Guide to Correspondence and Communication

Saint 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

Senior Vice President and Dean of Faculty, Patricia Ann Fleming

• Associate Dean of Faculty, Joseph Incandela
• Academic Advising, Susan Vanek ’70
• Center for Women’s Intercultural Leadership, Elaine Meyer-Lee
• Career Crossings Office, Stacie Jeffirs
• Cushwa-Leighton Library, Janet Fore
• Faculty Development, Laura Haigwood
• Global Education, Alice Young
• Information Technology, Janice Thomasson
• Records and Registration, Todd Norris
• Student Success, Diane Fox

Vice President for College Relations, Shari M. Rodriguez

• Alumnae Relations, Kara O’Leary ’89
• Advancement Services, Laura Brandenburg
• Annual Fund, Heather Frey
• Development, Libby Gray
• Donor Relations, Adaline Cashore ’70
• Marketing Services, Ken Lavery
• Planned/Special Gifts, Jo Ann MacKenzie ’69
• Public Relations, Gwen O’Brien
• Special Events, Richard Baxter

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, Richard A. Speller

• Student Accounts, Shannon Buchmann

Vice President for Mission, Sister Veronique Wiedower, CSC, ’70

• Campus Ministry, Judith Fean
• Center for Spirituality, Sister Kathleen J. Dolphin, PBVM
• Office for Civic and Social Engagement, Carolyne Call

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, Catherine DeCleene

Table of Contents

Calendar / 4–5
General Information / 6–10
Campus and Buildings / 11–14
Admission / 15–20
Campus Life / 21–26
Financial Information / 27–29
Financial Aid / 31–46
Academic Life / 47–68
Academic Degree & Graduation Requirements / 69–75
Courses of Study / 77–293
Board of Trustees / Officers of the College / 295
Administration / 296–298
Faculty / 299–310
Alumnae Association / 311
Campus Map / 312–313
Index / 315–317

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, 2011 may be directed to registrar@saintmarys.edu.
2011–2012 Academic Calendar

**FALL SEMESTER 2011**

- **August 18–20**  Thur–Sat  Orientation and counseling for all new students
- **August 20**  Saturday  Celebration of Eucharist for new student orientation
- **August 21–28**  Sun–Sun  Enrollment for all students
- **August 22**  Monday  Classes begin at 8:00 a.m.
- **August 31**  Wednesday  Last day to add classes
- **September 23**  Friday  Last day to drop classes
- **October 18**  Tuesday  Mid-semester Deficiency Reports due in PRISM by 8:00 a.m.
- **October 15–23**  Sat–Sun  Mid-semester break
- **October 24**  Monday  Classes resume at 8:00 a.m./Advance registration begins
- **November 14**  Monday  Pre-registration for spring 2012 begins
- **November 23–27**  Wed–Sun  Thanksgiving Holiday
- **November 28**  Monday  Classes resume at 8:00 a.m.
- **December 8**  Wednesday  Last class day
- **December 9–11**  Fri–Sun  Study days (no examinations)
- **December 12–16**  Mon–Fri  Final examinations
- **December 19**  Monday  ND student grades due to SMC registrar 12:00 noon
- **December 20**  Tuesday  All grades due in PRISM by 12:00 noon

**SPRING SEMESTER 2012**

- **January 15**  Sunday  New Student Orientation (afternoon)
- **January 15–22**  Sun–Sun  Enrollment for all students
- **January 16**  Monday  Classes begin at 8:00 a.m.
- **January 25**  Wednesday  Last day to add classes
- **February 17**  Friday  Last day to drop classes
- **March 1**  Monday  Deadline for 2012–13 Financial Aid application
- **March 10–18**  Sat–Sun  Mid-semester break
- **March 13**  Tuesday  Mid-semester Deficiency Reports due in PRISM by 8:00 a.m.
- **March 19**  Monday  Classes resume at 8:00 a.m./Advance registration begins
- **April 6–9**  Fri–Mon  Easter Holiday
- **April 10**  Tuesday  Classes resume at 8:00 a.m.
- **April 16**  Monday  Pre-registration for fall semester 2012 begins
- **May 3**  Thursday  Last class day
- **May 4–6**  Fri–Sun  Study days (no examinations)
- **May 6**  Sunday  Convocation
- **May 7–11**  Mon–Fri  Final examinations
- **May 14**  Monday  ND grades due to SMC registrar by 12:00 noon
- **May 15**  Tuesday  All grades due in PRISM by 12:00 noon
- **May 19**  Saturday  Commencement

