arts: Major in Statistical and Actuarial Mathematics—SAM
(43–47 hours)

All of the following:

- MATH 131-132 Calculus I, II, 8 hours
- or MATH 133 Theory and Application of Calculus, 4 hours
- MATH 225 Foundations of Higher Mathematics, 3 hours
- MATH 231 Calculus III, 4 hours
- MATH 252 Theory of Interest, 3 hours
- MATH 326 Linear Algebra and Differential Equations, 4 hours
- MATH 345-346 Probability, Statistics, 6 hours
- MATH 372 Stochastic Models, 3 hours
- MATH 438 Mathematical Programming, 3 hours
- MATH 495-496 Pro-Seminar I, II, 4 hours
- CPSC 207 Computer Programming, 3 hours

One of the following full-year sequences:

- MATH 341-342 Analysis I, II, 6 hours
- MATH 353-354 Abstract Algebra I, II, 6 hours

Recommended courses for students who plan to sit for the Actuarial Exams:

- ECON 251 Principles of Macroeconomics, 3 hours
- ECON 252 Principles of Microeconomics, 3 hours
- BUAD 201 Principles of Financial Accounting, 3 hours
- BUAD 312 Principles of Finance, 3 hours
- BUAD 313 Investments, 3 hours

Bachelor of Science: Major in Computational Mathematics—COMP
(54–58 hours)

All of the following:

- MATH 131-132 Calculus I, II, 8 hours
- or MATH 133 Theory and Application of Calculus, 4 hours
- MATH 225 Foundations of Higher Mathematics, 3 hours
- MATH 231 Calculus III, 4 hours
- MATH 252 Theory of Operations Research, 3 hours
- MATH 226 Linear Algebra and Differential Equations, 4 hours
- MATH 332 Numerical Analysis, 3 hours
- MATH 339 Discrete Mathematics, 3 hours
- MATH 341 Analysis I, 3 hours
- or MATH 353 Abstract Algebra I, 3 hours
- MATH 345 Probability, 3 hours
- MATH 346 Statistics, 3 hours
- MATH 438 Mathematical Programming, 3 hours
- MATH 496 Pro-Seminar II, 2 hours
- CPSC 207 Computer Programming, 3 hours
- CPSC 307 C and Assembly Language, 3 hours
- or CPSC 308 Electronic Communications, 3 hours
- CPSC 315 Simulation: Theory and Application, 3 hours
- or CPSC 309 Database Systems, 3 hours
- CPSC 328 Data Structures, 3 hours
- CPSC 417 Systems Analysis and Design, 4 hours

Bachelor of Science: Major in Mathematics, Teacher Concentration—MATT
(60 hours)

All of the following:

- MATH 131-132 Calculus I, II, 8 hours
- or MATH 133 Theory and Application of Calculus, 4 hours
- MATH 225 Foundations of Higher Mathematics, 3 hours
- MATH 231 Calculus III, 4 hours
- MATH 326 Linear Algebra and Differential Equations, 4 hours
- MATH 339 Discrete Mathematics, 3 hours
- MATH 345-346 Probability, Statistics, 6 hours
- MATH 353 Abstract Algebra I, 3 hours
- MATH 361 Geometry, 3 hours
- MATH 495-496 Pro-Seminar I, II, 4 hours
- CPSC 207 Computer Programming, 3 hours

One of the following:

- MATH 341 Analysis I, 3 hours
- MATH 354 Abstract Algebra II, 3 hours

At least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:

- BIO 153-154 Foundations of Biology I, II, 8 hours
- CHEM 121-122 Principles of Chemistry I, II, 8 hours
- PHYS 217-218 Physics I, II, 8 hours
- or PHYS 221-222 General Physics I, II, 10 hours

Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed.
Bachelor of Arts: Major in Mathematics, Teacher Concentration—MATC
(40–44 hours)

All of the following:

MATH 131-132 Calculus I, II 8 hours
or MATH 133 Theory and Application of Calculus 4 hours
MATH 225 Foundations of Higher Mathematics 3 hours
MATH 231 Calculus III 4 hours
MATH 326 Linear Algebra and Differential Equations 4 hours
MATH 339 Discrete Mathematics 3 hours
MATH 345-346 Probability, Statistics 6 hours
MATH 353 Abstract Algebra I 3 hours
MATH 361 Geometry 3 hours
MATH 495-496 Pro-Seminar I, II 4 hours
CPSC 207 Computer Programming 3 hours

One of the following:

MATH 341 Analysis I 3 hours
MATH 354 Abstract Algebra II 3 hours

Minor in Mathematics—MATH (15–18 hours)

One of the following:

MATH 105 Elements of Calculus I 3 hours
MATH 115 Calculus for the Life Sciences I 4 hours
MATH 131 Calculus I 4 hours
MATH 133 Theory and Application of Calculus 4 hours

Two of the following:

MATH 108 Elements of Linear Algebra 3 hours
or MATH 326 Linear Algebra and Differential Equations 4 hours
MATH 110 Modern Geometries 3 hours
or MATH 361 Geometry 3 hours
MATH 114 Introduction to Statistics 3 hours
or MATH 346 Statistics 3 hours
MATH 209 Introduction to Cryptology 3 hours
MATH 211 Elementary Number Theory 3 hours
MATH 225 Foundations of Higher Mathematics 3 hours
MATH 332 Numerical Analysis 3 hours
or MATH 335 Differential Equations II 3 hours
CPSC 207 Computer Programming 3 hours

Two of the following (MATH 104 allowed with departmental approval):

MATH 106 Elements of Calculus II 3 hours
MATH 108 Elements of Linear Algebra 3 hours
MATH 110 Modern Geometries 3 hours
MATH 114 Introduction to Statistics 3 hours
MATH 116 Calculus for the Life Sciences II 4 hours
MATH 118 Patterns in Mathematics for Elementary Teachers 3 hours
MATH 132 Calculus II 4 hours
MATH 209 Introduction to Cryptology 3 hours
MATH 211 Elementary Number Theory 3 hours
MATH 225 Foundations of Higher Mathematics 3 hours
MATH 231 Calculus III 4 hours
MATH 241 Statistical Applications 3 hours
MATH 251 Principles of Operations Research 3 hours
MATH 252 Theory of Interest 3 hours

MATH 272 Women in Mathematics 2 hours
MATH 302 Mathematics for Elementary School Teachers 3 hours
MATH 326 Linear Algebra and Differential Equations 4 hours
MATH 332 Numerical Analysis 3 hours
MATH 335 Differential Equations II 3 hours
MATH 339 Discrete Mathematics 3 hours
MATH 341 Analysis I 3 hours
MATH 342 Analysis II 3 hours
MATH 345 Probability 3 hours
MATH 346 Statistics 3 hours
MATH 353 Abstract Algebra I 3 hours
MATH 354 Abstract Algebra II 3 hours
MATH 361 Geometry 3 hours
MATH 362 Topology 3 hours
MATH 372 Stochastic Models 3 hours
MATH 438 Mathematical Programming 3 hours

Minor in Mathematics/Computer Science —MTHC (21–25 hours)

All of the following:

CPSC 207 Computer Programming 3 hours

Two of the following:

CPSC 307 C and Assembly Language Programming 3 hours
CPSC 308 Electronic Communications 3 hours
CPSC 315 Simulation: Theory and Application 3 hours
CPSC 328 Data Structures 3 hours
CPSC 417 Systems Analysis and Design 4 hours
CPSC 429 Database Systems 3 hours

One of the following:

MATH 105 Elements of Calculus I 3 hours
MATH 115 Calculus for the Life Sciences I 4 hours
MATH 131 Calculus I 4 hours
MATH 133 Theory and Application of Calculus 4 hours

Two of the following:

MATH 108 Elements of Linear Algebra 3 hours
or MATH 326 Linear Algebra and Differential Equations 4 hours
MATH 110 Modern Geometries 3 hours
or MATH 361 Geometry 3 hours
MATH 114 Introduction to Statistics 3 hours
or MATH 346 Statistics 3 hours
MATH 209 Introduction to Cryptology 3 hours
MATH 211 Elementary Number Theory 3 hours
MATH 225 Foundations of Higher Mathematics 3 hours
MATH 332 Numerical Analysis 3 hours
or MATH 335 Differential Equations II 3 hours

One of the following:

MATH 106 Elements of Calculus II 3 hours
MATH 108 Elements of Linear Algebra 3 hours
MATH 110 Modern Geometries 3 hours
MATH 114 Introduction to Statistics 3 hours
MATH 209 Introduction to Cryptology 3 hours
MATH 211 Elementary Number Theory 3 hours
MATH 225 Foundations of Higher Mathematics 3 hours
MATH 332 Numerical Analysis 3 hours
or MATH 335 Differential Equations II 3 hours
### MATHEMATICS COURSES (MATH)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 211</td>
<td>Elementary Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 225</td>
<td>Foundations of Higher Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Statistical Applications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Principles of Operations Research</td>
<td>3</td>
</tr>
<tr>
<td>MATH 252</td>
<td>Theory of Interest</td>
<td>3</td>
</tr>
<tr>
<td>MATH 272</td>
<td>Women in Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>MATH 302</td>
<td>Mathematics for Elementary School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 326</td>
<td>Linear Algebra and Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 332</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 335</td>
<td>Differential Equations II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 339</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 341</td>
<td>Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 342</td>
<td>Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 345</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 346</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 353</td>
<td>Abstract Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 354</td>
<td>Abstract Algebra II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 361</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 362</td>
<td>Topology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 372</td>
<td>Stochastic Models</td>
<td>3</td>
</tr>
<tr>
<td>MATH 438</td>
<td>Mathematical Programming</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 307</td>
<td>C and Assembly Language Programming</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 308</td>
<td>Electronic Communications</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 315</td>
<td>Simulation: Theory and Application</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 328</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 417</td>
<td>Systems Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 429</td>
<td>Database Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

#### 100 Problem-Solving Strategies in Mathematics (3)
Intensive study of the problem-solving process. Algebraic, patterning, modeling and geometric strategies are explored. Includes a review of basic algebra skills and concepts necessary for problem solving. Consent of the Department is required. This does not fulfill the Mathematical Arts requirement of the Sophia Program.

#### 102 Liberal Arts Mathematics (3)
Mathematical modeling through the use of graph theory. Topics include graphs, directed graphs, trees, matchings and network flows. Designed primarily for first year college students.

#### 103 Precalculus (3)
This course studies polynomial, rational, exponential, logarithmic, and trigonometric functions from the symbolic, numeric, and graphical perspectives. The emphasis on these concepts will provide solid preparation for a college-level calculus course. This does not fulfill the Mathematical Arts requirement of the Sophia Program.

#### 104 Finite Mathematics (3)
Set theory, counting techniques, probability, random variables, expected value, variance, standard deviation, and linear programming.

#### 105–106 Elements of Calculus I, II (3, 3)
Introduction to differential and integral calculus designed primarily for liberal arts students and those in the professional programs. Limits are treated intuitively. Emphasis on applications. MATH 105 is prerequisite for MATH 106.

#### 108 Elements of Linear Algebra (3)
Matrices, systems of equations, determinants, eigenvalues, linear transformations, vector spaces. Emphasis on applications. Prerequisite: MATH 104 or 105.

#### 110 Modern Geometries (3)
Finite geometries. Transformational geometry with an introduction to fractals. Euclidean geometry, including classical constructions. Non-Euclidean geometries, including hyperbolic and/or projective geometry. Prerequisite: MATH 104 or 105.

#### 114 Introduction to Statistics (3)
Introduction to basic sampling and experimental design. Basics of probability, random variables, and probability distributions. Sampling distributions. Estimation and hypothesis testing for means and proportions. Statistical software will be used. Prerequisite: MATH 104 or 105 or equivalent.

#### 115–116 Calculus for the Life Sciences I, II (4, 4)
Brief treatment of the real numbers, sets, functions, polynomials, and graphs. Differential and integral calculus with special emphasis on the exponential and logarithmic functions and on ordinary differential equations. The last section of the course is equivalent to a three-credit course in statistics including use of statistical software. Motivating examples and exercises will be taken from the biological applications when possible. Not adequate preparation for MATH 231. MATH 115 is a prerequisite for MATH 116.

#### 118 Patterns in Mathematics for Elementary Teachers (3)
Problem solving and strategies; properties of whole numbers, integers, rational numbers, and real numbers; algorithms and computation; elementary number theory. The course follows the recommendations of the Mathematical Association of America and the National Council of Teachers of Mathematics for the training of elementary teachers. Prerequisite: One general education college math course.

#### 131–132 Calculus I, II (4, 4)
Algebraic and transcendental functions; limits; continuity; derivatives; maxima and minima; concavity; related rates; Taylor polynomials; Mean Value Theorem; anti-differentiation; Riemann sums; the Fundamental Theorem of Calculus; techniques of integration; sequences and series. The course is based on graphical, numerical, and symbolic points of view. Graphics calculators are used throughout the course. Prerequisite: At least four years of high school mathematics. MATH 131 is a prerequisite for MATH 132.

#### 133 Theory and Application of Calculus (4)
This course is designed for students who have completed a full year of calculus in high school and have mastered the mechanics of differentiation and integration. The basic concepts of calculus, including limits, derivatives, integrals, sequences and series, will be explored in depth. The emphasis of the course is on understanding the theory of calculus and constructing mathematical models.

#### 209 Introduction to Cryptology (3)
Introduction to Cryptology is based on mathematical ideas from number theory, probability and linear algebra. The course studies various ciphers such as Hill, Vigenere, RSA, DES. Prerequisite: Either MATH 105, 118, or 131.

#### 211 Elementary Number Theory (3)
Basic number theoretic concepts are studied, with an emphasis on writing proofs. Divisibility; primes; Euclid's algorithm and its consequences; linear diophantine equations; residue classes; linear congruences; arithmetic functions. Applications of number theory to computer science (cryptography, complexity of computations). Prerequisite: MATH 118 or 131.

#### 225 Foundations of Higher Mathematics (3)
Set theory, logic, relations, functions, and an introduction to abstract mathematical structures, with an emphasis on reading and writing mathematical proofs. Prerequisite: one calculus course or permission of instructor.

#### 231 Calculus III (4)
241 Statistical Applications (3)
Sampling studies, design of experiments, hypothesis testing, analysis of variance, regression and correlation, regression modeling, time series. Introduction to operations research: queuing, systems analysis, quality assurance, acceptance sampling. Emphasis on applications to business and economic decision making. MATH 241 is also listed as BUAD 341. Prerequisite: MATH 114 with a grade of “C” or higher.

251 Principles of Operations Research (3)
An introduction to Operations Research—quantitative models used in management decision-making. The course will focus on the models as tools with computer software used extensively for problem solving and assignments. Case studies are used. MATH 251 is also listed as BUAD 427. Prerequisite: One year of Calculus or MATH 114.

252 Theory of Interest (3)
Mathematical theory of interest, Annuities, Amortization Schedules, Yield rates, and Sinking Funds. Prerequisite: Two semesters of Calculus or equivalent.

272 Women and Mathematics: Seminar (2)
The life, times, and work of the notable women from Hypatia to Noether. Recent history of American women in mathematics. The societal and cultural influences which cause women to leave mathematics at all levels. Students in turn assume leadership of discussion. Prerequisite: two college mathematics courses above MATH 102.

302 Mathematics for Elementary School Teachers (3)
Review of basic properties of the real number system. Foundations of Euclidean geometry with additional study of transformation geometry. Elementary probability and statistics. This course meets for two hours of class instruction and has a two-hour laboratory component. Recommendations of MAA and NCTM are continued. Prerequisite: Two MATH courses including MATH 118 with a grade of C or higher in MATH 118.

326 Linear Algebra and Differential Equations (4)
Linear systems; linear independence; matrix algebra; determinants; vector spaces including subspaces, dimension, rank, change of bases; linear transformations; eigenvalues and eigenvectors; inner product; orthogonality; and Gram-Schmidt. An introduction to differential equations, including first order linear, separable, and exact; second order with constant coefficients and variation of parameters, reduction of order, and undetermined coefficients. Applications included. Prerequisites: MATH 231.

332 Numerical Analysis (3)
Computer arithmetic and algorithm convergence. Solutions of equations, polynomial interpolation, numerical differentiation and integration. Ordinary differential equations, numerical approximations of solutions to initial value problems. Error analysis. Prerequisite: MATH 132 or MATH 133.

335 Differential Equations II (3)
A study of methods for solving higher order linear ordinary differential equations, linear first order systems, and boundary value problems for the heat and wave equations. Analysis of nonlinear systems of first order ordinary differential equations using approximation by linear systems, numerical solutions and phase portraits. The course will use mathematical software to solve differential equations and systems of differential equations symbolically, numerically and graphically. Prerequisite: MATH 326.

339 Discrete Mathematics (3)
Introduction to graph theoretic and combinatoric models: planar graphs; circuits; spanning trees; network flows; counting; generating functions; recurrence relations. Prerequisites: MATH 225 and CPSC 207.

341–342 Analysis I, II (3, 3)
Construction of the reals; Sequences; Real valued functions of a single real variable: continuity, uniform continuity, sequences and series of functions, uniform convergence, differentiation, integration. Prerequisites: MATH 225 and 231. MATH 341 is a prerequisite for MATH 342.

345 Probability (3)
A calculus-based approach to probability theory. Topics include probability spaces, classical theory, random variables, discrete and continuous distributions, multivariate distributions, transformations of random variables, random sampling, the law of large numbers, the central limit theorem and moment generating functions. Prerequisite: MATH 231 or equivalent.

346 Statistics (3)
Topics include sampling distributions, estimation, theory of estimators, test of hypotheses, analysis of variance, regression and correlation analysis, time series, experimental design, modeling and decision criteria. The use of statistical analysis in decision problems is stressed. Prerequisite: MATH 345 or equivalent.

353–354 Abstract Algebra I, II (3, 3)
Basic algebraic systems: groups, rings, and fields. Homomorphisms and factor groups, rings. Polynomial rings and field extensions. Applications, including symmetry groups and algebraic coding theory. Prerequisite: MATH 225 and 326. MATH 353 is a prerequisite for MATH 354.

361 Geometry (3)
Historical and formal development of Euclidean and non-Euclidean geometries; role of axiom systems; congruence, parallelism, measurement. Prerequisite: MATH 225.

362 Topology (3)
Basic concepts of point set topology, including separation axioms, connectedness, compactness and continuous mapping. Prerequisite: MATH 231.

372 Stochastic Models (3)
Stochastic models of contingent payment, survival, frequency, severity and ruin. Compound distribution models. Emphasis on application to actuarial models. Prerequisite: MATH 345.

382 Modeling Applications (1)
The examination, analysis, and preparation of a variety of mathematical models of real-world phenomena from economics, science, and industry: Discrete, continuous, and statistical models are included. May be repeated for credit. Only one hour may be used for the mathematics major. Prerequisites: MATH 345. Graded H/S/U.

438 Mathematical Programming (3)
Topics include model building; classical optimization; linear programming; non-linear programming. Prerequisite: MATH 231, MATH 326 and junior or senior status.

490 Special Topics (1–3)
Topics in Mathematics not covered in the regular department offerings. May be repeated for credit with a different topic.

495, 496 Pro-Seminar I, II (2, 2)
Student presentation of selected topics. Prerequisite: Permission of the department chair.

497 Independent Study (1–2)
Provides properly qualified students with an opportunity for independent study and careful consideration from an advanced standpoint of selected topics in undergraduate mathematics. Prerequisite: Permission of the department chair.

501 Topics in Undergraduate Mathematics (1–3)
Workshop in topics of undergraduate mathematics and related pedagogy. Designed for faculty currently teaching or preparing to teach the specified topics. Prerequisite: Appropriate mathematical preparation. May be repeated for credit.

502 AP Mathematics (2)
A survey of the content of the AP Mathematics syllabus. The selection of topics and their applications will be guided by the preparation of the students. Appropriate technology will be used. Instructional technique and design of an AP course will be discussed. Problem-solving sessions are an integral part of the course. May be repeated for up to a maximum of four hours of credit.
PROGRAM IN
COMPUTER SCIENCE

FACULTY
S. Broad, E. Misiolek

PROGRAM DESCRIPTION
Courses in computer science are designed to educate students of the liberal arts in computer literacy; to provide computer programming instruction for students of mathematics, science, business and social science; and to establish a solid foundation in computer software theory and practice for students of all disciplines. The courses are taught by the Mathematics Department. The College offers a major in Computational Mathematics that combines mathematics and computer science (see Mathematics), a major in Management Information Systems that combines business and computer science (see Business Administration and Economics) and two minors outlined below.

Minor in Computer Science—CPSC (15–16 hours)
All of the following:
CPSC 207  Computer Programming  3 hours

Four of the following:
CPSC 307  C and Assembly Language Programming  3 hours
CPSC 308  Electronic Communications  3 hours
CPSC 315  Simulation: Theory and Application  3 hours
CPSC 328  Data Structures  3 hours
CPSC 417  Systems Analysis and Design  4 hours
CPSC 429  Database Systems  3 hours

Minor in Information Science—INFS (14–16 hours)
All of the following:
CPSC 103  Introduction to Computers  2 hours
CPSC 207  Computer Programming  3 hours
CPSC 217  COBOL Programming in Business Systems  3 hours
One of the following:
CPSC 417  Systems Analysis and Design  4 hours
CPSC 429  Database Systems  3 hours
One of the following:
CPSC 315  Simulation: Theory and Application  3 hours
CPSC 328  Data Structures  3 hours
CPSC 417  Systems Analysis and Design  4 hours
CPSC 429  Database Systems  3 hours

Students with appropriate preparation may substitute any 300/400 level computer science course for CPSC 103.

COMPUTER SCIENCE COURSES (CPSC)

102 Spreadsheets (1)
This course introduces the student to an integrated spreadsheet application. Topics covered include cell formulas and built-in functions, formatting, charting, templates, “what-if” analysis, macros and integration of spreadsheet data into a word processor. Graded S/U.

103 Introduction to Computers (2)
This course includes a brief history of computing, uses of computers in society and ethical issues in computing. Students learn to use a database application as they create and manipulate tables, forms, queries, reports, macros and other database objects.

207 Computer Programming (3)
This course explores program development and design with objects; the designs are implemented in Java. The emphasis is on designing, writing, and correcting programs. Topics include the internal organization of the computer, procedures and functions, elementary data structures, and techniques of problem solving. No previous experience with computers is required. The course is focused around a weekly two-hour laboratory and provides in-depth programming experience.

307 C and Assembly Language Programming (3)
This course is designed to deepen a student’s understanding of how a computer works by studying the C programming language and how it interfaces with assembly language. A weekly laboratory provides experience in controlling the behavior of the computer in ways not possible in higher level languages. Topics include computer organization, assemblers, loaders, link editors, and memory management. Prerequisite: CPSC 207 or equivalent.

308 Electronic Communications (3)
This introduction to data communications examines the fundamentals of network architecture including layers, protocols, client/server model, file transfers, and other low-level communications issues. Students will experience hands-on internet related programming including web page development using HTML, CSS, interactive pages with JavaScript, CGI programming, and distributed execution using Java. Prerequisites: CPSC 207 or permission of instructor.

315 Simulation: Theory and Application (3)
Theory of computer simulation, including applications of discrete models of industrial and management systems. Topics include probability distributions, random number generation, queuing, design, and analysis of simulation experiments. Includes significant use of simulation software. Prerequisites: CPSC 207 and either MATH 114 or 345.

328 Data Structures (3)
This course introduces the concepts and techniques of structuring data for complex problems, and provides experience in accessing and processing this data. An object-oriented paradigm is used throughout the course. The course is designed especially for students who will choose a career in information technology. Prerequisite: CPSC 207.

417 Systems Analysis and Design (4)
This course includes a study of systems, particularly those which lend themselves to computer representation, a study of systems analysis and design, and the completion of a major systems project done in a team environment. The project will involve the analysis of an actual system problem, the writing of a system proposal to solve the problem, the presentation of the proposal to the users of the system, and the design and construction of a prototype to implement the proposal. Prerequisite: CPSC 207 or permission of instructor.

429 Database Systems (3)
This course is a study of the concept of a database, basic data concepts and data organization, the relational data model, object-oriented databases and database design and implementation. Students will complete a semester-long project done in a team environment. Prerequisite: CPSC 207 or permission of instructor.

497 Independent Study (1–2)
Provides properly qualified students with an opportunity for independent study and careful consideration from an advanced standpoint of selected topics in computer science. Department approval required. May be repeated.
FACULTY

DEPARTMENT DESCRIPTION
The Department of Modern Languages offers three programs for majors: The Bachelor of Arts in French, the Bachelor of Arts in Italian, and the Bachelor of Arts in Spanish. It also offers a program for minors in these languages. The Department offers General Education language courses at the introductory and intermediate levels. Languages offered within the Sophia General Education program include Arabic, Chinese, French, German, Italian, and Spanish. French, German, Italian, and Spanish are taught at the introductory and intermediate levels, and Arabic and Mandarin Chinese at the introductory level. Saint Mary’s students may continue the study of Arabic, Chinese, and German beyond the introductory or intermediate level at the University of Notre Dame.

At the introductory and intermediate levels, the program of Modern Languages aims to develop the skills of listening, speaking, reading, and writing in the target language. Class discussion and activities in the Language Learning Center supplement a thorough foundation in language structure. Cultural aspects of the various countries are emphasized in order to foster the student’s appreciation of cultural diversity and interest in international affairs.

The aim of the advanced courses is twofold: to broaden and deepen the student’s knowledge of the literature, culture, and history of the country or countries studied; and to foster aesthetic appreciation of and critical engagement with representative works.

Students planning to major or minor in a language are encouraged to study abroad with one of the affiliated College programs, or under any plan approved by the department. They should see their major advisor about which courses taken abroad will satisfy major or minor requirements.

FOREIGN LANGUAGE PLACEMENT
The language requirement, competency in a modern language, may be fulfilled by completing two semesters of the same language at the appropriate level.

• For students continuing a language they have already studied in high school, the department will advise placement into all levels based on the results of the foreign language placement exam.

• Students who choose to complete their General Education requirement in Modern Languages by enrolling in the language they studied in high school (at 111-112 level or higher or equivalent) will receive four additional elective credit hours upon successful completion of their two-semester requirement in their first year.
TEACHER PREPARATION
The Modern Languages Department in conjunction with the Education Department offers courses leading to state licensing for French and/or Spanish.

ADVANCED WRITING PROFICIENCY
The College's Advanced Writing requirement in the major will be fulfilled by the successful completion of the major portfolio.

SENIOR COMPREHENSIVE
In French, Spanish and Italian, the Senior Comprehensive examination will provide the major with the opportunity to demonstrate knowledge in her field by means of written and oral examination.

PROGRAM IN MODERN LANGUAGES
Individual programs for those spending a semester or a year abroad are carefully planned with the student's academic advisor and/or foreign study advisor.