2012–2013 Academic Calendar

**FALL SEMESTER 2012**

- **August 16–18**  Thur–Sat  Orientation and counseling for all new students
- **August 18**  Saturday  Celebration of Eucharist for new student orientation
- **August 19–26**  Sun–Sun  Enrollment for all students
- **August 20**  Monday  Classes begin at 8:00 a.m.
- **August 29**  Wednesday  Last day to add classes
- **September 21**  Friday  Last day to drop classes
- **October 16**  Tuesday  Mid-semester Deficiency Reports due in PRISM by 8:00 a.m.
- **October 13–21**  Sat–Sun  Mid-semester break
- **October 22**  Monday  Classes resume at 8:00 a.m./Advance registration begins
- **November 12**  Monday  Pre-registration for spring 2013 begins
- **November 13–21**  Wed–Sun  Thanksgiving Holiday
- **November 26**  Monday  Classes resume at 8:00 a.m.
- **December 23**  Monday  Last class day
- **December 27**  Friday  Study days (no examinations)
- **December 28**  Monday  Final examinations
- **December 31**  Monday  ND student grades due to SMC registrar 12:00 noon
- **January 1**  Tuesday  All grades due in PRISM by 12:00 noon

**SPRING SEMESTER 2013**

- **January 13**  Sunday  New Student Orientation (afternoon)
- **January 13–20**  Sun–Sun  Enrollment for all students
- **January 14**  Monday  Classes begin at 8:00 a.m.
- **January 23**  Wednesday  Last day to add classes
- **February 15**  Friday  Last day to drop classes
- **March 1**  Tuesday  Deadline for 2013–14 Financial Aid application
- **March 12**  Tuesday  Mid-semester break
- **March 18**  Monday  Mid-semester Deficiency Reports due in PRISM by 8:00 a.m.
- **March 20–April 1**  Fri–Mon  Classes resume at 8:00 a.m./Advance registration begins
- **April 2**  Tuesday  Easter Holiday
- **April 15**  Monday  Pre-registration for fall semester 2013 begins
- **May 2**  Thursday  Last class day
- **May 3–5**  Fri–Sun  Study days (no examinations)
- **May 5**  Sunday  Convocation
- **May 6–10**  Mon–Fri  Final examinations
- **May 13**  Monday  ND grades due to SMC registrar by 12:00 noon
- **May 14**  Tuesday  All grades due in PRISM by 12:00 noon
- **May 18**  Saturday  Commencement

Dates for semesters beyond the 2011—2012 academic year are provided for reference and should be considered tentative.
Welcome!

Whether you are a prospective student considering Saint Mary’s College or a current student charting the course of your academic future, the 2011–2012 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 College 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 cocurricular 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)
- Council on Social Work Education (CSWE)
- Indiana Professional Standards Board
- Indiana State Board of Nursing
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Music (NASM)
- National Council for Accreditation of Teacher Education (NCATE)
- National League for Nursing Accreditation Commission, Inc. (NLNC)
- American Association for Higher Education (AAHE)
- National Association of Colleges for Teacher Education (AACTE)
- Association of American Colleges and Universities (AAC&U)
- Association of Catholic College and Universities (ACCU)
- Campus Compact
- College Board
- Council of Independent Colleges (CIC)
- Indiana Campus Compact (ICC)
- Indiana Professional Standards Board
- Michigan Intercollegiate Athletic Association (MIAA)
- National Association of Independent Colleges and Universities (NAICU)
- National Catholic Education Association (NCEA)
- National Collegiate Athletic Association (NCAA)
- Women's College Coalition (WCC)

MEMBERSHIPS

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

- American Association of Colleges for Teacher Education (AACTE)
- American Chemical Society (list of approved schools)
- Association of American Colleges and Universities (AAC&U)
- Association of Catholic College and Universities (ACCU)
- Campus Compact
- College Board
- Council of Independent Colleges (CIC)
- Indiana Campus Compact (ICC)
- Indiana Professional Standards Board
- Michigan Intercollegiate Athletic Association (MIAA)
- National Association of Independent Colleges and Universities (NAICU)
- National Catholic Education Association (NCEA)
- National Collegiate Athletic Association (NCAA)
- Women's College Coalition (WCC)

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 e-mail.

Students living in residence halls have access to the campus network and the Internet via ResNet which provides two high-speed network connections for each room occupant and one cable television connection for each residence room or suite. ResNet staff give basic assistance to students who are having problems with their personal computers. Students can connect to our wireless network, “BelleAire,” in many areas across campus.

Technology classrooms and computer clusters are available in the academic buildings across campus equipped with laser printers and over 150 Macintosh and Windows computers. Additional computer clusters are available in the residence halls. The Trumper Computer Center, located in the lower-level of the Cushwa-Leighton Library, and all of the residence hall computer clusters have 24-hour access while classes are in session.

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

The Huisking Instructional Technology Resource Center (ITRC) provides consulting services and support for students and faculty who wish to use technology. The Huisking ITRC is located in the lower-level of the Cushwa-Leighton Library near the Trumper Computer Center.

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 website 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 76 percent. The complete IPEDS Graduation Rate Survey may be found in the Office of Institutional Research.

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**, an award-winning recreation and athletic facility, houses 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 21.

**Cushwa-Leighton Library** 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** includes multipurpose rooms, a ballroom (Welsh Parlor), offices for Information Technology, Marketing Communications, Advancement Services, and Research and Development.
The Student Center provides a common meeting place for students, faculty, and staff and encourages participation in curricular activities to promote spiritual, personal, social, and educational growth. The center includes the Vander Vennet Theatre, a student lounge, cyber cafe and convenience store, 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 area 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 was once the primary building on campus, 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 quints.

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 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 2004 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 sundeck. Opus Hall apartments provide senior students independent living with the benefits of being off campus while remaining close to campus events and activities.

Havican Hall was built as a model “campus school” to serve 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, in addition to serving as the largest residence hall on campus, houses many administrative offices at Saint Mary’s: Admission Office, Alumnae Relations, Business, College Relations, the Counseling Center, Development, Financial Aid, Academic Affairs and First Year Studies, Institutional Research, Offices of the President, Senior Vice President and Dean of Faculty, Vice President for College Relations, Vice President of Enrollment Management, Vice President of Mission and Vice President of Student Affairs, Registrar, Residence Life and Housing, Student Accounts, and the Writing Center.

Madeleva Memorial Classroom Building contains classrooms, high-tech computer labs and classrooms, private faculty offices, faculty and student lounges, the Departments of Mathematics and Education, the Academic Resource Center (ARC), the College Archives, and Carroll Auditorium, a 350-seat lecture hall. The recently renovated building memorializes Sister M. Madeleva Wolff, CSC, president of Saint Mary’s College from 1934–1961.

Moreau Center for the Arts 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 practice rooms, classrooms, high-tech classrooms, art studios, an arts computer 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 continental seating for 1,300 and is used for a myriad of cultural events throughout the year including lectures, ballets, musicals, 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 Hammers, 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 is a residence hall and also accommodates the Department of Modern Languages, the Intercultural Studies Program, and Campus Ministry as well as classrooms, a high-tech computer laboratory, a language laboratory, a video laboratory, a projection room, conference rooms, a theatre classroom, and a dance studio.

The Science Hall is an 97,149 square-foot structure provides classrooms, 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, the new 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, History, Humanistic Studies, Philosophy, Political Science, Psychology and Communicative Disorders, Religious Studies, Social Work, and Sociology, the Anthropology Program and the Interdisciplinary Programs of Environmental Studies, Gerontology, Justice Education and Women’s Studies. Students can socialize and study in the many open lounge areas or the cafe. The reflection room located on the second floor provides a beautiful reflective space for students.
Saint Mary’s College does not discriminate on the basis of race, color, national origin, religion, age, 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 can demonstrate academic achievement and want to contribute to the life and vitality 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. Students are encouraged to complete the Common Application at commonapp.org.
- A nonrefundable fee of $30.
- An official transcript of completed high school work. The high school transcript should be accompanied by an explanation of the grading system, including the cumulative class rank, if available, and a list of the courses in progress during the current year.
- One recommendation from 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 a file’s 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
Highly qualified 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.

Regina Hall with its north and south wings, houses 280 students and is comprised of singles, doubles and quads. Regina residents enjoy access to a chapel, two large student lounges with adjacent courtyards, the Department of Modern Languages, a theatre classroom, the dance studio, and classrooms.