Bachelor of Arts, Major in French—MLFR (24 hours)
All of the following:
MLFR 203-304 French Language and Reading I, II 6 hours
MLFR 305 Advanced French Composition 3 hours
MLFR 306 Advanced French Conversation 3 hours

Two of the following:
MLFR 408 The Culture of Business in the French-Speaking World 3 hours
MLFR 420 French Cinema 3 hours
MLFR 440 Contemporary France 3 hours
MLFR 491 Topics in French Studies 3 hours
MLFR 497 Independent Study (when appropriate) 1–3 hours

Two of the following:
MLFR 452 17th-Century French Literature 3 hours
MLFR 453 18th-Century French Literature 3 hours
MLFR 454 19th-Century French Novel 3 hours
MLFR 455 19th-Century French Poetry 3 hours
MLFR 457 20th-Century French Novel 3 hours
MLFR 462 Francophone Cultures and Literature 3 hours
MLFR 490 Topics in French Literature 3 hours
MLFR 497 Independent Study (when appropriate) 1–3 hours

Bachelor of Arts, Major in Italian—MLIT (24 hours)
Two of the following:
MLIT 210 (or 210RM) Italian Language and Literature 3 hours
MLIT 306 Advanced Italian Composition 3 hours
MLIT 310 Advanced Italian Grammar 3 hours

Two of the following:
MLIT 320 (or 320RM) Italian Cinema 1945–1965 3 hours
MLIT 340 Italian Renaissance 3 hours
MLIT 360 Italian Cultural Studies 3 hours
MLIT 490 (or 490RM) Special Topics (when appropriate) 3 hours
MLIT 497 (or 497RM) Independent Study (when appropriate) 1–3 hours

Three of the following:
MLIT 303 (or 303RM) Introduction to Italian Literature I 3 hours
MLIT 304RM Introduction to Italian Literature II 3 hours
MLIT 350 Italian Short Story 3 hours
MLIT 410 Dante and the Italian Middle Ages 3 hours
MLIT 425 Italy on Stage 3 hours
MLIT 430 Modern Italian Novel 3 hours

One of the following:
MLIT 303 (or 303RM) Introduction to Italian Literature I 3 hours
MLIT 304RM Introduction to Italian Literature II 3 hours
MLIT 306 Advanced Italian Conversation and Composition 3 hours
MLIT 310 Advanced Italian Grammar 3 hours
MLIT 320 (or 320RM) Italian Cinema 1945–1965 3 hours
MLIT 340 Italian Renaissance 3 hours
MLIT 350 Italian Short Story 3 hours
MLIT 360 Italian Cultural Studies 3 hours
MLIT 310 Dante and the Italian Middle Ages 3 hours
MLIT 425 Italy on Stage 3 hours
MLIT 430 Modern Italian Novel 3 hours
MLIT 490 (or 490RM) Special Topics (when appropriate) 3 hours
MLIT 497 (or 497RM) Independent Study (when appropriate) 1–3 hours

Bachelor of Arts, Major in Spanish—MLSP (24 hours)
The following:
MLSP 320 Introduction to the Study of Spanish Literature 3 hours

One of the following:
MLSP 210 Advanced Grammar/Composition 3 hours
MLSP 212 Composition 3 hours

One of the following:
MLSP 316 Civilization of Spain 3 hours
MLSP 317 Latin American Civilization 3 hours

One of the following:
MLSP 410 Medieval Spanish Literature 3 hours
MLSP 412 Golden Age Spanish Literature 3 hours
MLSP 416 Don Quixote 3 hours

One of the following:
MLSP 418 Survey of 19th and 20th-Century Spanish Literature 3 hours
MLSP 420 Contemporary Spanish Novel 3 hours
MLSP 424 Contemporary Spanish Women Writers 3 hours

Two of the following:
MLSP 425 Latin American Regional Novel 3 hours
MLSP 426 Constructing Contemporary Latin America 3 hours
MLSP 427 Contemporary Latin American Narrative 3 hours
MLSP 429 Latin American Women Writers 3 hours
MLSP 431 Latin American Poetry 3 hours

One of the following:
MLSP 316 Civilization of Spain 3 hours
MLSP 317 Latin American Civilization 3 hours
MLSP 410 Medieval Spanish Literature 3 hours
MLSP 412 Golden Age Spanish Literature 3 hours
MLSP 416 Don Quixote 3 hours
MLSP 418 Survey of 19th and 20th-Century Spanish Literature 3 hours
MLSP 420 Contemporary Spanish Novel 3 hours
### MODERN LANGUAGES Saint Mary's College

**Minor in Italian—MLIT (12 hours)**

**Two of the following:**
- MLIT 210 (or 210RM) Italian Language and Literature 3 hours
- MLIT 306 Advanced Italian Conversation and Composition 3 hours
- MLIT 310 Advanced Italian Grammar 3 hours

**Two of the following:**
- MLIT 210 (or 210RM) Italian Language and Literature 3 hours
- MLIT 303 (or 303RM) Introduction to Italian Literature I 3 hours
- MLIT 304RM Introduction to Italian Literature II 3 hours
- MLIT 306 Advanced Italian Conversation and Composition 3 hours
- MLIT 310 Advanced Italian Grammar 3 hours
- MLIT 320 (or 320RM) Italian Cinema 1945–1965 3 hours
- MLIT 340 Italian Renaissance 3 hours
- MLIT 350 Italian Short Story 3 hours
- MLIT 360 Italian Cultural Studies 3 hours
- MLIT 410 Dante and the Italian Middle Ages 3 hours
- MLIT 425 Italy on Stage 3 hours
- MLIT 430 Modern Italian Novel 3 hours
- MLIT 490 (or 490RM) Special Topics (when appropriate) 3 hours
- MLIT 497 (or 497RM) Independent Study (when appropriate) 1–3 hours

---

**Minor in French—MLFR (12 hours)**

**The following:**
- MLFR 203 French Language and Reading I 3 hours

**Two of the following:**
- MLFR 304 French Language and Reading II 3 hours
- MLFR 305 Advanced French Composition 3 hours
- MLFR 306 Advanced French Conversation 3 hours
- MLFR 370 French Civilization 3 hours

**One of the following:**
- MLFR 408 The Culture of Business in the French-Speaking World 3 hours
- MLFR 420 French Cinema 3 hours
- MLFR 440 Contemporary France 3 hours
- MLFR 450 French Literature in the Middle Ages and the Renaissance 3 hours
- MLFR 452 17th-Century French Literature 3 hours
- MLFR 453 18th-Century French Literature 3 hours
- MLFR 454 19th-Century French Novel 3 hours
- MLFR 455 19th-Century French Poetry 3 hours
- MLFR 457 20th-Century French Novel 3 hours
- MLFR 462 Francophone Cultures and Literature 3 hours
- MLFR 490 Topics in French Literature 3 hours
- MLFR 491 Topics in French Studies 3 hours
- MLFR 497 Independent Study (when appropriate) 1–3 hours

---

**Minor in Spanish—MLSP (15 hours)**

**Five courses from the following:**
- MLSP 208 Spanish Conversation 3 hours
- MLSP 210 Advanced Grammar/Composition 3 hours
- MLSP 212 Spanish Composition 3 hours
- MLSP 316 Civilization of Spain 3 hours
- MLSP 317 Latin American Civilization 3 hours
- MLSP 320 Introduction to the Study of Spanish Literature 3 hours
- MLSP 410 Medieval Spanish Literature 3 hours
- MLSP 412 Golden Age Spanish Literature 3 hours
- MLSP 416 Don Quixote 3 hours
- MLSP 418 Survey of 19th and 20th-Century Spanish Literature 3 hours
- MLSP 420 Contemporary Spanish Novel 3 hours
- MLSP 424 Contemporary Spanish Women Writers 3 hours
- MLSP 425 Latin American Regional Novel 3 hours
- MLSP 427 Contemporary Latin American Narrative 3 hours
- MLSP 429 Latin American Women Writers 3 hours
- MLSP 431 Latin American Poetry 3 hours
- MLSP 490 Special Topics 3 hours
- MLSP 497 Independent Study (when appropriate) 1–3 hours

---

**TESOL Preparation Program (15 hours)**

TESOL or Teaching English to Speakers of Other Languages is a field of study and training that prepares individuals to teach English in a non-English speaking context. The TESOL profession is a response to the growing role of English as a world language. The TESOL Preparation Program develops knowledge of theories and methods of language teaching, as well as practical skills relevant to teaching English as a world language. The TESOL Preparation Program provides professional credentials recognized both nationally and internationally, but it does not provide certification to teach in the K-12 context within the United States.

**All of the following (offered each summer):**
- ENLT 305 Introduction to Linguistics 3 hours
- MODL 315 English and the World 3 hours
- MODL 450 New Language Acquisition 3 hours
- MODL 451 Teaching English as a New Language 3 hours
- MODL 499 Internship 3 hours

---

**ADVANCED PLACEMENT EXEMPTION**

Eight college hours in French, German, or Spanish are granted to entering students who receive a grade of four (4) or above on the Advanced Placement Examination or a score of 5 on the International Baccalaureate examination. Entering students scoring 640 or above in French or 630 or above in German and Spanish on the SAT II Modern Language Examination are exempted from the College foreign language requirement but receive no college credit. Entering students scoring 58 or above on the CLEP Modern Language Examination receive four college hours, which satisfy one semester of the language requirement.

---

**INTERNATIONAL PROGRAMS**

Saint Mary's is affiliated with the center for Spanish Studies Abroad in Seville, Spain, and Córdoba, Argentina, for Spanish-language study. The College is also affiliated with the Université Catholique de l'Ouest in Angers, France, for students studying French abroad, Al Akhawayn University in Ifrane, Morocco, for Arabic and/or French, and the University of Nanjing or East China Normal University in Shanghai, China for Chinese. Students of German may apply for study at the University of Innsbruck, Austria. (See also pages 51–56.)
Study abroad in an immersion program, including our affiliated programs in Angers, Córdoba, Seville, Innsbruck, and Nanjing, requires previous study of the language. Prior study of Italian at Saint Mary’s is strongly recommended for students participating in the Saint Mary’s College Rome Program. It is possible to study in Innsbruck, Morocco, and Shanghai without any previous study of the specific country’s language/s since there are courses offered in English at these programs, although prior study of the country’s language/s is strongly recommended. Students should consult with their academic advisor in the Modern Languages Department or with the Chair of Modern Languages regarding the specific foreign language study requirement for any of the affiliated programs.

ARABIC COURSES (MLAR)

101–102 Introductory Arabic I, II (4, 4)
This two-semester sequence is an introduction to the Arabic language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Arabic and Islamic cultures. Strongly recommended for study abroad in Morocco. Students who have earned high school credits in Arabic enroll in this sequence on the basis of a placement exam.

103–104 Arabic Conversation and Reading I, II (1-2, 1-2)
Designed to develop the ability to hold everyday conversation in Arabic and to introduce the student to Arabic cultures. Strongly recommended for study abroad in Morocco.

CHINESE COURSES (MLCH)

101–102 Introductory Mandarin Chinese I, II (4, 4)
This two semester sequence is an introduction to Mandarin Chinese for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Chinese cultures. Strongly recommended for prospective students of Saint Mary’s China Summer Program and China Semester Programs. Required for participation in the Nanjing, China Program. Students who have earned high school credits in Mandarin Chinese enroll in this sequence on the basis of a placement exam.

103–104 Mandarin Chinese Conversation and Reading I, II (1-2, 1-2)
Designed to develop the ability to hold everyday conversation in Mandarin Chinese and to introduce the student to Chinese culture. Strongly recommended for prospective students of Saint Mary’s China Summer Program and China Semester Program.

280 Modern and Contemporary Chinese Society and Culture (3)
This course offers an introduction to the modern history of China and its contemporary society. Students will gain knowledge about the historical facts, cultural changes, diverse ethnicities, women/gender issues, as well as its unique cultural heritage. Students explore the diverse culture of China while also considering race, gender, and class issues as well as concerns for social justice.

FRENCH COURSES (MLFR)

NOTE: Introductory, Elementary, and Intermediate language courses are restricted to first-year students. Sophomores, juniors, and seniors are admitted by permission of the department.

101–102 Introductory French I, II (4, 4)
This two-semester sequence is an introduction to the French language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to French and Francophone cultures. Strongly recommended for study abroad in Morocco. Students who have earned high school credits in French enroll in this sequence on the basis of a placement exam.

111–112 Intermediate French I, II (4, 4)
This two-semester sequence is designed to develop an intermediate-level proficiency in French focusing on all four skills: speaking, reading, listening, and writing. Emphasis is also placed on French and Francophone cultures. Students enroll in this sequence on the basis of a placement exam. MLFR 111 is required for study abroad in Angers, France.

NOTE: Minimum prerequisite for all 200 and 300 level course listings: MLFR 111–112 or equivalent, or permission of the department.

203 French Language and Reading I (3)
Designed to continue the development of the four skills: speaking, listening, reading, and writing. This course will combine language practice with a content focused on contemporary social and cultural issues within France and the Francophone world. This course serves as entry into the French minor or major sequence of courses.

304 French Language and Reading II (3)
Building on and continuing the development of the four skills—speaking, listening, reading, and writing—acquired in MLFR 203, this course will combine language practice with a survey of French and Francophone historical and literary texts from the Middle Ages to the present. This is the second course in the entry sequence into the French minor or major sequence of courses.

305 Advanced French Composition (3)
Designed to develop the student’s writing skills through the practice of writing as process and the study of French structure and vocabulary. Various themes, styles, and types of composition are considered. May be repeated once for credit if taken during study abroad.

306 Advanced French Conversation (3)
Designed to develop the accuracy and fluency of the student’s spoken French. May be repeated once for credit if taken during study abroad.

351 French Phonetics (3)
Theoretical and corrective. Special attention will be given to each student’s pronunciation problems identified at the beginning of the course. Offered as an independent, computer-based tutorial.

370 French Civilization (3)
Overview of French history and current social and political trends.

NOTE: Minimum prerequisite for all 400-level course listings in French: any 300-level MLFR course or equivalent, or permission of the department.

408 The Culture of Business in the French-Speaking World (3)
Offers extensive reading practice in a variety of content areas such as business, economics, political science, and social sciences, and acquaints students with the culture of business as well as the sociopolitical climate of these countries. Students will read and discuss magazine and newspaper articles, and excerpts from books on issues in the French-speaking world. Topics may include: the environment, unemployment and social services, trade relations, immigration, natural resources and their exploitation, women in the work force. Taught in French (also listed as BUAD 408).

420 French Cinema (3)
This course provides an overview of the development of French cinema from its origins to the present. Through readings and film screenings, students will learn about major French and Francophone filmmakers. In addition students will acquire analytical skills specific to the filmic genre as well as the vocabulary and language skills to discuss cinema in French.

440 Contemporary France (3)
French cultural identity and contemporary social and economic issues are studied through their historical background and web-based media sources.

452 17th-Century French Literature (3)
Readings and analysis of works from the Classical Age of French literature with emphasis on tragedy, comedy, and the beginnings of the novel.
ITALIAN COURSES (MLIT)

NOTE: Introductory language courses are restricted to first-year students. Sophomores, juniors, and seniors are admitted by permission of the department.

101–102 Introductory Italian I, II (4, 4)
This two-semester sequence is an introduction to the Italian language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Italian cultures. Strongly recommended for prospective students of the Saint Mary's College Rome Program. Students who have earned high school credits in Italian enroll in this sequence on the basis of a placement exam.

103–104 Italian Conversation and Reading I, II (1, 1)
Designed to develop the ability to hold everyday conversation in Italian and to introduce the student to Italian culture. Strongly recommended for prospective students of the Saint Mary's College Rome program.

111 Intermediate Italian (4)
This course is a continuation of MLIT 101-102 and is designed to develop an intermediate proficiency in Italian focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Italian culture. Prerequisite: MLIT 102 or equivalent, or the requisite score on the Italian placement exam, or permission of the department. Required for students who have completed MLIT 101-102 and who have been accepted into the Saint Mary's College Rome Program.

123 Intermediate Italian Conversation I (1)
Designed to develop conversational Italian and to explore Italian culture. Strongly recommended for prospective students of the Saint Mary's Rome program. Required for students enrolled in MLIT 111 who have been accepted into the Rome Program.

NOTE: Minimum prerequisite for all 200 and 300 level course listings: MLIT 111 or equivalent or permission of the department.

210 Italian Language and Literature (3)
Designed to introduce the student to the basic literary genres while expanding upon the language skills acquired in MLIT 111 Intermediate Italian.

303 Introduction to Italian Literature I (3)
In this survey of Italian literature, students read selections of the most representative works written in Italy between the 12th and the 17th centuries. While sharpening their reading skills on authors such as St. Francis, Petrarch, Castiglione, Michelangelo, Machiavelli or Galileo, students learn about the most important historical events and cultural issues that contributed to shaping Italian lives during their times, thus developing a basic familiarity with six centuries of Italian history, literature, and culture.

306 Advanced Italian Conversation and Composition (3)
Designed to develop the accuracy and fluency of the student's spoken and written Italian. Writing skills will be developed through the practice of writing as process and the study of Italian vocabulary and structure. May be repeated once for credit if taken during study abroad.

310 Advanced Italian Grammar (3)
The primary objective of this course is to review the most salient and difficult points of Italian grammar. Prerequisite: MLIT 112 or MLIT 210 or equivalent or permission of the department.

320 Italian Cinema, 1945–1965 (3)
An overview of Italian cinematography during the two decades following WW II, with special emphasis on the masterpieces of Rossellini, De Sica, Visconti, Fellini, Antonioni, and Pasolini.
340 The Italian Renaissance (3)
This course offers the student an overview of the greatest achievements of the Italian Renaissance and its impact on European learning in the areas of philosophy, political science, historiography, commerce and banking, anatomy and medicine, exploration, music, art, architecture, and literature.

350 Italian Short Story (3)
An introduction to the Italian short story.

360 Italian Cultural Studies (3)
Designed to give students an understanding of modern Italian culture, and the formation of national values through the study of meaningful historical developments from 1870 to the present and an analysis of "high" and "popular" culture.

NOTE: Minimum prerequisite for all 400-level course listings in Italian: any 200-level or 300-level MLIT course or equivalent or permission of the department.

410 Dante and the Italian Middle Ages (3)
In this course students read some of the most fascinating texts of Italian medieval literature: the works that Dante Alighieri and other founders of the Italian literary tradition wrote between the 12th and the 14th centuries. Students will gain an understanding of medieval Italian literature, culture, and history through close reading and in-depth analysis of these supremely rich texts and through the discussion of the most perceptive and influential critical readings of these world masterpieces.

425 Italy on the Stage: 16th to 20th Centuries (3)
This course offers the student an overview of the major achievements of the Italian theatre and opera and its impact on European theatre, literature, musical renderings, and staging innovations.

430 Modern Italian Novel (3)
This course focuses on the major Italian novels that exemplify the distinctive literary movements from Romanticism to the present.

490 Special Topics (3)
Topics in Italian not covered in the regular departmental offerings. May be repeated for credit with a different topic.

497 Independent Study (1–3)
Provides qualified advanced students with an opportunity for independent study and research. May be repeated for credit with a different topic.

499 Internship (1–3)
Practical experience in a position that requires the use of Italian on a regular basis. Position may be in a variety of fields. A reflection paper appropriate to the nature of the internship must be submitted by the end of the semester. Requires a faculty supervisor. Graded S/U. Prerequisite: Junior or Senior standing and permission of the department.

TAUGHT IN ROME (RM)

101–102RM Introductory Spanish I, II (4, 4)
This two-semester sequence is an introduction to the Spanish language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Hispanic cultures. Students who have earned high school credits in Spanish enroll in this sequence on the basis of a placement exam.

111–112RM Intermediate Spanish I, II (4, 4)
This two-semester sequence is designed to develop an intermediate-level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Spanish culture. Prerequisite: MLIT 102 or equivalent or the requisite score on the Italian placement exam or permission of the Counselor of the Rome Program.

125–126RM Lectures and Guided Tours (1, 1)
Rome and environs.

203RM Contemporary Italian Problems (3)
The development of Italian political institutions in the post-World War II period with special emphasis on the roles of Italian political parties, and a review of Italian economic problems in the recent period. Prerequisite: MLIT 111 or equivalent (also listed as POSC 203RM).

210RM Italian Language and Literature (3)
Designed to introduce the student to the basic literary genres while expanding upon the language skills acquired in MLIT 111 Intermediate Italian.

303RM Introduction to Italian Literature I (3)
In this survey of Italian literature, students read selections of the most representative works written in Italy between the 12th and the 17th centuries. While sharpening their reading skills on authors such as St. Francis, Petrarch, Castiglione, Michelangelo, Machiavelli or Galileo, students learn about the most important historical events and cultural issues that contributed to shaping Italian lives during their times, thus developing a basic familiarity with six centuries of Italian history, literature, and culture.

304RM Introduction to Italian Literature II (3)
In this survey of Italian literature, students read selections of the most representative works written in Italy between the 18th and 21st centuries. While sharpening their reading skills on authors such as Foscolo, Manzoni, Leopardi, Verga, Pirandello or Calvino, students learn about the most important historical events and cultural issues that contributed to shaping Italian lives during their times, thus developing a basic familiarity with three centuries of Italian history, literature, and culture.

320RM Italian Cinema, 1945–65 (3)
An overview of Italian cinematography during the two decades following WW II, with special emphasis on the masterpieces of Rossellini, De Sica, Visconti, Fellini, Antonioni, and Pasolini.

490RM Special Topics (1–3)
Subject matter chosen after consultation with students concerned. May be repeated for credit using different topics.

497RM Independent Study (1–3)
Provides qualified advanced students with opportunity for independent study and research. May be repeated for credit with a different topic.

SPANISH COURSES (MLSP)
Note: introductory, elementary, and intermediate language courses are restricted to first-year students. Sophomores, juniors, and seniors are admitted by permission of the department.

101–102 Introductory Spanish I, II (4, 4)
This two-semester sequence is an introduction to the Spanish language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Hispanic cultures. Students who have earned high school credits in Spanish enroll in this sequence on the basis of a placement exam.

111–112 Intermediate Spanish I, II (4, 4)
This two-semester sequence is designed to develop an intermediate-level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Hispanic cultures. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain and 111-112 or 115-116 is required for study abroad in Cordoba, Argentina. Students enroll in this sequence on the basis of a placement exam.

115–116 Intermediate Spanish for Heritage Speakers I, II (4, 4)
This two-semester sequence is designed to develop an intermediate-level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing, but with increased attention given to reading, writing, and grammar, as appropriate to heritage speakers. Emphasis is also placed on Hispanic cultures. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain and 111-112 or 115-116 is required for study abroad in Cordoba, Argentina. Only heritage speakers who receive the requisite score on the Spanish placement exam may enroll in this sequence.
NOTE: Minimum prerequisite for all 200 and 300 level course listings: MLSP 105–106, 111–112, 113–114, 115–116 or equivalent or permission of the department.

208 Spanish Conversation (3)
Designed to develop the accuracy and fluency of the student’s spoken Spanish. May be repeated once for credit if taken during study abroad.

210 Advanced Grammar/Composition (3)
A thorough review of the more challenging grammatical aspects of the Spanish language is applied to the development of writing skills.

212 Spanish Composition (3)
Designed to develop the student’s writing skills through the practice of writing as process and the study of Spanish structure and vocabulary. Various themes, styles, and types of composition are considered. May be repeated once for credit if taken during study abroad.

316 Civilization of Spain (3)
An introduction to Spanish civilization through a study of significant aspects of its history, literature, art, and thought.

317 Latin American Civilization (3)
The development of Latin America from pre-Colombian civilizations to the present. While lectures and discussions will be within a historical and chronological framework, emphasis will be on major social, economic, political, artistic, and ideological developments of Latin American countries.

320 Introduction to the Study of Spanish Literature (3)
An analysis of narrative and dramatic techniques and poetic devices to introduce Spanish majors and minors to the study and appreciation of Spanish and Latin American literature.

NOTE: Minimum prerequisite for all 400 level course listings: MLSP 320 or equivalent, or permission of the department.

410 Medieval Spanish Literature (3)
A panoramic study of the emergence of Spanish poetry, prose, and drama within their sociohistorical context, extending from the 11th to the end of the 15th century.

412 Golden Age Spanish Literature (3)
A panoramic study of the development of Spanish poetry, prose, and drama within their sociohistorical context, extending from the 16th to the end of the 17th century.

416 Don Quixote (3)
A study of Cervantes’ masterpiece. Attention is given to the author’s experimentation with the various literary genres of the time as he creates the first modern novel.

418 Survey of 19th and 20th-Century Spanish Literature (3)
This survey of representative literary works includes readings from different literary movements such as Romanticism, Realism, the Generation of 1898, Modernism, the Generation of 1927, and contemporary trends.

420 Contemporary Spanish Novel (3)
The study of the novel in Spain in the 20th century.

424 Contemporary Spanish Women Writers (3)
While focusing on reading and analysis of literary production by Spanish women writers of the 20th century, the course also explores the changing status of women in Spain, examining issues of personal identity, feminist discourse, changing gender roles, and literary movements.

425 Latin American Regional Novel (3)
A study of representative works of the novel of the Mexican Revolution, the regional novel and other novelistic trends.

426 Constructing Contemporary Latin America (3)
This course is an introduction to the history, politics, and cultures of the geopolitical region known as Latin America. This class will explore the region’s historical, political, economic, and cultural significance in today’s world. Studying the constructs of Latin America from the time of colonial encounters to the movements of independence and their post-colonial legacies, students will examine relevant historical and contemporary issues regarding colonialism, nation-state formation, neoliberalism, and globalization, immigration and the so-called war on drugs through an interdisciplinary approach that includes films, literature, history, and politics. In addition to considering the processes of democratization, students will analyze sociopolitical phenomena such as dictatorships, the rise of populism, and guerrilla movements, among others. Finally, students will examine the political struggles of ethnic movements to address long-standing gender and racial inequalities.

427 Contemporary Latin American Narrative (3)
A study of selected novels and short stories by the most influential Latin American writers of the 20th century.

429 Latin American Women Writers (3)
Readings of works of women writers from a range of literary texts (novels, short stories, dramas, poems, essays) which raise questions about the female discourse vs. the dominant male canon of Latin American culture.

431 Latin American Poetry (3)
A study of the most important movements, literary trends, and poets from Modernism to the present, including Agustini, Cardenal, Dario, Guillén, Martí, Mistral, Paz, and Vallejo.

490 Special Topics (3)
Topics in Spanish not covered in the regular departmental offerings. May be repeated for credit with a different topic.

497 Independent Study (1–3)
Provides qualified advanced students with an opportunity for independent study and research. May be repeated for credit with a different topic.

499 Internship (1–3)
Practical experience in a position that requires the use of Spanish on a regular basis. Position may be in a variety of fields. A reflection paper appropriate to the nature of the internship must be submitted by the end of the semester. Requires a faculty supervisor. Graded S/U. Prerequisite: Junior or Senior standing and permission of the department.

MODERN LANGUAGE COURSES (MODL)

230 Love, Sex, and Marriage in French Literature (3)
A Critical Thinking Seminar that studies French Literature in translation with a thematic focus on love, sex, and/or marriage from the Renaissance to the 19th-Century.

315 English and the World (3)
English and the World examines the globalization of the English language and its implications for English language teaching. The course considers the fundamental structure of the more dominant varieties of world Englishes and considers the social and linguistic processes that shape them as well as the kinds of political issues that can surround them. Finally, the course examines the globalization of Western culture.

445 Teaching Modern Languages in Middle/High School (3)
Introduces students to language acquisition theory and its implications for the classroom. Topics covered include development of student competency in each of the four skills (reading, listening, speaking, writing), the teaching of culture, and the use of authentic materials. This course is organized around the National Standards and includes familiarization with the ACTFL Proficiency Guidelines. Recommended for any language major, especially those considering teaching as a profession, as well as those students considering graduate study. Taught in English. Fall semester only. Prerequisite: EDUC 345 or permission of instructor. (Also listed as EDUC 445.)

450 New Language Acquisition (3)
New Language Acquisition introduces students to second language acquisition, that is, the processes of becoming multilingual and the nature of plurilingual competence. Through guided exploration
of the field’s key scholarship, problem solving, and their synthesis with practical experience in teaching English, students will learn what conditions enhance a speaker’s successful use of a new language and how to establish and sustain those conditions. Prerequisite: ENLT 305 and MODL 315.

**451 Teaching English as a New Language (3)**
Teaching English as a New Language acquaints students with meta strategies and guiding principles for language instruction by which, as language teachers, they might design, implement, and reflect productively on their own teaching acts. Students are oriented to the history of language teaching and its key theoretical shifts. Students will do supervised language teaching, write and reflect on that teaching with classmates and a mentor, and maintain a perspective of language learning as a dynamic whole. Prerequisite: ENLT 305, MODL 315, and MODL 450. May be taken concurrently with MODL 450.

**499 Internship (3)**
Experience teaching English to speakers of other languages in an on-campus or off-campus context, including teaching for CWIL programs, for local, national, or international agencies, for English language schools or for international school systems. The internship can be completed through a teaching or a teaching assistant position. Students will need to provide reports from their on-site supervisor and a written reflection on their teaching experience to the instructor of record for MODL 499 who will serve as the required faculty supervisor. Graded S/U. Prerequisite: Junior or Senior standing and permission of the department.

---

**Music**

Nancy Menk, Department Chair
309 Moreau Center for the Arts
574-284-4633

**FACULTY**
J. Jacob, N. Menk, Z. Munn, L. Thomas

**DEPARTMENT DESCRIPTION**
The Department of Music offers courses to all students and, to its majors, the B.A. in Music and the B.M. in Music Education. Saint Mary’s College is an accredited institutional member of the National Association of Schools of Music.

**TEACHER PREPARATION**
The Music Department in conjunction with the Education Department offers courses leading to state licensing for Music through the Bachelor of Music degree in Music Education. Students must pass the Music Education proficiency exam during the semester in which they complete Music Theory II to be admitted into the program. (See also: Visual Arts and Music Education, page 160.)

**ADVANCED WRITING PROFICIENCY**
The Advanced Writing Proficiency requirement in the Department of Music has two components:

- A paper written for a music course. The faculty must approve the selection of the paper to be submitted.
- A composition written during the 3rd or 4th semester of the theory sequence. Computer notation and laser printing of the score are required. Both the composition itself and its notation will be assessed. The faculty must approve the selection of the composition to be submitted.

The Advanced Writing Proficiency requirement may be completed at any time after the history and theory sequences have been completed, but no later than November 1 of the senior year.

**SENIOR COMPREHENSIVE**
The Music Senior Comprehensive will focus the student’s training in analysis, history and music literature on a single solo or ensemble composition. The student will present a theoretical and historical analysis of the piece or set of pieces to the faculty and students in the Department of Music. The presentation should, if possible, include a performance of the piece. Students must complete both the four semester theory sequence and two semesters of the music history sequence before taking Senior Seminar (MUS 495), which prepares students for the Music Senior Comprehensive.
### Bachelor of Arts, Major in Music — MUS (39 hours)

The following courses, and the Instrument/Voice and Ensemble applied areas are required.

#### All of the following B.A. Music core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 100</td>
<td>Recital Forum</td>
<td>0</td>
</tr>
<tr>
<td>MUS 181</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 182</td>
<td>Diatonic Materials</td>
<td>3</td>
</tr>
<tr>
<td>MUS 182L</td>
<td>Diatonic Materials lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 209</td>
<td>Digital Media in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 271</td>
<td>Music History I: Antiquity–1750</td>
<td>3</td>
</tr>
<tr>
<td>MUS 272</td>
<td>Music History II: 1750–Present</td>
<td>3</td>
</tr>
<tr>
<td>MUS 275</td>
<td>The Worlds of Music</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 341</td>
<td>Latin American Music</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH 352</td>
<td>Celtic Music Traditions</td>
<td>3</td>
</tr>
<tr>
<td>MUS 281</td>
<td>Chromatic Materials</td>
<td>3</td>
</tr>
<tr>
<td>MUS 281L</td>
<td>Chromatic Materials lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 282</td>
<td>20th Century Materials: Form Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 282L</td>
<td>20th Century Materials: Form Analysis lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 365</td>
<td>Conducting I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 495</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

A minimum of 2 hours and 2 semesters on the same instrument from the following:

#### Instrument/voice applied area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 111-411</td>
<td>Piano</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 113-413</td>
<td>Harpsichord</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 114-414</td>
<td>Voice</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 115-415</td>
<td>Violin</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 116-416</td>
<td>Viola</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 117-417</td>
<td>Cello</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 118-418</td>
<td>Double Bass</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 119-419</td>
<td>Percussion</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 120-420</td>
<td>Flute</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 121-421</td>
<td>Oboe</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 122-422</td>
<td>Clarinet</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 123-423</td>
<td>Bassoon</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 124-424</td>
<td>Saxophone</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 125-425</td>
<td>Trumpet</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 126-426</td>
<td>French Horn</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 127-427</td>
<td>Trombone</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 128-428</td>
<td>Baritone Horn</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 129-429</td>
<td>Tuba</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 130-430</td>
<td>Harp</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 131-431</td>
<td>Guitar</td>
<td>1–2</td>
</tr>
</tbody>
</table>

A minimum of 2 hours and 2 semesters of class piano:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 102</td>
<td>Class Piano — proficiency</td>
<td>1</td>
</tr>
</tbody>
</table>

A minimum of 2 hours and 2 semesters of ensemble credit from the following:

#### Ensemble applied area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>Collegiate Choir</td>
<td>1</td>
</tr>
<tr>
<td>MUS 203</td>
<td>Women's Choir</td>
<td>1</td>
</tr>
</tbody>
</table>

Instrumental ensembles available by audition through the University of Notre Dame.

A minimum of 2 hours and 2 semesters of chamber music, one of which may be MUS 205:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 202</td>
<td>Collegium Musicum</td>
<td>1</td>
</tr>
<tr>
<td>MUS 205</td>
<td>Madrigal Singers</td>
<td>1</td>
</tr>
</tbody>
</table>

### Bachelor of Music, Major in Music Education — MUSE (60 hours)

#### All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 100</td>
<td>Recital Forum</td>
<td>0</td>
</tr>
<tr>
<td>MUS 181</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 182</td>
<td>Diatonic Materials</td>
<td>3</td>
</tr>
<tr>
<td>MUS 182L</td>
<td>Diatonic Materials lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 209</td>
<td>Digital Media in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 250</td>
<td>Vocal Techniques</td>
<td>1</td>
</tr>
<tr>
<td>or MUS 451</td>
<td>Vocal Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS 251</td>
<td>Woodwind Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 252</td>
<td>String Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 254</td>
<td>Brass Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 255</td>
<td>Percussion Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 271</td>
<td>Music History I: Antiquity–1750</td>
<td>3</td>
</tr>
<tr>
<td>MUS 272</td>
<td>Music History II: 1750–Present</td>
<td>3</td>
</tr>
<tr>
<td>MUS 275</td>
<td>The Worlds of Music</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 341</td>
<td>Latin American Music</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH 352</td>
<td>Celtic Music Traditions</td>
<td>3</td>
</tr>
<tr>
<td>MUS 281</td>
<td>Chromatic Materials</td>
<td>3</td>
</tr>
<tr>
<td>MUS 281L</td>
<td>Chromatic Materials lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 282</td>
<td>20th Century Materials: Form Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 282L</td>
<td>20th Century Materials: Form Analysis lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 285</td>
<td>Secondary Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 495</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Instrument/voice applied area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 111-411</td>
<td>Piano</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 113-413</td>
<td>Harpsichord</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 114-414</td>
<td>Voice</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 115-415</td>
<td>Violin</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 116-416</td>
<td>Viola</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 117-417</td>
<td>Cello</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 118-418</td>
<td>Double Bass</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 119-419</td>
<td>Percussion</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 120-420</td>
<td>Flute</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 121-421</td>
<td>Oboe</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 122-422</td>
<td>Clarinet</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 123-423</td>
<td>Bassoon</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 124-424</td>
<td>Saxophone</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 125-425</td>
<td>Trumpet</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 126-426</td>
<td>French Horn</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 127-427</td>
<td>Trombone</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 128-428</td>
<td>Baritone Horn</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 129-429</td>
<td>Tuba</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 130-430</td>
<td>Harp</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 131-431</td>
<td>Guitar</td>
<td>1–2</td>
</tr>
</tbody>
</table>

A minimum of 7 hours and 7 semesters on the same instrument from the following:

#### Instrument/voice applied area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 111-411</td>
<td>Piano</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 113-413</td>
<td>Harpsichord</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 114-414</td>
<td>Voice</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 115-415</td>
<td>Violin</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 116-416</td>
<td>Viola</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 117-417</td>
<td>Cello</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 118-418</td>
<td>Double Bass</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 119-419</td>
<td>Percussion</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 120-420</td>
<td>Flute</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 121-421</td>
<td>Oboe</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 122-422</td>
<td>Clarinet</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 123-423</td>
<td>Bassoon</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 124-424</td>
<td>Saxophone</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 125-425</td>
<td>Trumpet</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 126-426</td>
<td>French Horn</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 127-427</td>
<td>Trombone</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 128-428</td>
<td>Baritone Horn</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 129-429</td>
<td>Tuba</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 130-430</td>
<td>Harp</td>
<td>1–2</td>
</tr>
<tr>
<td>MUS 131-431</td>
<td>Guitar</td>
<td>1–2</td>
</tr>
</tbody>
</table>

A minimum of 2 hours and 2 semesters of class piano:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 102</td>
<td>Class Piano — proficiency</td>
<td>1</td>
</tr>
</tbody>
</table>

A minimum of 2 hours and 2 semesters of ensemble credit from the following:

#### Ensemble applied area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>Collegiate Choir</td>
<td>1</td>
</tr>
<tr>
<td>MUS 203</td>
<td>Women's Choir</td>
<td>1</td>
</tr>
</tbody>
</table>

Instrumental ensembles available by audition through the University of Notre Dame.

A minimum of 2 hours and 2 semesters of chamber music, one of which may be MUS 205:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 202</td>
<td>Collegium Musicum</td>
<td>1</td>
</tr>
<tr>
<td>MUS 205</td>
<td>Madrigal Singers</td>
<td>1</td>
</tr>
</tbody>
</table>

A minimum of 2 hours and 2 semesters of class piano:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 102</td>
<td>Class Piano — proficiency</td>
<td>1</td>
</tr>
</tbody>
</table>
A minimum of 5 hours and 5 semesters of ensemble credit from the following:

**Ensemble applied area**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>Collegiate Choir</td>
<td>1 hour</td>
</tr>
<tr>
<td>MUS 203</td>
<td>Women's Choir</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

Instrumental ensembles available by audition through the University of Notre Dame.

A minimum of 2 hours and 2 semesters of chamber music, one of which may be MUS 205:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 202</td>
<td>Collegium Musicum</td>
<td>1 hour</td>
</tr>
<tr>
<td>MUS 205</td>
<td>Madrigal Singers</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

**Minor in Music—MUS (17 hours)**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 181</td>
<td>Fundamentals of Music</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 182</td>
<td>Diatonic Materials</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 182L</td>
<td>Diatonic Materials lab</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

**Six hours of the following (selected in consultation with Music advisor)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 241</td>
<td>Music Appreciation</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 275</td>
<td>The Worlds of Music</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 271</td>
<td>Music History I: Antiquity–1750</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 272</td>
<td>Music History II: 1750–Present</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 281</td>
<td>Chromatic Materials</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 281L</td>
<td>Chromatic Materials lab</td>
<td>1 hour</td>
</tr>
<tr>
<td>MUS 282</td>
<td>20th Century Materials: Form Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 282L</td>
<td>20th Century Materials: Form Analysis lab</td>
<td>1 hour</td>
</tr>
<tr>
<td>MUS 341</td>
<td>Latin American Music</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 342</td>
<td>Popular Music, Gender &amp; Sexuality</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Four hours from the instrument/voice or ensemble applied areas on page 254.

**ENTRANCE AUDITIONS FOR MUSIC MAJORS**

Students wishing to pursue a music degree at Saint Mary's College are encouraged to visit campus to audition for the department or take a lesson from the appropriate applied instrument instructor.

**RECITALS AND FORUMS**

All music majors must attend recitals sponsored by the department, including a weekly forum, which consists of student recitals or presentations by faculty members and guest artists. A list of the specific events for which attendance is required will be distributed at the beginning of each semester.

**BASIC PIANO PROFICIENCY**

All music majors must pass the components of the Piano Proficiency Examination by the time of graduation. The exam is give each semester at the time of performance juries, and is heard and evaluated by members of the music faculty. To pass the proficiency exam, students must be able to do the following:

- Play all major and harmonic minor scales, hands separately, two octaves, with correct fingering; play the progression I IV V I in the left hand in up to three sharps and three flats in major and minor keys; play two prepared piano pieces from the standard pedagogical repertoire; harmonize two given melodies in any key up to three sharps or three flats.

Students pursuing the Bachelor of Music degree in Music Education are also required to:

- Play and sing Happy Birthday in F Major; play two additional prepared piano pieces from the standard pedagogical repertoire; learn the accompaniment to a solo song and perform it with a singer.

**ACADEMIC MUSIC COURSES (MUS)**

**100 Recital Forum (0)**

A weekly class of student performances and forums presented by faculty and guest lecturers-performers. (Required each semester for Music majors.)

**150 Voices in Time (3)**

This critical thinking seminar will study the contributions women have made to the field of human knowledge and art by composing and performing music. We will consider the genesis and creation of a work, the historical/political climate in which it was created, the personal story of the composer or performing artist at the center of the work, the reception of the work and its influence on society; all facets of a critical understanding at the center of an informed reading or performance.

**181 Theory I: Fundamentals of Music (3)**

For students with little or no previous training in music. A study of the organizational principles inherent in pitch and rhythm systems, with emphasis on the notation of these in written symbols. Such concepts as tonality, transposition, modulation, harmonic motion, and simple forms are introduced. Aural skills and the development of fluency in notation are stressed. One-half hour of computer drill per week is required. Fulfills Sophia Program as a Creative and Performing Arts course and is the first semester of the theory sequence for majors and minors.

**182 Theory II: Diatonic Materials (3)**

Deals primarily with traditional, diatonic materials, emphasizing part writing, analysis, and composition within that framework. Prerequisite: MUS 181 or consent of instructor.

**182L Theory II Lab (1)**

Aural skills related to issues in Theory II: singing, hearing, listening analyses, chord progressions, and score reading. 45 minutes of computer drill is required each week. Corequisite: MUS 182.

**209 Digital Media in Music (3)**

Students will increase their knowledge of how current digital media interacts with the field of music, and in particular will develop their digital skills in music notation, digital audio/sequencing, and video recording/editing, supported by hands-on projects, presentations, and field trips. The course is intended for all music majors, both Music Ed. and BA. Two units will allow individualized focus on topics most relevant to each student’s interests and career goals, including specialized software, computer-assisted instruction and online courses, and website design. The Indiana P-12 Developmental Standards and the ISTE.NETS (International Society for Technology in Education National Educational Technology Standards for Students) performance indicators will provide the basis for Music Education majors to evaluate software, online resources, and digital sharing and communication, as well as for the design of all individual projects. Required for all music majors. Fulfills the EDVC 220 requirement for Music Education Majors. Prerequisite MUS 181.

**241 Music Appreciation (3)**

Survey and study of forms and styles of music literature from early music to the 20th century; listening is emphasized. Fulfills GenEd requirement in fine arts (4 semester hours when taught as writing proficiency).

**242 American Popular Music (3)**

A study of popular musics in America from around 1840 to the present day, including popular song, blues, jazz, rock ‘n roll, and folk song. Approach is both from a historical viewpoint, placing this music in a broad cultural context, and an exploration of the aesthetic qualities of the various styles. Listening is emphasized. Fulfills GenEd requirement in fine arts.

**250 Vocal Techniques (1)**

Studies in vocal physiology, tone production, diction, and related materials designed to develop teaching of singing and performance skills in the classroom. Designed for music education majors, but open to all students; music reading, however, is essential.

**251 Woodwind Techniques (1)**

Studies in the instruments,fingerings, tone production, and materials for woodwind instruments. Designed for music education majors, but open to all students; music reading, however, is essential.
252 String Techniques (1)
Studies in the instruments, fingerings, tone production, and materials for stringed instruments. Designed for music education majors, but open to all students; music reading, however, is essential.

254 Brass Techniques (1)
Studies in the instruments, fingerings, tone production, and materials for brass instruments. Designed for music education majors but open to all students; music reading, however, is essential.

255 Percussion Techniques (1)
Studies in techniques of marching band and orchestral percussion instruments: snare drum, drum kit, melodic percussion, timpani, and auxiliary percussion. Designed for music education majors but open to all students; music reading, however, is essential.

264 Beginning Composition Class (2)
Introduction to original composition. All work will be completed in class under careful supervision of the instructor and with frequent readings by class members. Each of three to four projects focuses on aspects of music other than pitch organization: speaking piece, unpitched percussion piece, graphic notation/improvisation piece. Finale computer notation is introduced in the first project and used extensively throughout the course. Most compositions will be performed on department recitals. Graded S/U. Prerequisite: MUS 181.

271 Music History I: Antiquity–1750 (3)
A survey of art music in Western civilization from the Greeks through the Medieval, Renaissance, and Baroque periods. Prerequisite: MUS 182 or permission of instructor.

272 Music History II: 1750–Present (3)
A survey of the major developments in the history of Western Classical music from the Enlightenment to the present. The course will consider the cultural and social resonances of the repertories in question. Through written assignments and in-class discussions we will explore the intersections of the music and aesthetics, politics, and gender. Prerequisite: MUS 182 or permission of instructor.

275 The Worlds of Music (3)
A study of music traditions beyond Western art music. Musics of Native Americans, African-Americans, the Orient, and Latin America will be explored in readings, recordings, videos, and films. The translation of some of these musics to, and their impact on, American culture will be investigated. A field project will be required of each student. Fulfills GenEd requirement in fine arts.

281 Theory III: Chromatic Materials (3)
Deals primarily with 18th and 19th century chromatic materials, emphasizing part writing, analysis, and composition within that framework. Prerequisite: MUS 182.

281L Theory III Lab (1)
Aural skills related to issues in Theory III: singing, hearing, listening analyses, chord progressions involving secondary functions and modulation, and score reading. 45 minutes of computer drill is required each week. Corequisite: MUS 281.

282 Theory IV: 20th Century Materials; Form Analysis (3)
Deals primarily with 20th century practices, and also includes the study of tonal forms, including 18th century counterpoint. Prerequisite: MUS 281.

282L Theory IV Lab (1)
Aural skills related to issues in Theory IV: performance and hearing exercises that incorporate pitch and rhythmic material from the 20th century, and the consolidation of tonal hearing. Forty-five minutes of computer drill is required each week. Corequisite: MUS 282.

295 Vocal Diction I (1)
Introduces students to the symbols and sounds of the International Phonetic Alphabet, applying the system to rules of English and German diction for singers.

296 Vocal Diction II (1)
A review of the International Phonetic Alphabet and study of Italian and French diction for singers.

341 Latin American Music (3)
This course is an introduction to modern Latin American music. Four musical styles in a specific social and historical context will be covered. Each case study will begin with an overview of the modern history of the corresponding country or region, and then explore the musical style through readings, sound recordings and film. This course does not fulfill GenEd requirement in fine arts.

342 Popular Music, Gender & Sexuality (3)
This course studies popular music as a space in which gender and sexuality are performed. The course is structured as a series of case studies illustrating a wide range of popular music styles (including Broadway musicals, heavy metal, folk music, boy bands) and the performance of a rainbow of gender and sexual identities (including heterosexual femininity and masculinity, gay and lesbian identities, and queer subjectivities).

351 Elementary Music Methods (2)
Teaching methods and materials for music education in grades P–8 with an emphasis on Orff, Kodaly, and Dalcroze techniques. Study of teaching techniques for grades 6–8, including the problems of the male changing voice and beginning instrumentalists. Open only to music education majors and elementary education majors with music endorsement.

356 Music in the Elementary School (3)
Methods and organization of materials for elementary classroom music, kindergarten through grade six.

362 Orchestration/Arranging (2)
Units on instrumentation, choral arranging, and instrumental transcription. Extensive use of computer notation and playback and substantial time in the computer lab outside of class. Most projects are read by department ensembles, and attendance at some evening rehearsals is required. Prerequisite: MUS 282.

364 Intermediate Composition Class (2)
A continuation of work begun in the first semester class but with increased emphasis on pitch organization. Three projects deal with limited pitch sets, counterpoint, contrast, and idiomatic writing for selected instruments: the counterpoint/ contrast project, the five-note project, the student generated project. Finale computer notation is used extensively. Much of the work is completed in class, but there will be more independent work than in Beginning Composition. Most compositions will be performed in department recitals. Prerequisite: MUS 264 or permission of instructor.

365 Conducting I (2)
A study of basic conducting gestures, patterns, and concepts. Prerequisite: MUS 282.

366 Conducting II (2)
Conducting techniques as applied to choral and instrumental ensembles. Emphasis on score preparation. Prerequisite: MUS 365.

451 Vocal Pedagogy (2)
Designed to introduce to the prospective voice teacher various vocal methods and repertoire for all levels of instruction. Students will learn basic vocal physiology, different methodologies of vocal pedagogy, techniques of teaching vocal technique, and the art of choosing repertoire for the student. Emphasis is placed on the practical aspects of teaching and includes supervised practice teaching of beginning students selected for this course.

452 Piano Pedagogy (2)
This course is directed toward the prospective piano teacher and those who have already had some teaching experience. The curriculum is designed to heighten an appreciation of the complexities encountered in a teaching career. Students are encouraged to develop individual teaching tenets in an effort to develop professional attitudes toward keyboard education. Emphasis is placed on the practical aspects of teaching and includes supervised practice teaching of beginning students selected for this course.

453 Secondary Music Methods (2)
Methods and materials for performance organizations and for the non-performance curricula in grades 9–12. Open to music education majors only.
461 Form and Analysis (2)
Analysis of standard forms in European concert music. The study of how large units of music, including complete movements and multi-movement works, are built from smaller units. Other topics, such as popular music and world music analysis may also be included. Prerequisite: MUS 282.

464 Composition Lessons (1–3)
Individual study of composition in a private lesson format. Projects are planned in consultation with the instructor, based on the student’s interests, goals, and abilities, as well as the number of credit hours elected. Prerequisite: MUS 364 and permission of instructor. May be repeated for credit.

479–480 Applied Music Literature I, II (2, 2)
Selected studies designed to acquaint students with the literature of their applied major. Offered as needed.

481 The Composer (2)
Advanced theoretical analysis and historical study of the music of one or more composers. May be repeated with different emphasis.

495 Senior Seminar in Music (2)
This required seminar course for senior music majors prepares students for their comprehensive research project in music. Through class sessions and one-on-one meetings, the course guides students in finding a topic and appropriate sources, pursuing independent research and preparing a capstone presentation. Graded S/U. Prerequisites: MUS 282, and 282L, or permission of instructor.

497 Independent Study (1–3)
Independent study conducted under the supervision of a faculty member with the approval of the department chair. May be repeated.

APPLIED MUSIC COURSES
Each applied course is divided into levels based on technical and musical achievement. (See department chair for detailed descriptions of level expectancies.) The assignment of level is based on a jury examination by the music faculty. Jury examinations are given at the end of each semester.

Applied music instruction is open to all students with approval of the department chair. Music majors and students with previous study will be given preference over beginning students, who should enroll in class instruction, if possible. Credit for applied music is variable: 1 hour for 30-minute private lessons; two hours for 50-minute private lessons. All applied music courses may be repeated for credit, however, a jury examination must be presented to attain a new level.

Each semester of required study, the music major must satisfactorily pass an evaluation by a faculty jury in the major area in which she is taking private lessons. The jury evaluation by the faculty will consist of a letter grade, a level assignment, and written comments which will be mailed to the student at the end of the semester. The average of these grades will comprise the jury examination grade which will be be determined by the individual instructor. Jury examinations are optional at the end of a semester in which a student has given a solo recital.

CLASS LESSONS (MUS)

101 Class Piano — Beginners (1)
Beginning piano for those with no previous keyboard experience, using the electronic piano lab. Designed to develop music skills through correlation of music fundamentals with beginning piano literature, including folk songs, holiday songs, easy classics, and blues.

102 Class Piano — Proficiency (1)
Designed to improve the keyboard proficiency of the music major, this class emphasizes sight reading and functional skills. The student will learn to harmonize a simple melody, learn accompaniment patterns, read four-part hymns, and play all major and minor scales and arpeggios.

103 Class Voice (1)
Primarily for the beginning student who wishes to pursue singing for personal improvement and/or the teaching of singing in the classroom. Prerequisite: Audition with the instructor.

104 Class Guitar (1)
Group guitar instruction for those beginning the instrument and/or interested in using the guitar as a teaching aid.

PRIVATE LESSONS SPECIAL FEES
• 30-minute private lesson each week: $400 per semester
• 30-minute private lesson each week: $240 per semester

PRIVATE LESSONS

Piano 111, 211, 311, 411
Organ 112, 212, 312, 412,
Harpischord 113, 213, 313, 413
Voice 114, 214, 314, 414
Violin 115, 215, 315, 415
Viola 116, 216, 316, 416
Cello 117, 217, 317, 417
Double Bass 118, 218, 318, 418
Percussion 119, 219, 319, 419
Flute 120, 220, 320, 420
Oboe 121, 221, 321, 421
Clarinet 122, 222, 322, 422
Bassoon 123, 223, 323, 423
Saxophone 124, 224, 324, 424
Trumpet 125, 225, 325, 425
French Horn 126, 226, 326, 426
Trombone 127, 227, 327, 427
Baritone Horn 128, 228, 328, 428
Tuba 129, 229, 329, 429
Harp 130, 230, 330, 430
Guitar 131, 231, 331, 431

200 Stagecraft (1)
A performance class which explores a variety of technical and interpretive approaches to solo performance. With recital preparation in mind, historical performance practice, text interpretation, movement characterization, and stage presence will be explored. Attendance at off-campus events may be required. Students must be enrolled in private lessons concurrently. May be repeated for credit.

ENSEMBLE COURSES
Ensembles, including band and orchestra at the University of Notre Dame, are open to all students by audition as electives. Varied credit of 0–1 hour may be elected. May be repeated.

201 Collegiate Choir (1)
A women’s choir that performs primarily on campus. Goals include developing excellent individual and group tone quality, working toward clear and proper diction, and strengthening aural and music reading abilities. Performs quality women’s repertoire, both sacred and secular, in 2 to 4 parts.

202 Collegium Musicum (1)
Instrumental/vocal ensemble open by audition to students from Saint Mary’s and Notre Dame. Performances may include readings of student compositions. (Offered as needed.)

203 Women’s Choir (1)
The College’s select women’s ensemble. Performs music of all periods with an emphasis on new music. Regularly commissions and records new works. National concert tours every other year. Regular performances with the South Bend Symphony Orchestra. Hosts the annual High School Women’s Choir Festival.
204 Opera Workshop (1)
Preparation for operatic scene recitals and full productions. Open by audition to all students of Saint Mary's College and Notre Dame.

205 Madrigal Singers (1)
Small vocal ensemble open by audition to members of the Women's Choir. Presents annual Christmas Madrigal Dinners.

208 Vocal Coaching (1)
For singers and accompanists preparing degree recital, or major opera/musical theatre role.

Nursing
Linda Paskiewicz, Director
1 Havican Hall
574-284-4680

DEPARTMENT DESCRIPTION
The curriculum includes four years of study designed to provide the student with a foundation in the liberal arts as well as the knowledge and skills needed to function as a professional nurse upon graduation. Liberal arts courses are prerequisite to or concurrent with the professional studies and are arranged so that these two components are mutually supportive.

The nursing program is accredited by Indiana State Board of Nursing (ISBN) and The Commission on Collegiate Nursing Education (CCNE). The curriculum adopts the educational guidelines set forth by the American Association of Colleges of Nursing and the Essentials of Baccalaureate Education for Professional Nursing Practice. Graduates earn a Bachelor of Science degree with a major in nursing and have the educational background required to apply for graduate programs in nursing.

Consistent with College policy, intended nursing students petition for admission to the nursing major during the spring of the sophomore year. (See criteria for acceptance below.) Transfer students will be evaluated on an individual basis. Students who wish to transfer from other nursing programs must meet the standards required for regularly enrolled students.

Upon successful completion of the degree requirements, the student is eligible to apply for the National Council Licensure Examination (NCLEX-RN) for licensure as a registered professional nurse. Students may choose to take the examination for registration in any state or territory in the U.S.

Nursing students are required to adhere to all policies and procedures as published in this Bulletin as well as those stated in the official Department of Nursing Student Handbook.

In order to maintain the quality and integrity of the nursing program, the Department of Nursing reserves the right to update and/or revise departmental policy.

ACCELERATED PROGRAM IN NURSING
Due to the increased demand by current Saint Mary's nursing students for the limited number of clinical practice sites available, the College has decided to suspend the Accelerated Nursing Program for the 2013-2014 cycle.

ADVANCED WRITING PROFICIENCY
Advanced Writing Proficiency is evaluated within the major during the senior year. A designated paper is submitted for review and is evaluated for demonstration of writing proficiency. The Department of Nursing requires use of the current style manual of the American Psychological Association for all course assignments as well as the advanced writing proficiency paper.
SENIOR COMPREHENSIVE EXAM
Satisfactory completion of a comprehensive examination in the major is required. It is typically administered during the final semester of the senior year. This exam is a computer-based program and simulates the NCLEX-RN licensure examination.

PROGRAM REQUIREMENTS
Bachelor of Science, Major in Nursing—NURS (85–86 hours)
Criteria for acceptance into the nursing major include a cumulative GPA of 2.5 in all general education (non-science) courses. Additionally, the student must earn a minimum prerequisite science GPA of 2.75. Course grades for BIO 213, 214, 216, 224 (pending approval), CHEM 118, NUR 225 and 227 are included in this calculation. In the event that there are more than 56 qualified students petitioning for admission to the nursing major, the 56 students with the highest prerequisite science GPAs will be admitted.

All of the following prerequisite courses [2.75 GPA required] (26 hours):
- BIO 213 Introductory Human Anatomy 4 hours
- BIO 214 Human Physiology 4 hours
- BIO 216 Microbiology 4 hours
- BIO 224 Pathophysiology (pending approval) 3 hours
- CHEM 118 Integrated General, Organic and Bio-Chemistry 5 hours
- NURS 225 Health Assessment 3 hours
- NURS 227 Foundations of Nursing Practice 3 hours

All of the following:
- NURS 307 Psychiatric Mental Health Nursing 5 hours
- NURS 310 Nutrition for Health and Healing 2 hours
- NURS 321 Nursing Care of the Adult—Acute 5 hours
- NURS 323 Perinatal Nursing 5 hours
- NURS 330 Nursing Care of the Adult—Chronic 5 hours
- NURS 334 Pharmacotherapeutics 3 hours
- NURS 385 Nursing Research 2 hours
- NURS 410 Nursing Care of the Adult—Advanced 5 hours
- NURS 414 Community Health Nursing 5 hours
- NURS 415 Nursing Leadership 5 hours
- NURS 426 Child Health Nursing 5 hours

Required Supporting Courses
- Math 114 Introduction to Statistics 3 hours
- PSYC 156 Introduction to Psychology: Culture and Systems 3 hours
- or PSYC 157 Introduction to Psychology: Science for the Citizen 3 hours
- PSYC 305 Lifespan Developmental Psychology (preferred) 3 hours
- or PSYC 301 Developmental Psychology (alternate) 4 hours

One of the following:
- SOC 153 Sociological Imaginations 3 hours
- SOC 203 Social Problems 3 hours
- SOC 204 Social Psychology 3 hours
- SOC 220 Contested Masculinities 3 hours
- SOC 230 Social Inequalities in Education 3 hours
- SOC 255 Race, Ethnicity, and Identity in the United States 3 hours
- SOC 257 Sociology of Families 3 hours

NURSING MAJOR COURSES (NURS)
225 Health Assessment (3)
This course uses didactic and simulated clinical experiences to develop a beginning skill level to conduct a comprehensive health assessment with adults in various settings. The course emphasizes the integration of observations, systematic data collection, and effective communication in performing client-centered health assessments that includes risk assessment and risk reduction. Fine art is used to support the development of observation and assessment skills.

227 Foundations of Nursing Practice (3)
This course uses the nursing process, interpersonal communication, critical thinking, and safety as foundational concepts for the provision of essential skills for nursing practice with individuals. Nursing skills related to physiologic health processes, mobility, comfort, infection, protection, fatigue, sleep oxygenation, and elimination are emphasized. The course builds on knowledge gained through the liberal arts and sciences to encourage the delivery of nursing care to promote and/or maintain health in the context of the experience of the individual in a variety of settings.

307 Psychiatric/Mental Health Nursing (5)
This theory and clinical course focuses on the care of persons of various ages with psychiatric mental health disorders. The course applies the nursing process within a multi-disciplinary team approach. Emphasis is on the therapeutic use of self with individuals, families, and groups in an acute psychiatric care setting. Students in clinical placements utilize communication skills, mental health assessment, and various therapeutic interventions. Prerequisites: Nursing major and junior standing.

310 Nutrition for Health and Healing (2)
This course is designed to support the integration of evidence-based nutrition science content with the lived experience of food choices of individuals, families, and communities. Students will build on their knowledge of chemistry, biology, psychology and relevant research evidence to apply concepts of nutrition science to wellness, health promotion and disease management in nursing practice. The impact of obesity on wellness and health outcomes, intercultural competence, and social responsibility are emphasized. Students will gain experience with the role and meaning of food through integrative learning activities in the community. Prerequisite: Nursing major and junior standing.

321 Nursing Care of the Adult—Acute (5)
This theory and clinical course focuses on the assessment and management of persons with acute medical and surgical conditions. Peri-operative care of the patient and family is emphasized. The ethical, spiritual, psychosocial, and economic impact of the peri-operative experience on the patient and family is explored. Application of scientific principles and decision-making skills are emphasized as students care for persons with acute health conditions in medical-surgical settings. Prerequisite: Nursing major and junior standing.

323 Perinatal Nursing (5)
This theory and clinical course provides a foundation of nursing knowledge in the care of women in all phases of the perinatal period. A family-centered approach is emphasized throughout the course. Human development concepts are a central focus of the course. Embryologic and neonatal concepts are emphasized in the nursing care of the normal and high-risk neonate. Current women's health issues are incorporated in the course. Legal and ethical dimensions specific to the perinatal family are explored. Relevant research findings are acknowledged as basic to establishing and advancing the field of perinatal nursing. The course includes application of specific concepts, principles, and theories in various perinatal settings. Decision-making skills and independent functioning are emphasized. Prerequisite: Nursing major and junior standing.

330 Nursing Care of the Adult—Chronic (5)
This theory and clinical course focuses on the assessment and management of persons with chronic conditions. The ethical, spiritual, psychosocial, and economic impact of chronic illness on the patient and family is explored. Application of scientific principles and decision-making skills are emphasized as students care for persons with chronic health conditions in acute care and community settings. In addition, concepts related to palliative and end-of-life care are introduced and applied during the clinical experience. Prerequisite: Nursing major and junior standing.
334 Pharmacotherapeutics (3)
This theory course introduces the study of pharmacology as an understanding of the interactions between drugs and the physiological, psychological, and pathological processes which occur in the body. Major drug classes and individual drugs are studied with an emphasis on the application of pharmacologic principles to the clinical setting. Prerequisite: Nursing major and junior standing.

385 Nursing Research (2)
This course examines essential concepts, principles, and techniques utilized in scientific inquiry and evidence-based practice. The research process is systematically introduced with an emphasis on its application to nursing practice. Prerequisites: Nursing major and junior standing.

410 Nursing Care of the Adult—Advanced (5)
The theory and clinical course utilizes the nursing process in caring for persons with multi-system complex health conditions in an acute care environment. Critical thinking, decision-making, and professional accountability are emphasized throughout the course. Students will gain experience with critical care concepts and advanced technology in the clinical setting. Prerequisites: Nursing major and senior standing.

414 Community Health Nursing (5)
This course and clinical course broadens the concepts of community health nursing introduced across the curriculum and integrates them into a meaningful whole. Emphasis is placed on increasing the student's self-awareness, communicating effectively, and meeting the community health needs of families and groups. Health education, health promotion, and illness prevention are stressed as strategies for meeting the health needs of population aggregates. Analysis of the health care delivery system includes the impact of political, legal, social, and cultural influences on the health of clients. Public health nursing issues, such as communicable diseases, environmental hazards, and occupational exposures are discussed. Prerequisites: Nursing major and senior standing.

415 Nursing Leadership (5)
This theory and clinical course introduces the student to the theories and concepts of management and leadership within the nursing profession. Current economic, political, professional, and social issues that affect the nursing profession are explored. The leadership skills of delegation, priority setting, problem-solving, and time management are emphasized throughout the course. The ability to analyze and apply the concepts of leadership and management are provided through clinical experiences. This course provides the beginning of the transition process from student to professional nurse. Prerequisites: Nursing major and senior standing.

426 Child Health Nursing (5)
This theory and clinical course focuses on assessment and management of well, acutely ill, chronically ill, and special needs children and their families. The effect the child's illness has on the family in hospital or community settings is emphasized. Principles of growth and development, nutrition, pharmacology, and ethics are reinforced and expanded. Decision-making and independent learning are emphasized. Research as it relates to theory and practice is discussed and applied. Prerequisite: Nursing major and senior standing.

NURSING ELECTIVE COURSES (NURS)

222 Women's Health (3)
Non-nursing majors only. Designed to explore the concept of health and its significance for women. Focuses on the identification of factors affecting women's health and necessary behaviors to maintain optimum health. Women's responsibilities and leadership in health awareness and health practices will also be emphasized.

376 Understanding the Older Adult (3)
This course is designed primarily for students in health care related disciplines. It introduces the student to the specialty of gerontology using a holistic approach. Course content provides a broad background from the biological and natural sciences in addition to the social and behavioral sciences. Topics include legal, ethical, psychosocial, and physiologic issues. Learning activities and assignments enhance the student's ability to apply course content to actual client situations. Prerequisite: Permission of instructor.

412 Nursing Care of the High Risk Neonate (2)
Intensive nursing care of neonates with critical illnesses is the primary focus. Identification of risk factors, problems of prematurity, organization and delivery of special care as well as evaluation of the impact on the family and neonate are emphasized. Clinical experience included. Senior nursing majors only.

486 Intercultural Nursing Practicum in Primary Health Care (5)
This course provides students the opportunity to study the health care system in other countries. Emphasis is placed on the experiential opportunity to work in a primary care clinic. Assessment of the health care delivery system includes the effects of cultural, social, economic, and political influences on the health care delivery system and health of clients. Public health issues such as communicable diseases and environmental hazards are investigated.

497 Independent Study (1–3)
Independent readings, seminar discussions, and related clinical experience in selected areas of interest. Readings and experiences are generally supplemental to, not a substitute for, content and learning experiences provided in regular course offerings. Prerequisite: Senior level standing and permission of the instructor and department chair. May be repeated.
DEPARTMENT DESCRIPTION
The program in philosophy introduces students to basic issues concerning knowledge, reality, and values in both classical Western thought and in contemporary critiques of the classical tradition. It attempts to help each student develop her philosophical thought in reflective, independent, and responsible ways.

ADVANCED WRITING PROFICIENCY
At the end of their junior year, philosophy majors intending to fulfill their Advanced Writing Proficiency requirement in philosophy submit a portfolio for evaluation. The Advanced W must be awarded at this time if the student is to pursue the thesis option for her Senior Comprehensive. Those students not awarded the Advanced W on the basis of their portfolios must pursue the exam option and submit an Advanced W paper written under the direction of a faculty advisor. Successful completion of the Advanced W paper along with the comprehensive exam constitutes successful completion of the Advanced W.

SENIOR COMPREHENSIVE/ADVANCED WRITING PROFICIENCY
Majors who do their Senior Comprehensive in philosophy may either write a thesis or take an exam. Those pursuing the thesis option receive three credit hours (PHIL 496) and are eligible for honors. The exam consists of a three hour examination on questions designed specifically for each student on the basis of her course work.

PROGRAM IN PHILOSOPHY
Bachelor of Arts, Major in Philosophy—PHIL (27 hours)
All of the following: (18 hours)
PHIL 110 Introductory Philosophy 3 hours
PHIL 220 Introduction to Logic 3 hours
PHIL 230 Socrates to Scholasticism 3 hours
PHIL 331 Descartes to Skepticism 3 hours
PHIL 332 Kant and His Critics 3 hours
PHIL 495 Senior Seminar: New Methods in Philosophy 3 hours
Two of the following, one from each of the following groups (one must be a 300 level course):
Metaphysics and Epistemology
PHIL 243 Introduction to Feminist Philosophy 3 hours
PHIL 245 Non-Western Philosophy 3 hours
PHIL 247 Philosophy of Religion 3 hours
PHIL 341 Mind, Knowledge, and Reality 3 hours
PHIL 343 20th Century Philosophy 3 hours
PHIL 345 Philosophy of Language 3 hours
PHIL 348 Philosophy of Science 3 hours
### PHILOSOPHY COURSES (PHIL)

**110 Introductory Philosophy** (3)
Readings and discussions designed to introduce the student to the major areas and problems of philosophy through a study of the writings of classical and contemporary thinkers. (4 semester hours when taught as writing proficiency)

**NOTE:** Philosophy courses numbered above 200 ordinarily require PHIL 110 as a prerequisite.

**220 Introduction to Logic** (3)
A study of some of the theories and techniques of formal logic in its traditional and contemporary forms.

**230 Socrates to Scholasticism** (3)
A study of the Greek origins of Western philosophy, with special attention to Plato and Aristotle and their impact on medieval thought. Class discussions throughout the term are grounded in a close reading of primary source texts.

**235 Existentialism** (3)
A study of important European philosophers from the 19th and 20th centuries who are associated with the existentialist movement.

**236 American Philosophy** (3)
A study of representative American philosophies, including those emerging from classical European traditions, American women philosophers, and African American and Native American thinkers.

**243 Introduction to Feminist Philosophy** (3)
An inquiry into the meaning of gender and its philosophical implications. Questions of identity, knowledge, ethics, race, and global responsibility will be considered both from historical and contemporary perspectives.

**245 Non-Western Philosophy** (3)
A study of representative selected texts from Asian, African, Native American, or other alternative philosophical traditions.

**247 Philosophy of Religion** (3)
An investigation of the major philosophical issues in religious thought as posed by both critics and advocates. Special attention is paid to the relation between religious faith and knowledge.

**251 Business Ethics** (3)
A study of the moral issues raised by contemporary business practices.

**252 Philosophy of Art** (3)
A study of both traditional and contemporary philosophical theories concerning beauty, the nature of aesthetic experience, principles of criticism, and the function and character of creativity in the arts.

**254 Social Justice** (3)
A philosophical study of problems of justice in the contemporary world.

**255 Medical Ethics** (3)
A philosophical inquiry into moral issues that arise in modern medicine. Some of the issues to be considered include euthanasia, abortion, care for the dying, patients’ rights, limits on medical rights, limits on medical experimentation with human beings, defining death, and the patient-therapist relationship.

**290/390 Special Topics** (1–3)
Topics in Philosophy not covered in regular departmental offerings. May be repeated for credit with a different topic.

**331 Descartes to Skepticism** (3)
A study of major themes in 17th and 18th century Western philosophy beginning with Descartes and tracing the development of modern thought through Hume. Class discussions throughout the term are grounded in a close reading of primary source texts.
332 Kant and His Critics (3)
A careful reading of Kant accompanied by a study of critical responses to his philosophy. The aim is an understanding of Kant's philosophy as a whole and its relevance to contemporary thought.

333 19th Century Philosophy (3)
A study of philosophical questions emerging in the wake of the enlightenment, examining the implications for religion, politics, history, and reason.

334 Philosophy of Thomas Aquinas (3)
This course develops the philosophy of Thomas Aquinas both as a dialectical method and with respect to a philosophical issue. The issues, which vary from time to time depending on timeliness and student interest, include Aquinas's theory of natural law, natural theology, and the theory of human nature and knowledge.

340 Jewish, Christian, and Islamic Philosophers in Dialogue (3)
In this course we will study the writings of several important medieval philosophers—Avicenna, al-Ghazali, Averroes, Maimonides, and Thomas Aquinas—on subjects including the existence of God, the attributes of God, creation, providence, the relationship between faith and reason, prophecy, divine naming, and so forth. In addition to striving to understand the content of these philosophers' writings, we will also cultivate an appreciation of 1) ways in which these writers' philosophies were shaped by their faiths and in particular by the scriptures of their respective religions (viz., the Torah, the Qur'an, and the Bible), 2) the historical development of philosophical ideas about the aforementioned subjects throughout this period, and most importantly 3) ways in which philosophical and theological influences extended across faith traditions, creating fruitful exchanges among Islamic, Jewish, and Christian cultures.

341 Mind, Knowledge, and Reality (3)
A critical investigation of traditional and contemporary theories of mind along with questions concerning the origin, nature, and validity of human knowledge.

343 20th Century Philosophy (3)
A study of significant contemporary intellectual movements on the continent of Europe, in Great Britain and América since World War II, e.g., phenomenology, post-structuralism, analytic philosophy, and neo-pragmatism.

345 Philosophy of Language (3)
A critical investigation of both analytic and continental theories of language with an emphasis on questions of meaning, reference, and interpretation.

348 Philosophy of Science (3)
An investigation of the meaning and use of scientific concepts and methods.

352 Political Philosophy (3)
A study of theories of society and the state which may include classical, contemporary, feminist, or ethnic visions of real and ideal community.

354 Ethics (3)
A study and critique of selected ethical theories with some application to current moral issues.

355 Philosophy of Law (3)
The philosophy of law considers the relation of law to justice. This course examines legal positivism, social contract, and natural law as accounts of the links between law and justice, including their role in contemporary understanding of the U.S. Constitution.

410 Philosophers of Consequence (3)
An in-depth study of the work of one or two important philosophers who will be selected on the basis of instructor preference and student interest. Secondary literature may be consulted but the bulk of the reading will be primary sources.

495 Senior Seminar: New Methods in Philosophy (3)
An intensive study of new methods and thinkers in philosophy. Both primary and secondary texts may be consulted.

496 Senior Thesis (3)
An independent study under the supervision of a faculty advisor who guides the writing of a major paper.

497 Independent Study (1–3)
DEPARTMENT DESCRIPTION
The study of political science examines the relations of people and organizations as they seek to order their world. Special attention is paid to the development of explanations of the political process and to the effect of politics on social life and social values.

At Saint Mary’s College the study of politics emphasizes two concerns: the basic characteristics of politics and the theories and methods for the rigorous analysis of political phenomena. To satisfy these concerns the departmental program provides a wide variety of courses in the traditional subfields of political science: American politics and law; comparative politics; international politics; and political theory. Second, students are encouraged to experience politics directly in the world’s “laboratory” of political activity. Opportunities for experiential learning exist in certain courses, in the Washington Semester program, and through the department’s internship program.

Graduates of the department enter a wide variety of careers. Majors routinely enter law schools and paralegal programs, business schools, and graduate schools in public administration, international politics, and political science. They begin careers as legislative aides, public administrators, teachers, journalists, or managers in the private sector.

TEACHER PREPARATION
The Political Science Department in conjunction with the Education Department offers courses leading to state licensing for History/Social Studies.

ADVANCED WRITING PROFICIENCY
Political science majors satisfy their Advanced Writing Proficiency requirements by submitting a satisfactory portfolio of papers written in political science courses.

SENIOR COMPREHENSIVE
The Senior Comprehensive consists of a major research paper which may be completed on campus or on the Washington Semester program. Washington Semester theses must be reviewed and approved by department faculty.

PROGRAM IN POLITICAL SCIENCE
Bachelor of Arts, Major in Political Science—POSC (27 hours)
All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 201</td>
<td>American Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 204</td>
<td>Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POSC 206</td>
<td>International Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 207</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 210</td>
<td>Research Methods in Political Science</td>
<td>3</td>
</tr>
</tbody>
</table>
Four of the following (12 hours):

American Politics and Law
- POSC 307 Introduction to American Law 3 hours
- POSC 313 Mass Media and Public Opinion 3 hours
- POSC 314 Political Participation 3 hours
- POSC 315 Political Parties and Interest Groups 3 hours
- POSC 320 Congress and the Legislative Process 3 hours
- POSC 322 The Presidency 3 hours
- POSC 323 The U.S. Constitution 3 hours
- POSC 324 American Civil Liberties 3 hours
- POSC 325 American Political Development 3 hours
- POSC 355 Public Administration 3 hours

Comparative Politics
- POSC 203RM Contemporary Italian Problems 3 hours
- POSC 304 Latin American Politics 3 hours
- POSC 329 Middle East Politics 3 hours
- POSC 360 The Politics of Race 3 hours
- POSC 365 Gender and Politics 3 hours
- POSC 370 Democratization 3 hours

International Politics
- POSC 316 International Law and Organization 3 hours
- POSC 319 The Global Politics of International Development 3 hours
- POSC 326 Global Environmental Politics 3 hours
- POSC 333 Transnational Feminisms 3 hours
- POSC 346 International Political Economy 3 hours
- POSC 416 United States Foreign Policy 3 hours

Political Theory
- POSC 301 The Quest for Human Rights 3 hours
- POSC 341 Politics and Religion 3 hours
- POSC 342 American Political Thought 3 hours
- POSC 344 Catholic Political Thought 3 hours

Other courses
- POSC 390 Special Topics in Political Science 1–3 hours

Minor in Political Science—POSC (15 hours)

The following:
- POSC 152 Politics of American Democracy 3 hours

Three of the following:
- POSC 201 American Politics 3 hours
- POSC 204 Political Thought 3 hours
- POSC 206 International Politics 3 hours
- POSC 207 Comparative Politics 3 hours
- POSC 210 Research Methods in Political Science 3 hours

Two of the following (6 hours):

American Politics and Law
- POSC 307 Introduction to American Law 3 hours
- POSC 313 Mass Media and Public Opinion 3 hours
- POSC 314 Political Participation 3 hours
- POSC 315 Political Parties and Interest Groups 3 hours
- POSC 320 Congress and the Legislative Process 3 hours
- POSC 322 The Presidency 3 hours
- POSC 323 The U.S. Constitution 3 hours
- POSC 324 American Civil Liberties 3 hours
- POSC 325 American Political Development 3 hours
- POSC 355 Public Administration 3 hours

Comparative Politics
- POSC 203RM Contemporary Italian Problems 3 hours
- POSC 304 Latin American Politics 3 hours
- POSC 319 The Global Politics of International Development 3 hours
- POSC 329 Middle East Politics 3 hours
- POSC 360 The Politics of Race 3 hours
- POSC 365 Gender and Politics 3 hours
- POSC 370 Democratization 3 hours

International Politics
- POSC 316 International Law and Organization 3 hours
- POSC 326 Global Environmental Politics 3 hours
- POSC 333 Transnational Feminisms 3 hours
- POSC 346 International Political Economy 3 hours
- POSC 416 United States Foreign Policy 3 hours

Political Theory
- POSC 301 The Quest for Human Rights 3 hours
- POSC 341 Politics and Religion 3 hours
- POSC 342 American Political Thought 3 hours
- POSC 344 Catholic Political Thought 3 hours

Other courses
- POSC 390 Special Topics in Political Science 1–3 hours

Note: The following courses cannot be used as Political Science electives:
- POSC 151 Political Issues
- POSC 160 Global Political Issues
- POSC 495/496 Senior Thesis I, II
- POSC 497 Independent Study
- POSC 499 Internship in Politics

WASHINGTON SEMESTER PROGRAM
The department participates in a program designed to let students spend a semester in Washington, D.C. studying the operations of the national government. The program, a cooperative arrangement between over 100 colleges and the American University, features seminars, an internship, and a supervised research project. Acceptance in the program is restricted to political science majors with at least a 2.5 cumulative GPA. Completion of POSC 201, 210 (and for Foreign Policy, Peace and Conflict Resolution, and International Law and Organization programs POSC 206) are prerequisites for candidacy. Selection is based on the quality of the student's work in the department and the soundness of the proposed research project. The department makes the final determination concerning acceptance into the program. Completion of the program fulfills two of the elective courses in the major, and the research project can fulfill the senior thesis requirement.

ROME PROGRAM
The department participates in the educational programs of Saint Mary's Rome campus by offering a course in political science taught in Rome. The course (POSC 203 RM) serves as upper-level elective credit in political science. (See page 53.)
INTERNATIONAL STUDY
Students may elect to attend other international study programs with institutional approval. The department reserves the right to approve international study courses that students wish to apply to major or minor requirements, up to a maximum of six hours. Current programs with approved courses include Spain, France, India, South Africa, Australia and Ireland.

POLITICAL SCIENCE COURSES (POSC)

I. AMERICAN POLITICS AND LAW

307 Introduction to American Law (3)
A study of American law examining the Common Law tradition, federal and state court systems, criminal and civil law and procedure, and current legal issues. Prerequisites: junior or senior standing.

313 Mass Media and Public Opinion (3)
A study of the nature and development of public opinion focusing on the socializing role of the family, school, and the workplace. Special attention is given to the mass media and new media as a socializing agents. Prerequisite: POSC 201.

314 Political Participation (3)
A study of various forms of political participation, their causes, and their impact on democratic rule in the United States. Differences between elections and related conventional participation and other unconventional methods of participation are discussed. Prerequisite: POSC 201.

315 Political Parties and Interest Groups (3)
An examination of the structure and behavior of American parties and interest groups and their impact on public policy. Prerequisite: POSC 201.

320 Congress and the Legislative Process (3)
An analysis of the structure, processes, and behavior of the United States Congress as a representative institution. Prerequisite: POSC 201.

322 The Presidency (3)
The course focuses on the role of the American president in the political system, including the expectations of the Constitution and public about the role of the president, presidential selection, presidential achievements, and uses of power. Prerequisite: junior or senior standing.

323 The U.S. Constitution (3)
A study of the interpretation of the Constitution by the U.S. Supreme Court, with emphasis on the judicial interpretation of presidential and congressional powers, judicial review, federalism, the role of government in the economy, and a broad survey of individual rights. Prerequisite: junior or senior standing.

324 American Civil Liberties (3)
An examination of the Bill of Rights and the Western concept of natural rights. After the Bill of Rights is analyzed in general, a specific topic will be examined, such as freedom of religion, freedom of speech, or due process rights. Prerequisite: Junior or senior standing.

325 American Political Development (3)
A study of how certain American political eras introduced new political ideas, movements, policies, and institutional changes, such as the 1930s, 1960s, and 1980s. Prerequisite: Junior or senior standing.

329 Middle East Politics (3)
A study of politics and political institutions in selected Middle Eastern countries with emphasis on the contemporary situation. Prerequisite: POSC 207 or permission of instructor.

330 Comparative Politics Proseminar (3)
The course will examine the major methodological "schools" of thought and approaches including rational choice, institutional, historical, political economy, and game theory analysis. It is designed to be of particular interest to students who are considering writing their Senior Thesis on a topic in comparative politics. Prerequisite: POSC 207.

II. COMPARATIVE POLITICS

203RM Contemporary Italian Problems (3)
The development of Italian political institutions in the post-World War II period with special emphasis on the role of Italian political parties, and a review of Italian economic problems in the recent period (also listed as MLIT 203RM). Taught in Rome.

304 Latin American Politics (3)
A study of politics and political institutions in selected Latin American states with special attention to problems of development and institution-building. Prerequisite: POSC 207 or permission of instructor.

329 Middle East Politics (3)
A study of politics and relationships of Middle Eastern countries with emphasis on the contemporary situation. Prerequisite: POSC 206 or 207.

330 Comparative Politics Proseminar (3)
The course will examine the major methodological “schools” of thought and approaches including rational choice, institutional, historical, political economy, and game theory analysis. It is designed to be of particular interest to students who are considering writing their Senior Thesis on a topic in comparative politics. Prerequisite: POSC 207.

360 The Politics of Race (3)
This course will examine the political uses of race as a social and political idea through comparative study of selected case studies from the around the world. The course will emphasize the diverse ways race has been used to build political power.

ADVANCED INTRODUCTORY COURSES

All of the following courses are required for majors in political science, and are open to students in other majors. The courses are offered every other semester.

201 American Politics (3)
This course serves as an introductory survey of the major principles, institutions, processes, functions, and behavioral patterns of the American political system. It helps students to develop a broad, diverse, and articulate base of knowledge and understanding of American politics and government.

204 Political Thought (3)
The evolution of Western political theories surveyed through a discussion of leading political thinkers and their values.

206 International Politics (3)
An introduction to the theories which attempt to explain the ways nations interact with each other, and an application of these theories to selected problems of the contemporary international scene.

207 Comparative Politics (3)
An introduction to the use of theory, analytic concepts, and evidence to compare political history, processes, institutions, and outcomes in select nation-states.

210 Research Methods in Political Science (3)
An introduction to the principle research methods used by political scientists. You will learn and understand the key terms used in the scientific method and how they are applied to both quantitative and qualitative political analysis.

ELECTIVE COURSES

The elective courses are grouped by subfield, but students are free to select any course in any subfield if prerequisites are fulfilled. Normally these courses are taught every other year.

I. AMERICAN POLITICS AND LAW

307 Introduction to American Law (3)
A study of American law examining the Common Law tradition, federal and state court systems, criminal and civil law and procedure, and current legal issues. Prerequisites: junior or senior standing.

313 Mass Media and Public Opinion (3)
A study of the nature and development of public opinion focusing on the socializing role of the family, school, and the workplace. Special attention is given to the mass media and new media as a socializing agents. Prerequisite: POSC 201.
365 Gender and Politics (3)
This course will combine theoretical and empirical analysis of gender as a political issue. Case studies will permit comparative analysis of the diverse ways in which gender emerges as a political issue within distinct social, economic, cultural, and political contexts. The course will also assess the value of gender analysis in the field of political science (also listed as HIST 408).

370 Democratization (3)
This course will use a wide range of case studies to analyze the complex factors shaping the formation and consolidation of democratic governments within diverse political, cultural, and historical conditions. Special attention will be paid to the issues of gender and globalization. Prerequisite: POSC 207 or permission of instructor.

III. INTERNATIONAL POLITICS
316 International Law and Organization (3)
A study of the nature and scope of international law; the various types of international organizations, their goals and functions; and international regimes. Prerequisite: POSC 206.

319 The Global Politics of International Development (3)
A comparative analysis of the process of political and socioeconomic development in selected political systems of Asia, Africa, and Latin America.

326 Global Environmental Politics (3)
This course introduces students to major global environmental problems and to the negotiations, treaties, and diplomacy regarding attempts to solve them. Topics we will focus on include social pressure groups, population pressures, biodiversity, climate change, epistemic communities, regimes, global and regional environmental governance, trade and the environment, sustainable development, environmental refugees, bio-safety, and energy.

333 Transnational Feminisms (3)
In this course, we will discuss feminist analyses of gender, colonialism, and economic globalization. The first part of this course will consider a variety of feminist theoretical perspectives on the gendered, classed, and racialized dynamics of colonialism and globalization. Next, we will examine the particularities of women’s lives globally and their different histories and social histories. Finally, we will look at some of the feminist transnational activism and mobilization around issues of conflict, environment, capitalism, and labor. Some of the questions we will consider are: How does globalization impact existing (gender) inequalities? How does globalization trouble the “North-South” divide? What political, social, and economic ramifications does the outsourcing of reproductive labor have?

346 International Political Economy (3)
This course seeks to understand the major theoretical perspectives on International Political Economy (IPE) and their implications for policy. After a brief introduction to the field of IPE, we will spend a few weeks tracing the historical evolution of the global political economy. We will then examine a range of different problems in the global economy: the internationalization of production, the challenges of international development, the North-South Gap, and the 2008 financial and economic crises.

416 United States Foreign Policy (3)
An analysis of the internal and external factors which influence the formulation and execution of the foreign policy of the United States. Major concepts and problems of foreign policy are discussed.

IV. POLITICAL THEORY AND METHODOLOGY
301 The Quest for Human Rights (3)
This course discusses the history of conceptions of rights. It also looks at the strategies involved in political debates about rights (also listed as JUST 301).

341 Politics and Religion (3)
This course engages students in thinking critically about the relationship between religion and politics in the U.S. and in selected other countries. How religion and politics ought to relate, and how they relate in actual practice will be considered.

342 American Political Thought (3)
This course is a survey of American political thought that takes a historical approach, considering representative writings from each of the major periods in the history of political thought in the United States.

344 Catholic Political Thought (3)
A survey of Catholic political thought that considers the work of authors ranging from St. Augustine to John Courtney Murray and that examines issues such as the relationship between reason and revelation, the proper relationship between religious and civil authority, the dignity of the human person, and the necessary political implications of that dignity. Prerequisite: POSC 204. RLST 225 and 232 recommended.

V. OTHER COURSES
390 Special Topics in Political Science (1–3)
The presentation of selected subjects of special relevance not included in regular departmental offerings. Prerequisite determined by instructor.

495–496 Senior Thesis I, II (1, 1)
Tutorial provided on the writing of the senior thesis. Graded S/U.

497 Independent Study (1–3)
Specialized research supervised in a tutorial setting. No more than six hours of independent study in any one department may be used to meet graduation requirements. Independent study does not fulfill elective requirements for majors or minors.

499 Internship in Politics (1–3)
Supervised field work in an agency of government. Open only to junior or senior majors who have completed POSC 201, 217, and two elective courses in the department. It does not fulfill elective requirements for majors or minors. Graded S/U.
DEPARTMENT DESCRIPTION

Psychology is devoted to the study of individuals, particularly of their behavior and mental processes. In studying individuals, psychologists employ scientific methods and gather empirical evidence. Students of psychology learn to employ these methods to think critically and creatively about human behavior, develop strong problem-solving skills, and learn to apply new knowledge to social and personal problems.

The Department of Psychology offers students a representative and balanced exposure to the theories, methods, findings, and issues in psychology. Through their coursework, students are introduced to the major perspectives that predominate in psychology today, including the biological, learning, cognitive, developmental, sociocultural, and psychodynamic perspectives. Students have the opportunity to work with faculty on their research, to conduct their own independent research projects and to complete supervised field experiences and internships.

The curriculum and requirements are designed to achieve the following goals:

- to expose students to psychology and communicative disorders as a liberal arts discipline
- to support the varying interests and goals of students
- to provide students with a firm basis for graduate study in psychology and related areas, e.g., physical and occupational therapy, school psychology, social work, etc.
- to acquire competency in quantitative and problem-solving skills
- to think scientifically and creatively about human behavior
- to promote understanding of oneself and others

TEACHER PREPARATION

The Psychology Department in conjunction with the Education Department offers courses leading to Indiana licensing in social studies secondary education.

ADVANCED WRITING PROFICIENCY

The Advanced Writing Proficiency requirement in psychology is designed to foster the development of a wide range of psychological writing skills and styles, including the following: the analysis and synthesis of research literature using scientific (i.e., APA style) writing; case study descriptions of child and adult development; report of a scientific research project and structured lab observations; personal reflections on the intersection of theory, research, and person experiences; reasoned position papers using empirical evidence to support the student’s argument. Students complete a designated set of papers to demonstrate competence in various writing skills and proficiency in specific styles of psychological writing.
**SENIOR COMPREHENSIVE**
Psychology majors may complete one of two types of Senior Comprehensive projects in psychology: an extensive review of the literature on a psychological topic, or an empirical research study that the student proposes and conducts independently. Students present their senior comprehensive projects to the psychology faculty and their peers. Satisfactory completion of the PSYC 495 class, their projects, and presentations, satisfies the senior comprehensive requirement.

**PROGRAM IN PSYCHOLOGY**

**Bachelor of Arts, Major in Psychology—PSYC (35 hours)**

<table>
<thead>
<tr>
<th>Highly Recommended to fulfill General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104 Finite Mathematics</td>
</tr>
<tr>
<td>BIO 103-104 Biology &amp; Human Values I &amp; II</td>
</tr>
<tr>
<td>or BIO 153-154 Foundations of Biology I &amp; II</td>
</tr>
</tbody>
</table>

**One of the following:**
- PSYC 156 Introduction to Psychology: Culture and Systems 3 hours
- PSYC 157 Introduction to Psychology: Science for the Citizen 3 hours

**All of the following:**
- PSYC 301 Developmental Psychology 4 hours
- PSYC 324 Statistics in Psychology 3 hours
- PSYC 325 Research Methods in Psychology 4 hours
- PSYC 339 Physiological Psychology 3 hours
- PSYC 495 Senior Seminar in Psychology 3 hours

**Two of the following:**
- PSYC 319 Cognitive and Behavioral Therapies 3 hours
- PSYC 323 Psychology of Personality 3 hours
- PSYC 326 Abnormal Psychology 3 hours
- PSYC 381 Clinical Psychology 3 hours

**Two of the following:**
- PSYC 332 Animal Learning and Cognition 3 hours
- or PSYC 342 Historical Roots of Modern Psychology 3 hours
- PSYC 337 Social Psychology 3 hours
- PSYC 364 Cognitive Psychology 3 hours

**One of the following (or any course not taken from the categories above):**
- PSYC 302 Psychology of Adult Development and Aging 3 hours
- PSYC 304 Psychology of Child and Family in Contemporary Society 3 hours
- PSYC 305 Lifespan Developmental Psychology 3 hours
- PSYC 354 Social Ecology 1–3 hours
- PSYC 360 Psychology of Law 3 hours
- PSYC 362 Psychological Testing and Measurement 3 hours
- PSYC 386 Practicum in Clinical and Community Psychology 3 hours
- PSYC 389 Practicum in Teaching Psychology 1–3 hours
- PSYC 390 Special Topics in Psychology 1–3 hours
- PSYC 402 Psychology of Women 3 hours
- PSYC 403 Psychology of Adolescence 3 hours
- PSYC 437 Psychology of Violence 3 hours
- PSYC 438 Stereotyping and Prejudice 3 hours
- PSYC 485 Independent Research in Psychology 1–3 hours
- PSYC 497 Independent Study in Psychology 1–3 hours

**Minor in Psychology—PSYC (18 hours)**

- **One of the following:**
  - PSYC 156 Introduction to Psychology: Culture and Systems 3 hours
  - PSYC 157 Introduction to Psychology: Science for the Citizen 3 hours

- **One of the following:**
  - PSYC 301 Developmental Psychology 4 hours
  - PSYC 339 Physiological Psychology 3 hours

- **One of the following:**
  - PSYC 319 Cognitive and Behavioral Therapies 3 hours
  - PSYC 323 Psychology of Personality 3 hours
  - PSYC 326 Abnormal Psychology 3 hours

- **One of the following:**
  - PSYC 332 Animal Learning and Cognition 3 hours
  - PSYC 337 Social Psychology 3 hours
  - PSYC 339 Physiological Psychology 3 hours

- **Two of the following:**
  - PSYC 301 Developmental Psychology 4 hours
  - PSYC 304 Psychology of Child and Family in Contemporary Society 3 hours
  - PSYC 305 Lifespan Developmental Psychology 3 hours
  - PSYC 319 Cognitive and Behavioral Therapies 3 hours
  - PSYC 323 Psychology of Personality 3 hours
  - PSYC 324 Statistics in Psychology 3 hours
  - PSYC 325 Research Methods in Psychology 4 hours
  - PSYC 326 Abnormal Psychology 3 hours
  - PSYC 332 Animal Learning and Cognition 3 hours
  - PSYC 337 Social Psychology 3 hours
  - PSYC 339 Physiological Psychology 3 hours
  - PSYC 342 Historical Roots 3 hours
  - PSYC 354 Social Ecology 1–3 hours
  - PSYC 360 Psychology of Law 3 hours
  - PSYC 362 Psychological Testing and Measurement 3 hours
  - PSYC 364 Cognitive Psychology 3 hours
  - PSYC 381 Clinical Psychology 3 hours
  - PSYC 386 Practicum in Clinical and Community Psychology 3 hours
  - PSYC 389 Practicum in Teaching Psychology 1–3 hours
  - PSYC 390 Special Topics in Psychology 1–3 hours
  - PSYC 402 Psychology of Women 3 hours
  - PSYC 403 Psychology of Adolescence 3 hours
  - PSYC 437 Psychology of Violence 3 hours
  - PSYC 438 Stereotyping and Prejudice 3 hours
  - PSYC 485 Independent Research in Psychology 1–3 hours
  - PSYC 497 Independent Study in Psychology 1–3 hours
PSYCHOLOGY COURSES (PSYC)

156 Introduction to Psychology: Culture and Systems (3)
An introductory survey of theories, topics, and applications in psychology. Course covers a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 156 course is organized around systems of thought and social science concepts that identify biological, psychodynamic, cognitive, behavioral, and sociocultural approaches to psychological topics. Students will recognize the impact of human diversity, and learn that psychological explanations vary across populations and contexts.

157 Introduction to Psychology: Science for the Citizen (3)
An introductory survey of theories, topics and applications in psychology. Courses cover a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 157 course emphasizes social science methodology and, therefore, students will conduct basic studies to address psychological questions using appropriate research methods.

223 Human Relations: Theory and Practicum (1)
Interpersonal communications skills in a developmental framework are presented, stressing conflict resolution, crisis intervention, as well as issues commonly faced by college-age women. Prerequisite: concurrent status as an R.A. or student government leader.

301 Developmental Psychology (4)
A study of the psychological development of the normal individual from conception through adolescence. Consideration is given to topics such as heredity and environment, learning, perception, cognition, and neurological, social, and emotional development using an ecological systems perspective. In labs, students are introduced to the research and assessment methods used by psychologists who work with and study children. Prerequisite: PSYC 156 or 157.

302 Psychology of Adult Development and Aging (3)
A seminar course that focuses on personality development from late adolescence through old age. Emphasis is placed on the changing personal growth issues which the developing adult faces. The course follows Erikson's stages, and includes the following topics: identity development, Jung's individuation theory of adult personality development, midlife crises, intergenerational relationships, and an examination of similarities and differences in men's and women's development. Prerequisites: PSYC 156 or 157 and 301 or permission of the instructor.

304 Psychology of Child and Family in Contemporary Society (3)
This course focuses on emerging family structures, their effect on children, and ways of supporting children's development in contemporary society. Topics include historical transformations in definitions of families; divorced, single-parent and blended families; lesbian and gay families, cultural and ethnic diversity in families; working women and dual-career families; family stressors; daycare; and government policies about families. Prerequisites: PSYC 156 or 157 and 301 or permission of the instructor.

305 Lifespan Developmental Psychology (3)
A study of the basic sequences and processes of human development from the prenatal period through death. Emphasis is on the unique nature of the Lifespan approach to studying development, examining continuities and discontinuities, the interaction of nature and nurture, and age-related and nonnormative influences on development. Prerequisite: PSYC 156 or 157.

319 Cognitive and Behavioral Therapies (3)
A survey of principles, methods, issues, and applications in the cognitive and behavioral therapies. Topics and applications in areas such as applied behavior analysis, cognitive behavior therapy, clinical behavior therapy, and behavioral medicine are included. Prerequisite: PSYC 156 or 157.

323 Psychology of Personality (3)
Discussion of major contemporary theories of personality including the psychoanalytic, behavioristic, cognitive, humanistic, and information-processing theories and the research emerging from these theories. Prerequisite: PSYC 156 or 157.

324 Statistics in Psychology (3)
An introduction to concepts and procedures involved in various research methods common to psychology as well as the statistical procedures appropriate to each. Both critical thinking skills and statistical computations are emphasized. Prerequisite: PSYC 156 or 157. Completion of the Sophia Mathematical Arts requirement is highly recommended.

325 Research Methods in Psychology (4)
Students are introduced to the design, replication, analysis, and reporting of research, using both experimental and correlational methods. Students acquire skills in critical thinking and experience with computer programs in statistics. Prerequisite: PSYC 324. Completion of at least one 300-level Psychology class is recommended.

326 Abnormal Psychology (3)
An introduction to the major questions, issues, perspectives, and findings in contemporary abnormal psychology. Major disorders and their classification in DSMIV-TR are discussed. Causes and treatment of disorders from psychological, biological, and sociocultural models are reviewed. Prerequisites: PSYC 156 or 157 and 323 or 301 or permission of the instructor.

332 Animal Learning and Cognition (3)
A study of major theoretical approaches and issues in the area of learning, with an emphasis on animal learning. Topics include: operant and classical conditioning, biological constraints, and animal cognition. Prerequisite: PSYC 156 or 157.

337 Social Psychology (3)
Social psychology critically studies how certain situations and the presence of others can influence our everyday lives. The course examines how our self-perceptions, attitudes, and impressions are affected by society; how and why we stereotype others; the phenomena of conformity, obedience, and group think; aggression and altruism; and finally, how we are influenced by our culture and the media. Prerequisite: PSYC 156 or 157.

337L Social Psychology Lab (1)
Students are introduced to research methods in social psychology. Groups will engage in a variety of predesigned projects and will complete a project of their own design. Corequisite: PSYC 337.

339 Physiological Psychology (3)
An introduction to the biological bases of behavior. Emphasis is placed on a firm grasp of neuroanatomy, neurophysiology, and the essentials of neurochemistry and neuropharmacology, in order that the ways in which the nervous system produces behavior and thought and interacts with the environment may be appreciated. Additional topics include: sensory systems, learning and memory, the physiological bases of behavioral disorder, and consciousness. Prerequisite: PSYC 156 or 157.

342 Historical Roots of Modern Psychology (3)
A seminar devoted to discussion of persistent issues in psychology, with an emphasis on connections between contemporary questions and both their historical roots and continuing philosophical dimensions. Readings will emphasize original source material. Prerequisites: PSYC 156 or 157 and either one additional three-credit psychology course, or permission of the instructor.

354 Social Ecology (1–3)
An exploration of contemporary social, environmental and global problems and issues from psychological and other perspectives, and an examination of alternative solutions and antidotes to such problems. Prerequisites: PSYC 156 or 157, one additional 100 level social science course, and two 100 level science courses.

360 Psychology and the Law (3)
This course examines how psychology has impacted and informed the law, as well as how psychological opinion differs from the law. Law and legal practice may have as much to do with the people who are interpreting or administering the laws as with the legal doctrines under consideration. This fact constitutes one of the compelling reasons to examine psychological aspects of law. Prerequisite: PSYC 156 or 157.

362 Psychological Testing and Measurement (3)
An introduction to the history, theory, administration, and interpretation of psychological tests, including tests of intelligence, personality, achievement, and interests. Prerequisites: PSYC 156 or 157 and 324.
364 Cognitive Psychology (3)
A survey of contemporary theories and research on the acquisition, retention, and use of knowledge as well as processes involved in thinking. Topics include perception, attention, memory, language, imagery, cognitive development, reasoning, problem solving, creativity, and artificial intelligence. Prerequisite: PSYC 156 or 157.

381 Clinical Psychology (3)
An introduction to clinical psychology as a helping profession, with a focus on interviewing skills and on facilitating the development of a supportive, nondirective relationship. Topics include: a client-oriented model of helping, identifying and clarifying problems, and formulating strategies for change. Prerequisites: PSYC 326 or permission of the instructor.

386 Practicum in Clinical and Community Psychology (3)
Students receive supervised experience in a community setting and meet once a week as a group to discuss and evaluate their experiences and to relate them to topics in clinical psychology. Prerequisites: PSYC 381 and permission of the instructor.

389 Practicum in Teaching Psychology (1–3)
Qualified students take responsibility for leading class discussions and preparing instructional and evaluative materials for selected psychology courses under the supervision of the instructor. Prerequisites: PSYC 156 or 157, junior standing, and permission of the instructor. May be repeated.

390 Special Topics in Psychology (1–3)
An experimental, student or faculty initiated course on a topic not covered in detail in the regular curriculum. Students of demonstrated academic ability and maturity may initiate a course on a topic of their choice provided that they have secured a faculty sponsor in advance who will act as an advisor for and participant in the course. Student-initiated courses require the submission of an acceptable proposal prior to registration. Recent PSYC 390 topics have included: Anxiety Disorders, Psychology of Prejudice, and Science and the Self. Prerequisites: PSYC 156 or 157 and permission of the instructor.

402 Psychology of Women (3)
An examination of the experience of women from various psychological perspectives. Topics include the biological, social, interpersonal, and cognitive factors involved in gender identity, gender roles, and gender differences. Students reflect on and discuss the material from an objective and analytical point of view in addition to a personal point of view reflecting personal values and experience. Prerequisites: junior standing, PSYC 323 or permission of the instructor.

403 Psychology of Adolescence (3)
This course provides an overview of the theories and empirical studies examining biological, cognitive, emotional, and social transitions associated with adolescent behavior and psychosocial development. Prerequisite: PSYC 156 or 157 or permission of the instructor.

437 Psychology of Violence (3)
This course will cover many aspects of the psychology of violence. Students will read classic and modern psychological journal articles, paired with memoirs and films, in order to better understand the processes that contribute to, or reduce, violence from the individual to the larger scale. Prerequisite: PSYC 337 or permission of the instructor.

438 Stereotyping and Prejudice (3)
This course will examine issues of stereotyping and prejudice from a social psychological perspective. Using a mix of quantitative journal articles, novels, and films, students will identify and explore why people stereotype, how prejudices form, the effects of prejudice, how to combat stereotyping, and how members of disadvantaged groups can psychologically protect themselves against the negative effects of stigma. Students should have an understanding of social psychology or have taken a course in research methods. Prerequisite: PSYC 337 or permission of the instructor.

485 Independent Research in Psychology (1–3)
The student designs and conducts an empirical study on a problem of her choice and writes up her research in a standard research report format. Prerequisites: PSYC 156 and 324, submission of an acceptable proposal prior to registration, and permission of the instructor. May be repeated for a maximum of six hours.
DEPARTMENT DESCRIPTION
The program in Religious Studies invites students to explore the big questions about life, death, love, sin, freedom, grace, peace, justice, God, and the human community. Christianity, and specifically the Catholic tradition, are the focuses of the Religious Studies program. Courses not only explore the religious dimensions of life but also endeavor to cultivate the skills and methods necessary to the study of religion and theology. The content and skills fostered in Religious Studies courses enable students to understand and appropriate their own religious tradition.

ADVANCED WRITING PROFICIENCY
A student completing the Advanced Writing Proficiency requirement in Religious Studies assembles a portfolio of three papers demonstrating her ability to read theological literature with sensitivity, rigor, and understanding, and to engage in theological writing with insight, clarity, and persuasion.

SENIOR COMPREHENSIVE
Students who major in Religious Studies take a two-part comprehensive examination in their final year. The exam tests the student's breadth of knowledge in Religious Studies and her facility in theological reflection. One part covers historical materials, texts, and issues (up to 1950); the second examines contemporary sources (1950 to present). Each test consists of three essays. Students prepare their bibliography in consultation with their academic advisor and then work with two members of the faculty to discuss the texts and prepare their responses. Students may use any books or articles relevant to the exam while taking it.

PROGRAM IN RELIGIOUS STUDIES
Bachelor of Arts, Major in Religious Studies—RLST (27 hours)
The following:
RLST 101 Introducing Religious Studies 3 hours
One of the following:
RLST 213 Experiencing God 3 hours
RLST 225 Reading the Hebrew Bible in Jewish and Christian Terms 3 hours
RLST 228 Christian Holiness 3 hours
RLST 232 Introduction to the New Testament 3 hours
RLST 233RM Christian Moral Life I 3 hours
RLST 234RM Contemporary Moral Life II 3 hours
RLST 236 Faith in Action 3 hours
RLST 240 Catholic Social Thought 3 hours
RELIGIOUS STUDIES COURSES (RLST)

101 Introducing Religious Studies (3)
This course introduces students to the study of religion and theological inquiry. Through a variety of sources it explores the meaning of religion in personal and cultural life.

213 Experiencing God (3)
An exploration of the ways people come to know the divine through their own experience. This course will focus on works in which people reflect on their experience of the divine, and it will also consider works in which scholars seek to understand religious experience from different perspectives.

225 Reading the Hebrew Bible in Jewish and Christian Terms (3)
This course is a study of the Bible as a foundation for Jewish and Christian theology and the relationship between the two faith traditions. It will focus on the Hebrew Bible and how some of its texts and themes are utilized and reinterpreted in the New Testament.

228 Christian Holiness in History and Culture (3)
This course examines a broad array of Christian practices, techniques and ideas about holiness.

232 Introduction to the New Testament (3)
This course examines the Christian biblical writings giving attention to their social-historical, literary, and theological characteristics. The New Testament texts are situated within the respective Jewish Palestinian and Greco-Roman contexts of Jesus and his early followers. Attention is given to compositional issues and to the subsequent transmission of these writings.
233RM Christian Moral Life I (3)
This course treats various topical issues in the area of Christian moral theology. It will have two
principal parts besides an overall introduction. The first part will explain the various relevant factors in
making moral decisions in the life of the Christian. The second part will deal with more thematic issues in
the area of biomedical ethics. Taught in Rome.

234RM Contemporary Moral Life II (3)
This course continues the ethical reflection initiated in RLST 233 and applies some of the criteria to
the areas of theological, social, and sexual ethics. However, RLST 233 is not a prerequisite for this
course. Taught in Rome.

236 Faith in Action (3)
This course examines the faith, practices, and theories of influential American Christian activists
who exemplify a variety of approaches to the Christian quest for justice. It seeks to understand how
a commitment to justice can grow out of Christian faith.

240 Catholic Social Thought (3)
What is the Church's proper role in social and political life? What insight does the Roman Catholic
tradition offer in the face of ever more difficult moral quandaries? This course examines the
foundational elements of the Church's social tradition and their application to contemporary issues
such as poverty and homelessness, health care, the environment, capital punishment, war, and the
beginning and end of life, and may focus on the impact of such issues on women inside and outside
the Church, as well as on the relationship between one's role as believer and one's role as citizen.

251 The Christian Tradition (3)
An examination of the sources and development of Christianity's central teachings. Consideration of the
history and contemporary understandings of those aspects of the faith of prime importance: God,
Christ, the Church, the Christian life. What does it mean to be part of the Christian tradition? How
can we understand its richness and diversity?

261 Catholic Faith and Life (3)
A study of basic doctrinal beliefs, moral values, and worship in the Catholic Church. Primarily
an introduction to a theological understanding of these issues, the course also considers practical
implications for personal and social life.

290 Special Topics (3)
The presentation of selected general education topics not covered in regular departmental 200 level
courses. May be repeated for credit with a different topic.

NOTE: Courses at the 300-400 level are open only to those Saint Mary's and Notre Dame students who have already satisfied their General Education requirement.

304 Historical Jesus: The Quest for Jesus of Nazareth (3)
This course will examine the life, message, and mission of the historical Jesus of Nazareth. Students will
study the historical context in which Jesus lived, investigate the ancient sources which provide the data
for reconstructing the life of the historical Jesus, and make use of historical-critical scholarly methods.

307 Leviticus and Numbers: Cultural Interpretations (3)
This course is a study of the third and fourth books in the Torah or Pentateuch. These biblical books
will be read in conversation with biblical criticism and cultural anthropology.

308 Paul and His Times (3)
This course introduces students to the life, letters, and beliefs of Paul's own writings within their
social-historical contexts. Students also become familiar with diverse positions in Pauline studies
by reading contemporary scholarship.

312 Theologies of Love (3)
A study of various theological approaches to the concept and lived reality of love and loving—God,
human persons, and the world of nature and culture. Different sorts of human love are explored: the
love of friendship, married love, parental and filial love, love of one's work, etc. Excerpts are read from
classical and contemporary theologians, a few mystics, and some current social activists.

314 Reading and Interpreting Hebrew Bible Prophets (3)
This course is a study of the fifteen prophetic books of the Hebrew Bible, written from the 8th century
BCE to approximately the 4th century BCE. The books will be read in conversation with contemporary
work on methods of biblical interpretation, particularly feminist criticism.

315 Free and Responsible: Grace and the Human Condition (3)
This course explores the God-human relationship which the Christian tradition describes as grace. It
studies contemporary expressions of God's action, human freedom, and responsibility. It also explores
classical texts and Church teaching on the relationship of grace to sin, salvation, and the meaning of
history.

318 Heaven and Hell (3)
This course offers an interdisciplinary introduction to eschatology, the branch of Christian theology
that deals with what are traditionally known as the last things—death, judgement, heaven, and hell.
The class will focus on the ways theologians and artists have wrestled with understanding and depicting
the afterlife.

325 Great Theologians (3)
In a given semester, the work of a few Christian theologians is studied according to selected themes in
their writings. Choice of the specific theologians is determined according to the expertise
of available faculty and expressed interest of majors. Seminar format.

338 Studies in Theology and Film (1)
This course focuses on selected theological themes in films. Students learn to think critically, discover
and discuss theological themes in a variety of cinematic presentations. May be repeated for credit with a
different theme. Graded: S/U. Prerequisites: RLST 101 and a 200-level RLST course. This course
does not count toward the major or minor.

339 Religion and Literature (3)
This course examines Christian theological positions about women and sexuality as these positions
have functioned in history and have affected Church teaching on the role of women in society. It uses
methods of biblical interpretation, particularly feminist criticism, to reflect on the historical
development of Christian theology in its interaction with literature.

351 Religion and Science (3)
This course explores the relationship between religion and science, and addresses questions raised by
the religion/science debate and seeks ways to relate better the wisdom gained by science and religion.

352 Religion and Politics (3)
This course examines ethical issues at the intersection of religion and politics. It explores topics such
as the function and limits of secular authority for religious communities, the possible imperative
for religious claims to enter the public sphere, and how various competing religious claims may be
adjudicated effectively. Prerequisite: Junior/Senior standing or permission of instructor.

355 African-American Theologies (3)
This course will be an engagement with various forms of African-American theologies. Our focus will
be on ways in which African-Americans have conceived of the three persons of the Christian Trinity,
both constructively and critically. We will also consider ways in which social, historical, cultural,
and political contexts relate to developing theologies.

362 Becoming Women (3)
This course examines Christian theological positions about women and sexuality as these positions
have functioned in history and have affected Church teaching on the role of women in society. It uses
interdisciplinary, interfaith discussions to highlight the importance of constructive theological reflection
on contemporary issues facing women.

370 Aquinas’ Search for God: Faith Meets Philosophy (3)
This course, based in the writings of Saint Thomas Aquinas, pursues the mysteries of faith with
the fascination of reason. Topics to be addressed include the existence and attributes of God, God's
relationship to the world's evil, and the delicate balance between faith and reason.

380 World Religions and Christianity (3)
What do non-Christian religions say about ultimate reality and the meaning of life? How should
Christians regard the beliefs and practices of non-Christians? A survey of selected non-Christian
theologies and Christian responses.
390 Special Topics (1–3)
The presentation of selected subjects of special relevance not included in regular department offerings. May be repeated with different topic.

406 Ways of Doing Theology (3)
Reflection on the methods and standards used by Christian thinkers to develop appropriate and credible theologies when faced with the most pressing issues in contemporary Christian life.

445 Historical Theology (3)
This course is an exercise in Historical Theology that identifies classical theologians and classical texts from the Christian tradition—especially from the early Church, the Middle Ages, and the Reformation. This course explores selected classical texts, in context, as a way of understanding the evolution of Christian doctrine and as a way of informing the work of theology.

457 Systematic Theology Seminar (3)
A study of systematics, correlating major theological themes, and doctrinal issues such as Christology, ecclesiology, sin and grace, sacraments.

458 Theological Ethics Seminar (3)
A study of basic issues for Christian ethical reflection, such as the status of norms, the meaning of natural law, doctrine of person and human action, and the nature of moral argument.

476 Theology for Ministry I: Theory (3)
A study of issues, foundations, and theologies which shape contemporary catechetical ministries. Special attention to the psychology of religious learning and to themes in biblical, moral, and doctrinal theology which characterize contemporary Catholic thinking.

486 Theology for Ministry II: Practicum (1–3)
Supervised ministry or teaching of religion in a local parish or school is the basis for a weekly reflection seminar and for readings. Prerequisite: RLST 476. This practicum does not count as one of the two required electives for the RLST major or minor.

497 Independent Study (1–3)
May be repeated.
**Required Supporting Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>Cells to Self</td>
<td>4</td>
</tr>
<tr>
<td>or BIO 106</td>
<td>Mendel, Darwin, and the World We Live In</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 156</td>
<td>Intro to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 201</td>
<td>Statistics in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 372</td>
<td>Sociological Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Two of the following: Other courses may be substituted with permission from the student’s departmental advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 341</td>
<td>Relationships, Intimacy, and Sexuality Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>SW 342</td>
<td>Intercultural Leadership Development</td>
<td>3</td>
</tr>
<tr>
<td>SW 360</td>
<td>Health and Human Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>SW 362</td>
<td>Perspectives in Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SW 370</td>
<td>Family Violence and Sexual Abuse Issues</td>
<td>3</td>
</tr>
<tr>
<td>SW 390</td>
<td>Special Topics in Social Work</td>
<td>3</td>
</tr>
</tbody>
</table>

**Minor in Social Work—SW [except Nursing and Psychology majors]**

(15 hours)

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 202</td>
<td>Intro to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 235</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SW 340</td>
<td>Working With Diverse Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

Two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 236</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SW 334</td>
<td>Social Welfare Policy and Service</td>
<td>3</td>
</tr>
<tr>
<td>SW 341</td>
<td>Relationships, Intimacy, and Sexuality Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>SW 342</td>
<td>Intercultural Leadership Development</td>
<td>3</td>
</tr>
<tr>
<td>SW 360</td>
<td>Health and Human Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>SW 362</td>
<td>Perspectives in Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SW 370</td>
<td>Family Violence and Sexual Abuse Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

**Minor in Social Work—SW [students in Nursing and Psychology majors]**

(15 hours)

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 202</td>
<td>Intro to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 236</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SW 340</td>
<td>Working With Diverse Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

Two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 334</td>
<td>Social Welfare Policy and Service</td>
<td>3</td>
</tr>
<tr>
<td>SW 341</td>
<td>Relationships, Intimacy, and Sexuality Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>SW 342</td>
<td>Intercultural Leadership Development</td>
<td>3</td>
</tr>
<tr>
<td>SW 360</td>
<td>Health and Human Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>SW 362</td>
<td>Perspectives in Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SW 370</td>
<td>Family Violence and Sexual Abuse Issues</td>
<td>3</td>
</tr>
<tr>
<td>SW 390</td>
<td>Special Topics in Social Work</td>
<td>3</td>
</tr>
</tbody>
</table>

Minors should also consult with their Social Work advisors as early as possible and must be accepted into the minor in Social Work course of study by application to the Department of Social Work. The Council on Social Work Education does not accept the minor in Social Work as meeting the requirements for preparation for entry-level generalist social work practice. A minor in Social Work can enter the major in Social Work through an application process to the Department of Social Work, allowing the major to use her Social Work coursework toward advanced standing in the M.S.W. graduate school education.

**DOUBLE MAJORS/MINORS**

Courses taken outside the major may be chosen to complement the Social Work major or to provide the student with a second area of concentration.

**LICENSURE FOR SOCIAL WORK PRACTICE**

The Social Work Program at Saint Mary’s College is accredited as a baccalaureate degree program by the Council on Social Work Education that qualifies students for state licensure examinations.

**ADVANCED STANDING IN M.S.W. GRADUATE PROGRAMS**

Students are encouraged and recommended to pursue the M.S.W. and the Ph.D. degrees in Social Work. By completing the Social Work major, students may be eligible for advanced standing in nationally recognized graduate schools that actively recruit graduating Social Work seniors from this professional program. Advanced standing in M.S.W. programs allows student to complete their graduate M.S.W. degrees in one instead of two years through completing two to three semesters of graduate M.S.W. education.

**SOCIAL WORK FIELD PLACEMENTS**

The Social Work Program mentors women into career trajectories for leadership in a variety of fields, including psychotherapy with children and families, medical social work, law and social policy, administration, international social work, organizational social work, gerontology, community social work, school social work, and government social work. The field practicum is completed in the senior year at a local social service organizational setting. Practicum placements may include:

- Congressional Office (Office of Joe Donnelly)
- U.S. Senate Office
- Mayor’s Office
- Charles Martin Youth Center
- Local school corporations
- Saint Joseph Regional Medical Center
- YWCA
- Oaklawn Hospital and Mental Health Center
- REAL Services, Indiana
- Ombudsman Program
- Hope Ministries
- South Bend Heritage Foundation
- Ryan’s Place
- Family Justice Center
- Memorial Prenatal Clinic
- Youth Service Bureau

**SOCIAL WORK COURSES (SW)**

**202 Introduction to Social Work (3)**

This course is an introduction to the knowledge and skills of the generalist practice of social work. It includes an examination of the history, principles, practice, research, and literature in the social welfare field. Theoretical and professional foundations, diverse client systems, areas of practice, contemporary social policies, and social work values are examined. The student is given opportunities to visit community agencies.
235 Human Behavior and the Social Environment I (3)
This course examines human behavior and the social environment using the generalist social work theoretical framework to explain the interactions of individuals, families, and groups. Special emphasis is given to the biological, social, psychological, and cultural factors that affect human behavior within these micro and mezzo systems.

236 Human Behavior and the Social Environment II (3)
This course examines human behavior and the social environment using the generalist social work theoretical framework to explain the interactions of communities, organizations, and society. Special emphasis is given to the biological, social, psychological, cultural, and spiritual factors that affect human behavior within these macro systems. Pre or corequisite: SW 235.

331 Social Work Practice I: Micro Methods (3)
The basic class in social work helping methods, this course applies the generalist approach to social work practice with individuals and families. Discussion of case studies with emphasis on systems theory and the ecological method. While this course focuses on micro level practice, the methods introduced are applicable to all types of social work practice. Prerequisite: social work major; pre or corequisite: SW 235.

332 Social Work Practice II: Mezzo Methods (3)
This focus of this course is the generalist approach to problem solving and intervention practices at the small and large group levels, introducing the function and role of the social worker in these settings. The class examines the dynamics that occur when clients with common concerns are brought together for the purpose of helping one another. Prerequisite: social work major; pre or corequisite: SW 235.

333 Social Work Practice III: Macro Methods (3)
This course introduces the function and role of the social worker in organizations, communities, and societies. While many of the processes used in micro, mezzo, and macro practice are similar, there are unique features involved in the macro context which are examined and illustrated. Organizational and community theories are linked to practice applications. Prerequisites: social work major; pre or corequisite: SW 235, 236.

334 Social Welfare Policy and Service (3)
Development of social welfare policy and service in response to changing social conditions. Focuses on the theory, history, scope, nature, organization, and implementation of current programs on local, state, and federal levels and in the private sector. Prerequisite: social work major or permission of instructor.

340 Working with Diverse Populations (3)
This course is designed to increase student knowledge of diversity in individuals, families, groups, communities, organizations, and societies. Addressing issues and exploring values necessary for successful interaction with diverse individuals, their families, and the communities and organizations with which they interact. Groups to be addressed include ethnic, racial, cultural, religious, socioeconomic/class distinctions; individuals with physical, mental and emotional challenges; women; older adults and youth; and sexual orientation. Designated theoretical frameworks that explain the interaction in the social systems of diverse individuals, families, groups, communities, organizations, and societies will be discussed. The course also focuses on the relationship between diversity issues and human behavior, including prejudice and discrimination. Specific frameworks will be explored to understand the relationship between diversity and cultural, historical, biological, social, psychological, and spiritual variables.

341 Relationships, Intimacy and Sexuality Across the Lifespan (3)
This course is designed to increase student learning in relationships through a discussion of sexuality and intimacy. Students will address these topics through knowledge of the biological, social, spiritual, and psychological aspects of relationships, sexuality, and intimacy. Knowledge of and competence in understanding populations-at-risk who are experiencing issues with intimacy, sexuality, and relationships will be explored.

342 Intercultural Leadership Development (3)
This course provides students with an opportunity to develop leadership skills using a community based learning model. Students will participate in leadership learning experiences in community social service organizations. Leadership skills will be increased through actively participating with community leaders involved in a wide variety of programs that target services for populations at risk and diverse groups.

360 Health and Human Services Administration (3)
This course is a real world introduction to the administration of health and human service organizations. Learn how to effectively manage interdisciplinary, interdepartmental, and inter-organizational situations in and among health and human services organizations through real life and applicable learning techniques, such as case scenarios. Examine the principles and practices of health and human services administration including ethics and values, leadership styles, theories of health and human services administration, and policies related to the management of health and human services are examined. Diverse client systems and developing sensitivity and understanding of various cultural, ethnic, socioeconomic, and spiritual backgrounds of individuals and groups in health and human services are emphasized.

362 Perspectives in Gerontology (3)
This course provides an overview of issues related to older adults and their families and constitutes a core course for the interdisciplinary course of study of gerontology at this College. It examines the nature of the aging process, the ways in which persons adapt to changes, and the ways in which the interventions/services may assist with these adaptations. Special emphasis is given to the ways in which physical, social, and psychological factors interact to impact how persons age. The needs and issues encountered by older persons both within the community and in institutional settings will be examined. Work with caregivers will be considered. Students will examine ways to work with individuals, families, and groups. The course includes material addressing special populations and ethical issues.

370 Family Violence and Sexual Abuse Issues (3)
This course introduces students to issues of family violence and sexual abuse across the lifespan. The different types of family violence and sexual abuse will be discussed, including domestic violence, international violence against women, rape, courtship violence and date rape, sexual assault, cultural issues related to abuse, bullying, school violence and abuse, child physical abuse, child sexual abuse, abuse against parents, elder abuse, sexual harassment, and abuse among vulnerable populations. Ethics and values, as well as criminal justice issues regarding family violence and sexual abuse, are emphasized. The history, policy, effects, and practice regarding family violence and sexual abuse will also be examined.

379 Interviewing Methods (3)
A workshop course designed to assist students in learning interviewing techniques. Discussion and practical exercises will be used as well as video and audio facilities. Identification, observation, understanding, knowledge, demonstration, and student practicing of interviewing methods are utilized. Prerequisite: junior or senior status or permission of the instructor.

390 Special Topics in Social Work (1–3)
A seminar focusing upon a selected area of interest in social work. Topics may include such areas as social stress, death and dying, poverty, mental illness, drug addiction, women in society, occupations and professions, conflict, education, social psychiatry, criminal justice. May be repeated for credit with a different topic and the consent of the advisor. Prerequisite: SW 202 or permission of the instructor.

397 Independent Study in Social Work (1–3)
Independent readings and seminar discussions in selected areas of interest. This course is not intended as a substitute for an existing course. May be repeated with a different topic for a maximum of six hours, only three of which apply to the hours required for the social work major. Prerequisites: Nine hours in SW, junior or senior status, and permission of the instructor and the Social Work program director.

430 Social Work Research Methods (3)
This course is designed to familiarize the student with various forms of research methods utilized in the social work discipline, including survey, single subject design, content analysis, field observation, participatory observation, participatory research, historical research, and comparative analysis. Course material will focus on the types and application of research used in generalist social work practice including needs assessment, program evaluation, practice evaluation, and grant writing. Qualitative and quantitative analysis is utilized as well as statistical software, including SPSS/PASW. Prerequisite: SOC 372 or PSYC 201 or MATH 114
486 Social Work Field Practicum I (1–6)
Professionally supervised agency placement for the student so she may relate classroom learning to
the practice setting. This experience provides the student with an opportunity to integrate knowledge,
values, and practice, to deepen her understanding, and to develop proficiencies for beginning
professional practice.

A minimum of 400 hours of direct field experience is required for the major in social work. Graded
S/U. Corequisite: SW 488. Prerequisites: SW 331, 332, 333, and 334. Fee: $10 per credit hour.

487 Social Work Field Practicum II (1–6)
Professionally supervised agency placement for the student so she may relate classroom learning to
the practice setting. This experience provides the student with an opportunity to integrate knowledge,
values, and practice, to deepen her understanding, and to develop proficiencies for beginning
professional practice.

A minimum of 400 hours of direct field experience is required for the major in social work. Graded
S/U. Corequisite: SW 489. Prerequisites: SW 430, 486, 495. Fee: $10 per credit hour.

488 Practicum Seminar I (2)
A seminar designed to help the student integrate knowledge, practice approaches, and social work
values and ethics from course work and field experience. The field placement is the focus for
discussion and analysis. Growing self-awareness and a beginning frame of reference for professional
practice are emphasized. Graded S/U. Corequisite: SW 486. Prerequisites: SW 331, 332, 333, 334.

489 Practicum Seminar II (2)
A seminar designed to help the student integrate knowledge, practice approaches, and social work
values and ethics from course work and field experience. The field placement is the focus for
discussion and analysis. Growing self-awareness and a beginning frame of reference for professional
practice are emphasized. Graded S/U. Corequisite: SW 487. Prerequisites: SW 430, 488, 495.

495 Integrative Seminar (1)
The social work program comprehensive seminar providing the student an opportunity to examine,
in detail, her integration of the knowledge, values, and skills of the profession. Seminar presentations,
discussions, and papers are required of each student. Prerequisites: Declared Social Work major, senior
status, and permission of the Social Work program director.

497 Independent Research in Social Work (1–3)
Specialized research in social work supervised in a tutorial setting. Only six hours in independent
work, including SW 397, may apply to the hours required in social work for the major. Prerequisite:
Nine hours in SW, junior or senior status, and permission of the instructor and Social Work program
director.

DEPARTMENT DESCRIPTION
Sociologists are interested in people's behaviors as social beings; thus the field of sociology
ranges from the analyses of individual social behaviors, such as family relationships, criminal
activities, shopping and consumption patterns, or religious affiliation—to the study of
global social processes—such as the impact of multinational mass media, colonialization,
war, or immigration patterns. The Department of Sociology offers a variety of courses,
seminars, research opportunities, and internship experiences that foster each student's
acquisition of a sociological perspective. A sociological perspective incorporates four central
aspects:

• The link between an individual's experience and larger social groups and institutions;
• The impact of social structures on individuals and/or groups that includes both micro
and macro-level social processes;
• The value of empirical evidence for understanding social phenomena;
• The ability to effectively communicate the sociological perspective to others.

The sociological perspective provides students with a solid background for understanding
human behavior, particularly as it is shaped by social factors such as socioeconomic class,
gender, race, ethnicity, religion, nationality, sexual identity, and/or age. The sociology
curriculum prepares students for a career in which knowledge about social behavior or
conducting scientific research on social behavior is essential. Additionally, students interested
in continuing their education in either a graduate program in sociology or in a professional
program are prepared for a post-baccalaureate study.

TEACHERS PREPARATION
The Sociology Department in conjunction with the Education Department offers courses
leading to state licensing for History/Social Studies.

ADVANCED WRITING PROFICIENCY
To fulfill the College's Advanced Writing Proficiency requirement, each student completing
the senior seminar course submits her written senior comprehensive project for evaluation.

SENIOR COMPREHENSIVE
To fulfill the College's Advanced Writing Proficiency requirement, each student completing
SOC 495 Senior Seminar submits her written Senior Comprehensive project for evaluation.
### PROGRAM IN SOCIOLOGY

**Bachelor of Arts, Major in Sociology—SOC (34 hours)**

All of the following:

- SOC 153 Sociological Imaginations 3 hours
- SOC 203 Social Problems 3 hours
- or SOC 204 Social Psychology 3 hours
- SOC 319 Social Theories 3 hours
- SOC 371 Applied Sociological Statistics 1 hour
- SOC 372 Sociological Statistics 3 hours
- SOC 384 Sociological Research Methods 3 hours
- SOC 495 Senior Seminar 3 hours

Two of the following:

**Category 1: Social Institutions within the Social Structures**

- SOC 257 Sociology of Families 3 hours
- SOC 306 Consumer Society 3 hours
- SOC 329 Religion and Society 3 hours
- SOC 340 Juvenile Deviance 3 hours
- SOC 370 Medical Sociology 3 hours
- SOC 373 Crime and Society 3 hours
- SOC 382 Sociology of Popular Culture 3 hours

**Category 2: Social Relationships: Structures of Power and Oppression**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWS 220</td>
<td>Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Contested Masculinities</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Social Inequalities in Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 255</td>
<td>Race, Ethnicity, and Identity in the United States</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 330</td>
<td>Gender and Law</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 345</td>
<td>Sociology of Poverty</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 350</td>
<td>Diverse Childhoods</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 360</td>
<td>Social Stratification: Class, Gender, and Race</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 365</td>
<td>Social Construction of Gender</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 366</td>
<td>Critical Whiteness Studies</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

One of the following (3 hours):

**Category 3: Sociology Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWS 220</td>
<td>Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Contested Masculinities</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Social Inequalities in Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 255</td>
<td>Race, Ethnicity, and Identity in the United States</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 257</td>
<td>Sociology of Families</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 306</td>
<td>Consumer Society</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 329</td>
<td>Religion and Society</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 330</td>
<td>Gender and Law</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Juvenile Deviance</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 345</td>
<td>Sociology of Poverty</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 350</td>
<td>Diverse Childhoods</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 360</td>
<td>Social Stratification: Class, Gender, and Race</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 365</td>
<td>Social Construction of Gender</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Minor in Sociology—SOC (15 hours)

One of the following:

- SOC 153 Sociological Imaginations 3 hours
- SOC 203 Social Problems 3 hours

One of the following:

**Category 1: Social Institutions within the Social Structures**

- SOC 257 Sociology of Families 3 hours
- SOC 306 Consumer Society 3 hours
- SOC 329 Religion and Society 3 hours
- SOC 340 Juvenile Deviance 3 hours
- SOC 370 Medical Sociology 3 hours
- SOC 373 Crime and Society 3 hours
- SOC 382 Sociology of Popular Culture 3 hours

One of the following:

**Category 2: Social Relationships: Structures of Power and Oppression**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWS 220</td>
<td>Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 204</td>
<td>Social Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Contested Masculinities</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Social Inequalities in Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 255</td>
<td>Race, Ethnicity, and Identity in the United States</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 330</td>
<td>Gender and Law</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 345</td>
<td>Sociology of Poverty</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 350</td>
<td>Diverse Childhoods</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 360</td>
<td>Social Stratification: Class, Gender, and Race</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 365</td>
<td>Social Construction of Gender</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 366</td>
<td>Critical Whiteness Studies</td>
<td>3 hours</td>
</tr>
</tbody>
</table>
SOCIOLOGY COURSES (SOC)

153 Sociological Imagination (3)
A general survey of the basic concepts and processes necessary for an understanding of society, culture, groups, institutions, and social behavior. The applications of the discipline are emphasized to encourage the student to appreciate the utility of the sociological approach.

203 Social Problems (3)
This course focuses on some of the phenomena which have been identified as social problems in the United States. Among the issues discussed are poverty, gender and racial stratification, hyper-consumerism, changing family structures, inequality in the educational system, health care issues, the work environment, drug abuse, and crime. Particular attention will be given to the role of the social structure in the creation and perpetuation of social problems, and how social problems are interrelated.

204 Social Psychology (3)
Social psychology seeks to understand and explain human behavior in its social context. It is concerned with how people, and the social forces that impinge upon them, affect one another's thoughts, feelings, and behavior. The course consists of an overview of major theories and research studies in modern social psychology, and an exploration of subspecialties in the field.

220 Contested Masculinities (3)
This course is an introduction to various forms of masculinity, how masculinities are constructed and performed by individuals, and how individual performativities create larger social and cultural understandings of masculinity in specific historical, social, and cultural settings.

230 Social Inequalities in Education (3)
The social processes of education and schooling as an agent of socialization will be examined and critiqued. Both the structural and cultural barriers that lead to unequal access and opportunities into this social institution as experienced by different subcultures will be explored and analyzed.

255 Race, Ethnicity, and Identity in the U.S. (3)
This course assesses the social, political, historical, and demographic outcomes of intergroup relations in the United States. Dominant-minority relations are analyzed in relation to the other. Particular focus is given to past and current social policy and dimensions of social inequality.

257 Sociology of Families (3)
This course will examine family life through the lens of the sociological perspective. Students will study topics such as family roles, mate selection, marriage, and divorce. Contemporary issues facing families such as balancing work and family, parenting, aging, and abuse will be explored. Additionally, students will examine how families are shaped by economics, politics, and culture. Finally, students will consider how families reflect inequalities of gender, sexuality, race, and class.

306 Consumer Society (3)
This course covers readings by both classic and contemporary sociologists and other social critics who have analyzed consumer society. The goal is to deepen the students' critical analyses of the reasons for and impacts of consumerism on a personal, societal, cultural, and global level. Additionally, students will learn about the strategies to resist consumerism and how social activists are working to reconceptualize the ways in which Americans shop, produce and buy food, use energy and transportation, and view mass media. Prerequisites: SOC 153 and a 200 level SOC course.

319 Social Theories (3)
This course focuses on various theoretical perspectives offered by classical and contemporary social theorists. Covering the period from classical European social thought of the late 1800s to contemporary theory, students will acquire a fundamental understanding of social theory. By focusing on how differences in socioeconomic background, race, gender, sexual orientation, nationality, etc., shape the types of theories one develops about society, students will have a greater appreciation of the diversity of social theory in conceptualizing society(ies) and culture(s). Prerequisites: SOC 153 and a 200 level SOC course.

329 Religion and Society (3)
This course analyzes religion in the United States from a sociological perspective. Emphasis will be given to the relationship between religion and other social institutions including the economy, politics, and the mass media. Prerequisites: SOC 153 and a 200 level SOC course.

330 Gender and Law (3)
The goal of this course is to explore the intersection of gender and the construction, application, and outcomes of laws and policies (both civil and criminal) in our society, including a historical and prospective application of the sociological perspective on gendered legal systems. Prerequisites: SOC 153 and either a 200 level SOC course or GWS 207.

340 Juvenile Deviance (3)
This course provides an examination of the changing definitions of deviance and then applies those definitions to children and adolescents. Different models of dealing with juvenile delinquency are also examined in the context of differing definitions and culturally variant power distributions. Prerequisites: SOC 153 and a 200 level SOC course.

345 Sociology of Poverty (3)
Poverty is a significant social problem in our world today. Students will be introduced to the leading debates within the sociology of poverty. In this course, we will consider the measurement of poverty, competing explanations for poverty, and possible solutions to poverty. Prerequisites: SOC 153 or SW 202.

350 Diverse Childhoods (3)
This course explores the sociology of childhood using a cross-cultural perspective. The social construction of children and childhood will be examined. Topics considered include historical constructions of childhood, sociological theories of socialization, race, class and gender diversity, children's peer cultures, and cultures of parenting. Prerequisites: SOC 153 and a 200 level SOC course.

360 Social Stratification: Class, Gender, Race (3)
This course will identify and investigate the following topics: general principles of stratification, theoretical explanations by which inequality emerges and is maintained, the relationship between class and other forms of inequality in the United States especially gender, race, and social hierarchy changes over time. Particular attention is given to the role of women in various socioeconomic locations. Prerequisites: SOC 153 and either a 200 level SOC course or GWS 207.

365 Social Construction of Gender (3)
Drawing upon sociological and feminist perspectives, this course examines the ways in which gender, as a social construct, shapes the lives of women and men, and how larger social institutions influence one's gendered experiences. Included is an examination of the diversity of gendered experiences due to social and cultural factors such as class, race, ethnicity, sexual identity, nationality, and historical period. Prerequisites: SOC 153 and either a 200 level SOC course or GWS 207.

366 Critical Whiteness Studies (3)
In this interdisciplinary course, students will examine how the meaning of white skin privilege has changed over time and how various "non-White" immigrant groups have "become white," often through an assimilation process that involves embracing a racist ideology in which whiteness is privileged. This course will introduce students to the diverse range of work being done in critical whiteness studies, a new field that examines the meaning of whiteness (may also be listed as ICS and ENLT).
370 Medical Sociology (3)
The course focuses on a sociological approach to the study of medical phenomena, including the nature of illness behavior and distribution of disease; the social psychological dimensions of the patient-physician relationship; the socialization of the medical professional; the social organization of medical care delivery systems; the development of international public health programs; and the social context of death and dying in American society. Prerequisites: SOC 153 and a 200 level SOC course.

371 Sociological Statistics Lab (1)
Students will learn to create a dataset, work with secondary data, and use a computerized statistical package such as SPSS to analyze data. Pre- or corequisite: SOC 372.

372 Sociological Statistics (3)
Statistics deals with the quantitative methods used for measurement and description of social variables, building up to the analysis of associations between variables. The place of statistics in research and theory testing is emphasized. The class includes training in the use of computerized statistical packages such as SPSS. Prerequisite: Nine hours in SOC; completion of the College mathematics requirement or permission of the instructor.

373 Crime and Society (3)
As an introduction to the topic of criminology, this course examines crime as a social problem within American society. Particular attention is given to the nature and function of law in society, theoretical perspectives on crime, victimology, sources of crime data, the social meaning of criminological data, and the various societal responses to crime. These topics are addressed through specialized readings, discussion, and analysis. Prerequisites: SOC 153 and a 200 level SOC course.

380 Applied Sociology (3)
This course explores the various applications of sociological theory, concepts, and methods to contemporary social behavior and issues. Students will be introduced to aspects of applied sociology, including, but not limited to: program evaluation, needs assessment, policy analysis, focus group research, and action research. Students will come to appreciate the uses of the discipline of sociology with the specific intention of yielding practical applications for human behavior and formal organization. Prerequisite: Nine hours in SOC.

382 Sociology of Popular Culture (3)
This course examines contemporary theories about popular culture. Particular attention is given to the symbiotic relationship between popular culture and political economy, and to the impact of American popular culture on both American society and on the emerging global culture. Prerequisites: SOC 153 and a 200 level SOC course.

384 Sociological Research Methods (3)
The course is designed as an analysis of the process of social research, in terms of problem definition, research design, data sources, and methods of data analysis. Specifically, students are exposed to several types of research methods: survey, content analysis, field research, and historical comparative research. In addition, students will be developing their own research projects. Pre or corequisite: SOC 372 and 12 hours in SOC, or permission of the instructor.

390 Special Topics in Sociology (1–3)
A seminar focusing upon a selected area of interest in sociology. Topics may include such areas as sociology through film, feminist theory, women in society, political sociology, death and dying, poverty, mental illness, social psychiatry, peace studies, sociology of law, criminal justice, juvenile delinquency, etc. This course may be repeated for credit with a different topic and the consent of the advisor. Prerequisite: Nine hours in SOC.

485 Research Tutorial (1–3)
The research tutorial program is designed to permit students to learn various aspects of research by working with a faculty member on his/her current research. Projects will entail exposure to a variety of research forms and procedures. All participants must have a 3.0 average, a minimum of 12 hours completed in the department, and must have been selected by a faculty member. May be repeated with a different topic for a maximum of six credit hours, only three of which apply to the hours required for a major in the department. Graded S/U. Prerequisites: 12 hours in SOC, junior or senior status and permission of both the instructor and the department chair.

495 Senior Seminar (3)
As the capstone course for Sociology majors, this seminar requires students to build upon previous work in sociology, especially its central themes, theoretical perspectives, research methods, and substantive findings by conducting an original project to fulfill the requirement for the senior comprehensive. The project can be an original research study, or a theoretical analysis. A major paper is completed and presentation/defense of the work occurs at the end of the term. Prerequisites: 12 hours in SOC, junior or senior status and permission of both the instructor and the department chair.

497 Advanced Independent Study in Sociology (1–3)
Independent readings and seminar discussions in selected areas of interest. Readings are generally intended as a supplement or complement to regular course offerings. This course is not intended as a substitute for an existing course. May be repeated with a different topic for a maximum of six credit hours. Only six credits of independent study (including 297) may be earned in the department. Prerequisite: 12 hours in SOC, junior or senior status, and permission of the instructor and the department chair.

499 Sociology Internship (1–6)
A service learning experience in an approved sociological setting under professional supervision. Graded S/U. Prerequisite: 12 hours in SOC.
OFFICERS
Mary L. Burke ‘85
Chair
Michael E. Cahill
Vice Chair
Catherine Hammel Frischkorn ‘75
Secretary
JoAnn McDermott Reed ‘77
Treasurer

MEMBERS
Sister Alma Mary Anderson, CSC ’65
Thomas E. Black, Jr.
Russell L. Blackwell
M. Suzanne Scherer Calandra ’72
Elizabeth R. Culligan ’72
William W. Cushwa
Paula M. Dawning ’71
Thomas P. Fitzgerald
Gretchen A. Flicker ’93
Sister Mary Louise Full ’65
Sister Michelle Germanson, OP
Sister Judith Hallock, CSC ’65
Thomas Joyce
Sister Catherine Kamphaus, CSC ’67
Michael R. Leep
Rev. Edward A. Malloy, CSC
Carol Ann Mooney ’72
Carmen Murphy
Hon. Anne Meagher Northup ’70
Sister Mary Ann Pajakowski, CSC ’69
Patricia Wiedner Purcell ’69
Sister Kathleen Reilly, CSC ’65
Sister Agnes Anne Roberts, CSC ’51
Malea Kay Schulte ’14
Sister Rose Anne Schultz, CSC ’66
Joanne R. Snow
David L. Taiclet
Beth Lichtenfels Veihmeyer ’77
Kenneth Velo
Karen McNamara Weaver ’91

Trustee Emeritus
Sister Rachel Callahan, CSC ’62
Joyce McMahon Hank ’52
William J. Schmuhl, Jr.

OFFICERS OF THE COLLEGE
Carol Ann Mooney ’72
President
Patricia Ann Fleming
Provost and Senior Vice President
for Academic Affairs
Susan K. Bolt
Vice President for Finance
and Administration

Mona C. Bowe
Vice President for Enrollment Management
Karen A. Johnson
Vice President for Student Affairs
Shari M. Rodriguez
Vice President for College Relations
Sister Veronique Wiedower, CSC ’70
Vice President for Mission
ADMINISTRATION

Constance Adams ’08, M.S.W.
Director, Violence Against Women

Jacqueline Bauters ’04, M.S.
Cross Country Coach, Athletics

Richard Baxter, B.F.A.
Director, Special Events

Michael Boehm, B.S.
Chief Information Officer

Susan Bolt, M.B.A.
Vice President, Finance and Administration

Mona Carrandi Bowe, B.S.
Vice-President, Enrollment Management

Ben Bowman
Director, Energy Management

Laura Brandenburg, B.F.A.
Director, Advancement Services

Anita Brandon, B.S.
Programmer Analyst

Aaron Bremyer, M.A.
Director, Writing Center

Kathleen Brown, M.B.A.
Director, Financial Aid

Stephanie Brown ’05, B.A.
Assistant Director, Admission

Tracya Brown, B.S.
Programmer Analyst

Shannon Buchmann ’01, B.B.A.
Budget Analyst, Accountant

Erika Buhring, Ph.D.
Director, Office for Civic and Social Engagement

Jessica Bulosan ’09, M.S.S.A
Assistant Director, Office for Civic and Social Engagement

Adaline Cashore ’70, B.A.
Director, Donor Relations

Karen Chambers, Ph.D.
Coordinator, Study Abroad

Gina Christiana, M.S.W.
Counselor, Counseling Center

Terra Cowham, M.ED.
Assistant Director, International Student/Scholar Services and English Language School

Christine Cox, B.A.
Assistant Director, Campaign Communications

Susan Dampeep ’72, B.A.
Executive Assistant to the President

Amy Dardinger ’07, J.D.
Assistant Director, Reunion Giving

Daniel Deeter, B.A.
Director, Purchasing

Lisa DeLorenzo, M.Div.
Campus Minister, Liturgical Music Ministry

Mana Derakhshani, Ph.D.
Associate Director, Center for Women’s Intercultural Leadership

Patricia Doyle, B.M.
Director, Corporate/Foundation Relations

Merideth Drudge ’00, B.A.
Networking/System Administrator

Jan Druyvesteyn, B.A.
Assistant Vice President, Development

Wanda Dudley, B.S.
Assistant Director, Admission

Valerie Efta, B.A.
Admission Counselor

Michelle Egan ’93, B.A.
Associate Director, Center for Spirituality

Judith Fean, M.A.
Director, Campus Ministry

Susan Fintze, B.S.
Financial Aid Counselor

Mary Firtl, B.F.A.
Graphic Designer

Patricia Ann Fleming, Ph.D.
Provost and Senior Vice President for Academic Affairs

Daniel Flowers, M.A.
Assistant Director, Institutional Research

Jayne Fogle, B.A.
Director, Learning Tree

Janet Fore, M.L.S
Director, Cushwa-Leighton Library

Rebecca Foster, M.A.
Senior Academic Advisor, 1st Year Students

Elizabeth Fourman ’97, M.S.N.
Director, Women’s Health

Diane M. Fox, M.A.
Director, Student Success

Heather Frey, B.A.
Director, Annual Fund

David Gariepy
Director, Security

Iris Giamo, M.A., M.Ed
Specialist for Students with Disabilities

Jack Gibbs, B.A.
Programmer/Analyst

Helen Gillies, M.S.
Hall Director, Regina

Elizabeth Groppe, Ph.D.
Director, Center for Spirituality

Laura E. Haigwood, Ph.D.
Director of Center for Academic Innovation

Ashley Hall, M.Ed.
Assistant Director, Residence Life

Kathleen Hausmann, B.A.
Coordinator, Student Computing

Jennifer Henley, M.A.
Basketball Coach, Director of Intramurals, Assistant Director, Athletics

James Herschel, M.B.A.
Controller

Vickie Hess, Ph.D.
Dean of Faculty

Steve Hidieg, B.S.E.
Integrated Technologies, Programmer Analyst

Cynthia Horton-Cavanaugh, B.S.N.
Nurse

Bonnie Howard, B.G.S.
Microcomputer Support Specialist

Kathleen Hussey ’80, B.A.
Director, Major Gifts

Jessica Ickes, M.A.
Director, Institutional Research and Assessment

Joseph M. Incandela, Ph.D.
Associate Dean of Faculty

Melissa Jackson, B.A.
Assistant Director, Annual Giving

Stacie Jeffirs, M.S.
Director, Career Crossings Office

Karen Johnson, M.A.
Vice President, Student Affairs

Pam Johnson
Assistant Registrar

Heather Jolly ’05, M.A.
Assistant Director, Phonathon

Joni Kanzler, M.L.S.
Director, Research for Development

Ashley King, M.A.
Admission Counselor

Jason Kolean, M.S.
Trainer, Athletics

Amy Komisarek, M.A.
Lacrosse Coach, Athletics

Elizabeth Koulourides ’93, B.A.
Director, Development

John Kovach, B.G.S.
Archivist

Mark Kubacki
Superintendent, Grounds

April Lane, M.A.
Assistant Director, 1st Year Studies

Adrienne Latson, B.A.
Staff Writer

Kenneth Lavery, B.B.A.
Director of Marketing Services

Veronica Lebbin, B.S.N.
Nurse

Charity Martsching, B.A.
Assistant Director, Student Involvement and Multicultural Services

Ann Mason ’08, B.A.
Assistant Director, External Events

Kristin McAndrew ’94, M.A.
Director, Admission

Kelley McCarthy, M.S.
Hall Director, M-Candles

Elaine Meyer-Lee, Ed.D.
Director, Center for Women’s Intercultural Leadership
Sarah Miesle ’07, B.A.
Director, Sports Information

Daniel Miller, B.A.
Director, Web/Interactive Communications

Jameson Miller, M.A.
Assistant Director, Advancement Services

Peggy Miller, B.S.
Chemical Hygiene Officer

Carol Ann Mooney ’72, J.D.
President

Kimberly Moore, B.S.
Golf Coach, Athletics

Todd Norris, M.A.
Registrar

Richard Nugent, Jr., J.D.
Director, Human Resources, College Counsel

Gwen O’Brien, B.S.
Director, Media Relations

Kara O’Leary ’89, M.S.A, M.A.
Director, Alumnae Relations

Kimberly Patton, M.S.
Assistant Director, Career Crossings Office

John Pearson, CSC, M.T.S., J.D.
Campus Minister

Kristina Pendley, M.A.
Clinical Director, Counseling Center

Lisa Peppers ’87, B.A.
Assistant Director, Internal Events

Rachel Piontek ’10, B.A.
Admission Counselor

Portia Prebys ’66, Ph.D.
Director, Rome Program

Marilyn Rajski
Director, Building Services

Anne Reagan ’12, B.A.
Admission Counselor

Shari Rodriguez, B.S.
Vice President, College Relations

Shannon Rooney, B.A.
College Editor

Kathleen Saville, M.ED.
Director, Instructional Technology

Jessica Schiller ’95, M.A.
Assistant Director, Financial Aid

Julie Schroeder-Biek ’88, B.A.
Director, Athletics

Martha Smith, B.S.
Project Director —WEI

Curt Sochocki, A.D.
Senior Graphic Designer

Sondra Solloway ’07, M.L.S.
Research Analyst

Stephanie Steward-Bridges, M.S.W.
Director, Student Involvement/Multicultural Services and Student Programs

Julie Storme, Ph.D.
Interim Associate Dean of Faculty

Jessica Stuifbergen ’99, B.B.A.
Assistant Director, Alumnae Relations

Jill Sverte, B.A.
Banner Analyst

Janielle Tchakerian, M.ED.
Assistant Vice President, Director, Residence Life and Community Standards

Linda Timm, Ph.D.
Director, Major Gifts

Bianca Tirado, B.A.
Assistant Director, Student Involvement and Multicultural Services

Susan Trawitz
Microcomputer Support Specialist

Susan Vanek ’70, M.A.
Associate Dean for Advising, Director, 1st Year Studies

Rita Patricia Vernon, M.S.
Admission Counselor

William Waymouth
Head, Media Center

Sister M. Veronique Wiedower, CSC, M.A.
Vice President, Mission

Regina Wilson, M.Div., M.M.
Assistant Director, Campus Ministry

Jennifer Winnett Denniston ’98, J.D.
Director, Gift Planning

Daniel Woods, M.S.
Compliance Officer, Security

Siqin Yang, Ph.D.
Director, Global Education

Bruno Zovich, M.S.
Director, Administrative Computing

Brenda Zumbrun
Supervisory Accountant

FACULTY

Mark Abram-Copenhaver
Associate Professor of Theatre
B.A., Lycoming College; M.F.A., Illinois State University.

Susan Alexander
Professor of Sociology
B.A., M.A., Illinois State University; Ph.D., Southern Illinois University.

Ann Marie Alfonso-Forero
Assistant Professor of English
B.A., Boston University; M.A., and Ph.D., University of Miami.

Laura Williamson Ambrose
Assistant Professor of Humanistic Studies
B.A., Rutgers University; Ph.D., University of Michigan.

Sister Kathleen M. Antol, BVM
Assistant Professor of Chemistry
B.A., Mundelein College; M.S., University of Missouri; Ph.D., Texas Woman’s University.

Daniel Applegate
Professional Specialist in Education

Marne L. Austin
Assistant Professor of Communication Studies
B.A., Northern Arizona University; M.A., University of New Mexico; Ph.D., Bowling Green State University.

Don S. Balka
Professor (Emeritus) of Mathematics
B.S., Missouri Valley College; M.S. Indiana University; M.S., Saint Francis College; Ph.D., University of Missouri.

Dale A. Banks
Associate Professor (Emeritus) of Education
B.A., Central Methodist College; M.A., Webster University; Ph.D., Southern Illinois University.

Toni Barstis
Professor of Chemistry; Coordinator, Engineering
B.S., Aquinas College; M.S., Ph.D., University of Michigan.

Susan Baxter
Senior Lecturer in Communication Studies
Director, Writing Program
B.S., Seton Hill University; M.F.A., Indiana University-Bloomington.

J. Philip Bays
Professor (Emeritus) of Chemistry
B.A., Northwestern University; Ph.D., University of Wisconsin.

Joseph Marc Belanger*
Associate Professor of Political Science
B.A., University of California, Santa Cruz; Ph.D., University of Massachusetts.

Joseph J. Bellina, Jr.
Professor (Emeritus) of Physics
B.A., Ph.D., University of Notre Dame.

Ian Bentley
Assistant Professor of Physics
B.S., New Mexico Institute of Mining and Technology; M.S., Ph.D., University of Notre Dame.

Linda Berdayes
Associate Professor (Emeritus) of Communication Studies
B.S., M.A., Ph.D., The Ohio State University.
Janeen Berndt
Assistant Professor of Nursing
B.S.N., and A.S.N., Bethel College; D.N.P., and M.S.N., Valparaiso University.

Melissa B. Bialko
Professional Specialist in Costume Design
B.A., Ashland University; M.F.A., The Ohio State University.

Tiffany Johnson Bidler
Assistant Professor of Art
B.A., Vassar College; M.A., Ph.D., University of Minnesota.

Theodore M. Billy
Professor of English
B.A., King’s College; M.A., Ph.D., State University of New York at Binghamton.

Thomas F. Bonnell
Professor of English
B.A., Saint Olaf College; M.A., Ph.D., University of Chicago.

Dionne Bremyer
Assistant Professor of English
B.S., Florida State University; M.A., Rhode Island College; Ph.D., Georgia State University.

Steven Broad
Assistant Professor of Mathematics
B.S., University of Evansville; M.A., Washington University; M.S., Ph.D., University of Notre Dame.

Kurt Buhrgun* Associate Professor of Religious Studies
B.A., Grinnel College; M.A., University of Chicago; Ph.D., University of Chicago Divinity School.

JoAnn M. Burke
Associate Professor of Social Work; Coordinator, Gerontology
B.S.N., University of Cincinnati; M.S.S., Ph.D., Bryn Mawr College.

Marcia Burns
Librarian (Emerita)
B.A., Marycrest College; M.A.L.S., Rosary College.

Mary Byrn
Assistant Professor of Nursing
B.S.N., Hope College; Ph.D., Loyola University of Chicago.

Luzmila Camacho-Platero
Associate Professor of Modern Languages
M.A., State University of Málaga, Spain; Ph.D., State University of New York at Albany.

Eugene A. Campanale
Associate Professor (Emeritus) of Education
A.B., M.A., University of Notre Dame; Ed.D., Indiana University.

Joseph Cardinal
Assistant Professor of English
B.A., State University of New York; M.F.A., University of Massachusetts; A.B.D., University of Hawaii Manoa.

Sister Amy L. Cavender, CSC
Associate Professor of Political Science; and Interim Director of the Center for Academic Innovation
B.A., Gustavus Adolphus College; M.A., Ph.D., University of Notre Dame.

John J. Cergnul, CPA
Assistant Professor of Business Administration and Economics
B.B.A., University of Notre Dame; J.D., University of Memphis.

Karen Chambers
Associate Professor of Psychology; Coordinator, Faculty Study Abroad
B.A., State University of New York at Buffalo; M.A., Ph.D., Kent State University.

Peter Checca
Adjunct Assistant Professor of Modern Languages; Director, Rome Program
B.A., Boston State College; M.A., Middlebury College; Ph.D., Pennsylvania State University.

InSook Chung
Associate Professor of Education
B.A., Korean National Open University; M.A., Ph.D., University of Missouri.

Ann Kramer Clark
Professor (Emerita) of Philosophy
B.A., Smith College; Ph.D., The University of Texas at Austin.

Rosalind E. Clark
Professor of English
B.A., M.A., Ph.D., University of Massachusetts.

Christopher Cobb*
Associate Professor of English; Coordinator, Environmental Studies
B.A., Swarthmore College; M.A., M.Phil., Ph.D., Yale University.

Mary V. Connolly
Associate Professor (Emerita) of Mathematics
A.B., Manhatten College of the Sacred Heart; A.M., Brown University; M.S., University of Illinois.

Sister Miriam Cooney ’51
Professor (Emerita) of Mathematics
B.S., Saint Mary’s College; M.S., University of Notre Dame; Ph.D., University of Chicago.

Suzanne Cox
Adjunct Instructor and Director of the Math Center
B.A., Hanover College; M.A., Western Michigan University.

Amalia de la Torre
Associate Professor (Emerita) of Modern Languages
LL.D., University of Havana; B.A., M.A., Indiana State University; Ph.D., Indiana University.

Mano Derakhshani
Professor of Modern Languages; Associate Director, Center for Intercultural Leadership; Coordinator, Intercultural Studies
B.A., M.A., Ph.D., University of Utah.

Jack Detzler
Professor (Emeritus) of History
A.B., University of Wisconsin; A.M., University of Wisconsin; Ph.D., Indiana University.

Indi Dieckgraefe-Dreyer
Professor of Dance
B.F.A., Wichita State University; M.F.A., University of Illinois.

Rosemary Jantzen Doherty
Associate Professor (Emerita) of English
B.A., M.A., Ph.D., University of Notre Dame.

Ryan Dombkowski
Associate Professor of Biology
B.A., Wabash College; Ph.D., University of Notre Dame.

Brother Bernard Francis Donahoe
Associate Professor (Emeritus) of History
B.A., M.A., Ph.D. University of Notre Dame.

Michaela G. Duffy
Professional Specialist in Scenography
B.A., University of Missouri; M.F.A., Illinois State University.

Stacy Davis
Associate Professor of Religious Studies; Coordinator, Gender and Women’s Studies
B.A., University of Tulsa; M.T.S., Phillips Theological Seminary; Ph.D., University of Notre Dame.

Christopher Dunlap*
Associate Professor of Chemistry
B.A., Illinois Wesleyan University; Ph.D., University of Minnesota.
Sylvia Dworski  
Professor (Emerita) of Modern Languages  
B.A., Connecticut College;  
M.A., Ph.D., Yale University.

Kara W. Eberly  
Associate Professor (Emerita) of Biology  
B.A., M.S., M.A., Indiana University;  
Ph.D., University of Notre Dame.

Keith J. Egan  
Professor (Emeritus) of Religious Studies  
M.A., The Catholic University of America;  
Ph.B., Mount Carmel College;  
Ph.D., Cambridge University.

Laura Elder  
Assistant Professor of Global Studies and Intercultural Studies  
B.S., University of Arizona;  
Ph.D., City University of New York.

Jane A. Eleff  
Professional Specialist in Biology  
B.S., Purdue University;  
M.B.A., Indiana University at South Bend.

Carrie Erlin  
Assistant Professor of Sociology  
B.A., Northern Arizona University;  
J.D., University of Arizona;  
Ph.D., University of Notre Dame.

Nano Farabaugh  
Associate Professor (Emerita) of Nursing  
B.A., College of Saint Teresa;  
M.S., University of Massachusetts;  
R.T.C., William Glasser Institute.

Dorothy M. Feigl  
Professor of Chemistry; Holder of the Denise DeBartolo York Faculty Chair in Science  
B.S., Loyola University, Chicago;  
Ph.D., Stanford University.

Colleen A. Fitzpatrick  
Associate Professor of Communication Studies  
B.A., Purdue University;  
M.A., University of Colorado, Boulder;  
Ph.D., Bowling Green State University.

Michael Flahive*  
Professor of Communicative Sciences and Disorders (Visiting)  
B.A., Lewis University;  
M.A., Western Michigan University;  
Ph.D., Michigan State University.

Patricia Ann Fleming  
Provost and Senior Vice President for Academic Affairs; Professor of Philosophy  
B.A., Marygrove College;  
M.A., Ph.D., Washington University.

Thomas A. Fogle  
Professor of Biology  
B.A., Thiel College;  
M.A., Southern Illinois University;  
Ph.D., North Carolina State University.

Janet Fore  
Director, Cushwa-Leighton Library  
B.A., Berea College;  
M.L.S., University of Arizona.

John Fotopoulos  
Associate Professor of Religious Studies  
B.A., Hellenic College;  
M.Div., Holy Cross Greek Orthodox School of Theology;  
Ph.D., Loyola University, Chicago.

Gerald L. Gingras  
Associate Professor (Emeritus) of Modern Languages  
B.S., Central Connecticut State College;  
M.A., Ph.D., Indiana University.

Amy Larison Gillan  
Assistant Professor of Education  
B.S., M.S., Indiana University;  
Ph.D., Purdue University.

Sandra Ginter  
Associate Professor of Art  
B.F.A., Kansas City Art Institute;  
M.F.A., Cranbrook Academy of Art.

Margaret M. Gower  
Assistant Professor of Religious Studies (Visiting)  
M.A., Mount Holyoke College;  
M.A., Harvard Divinity School;  
Ph.D., Harvard University.

Sister Maureen Grady, CSC  
Professional Specialist in Nursing  
B.S.N., Loyola University;  
M.A., Christian Theology Seminary;  
D.Min., Christian Theology Seminary.

Catherine G. Green  
Associate Professor (Emerita) of Education  
B.A., Purdue University;  
M.A., Northwestern University;  
Ph.D., Northern Illinois University.

Kathryn Haas  
Assistant Professor of Chemistry  
B.S., Gettysburgh College;  
Ph.D., Duke University.

Marianne Hahn  
Senior Lecturer in Modern Languages  
B.A., M.A., University of Notre Dame.

Karrissa Hains  
Professional Specialist in Nursing  
B.A., Valparaiso University;  
B.S.N., Saint Mary's College;  
M.S.N., Loyola University.

Laura E. Haigwood  
Professor of English  
B.A., M.A., Ph.D., University of California.

Kelly Hamilton '80  
Associate Professor of History  
B.A., Saint Mary's College;  
M.A., Ph.D., University of Notre Dame.

Ella S. Harmeyer  
Associate Professor of Nursing  
B.S.N., Indiana University;  
M.S., University of North Carolina.

Clayton W. Henderson  
Professor (Emeritus) of Music  
B.F.A., M.F.A., Ohio University;  
Ph.D., Washington University.

William A. Hickey  
President (Emeritus); Professor of Biology  
B.S., King's College;  
M.S., Ph.D., University of Notre Dame.

Joyce Lucas Hicks  
Associate Professor of Business Administration and Economics  
B.S., University of San Francisco;  
M.B.A., University of Notre Dame.

Philip Hicks*  
Professor of Humanistic Studies  
B.A., University of Notre Dame;  
M.A., University of Cambridge;  
M.A., Ph.D., Johns Hopkins University.

Suzanne Hinnefeld  
Librarian  
B.A., Hanover College;  
M.L.S., Indiana University.

Helen K. Ho  
Assistant Professor of Communication Studies  
B.S., and B.A., Northwestern University;  
Ph.D., University of Michigan.

Jill Hobgood ’83  
Librarian  
B.A., Saint Mary's College;  
M.L.S., Indiana University.

Krista K. Hoefle*  
Associate Professor of Art  
B.F.A., Savannah College of Art and Design;  
M.F.A., Pennsylvania State University.

Robert J. Hohl  
Reference Librarian (Emeritus)  
B.A., University of Detroit;  
M.L.S., McGill University.

Sister Bernice Hollenhorst, CSC, ’60  
Director (Emerita), Cushwa-Leighton Library  
B.A., Saint Mary's College;  
M.A.L.S., Rosary College.

Sister Eva Mary Hooker, CSC, ’63  
Professor of English  
B.A., Saint Mary's College;  
M.A., University of Notre Dame;  
Ph.D., State University of New York at Buffalo.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliations</th>
</tr>
</thead>
</table>
| **Colleen Hoover**        | Associate Professor of Mathematics  
B.A., University of Dayton;  
M.S., Ph.D., University of Notre Dame.                                                                                                                                                                       |
| **Donald N. M. Horning**  | Professor (Emeritus) of Sociology  
A.B., Kalamazoo College;  
M.A., Ph.D., Indiana University.                                                                                                                                                                                    |
| **Anita M. Houck**        | Associate Professor of Religious Studies;  
Associate Professor of Mathematics  
Associate Professor of Religious Studies;  
Assistant Professor of Sociology  
Associate Professor of Mathematics  
Joyce McMahon Hank Aquinas Chair in Professional Writing Specialist (Emerita)  
Professor of Biology  
Professor of Music  
Professor of Religious Studies; Holder of the Professional Specialist in Chemistry  
B.A., Wesleyan University;  
M.Ed., Harvard University;  
Ph.D., University of Chicago.                                                                                                                                                                                      |
| **Amy Houser ’97**        | Professional Specialist in Chemistry  
B.S., Saint Mary’s College;  
M.S., Illinois Institute of Technology.                                                                                                                                                                              |
| **Joseph M. Incandela**   | Professor of Religious Studies; Holder of the Joyce Mabon Hank Aquinas Chair in Catholic Theology; Associate Dean of Faculty  
B.A., University of Notre Dame;  
M.A., Ph.D., Princeton University.                                                                                                                                                                                   |
| **Jeffrey Jacob**         | Professor of Music  
B.M., University of Cincinnati;  
M.M., The Juilliard School;  
D.M.A., Johns Hopkins University.                                                                                                                                                                                     |
| **Kristin Jehring**       | Assistant Professor of Mathematics  
B.A., University of Wisconsin;  
M.A., Ph.D., University of California.                                                                                                                                                                               |
| **Richard Jensen**        | Professor of Biology  
B.S., M.S., Austin Peay State University;  
Ph.D., Miami University.                                                                                                                                                                                             |
| **Carla Johnson**         | Professional Writing Specialist (Emerita)  
B.A., Indiana University, South Bend;  
Ph.D., University of Notre Dame.                                                                                                                                                                                      |
| **Phyllis Kaminski**      | Professor of Religious Studies  
B.A., College of Notre Dame;  
M.S., Georgetown University;  
M.A., Fordham University;  
Ph.D., Toronto School of Theology.                                                                                                                                                                                   |
| **Mary Ann Kanieski**     | Assistant Professor of Sociology  
B.A., Central Michigan University;  
M.S., Ph.D., Purdue University.                                                                                                                                                                                        |
| **Sister M. Cecilia Ann Kelly, CSC, ’51** | Professor (Emerita) of Art  
B.A., Saint Mary’s College;  
M.F.A., University of Utah.                                                                                                                                                                                         |
| **Jayne Kendle**          | Associate Professor of Nursing  
B.S.N., University of Evansville;  
M.S.N., University of Missouri.                                                                                                                                                                                        |
| **Patricia A. Keresztes** | Associate Professor of Nursing  
B.S.N., Indiana University, South Bend;  
M.S.N., Ph.D., University of Illinois at Chicago.                                                                                                                                                                     |
| **Reena Lamichhane Khadka** | Assistant Professor of Biology  
B.S., and M.S., Tribhuvan University, Kathmandu Nepal;  
Ph.D., New Mexico State University.                                                                                                                                                                                     |
| **Ann-Marie Kimmell**     | Professional Specialist in Biology  
B.S., University of Notre Dame.                                                                                                                                                                                        |
| **Renée Kingcaid**        | Professor of Modern Languages  
B.A., Ohio Dominican College;  
M.A., Ph.D., The Ohio State University.                                                                                                                                                                                  |
| **Sister Mary Jean Klene, CSC, ’59** | Professor (Emerita) of English  
B.A., Saint Mary’s College;  
M.A., University of Notre Dame;  
Ph.D., University of Toronto.                                                                                                                                                                                        |
| **Frances Bernard Kominkiewicz** | Professor in Social Work  
B.S.W., M.S.W., Indiana University, Indianapolis;  
M.S.A., Ph.D., University of Notre Dame.                                                                                                                                                                           |
| **Michael R. Kramer**     | Associate Professor of Communication Studies  
B.S., Winona State University;  
J.D., University of Wisconsin, Madison;  
M.A., University of Wisconsin, Milwaukee;  
Ph.D., University of Minnesota.                                                                                                                                                                                       |
| **Lindsay R. Krayanak**   | Assistant Professor of Psychology  
B.S. Geneva College;  
Ph.D., Syracuse University.                                                                                                                                                                                          |
| **Susan Latham ’91**      | Associate Professor of Communicative Sciences and Disorders  
B.A., Saint Mary’s College;  
M.A., Ph.D., Michigan State University.                                                                                                                                                                                |
| **Loretta Li**            | Associate Professor of Education  
B.S., M.A., Ph.D., University of Kansas.                                                                                                                                                                                 |
| **Julia Long**            | Reference Librarian (Emerita)  
B.A., Butler University;  
M.L.S., Indiana University.                                                                                                                                                                                          |
| **Ann Loux**              | Professor (Emerita) of English  
B.A., Maryville College;  
M.A., University of Chicago;  
Ph.D., University of Virginia.                                                                                                                                                                                        |
| **Janet A. Lovett**       | Director of Clinical Practice for Communicative Sciences and Disorders  
B.A., M.S., University of Michigan.                                                                                                                                                                                    |
| **Laurie Lowry**          | Lecturer in Dance  
B.A., Butler University;  
M.A., University of Hawaii.                                                                                                                                                                                          |
| **Adrienne Lyles-Chockley** | Director, Justice Education (Visiting)  
B.A., Iowa State;  
M.A., Ph.D., University of Colorado  
J.D., University of Notre Dame.                                                                                                                                                                                          |
| **Beatrice Lynch**        | Associate Professor (Emerita) of Nursing  
B.S., M.A., Ed.S., Central Michigan University.                                                                                                                                                                           |
| **Cassie Majetic**        | Assistant Professor of Biology  
B.S., Allegheny College;  
Ph.D., University of Pittsburgh.                                                                                                                                                                                        |
| **Sister M. Elena Malits, CSC, ’59** | Professor (Emerita) of Religious Studies  
B.A., Saint Mary’s College;  
M.A., Saint Mary’s Graduate School of Theology;  
Ph.D., Fordham University.                                                                                                                                                                                         |
| **Gail P. Mandell**       | Professor (Emerita) of Humanistic Studies  
B.A., Maryville College of the Sacred Heart;  
M.A., University of Michigan;  
Ph.D., University of Notre Dame.                                                                                                                                                                                       |
| **Katherine Marschall**   | Catalog Librarian  
| **Terence J. Martin, Jr.** | Professor of Religious Studies  
B.A., M.A., Indiana University;  
Ph.L., Catholic University of America;  
Ph.D., University of Chicago.                                                                                                                                                                                       |
| **Charles Martucci**      | Associate Professor (Emeritus) of Social Work  
B.A., St. Francis College;  
M.S.W., University of Pennsylvania.                                                                                                                                                                                      |
| **Mary Martucci**         | Associate Professor (Emerita) of Nursing  
B.S., M.A., Duquesne University;  
Ph.D., University of Notre Dame.                                                                                                                                                                                       |
Deborah A. McCarthy  
Professor (Emerita) of Chemistry  
B.S., Seattle University;  
M.S., Ph.D., The Ohio State University.

Margaret McCarthy '58  
Counselor/Lecturer (Emerita) for Ireland Program  
B.A., Saint Mary's College;  
M.A., University College, Dublin.

Kevin McDonnell  
Professor (Emeritus) of Philosophy  
B.A., Manhattan College;  
Ph.D., Georgetown University.

Jerome L. McElroy  
Professor of Economics  
B.A., M.A., Ph.L., S.T.L., Saint Louis University;  
Ph.D., University of Colorado.

Grace Sullivan McGuire  
Associate Professor (Emerita) of Education  
B.A., University of Kansas;  
M.A., Northwestern University.

Richard F. Measell*  
Assistant Professor of Economics  
B.A., Furman University;  
M.A., Ph.D., University of Maryland.

Nancy Menk*  
Professor of Music; Holder of the Mary Lou and Judd Leighton Chair in Music  
B.A., M.A., Indiana University of Pennsylvania;  
M.M., D.M.A., University of Cincinnati.

Mary Ann Merryman, CPA, CFE  
Professor of Business Administration and Economics  
B.S., Manchester College;  
M.S.A., University of Notre Dame.

Elaine Meyer-Lee  
Director, Center for Women's Intercultural Leadership; Director of International/Intercultural Learning; Adjunct Assistant Professor of Education  
B.A., Earlham College;  
M.A., Lesley College;  
Ed.D., Harvard University.

Edith A. Miguda  
Associate Professor of History  
B.E., Kenyatta University, Kenya;  
M.A., University of Nairobi, Kenya;  
Ph.D., Adelaide University, Australia.

Joseph Miller  
Associate Professor (Emeritus) of Psychology  
A.B., Lycoming College;  
M.A.C.T., Ph.D., University of Tennessee.

Ewa Misiolek  
Associate Professor of Mathematics  
M.A., State University of New York at Stony Brook;  
Ph.D., University of Notre Dame.

Aembr Fitwi Mohammad  
Assistant Professor of Business Administration and Economics  
B.A., and M.B.A., Addis Ababa University;  
M.S., Ph.D., Texas Tech University.

Robert Morse  
Senior Lecturer in Modern Languages  
B.A., University of Pennsylvania;  
M.B.A., George Mason University;  
M.A., University of Virginia.

Zae Munn  
Professor of Music  
B.M., Roosevelt University;  
M.M., D.M.A., University of Illinois.

Juliana Mwose  
Assistant Professor of Nursing  
B.S.N., Indiana University South Bend;  
M.S.N., Indiana University Purdue University at Indianapolis;  
D.N.P., Valparaiso University.

The Rev. David Murphy  
Associate Professor (Emeritus) of Religious Studies  
B.A., Mount Carmel College;  
M.Th., Catholic University of America;  
M.A., University of Chicago;  
Ph.D., University of Notre Dame.

Nancy Nevesil*  
Professor of Biology  
B.S., New Mexico State University;  
Ph.D., University of Notre Dame.

Kayode Oshin  
Assistant Professor of Chemistry  
B.S., Emporia State University;  
Ph.D., Kansas State University.

Olyuninka Grace Osunnuga  
Assistant Professor of Nursing (Visiting)  
B.S.N., Indiana Wesleyan University;  
M.S.N., Ball State University.

Donald Paetkau  
Assistant Professor of Biology  
B.S., M.S., University of Manitoba;  
Ph.D., University of Notre Dame.

George Palacios P.  
Assistant Professor of Modern Languages  
B.A., Corporacion Universitaria Lasallista, Medellin, Columbia;  
M.A., Purdue University;  
Ph.D., University of Pittsburgh.

Cindy Palmer '79  
Professional Specialist in Biology  
B.S., Saint Mary's College;  
M.S., Indiana University;  
Ph.D., University of Notre Dame.

H. James Paradis  
Professor (Emeritus) of Art  
B.S., M.A.T., Indiana University.

Thomas Parisi  
Professor (Emeritus) of Psychology  
B.S., Union College;  
M.A., New York University;  
Ph.D., University of Rochester.

Linda S. Paskiewicz*  
Professor and Director of Nursing  
B.S.N., Lewis University;  
M.S., Ph.D. University of Illinois.

Annette Peacock-Johnson  
Associate Professor of Nursing  
B.S.N., Illinois Wesleyan University;  
M.S.N., Wayne State University.

Catherine Pellegrino  
Librarian  
B. Mus., Oberlin College;  
M. Phil., Yale University;  
M.S.L.S., University of North Carolina, Chapel Hill.

Charles F. Peltier  
Associate Professor of Mathematics  
B.S., College of the Holy Cross;  
M.S., Ph.D., University of Notre Dame.

Lola Mae Johnson Philippsen  
Collection Development/Interlibrary Loan Librarian (Emerita)  

Patrick Pierce  
Professor of Political Science  
B.A., San Diego State University;  
M.A., Ph.D., Rutgers University.

Richard C. Pilger, Jr.  
Professor (Emeritus) of Chemistry  
B.S., University of Notre Dame;  
Ph.D., University of California.

Catherine Pittman*  
Associate Professor of Psychology  
B.S., Central Michigan University;  
M.A., Ph.D., Northern Illinois University.

Ann Plamondon  
Professor (Emerita) of Communication Studies  
B.A., Furman University;  
M.A., Ph.D., Emory University;  
J.D., University of Notre Dame.

Thomas R. Platt  
Professor of Biology  
B.A., Hiram College;  
M.S., Bowling Green State University;  
Ph.D., University of Alberta.
Charles Poinsette
Professor (Emeritus) of History
B.A., M.A., Western Michigan University; Ph.D., University of Pittsburgh.

Mary K. Porter
Professor of Mathematics
B.A., St. Norbert College; M.A., University of Colorado; Ph.D., Syracuse University.

Portia Prebys ‘66
Director, Rome Program; Lecturer of History
(Rome Campus)
B.A., Saint Mary’s College; Laurea, University of Sassari, Italy.

Cyril K. Pullapilly
Professor (Emeritus) of History
A.B., Saint Thomas College, India; Ph.D., University of Chicago.

Gwen Pursell
Assistant Professor of Psychology
B.A., University of Delaware; M.A., University of Richmond; Ph.D., Florida Atlantic University.

Isis Quinteros
Professor (Emerita) of Modern Languages
B.A., M.A., Universidad de Chile; Ph.D., Universidad de Madrid, Spain.

Ujvala Arun Rajadhyaksha
Associate Professor of Business Administration
B.A., M.A., University of Bombay, India; Ph.D., Indian Institute of Management, India.

Jerry R. Rank
Professor (Emeritus) of Modern Languages
A.B., Drury College; M.A., Ph.D., University of Wisconsin.

Claude D. Renshaw
Professor (Emeritus) of Business Administration and Economics
B.A., M.B.A., Michigan State University; C.P.A.

Giannina Reyes-Giardiello
Assistant Professor of Modern Languages
B.A., Instituto Tecnologico y de Estudios Superiores de Monterrey; M.A., New Mexico State University; A.B.D., University of Wisconsin.

Marcia Rickard
Associate (Emerita) Professor of Art
B.A., Indiana University; A.M., Ph.D., Brown University.

Michael Robinson
Associate Professor (Emeritus) of Business Administration and Economics
A.B., Indiana University; M.B.A., Loyola University.

John Ruhe
Professor (Emeritus) of Business Administration and Economics
B.A., Valparaiso University; M.B.A., Indiana University; Ph.D., University of Florida.

Terri L. Russ
Assistant Professor of Communication Studies
B.A., Ph.D., Purdue University; J.D., DePaul University.

Leonard Sanchez
Professional Specialist in Social Work
B.A., University of Portland; M.S.W., Arizona State University.

Billy Ray Sandusky
Professor of Art
B.F.A., Indiana University; M.F.A., Tulane University.

Sonalini Kaur Sapra
Assistant Professor of Political Science and Gender and Women’s Studies
B.A., Lady Shri Ram College, Delhi University, India; M.A., University of Warwick, United Kingdom; Ph.D., Vanderbilt University.

Sean Savage
Professor of Political Science
B.A., Assumption College; M.A., Syracuse University; Ph.D., Boston College.

Giannina Reyes-Giardiello
Assistant Professor of Modern Languages
B.A., Instituto Tecnologico y de Estudios Superiores de Monterrey; M.A., New Mexico State University; A.B.D., University of Wisconsin.

Marcia Rickard
Associate (Emerita) Professor of Art
B.A., Indiana University; A.M., Ph.D., Brown University.

Michael Robinson
Associate Professor (Emeritus) of Business Administration and Economics
A.B., Indiana University; M.B.A., Loyola University.

John Ruhe
Professor (Emeritus) of Business Administration and Economics
B.A., Valparaiso University; M.B.A., Indiana University; Ph.D., University of Florida.

Terri L. Russ
Assistant Professor of Communication Studies
B.A., Ph.D., Purdue University; J.D., DePaul University.

Leonard Sanchez
Professional Specialist in Social Work
B.A., University of Portland; M.S.W., Arizona State University.

Billy Ray Sandusky
Professor of Art
B.F.A., Indiana University; M.F.A., Tulane University.

Sonalini Kaur Sapra
Assistant Professor of Political Science and Gender and Women’s Studies
B.A., Lady Shri Ram College, Delhi University, India; M.A., University of Warwick, United Kingdom; Ph.D., Vanderbilt University.

Sean Savage
Professor of Political Science
B.A., Assumption College; M.A., Syracuse University; Ph.D., Boston College.

Patricia A. Sayre
Professor of Philosophy
B.A., Wheaton College; Ph.D., University of Notre Dame.

William N. Shannon III
Associate Professor (Emeritus) of Business Administration and Economics
B.S., Carnegie Institute of Technology; M.B.A., University of Toledo.

John R. Shinners
Professor of Humanistic Studies; Holder of the Bruno P. Schlesinger Chair in Humanistic Studies
B.A., Loyola University New Orleans; M.A., Ph.D., University of Toronto.

Catherine A. Shoupe
Professor (Emerita) of Anthropology
B.A., M.A., Ph.D., Indiana University.

Peter D. Smith
Professor (Emeritus) of Mathematics
A.B., College of the Holy Cross; M.S., United States Naval Postgraduate School; M.S., Michigan State University; Ph.D., University of Wisconsin.

Joanne R. Snow*
Professor of Mathematics
B.A., Loyola College Baltimore; M.S., Ph.D., University of Notre Dame.

Bettina Spencer
Associate Professor of Psychology
B.A., Eugene Lang College; M.A., Ph.D., New School for Social Research.

David R. Stefancic
Professor of History
B.A., Ph.D., University of Wisconsin; M.A., Marquette University.

Rebecca M. Stoddart
Professor of Psychology
B.A., Pennsylvania State University; M.A., Ph.D., Southern Illinois University.

Julie A. Storme
Professor of Modern Languages; Interim Associate Dean of Faculty
B.A., Augustana College; M.A., Ph.D., Northwestern University.

Terri Go Suico
Assistant Professor of Education
B.A., M.A., Vanderbilt University; Ph.D., Boston University.

Katherine Sullivan
Associate Professor of Theatre

Anne Susalla
Associate Professor (Emerita) of Biology
A.B., Madonna College; M.S., University of Detroit; Ph.D., Indiana University.

William L. Svelmoe*
Associate Professor of History; and Co-Director of the Farrell Mentoring Program
B.A., University of California, Irvine; M.Div., Talbot Theological Seminary; M.A., Ph.D., University of Notre Dame.

Sheryl L. Switaj
Lecturer
B.A., University of Notre Dame; M.A., State University of New York at Albany; M.A., University of Southern California.

Umberto Taccheri
Associate Professor of Modern Languages
A.B., University of Rome “La Sapienza”; Ph.D., University of Pennsylvania.

Richard W. Tarara, Jr.
Professor of Physics
B.S., Ph.D., University of Notre Dame.

Laurel Thomas
Associate Professor of Music
B.A., Occidental College; M.M., University of Illinois; D.M.A., The University of Texas.
Mary Lou Tash Thompson  
Assistant Professor (Emerita) of Physical Education  
B.S., Hanover College.

Rhonda Tomenko  
Assistant Professor of Communicative Sciences and Disorders  
B.A., Andrews University;  
Ph.D., James Madison University.

Julie Tourtillo ‘82  
Professor of Art  
B.F.A., Saint Mary's College;  
M.F.A., Cranbrook Academy of Art.

Mary Ann Traxler*  
Professor of Education  
B.A., Ph.D., Michigan State University;  
M.A., Central Michigan University.

George Trey*  
Associate Professor of Philosophy  
B.A., University of Northern Iowa;  
M.A., University of Kansas;  
Ph.D., Loyola University of Chicago.

Nancy Turner  
Professor of Education  
B.S., Bowling Green State University;  
M.S., Youngstown University;  
Ph.D., Andrews University.

Douglas Tyler  
Professor of Art; Coordinator, Film Studies  
B.A., M.A., Michigan State University;  
M.F.A., Cranbrook Academy of Art.

Linnea Vacca  
Assistant Professor (Emerita) of English  
M.A., Ph.D., University of Chicago.

Bogdan Vajiac  
Assistant Professor of Mathematics  
B.S., University of Bucharest, Romania;  
Ph.D., University of Notre Dame.

Karen Van Meter  
Professional Specialist in Education  
B.S., Saint Francis College  
M.S., Indiana University South Bend

Mary Kay Welle  
Assistant Professor of Nursing  
B.A., College of Saint Benedict;  
B.S.N., Indiana University, South Bend;  
M.S.N., Valparaiso University.

Max Westler  
Associate Professor (Emeritus) of English  
B.A., Boston University;  
M.A., Ph.D., Columbia University.

Sylvia Diehl Whitmer  
Associate Professor (Emerita) of Education  
B.S., Purdue University;  
M.S., Indiana University.

JoAnn G. Widerquist  
Associate Professor (Emerita) of Nursing  
B.S.N., Indiana University;  
M.A., Columbia University;  
D.Min., Graduate Theology Foundation.

Susan E. Wiegand  
Librarian  
B.S., Purdue University;  
M.I.S., Indiana University.

Robert L. Williams, Jr.  
Assistant Professor of Business Administration and Economics  
B.S., The Pennsylvania State University;  
M.B.A., The Pennsylvania State University;  
Ph.D., Edinburgh Napier University.

Helen Cartier Withey ‘28  
Associate Professor (Emerita) of Religious Studies  
B.A., M.A., Saint Mary's College.

William H. Youngs  
Assistant Professor of Psychology (Visiting)  
B.A., State University of New York;  
M.A., Ph.D., University of Notre Dame.

Jennifer Zachman*  
Associate Professor of Modern Languages;  
and Co-Director of the Farrell Mentoring Program  
B.A., College of St. Benedict;  
M.A., Ph.D., Pennsylvania State University.

*Department Chair
Founded in 1879, the Alumnae Association of Saint Mary's College, Notre Dame, IN, is the seventh oldest women's college alumnae association in the United States, and the oldest among Catholic colleges for women. Alumnae clubs, the Alumnae Memorial Scholarship, community service projects, networking programs, and reunions are among the many programs organized by the Alumnae Association.

**BOARD OF DIRECTORS**

President  
Karen McNamara Weaver ’91

Vice President  
Kathryn Wiedl Mettler, M.D. ’63

Secretary  
Annette H. Isom ’83

**MEMBERS TO 2014**

Sarah Brown ’05  
Charleston, West Virginia

Dr. Kelly O'Shea Carney ’84  
Coopersburg, Pennsylvania

Cass Rydesky Connor ’60  
Atlanta, Georgia

Linda Kawecki ’79  
Dallas, Texas

Kathryn Wiedl Mettler, M.D. ’63  
Atlanta, Georgia

Geneviève Morrill ’98  
Chicago, Illinois

Dawn Parker Santamaria ’81  
Asbury, New Jersey

Mollie Valencia ’14  
West Melbourne, Florida

Karen McNamara Weaver ’91  
Bettendorf, Iowa

**MEMBERS TO 2015**

Janyce Dunkin Brengel ’78  
Lake Forest, Illinois

Kate Murray Harper ’89  
Lincolnshire, Illinois

Angeline Johnson ’07  
South Bend, Indiana

**MEMBERS TO 2016**

Lisa Maglio Brown ’78  
Moraga, California

Lauren Condon ’06  
Woodridge, Illinois

Annette H. Isom ’83  
Glen Ellyn, Illinois

Sandra A. VanGilder ’76  
New York, New York

**ALUMNAE RELATIONS ADMINISTRATIVE STAFF**

Kelly Cook Lewis ’97  
West Des Moines, Illinois

Angela McDonald-Fisher ’91  
Carmel, Indiana

Priscilla Karle Pilon ’86  
Houston, Texas

Kelly Walsh ’01  
Conshohocken, Pennsylvania

Kara M. O’Leary ’89  
Director of Alumnae Relations

Jessica A. Stuifbergen ’99  
Assistant Director of Alumnae Relations
Directions to campus: From the 80/90 Toll Road take exit 77 (South Bend/Notre Dame) and turn right (south) onto Indiana SR 933 (US 31/33). The first light at The Inn at Saint Mary’s is the north campus entrance (turn right onto Brother Andre Drive/Douglas Road). If you continue straight on SR 933, the next light is the main campus entrance (turn right onto The Avenue).
<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs and First Year Studies</td>
</tr>
<tr>
<td>academic calendar</td>
</tr>
<tr>
<td>academic dismissal</td>
</tr>
<tr>
<td>academic good standing</td>
</tr>
<tr>
<td>academic honesty</td>
</tr>
<tr>
<td>academic load</td>
</tr>
<tr>
<td>academic probation</td>
</tr>
<tr>
<td>academic progress, financial aid</td>
</tr>
<tr>
<td>academic policies and procedures</td>
</tr>
<tr>
<td>accreditation/memberships</td>
</tr>
<tr>
<td>Accelerated Program in Nursing</td>
</tr>
<tr>
<td>adding/dropping a course</td>
</tr>
<tr>
<td>administration</td>
</tr>
<tr>
<td>Admission</td>
</tr>
<tr>
<td>advanced placement</td>
</tr>
<tr>
<td>modern languages</td>
</tr>
<tr>
<td>advising (Office of Academic Affairs and First Year Studies)</td>
</tr>
<tr>
<td>Alumnae Association</td>
</tr>
<tr>
<td>Alumnae Resource Network</td>
</tr>
<tr>
<td>Angela Athletic Facility</td>
</tr>
<tr>
<td>Annunciata Hall</td>
</tr>
<tr>
<td>Anthropology</td>
</tr>
<tr>
<td>courses (ANTH)</td>
</tr>
<tr>
<td>minor</td>
</tr>
<tr>
<td>appeal procedures</td>
</tr>
<tr>
<td>Art Department</td>
</tr>
<tr>
<td>courses (ART)</td>
</tr>
<tr>
<td>majors/minors</td>
</tr>
<tr>
<td>athletics</td>
</tr>
<tr>
<td>attendance/absence</td>
</tr>
<tr>
<td>audit</td>
</tr>
<tr>
<td>Biology Department</td>
</tr>
<tr>
<td>courses (BIO)</td>
</tr>
<tr>
<td>majors/minor</td>
</tr>
<tr>
<td>Board of Trustees</td>
</tr>
<tr>
<td>Business Administration and Economics Department</td>
</tr>
<tr>
<td>courses (BUAD)</td>
</tr>
<tr>
<td>courses (ECON)</td>
</tr>
<tr>
<td>majors/minors</td>
</tr>
<tr>
<td>campus and buildings</td>
</tr>
<tr>
<td>campus life</td>
</tr>
<tr>
<td>campus map</td>
</tr>
<tr>
<td>Campus Ministry</td>
</tr>
<tr>
<td>Career Crossings office</td>
</tr>
<tr>
<td>Center for Academic Innovation</td>
</tr>
<tr>
<td>Center for Women's Intercultural Leadership</td>
</tr>
<tr>
<td>Center for Spirituality</td>
</tr>
<tr>
<td>Chemistry &amp; Physics Department</td>
</tr>
<tr>
<td>courses (CHEM)</td>
</tr>
<tr>
<td>courses (PHYS)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>classification of students</td>
</tr>
<tr>
<td>College degree requirements</td>
</tr>
<tr>
<td>College Honors and Awards</td>
</tr>
<tr>
<td>Communication Studies, Dance and Theatre</td>
</tr>
<tr>
<td>and Theatre</td>
</tr>
<tr>
<td>courses (COMM)</td>
</tr>
<tr>
<td>courses (DANC)</td>
</tr>
<tr>
<td>major/minors</td>
</tr>
<tr>
<td>Communicative Sciences and Disorders</td>
</tr>
<tr>
<td>courses (CSD)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>Computer Science</td>
</tr>
<tr>
<td>courses (CPSC)</td>
</tr>
<tr>
<td>minor</td>
</tr>
<tr>
<td>continuing education</td>
</tr>
<tr>
<td>course numbering</td>
</tr>
<tr>
<td>Dalloway's Coffeehouse</td>
</tr>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>courses (DANC)</td>
</tr>
<tr>
<td>minor</td>
</tr>
<tr>
<td>dean's list</td>
</tr>
<tr>
<td>declaration of major/minor</td>
</tr>
<tr>
<td>deferred admission</td>
</tr>
<tr>
<td>degrees/majors</td>
</tr>
<tr>
<td>degree/graduation requirements</td>
</tr>
<tr>
<td>department awards</td>
</tr>
<tr>
<td>deposits</td>
</tr>
<tr>
<td>Disabilities Resource Office</td>
</tr>
<tr>
<td>Division for Mission</td>
</tr>
<tr>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>early admission</td>
</tr>
<tr>
<td>early decision program</td>
</tr>
<tr>
<td>Code</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>courses (ECON)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>Education Department</td>
</tr>
<tr>
<td>courses (EDUC)</td>
</tr>
<tr>
<td>major/minor/certifications</td>
</tr>
<tr>
<td>engineering</td>
</tr>
<tr>
<td>cooperative program</td>
</tr>
<tr>
<td>English Department</td>
</tr>
<tr>
<td>English Language School</td>
</tr>
<tr>
<td>English Literature</td>
</tr>
<tr>
<td>courses (ENLT)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>English Writing</td>
</tr>
<tr>
<td>courses (ENWR)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>Environmental Studies Program</td>
</tr>
<tr>
<td>minor</td>
</tr>
<tr>
<td>examinations</td>
</tr>
<tr>
<td>faculty</td>
</tr>
<tr>
<td>fees</td>
</tr>
<tr>
<td>Film Studies Program</td>
</tr>
<tr>
<td>Financial Aid</td>
</tr>
<tr>
<td>financial information</td>
</tr>
<tr>
<td>Four Year Graduation Promise</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>Gender and Women's Studies</td>
</tr>
<tr>
<td>courses (GWS)</td>
</tr>
<tr>
<td>minor</td>
</tr>
<tr>
<td>General Education Program</td>
</tr>
<tr>
<td>(See Sophia Program)</td>
</tr>
<tr>
<td>German</td>
</tr>
<tr>
<td>courses (MLGR)</td>
</tr>
<tr>
<td>Gerontology Program</td>
</tr>
<tr>
<td>courses</td>
</tr>
<tr>
<td>Global Studies</td>
</tr>
<tr>
<td>courses (GLST)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>grade point average</td>
</tr>
<tr>
<td>grade reports</td>
</tr>
<tr>
<td>grade scale</td>
</tr>
<tr>
<td>graduation rate</td>
</tr>
<tr>
<td>graduation requirements</td>
</tr>
<tr>
<td>graduation with honors</td>
</tr>
<tr>
<td>grants and scholarships</td>
</tr>
<tr>
<td>guide to correspondence and communication</td>
</tr>
<tr>
<td>Haggar College Center</td>
</tr>
<tr>
<td>Havican Hall</td>
</tr>
<tr>
<td>History Department</td>
</tr>
<tr>
<td>courses (HIST)</td>
</tr>
<tr>
<td>majors/minors</td>
</tr>
<tr>
<td>history of the College</td>
</tr>
<tr>
<td>Holy Cross Hall</td>
</tr>
<tr>
<td>honors</td>
</tr>
<tr>
<td>Humanistic Studies Department</td>
</tr>
<tr>
<td>courses (HUST)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>incomplete</td>
</tr>
<tr>
<td>Independent Study/Internships</td>
</tr>
<tr>
<td>information, general</td>
</tr>
<tr>
<td>Information Technology</td>
</tr>
<tr>
<td>international programs</td>
</tr>
<tr>
<td>international student, admission</td>
</tr>
<tr>
<td>international student scholarship</td>
</tr>
<tr>
<td>intercollegiate athletics</td>
</tr>
<tr>
<td>Intercultural Studies Program</td>
</tr>
<tr>
<td>courses (ICS)</td>
</tr>
<tr>
<td>minor</td>
</tr>
<tr>
<td>Italian</td>
</tr>
<tr>
<td>courses (MLIT)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>Justice Education Program</td>
</tr>
<tr>
<td>courses (JUST)</td>
</tr>
<tr>
<td>minor</td>
</tr>
<tr>
<td>Le Mans Hall</td>
</tr>
<tr>
<td>Library, Cushaj-Leighton</td>
</tr>
<tr>
<td>Madeleva Memorial Classroom</td>
</tr>
<tr>
<td>Building</td>
</tr>
<tr>
<td>majors</td>
</tr>
<tr>
<td>Mathematics Department</td>
</tr>
<tr>
<td>courses (MATH)</td>
</tr>
<tr>
<td>majors/minors</td>
</tr>
<tr>
<td>mid-semester deficiency</td>
</tr>
<tr>
<td>minors, guidelines for optional</td>
</tr>
<tr>
<td>Mission Statement</td>
</tr>
<tr>
<td>Modern Languages Department</td>
</tr>
<tr>
<td>Modern Language courses (MODL)</td>
</tr>
<tr>
<td>Arabic courses (MLAR)</td>
</tr>
<tr>
<td>Chinese courses (MLCH)</td>
</tr>
<tr>
<td>French courses (MLFR)</td>
</tr>
<tr>
<td>German courses (MLGR)</td>
</tr>
<tr>
<td>Italian courses (MLIT)</td>
</tr>
<tr>
<td>Spanish courses (MLSP)</td>
</tr>
<tr>
<td>major/minors</td>
</tr>
<tr>
<td>Multicultural Services, Office of</td>
</tr>
<tr>
<td>Music Department</td>
</tr>
<tr>
<td>courses (MUS)</td>
</tr>
<tr>
<td>majors/minor</td>
</tr>
<tr>
<td>Noble Family Dining Hall</td>
</tr>
<tr>
<td>non-degree seeking students, admission</td>
</tr>
<tr>
<td>Northern Indiana Consortium</td>
</tr>
<tr>
<td>Portland Co-Exchange Program</td>
</tr>
<tr>
<td>Nursing Department</td>
</tr>
<tr>
<td>accelerated program</td>
</tr>
<tr>
<td>courses (NURS)</td>
</tr>
<tr>
<td>major</td>
</tr>
<tr>
<td>Office for Civic and Social Engagement</td>
</tr>
<tr>
<td>Officers of the College</td>
</tr>
<tr>
<td>OPUS Hall</td>
</tr>
<tr>
<td>pass/fail</td>
</tr>
<tr>
<td>permanent record</td>
</tr>
<tr>
<td>Philosophy Department</td>
</tr>
<tr>
<td>courses (PHIL)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>Physical Education Department</td>
</tr>
<tr>
<td>Italian</td>
</tr>
<tr>
<td>courses (PHYS)</td>
</tr>
<tr>
<td>Political Science Department</td>
</tr>
<tr>
<td>courses (POSC)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>pre-professional advising</td>
</tr>
<tr>
<td>probation and suspension, financial aid</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>courses (PSYC)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>readmission</td>
</tr>
<tr>
<td>recreational facilities</td>
</tr>
<tr>
<td>recreation program</td>
</tr>
<tr>
<td>refund policy</td>
</tr>
<tr>
<td>Regina Hall</td>
</tr>
<tr>
<td>registration</td>
</tr>
<tr>
<td>Religious Studies Department</td>
</tr>
<tr>
<td>courses (RLST)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>repeated course</td>
</tr>
<tr>
<td>Residence Hall Life</td>
</tr>
<tr>
<td>residence halls</td>
</tr>
<tr>
<td>Residence Hall Association</td>
</tr>
<tr>
<td>residency requirement</td>
</tr>
<tr>
<td>Rome Program</td>
</tr>
<tr>
<td>ROTC scholarships</td>
</tr>
<tr>
<td>Safety and Security</td>
</tr>
<tr>
<td>scholarships</td>
</tr>
<tr>
<td>Science Hall</td>
</tr>
<tr>
<td>second degree</td>
</tr>
<tr>
<td>second major</td>
</tr>
<tr>
<td>secondary education</td>
</tr>
<tr>
<td>semester break programs</td>
</tr>
<tr>
<td>senior comprehensive</td>
</tr>
<tr>
<td>Social Work Department</td>
</tr>
<tr>
<td>courses (SW)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>Sociology Department</td>
</tr>
<tr>
<td>courses (SOC)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>Sophie Program</td>
</tr>
<tr>
<td>Learning Outcome 1</td>
</tr>
<tr>
<td>Learning Outcome 2</td>
</tr>
<tr>
<td>Learning Outcome 3</td>
</tr>
<tr>
<td>summary</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>courses (MLSP)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>Spec Unica Hall</td>
</tr>
<tr>
<td>Statement of Philosophy and Purpose</td>
</tr>
<tr>
<td>Student Center</td>
</tr>
<tr>
<td>student-designed major</td>
</tr>
<tr>
<td>student involvement</td>
</tr>
<tr>
<td>student success program</td>
</tr>
<tr>
<td>Summer session</td>
</tr>
<tr>
<td>Summer study abroad</td>
</tr>
<tr>
<td>teacher certification</td>
</tr>
<tr>
<td>Theatre</td>
</tr>
<tr>
<td>courses (THTR)</td>
</tr>
<tr>
<td>major/minor</td>
</tr>
<tr>
<td>transcripts</td>
</tr>
<tr>
<td>transfer credit</td>
</tr>
<tr>
<td>transfer students, admission</td>
</tr>
<tr>
<td>tuition/room and board</td>
</tr>
<tr>
<td>valedictorian</td>
</tr>
<tr>
<td>Vanguard Honors Program</td>
</tr>
<tr>
<td>visual arts and music education</td>
</tr>
<tr>
<td>Washington Semester Program</td>
</tr>
<tr>
<td>withdrawal from the College</td>
</tr>
<tr>
<td>withdrawal from a course</td>
</tr>
<tr>
<td>Women's Health</td>
</tr>
<tr>
<td>writing proficiency requirement</td>
</tr>
<tr>
<td>writing requirement/major</td>
</tr>
</tbody>
</table>