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 was funded by the Parents Council and is located in the Clubhouse on Madeleva Drive.
Applications received after November 15 will be transferred into the regular admission program. On rare occasions, after credential review, 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 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 (beginning with Algebra I)
• 2 units of laboratory science
• 2 units of history or social science

The remaining required units should consist of three additional units in the above listed subjects. 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, American Sign Language, art and music.

**HOME-SCHOoled STUDENTS**

Home-schooled students are required to present equivalent evidence of completion of the aforementioned 16 academic units and submit the requirements listed on page 1. Home-schooled students are encouraged to apply for admission and should contact the Office of Admission for additional details.

**TESTING REQUIREMENTS**

Saint Mary's **SAT code is 1702** and **ACT code is 1244**.

Saint Mary's requires test results from either the SAT or the ACT with the optional Writing Test. Taking the ACT Writing Test involves an additional fee. For students taking both the SAT and the ACT, the optional ACT Writing test will not be necessary. Writing samples from these tests may be reviewed by the Admission Committee but will not take the place of the required essay.

**ADVANCED PLACEMENT**

Saint Mary's College may award credit or exemption from college requirements for successful results of College Board SAT Subject Tests, Advanced Placement Examinations, the College Level Examination Program (CLEP) or higher level International Baccalaureate courses. The scores must be submitted in advance of preregistration, and must meet or exceed the minimum score as established by the appropriate department. 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 5th semester grades are submitted and reviewed.

**DEFERRED ADMISSION**

Upon request, Saint Mary's may grant deferred admission to candidates accepted in the normal application process. Students who defer admission and complete college-level courses between the time of acceptance and enrollment must reapply for admission.

**STUDENT SUCCESS PROGRAM**

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.

**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 be in good standing at the last college attended or the one they are currently attending. Applicants are expected to:

• have earned a minimum cumulative GPA of 3.0 (on a 4.0 scale) in transferable work while attending full time, or
• have completed their most recent two semesters carrying at least 12 semester hours of transferable work, and earned a minimum GPA of 3.0.

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. Students are encouraged to complete the Common Application at commonapp.org.
• A nonrefundable fee of $30.
• 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 have completed fewer than the equivalent of 30 semester hours.

• 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 acceptance 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 and which are still needed to complete their degrees.

All transfer students must complete the College requirements for the degree outlined beginning on page 39.

ADMISSION OF INTERNATIONAL STUDENTS
Saint Mary's College welcomes 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 are encouraged to 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 completed Certification of Finances Form (not used to determine admission).

• The scores from the Test of English as a Foreign Language (TOEFL) or the SAT. Students whose native language is not English must take the TOEFL. Information on TOEFL test dates and centers may be obtained on the TOEFL web site at toefl.org. Saint Mary's TOEFL and SAT code is 1702. SAT information is available on The College Board web site at collegeboard.com.

• An essay.

If the applicant wishes to be considered for need-based financial assistance, the candidate and her parents should complete the CSS 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 admission to the college 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.

ADMISSION TO THE ACCELERATED OPTION PROGRAM IN NURSING
Applicants for the Accelerated Option Program in Nursing should apply by February 15 for the program beginning in May. Late applications are welcome if space is available. The following items are needed for a file to be considered complete:

• An Accelerated Option Program in Nursing application form.

• A nonrefundable fee of $30 (waived for students who have previously applied to or attended Saint Mary's College).

• Proof of a baccalaureate degree from a regionally accredited institution of higher learning.

• Official transcripts of college work and catalogs or course descriptions from each institution attended, showing a minimum GPA of 2.75 on a 4.0 scale in the prerequisite science courses.

• Two letters of reference, one from a faculty member at the previous academic program, and one from either an academic institution or a place of employment.

• An essay explaining reasons for changing careers and choosing nursing as a major.

Individuals may apply prior to completing prerequisite course work; however, the prerequisites must be completed before registration. For additional information, students interested in the Accelerated Program in Nursing should contact the Office of Admission. Admission to the Accelerated Option Program in Nursing is competitive and the program is limited to eight participants each year.

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 a part-time or a full-time load as special students. By special arrangements, non-degree seeking women students may apply for campus housing.

REINSTATEMENT
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.
Saint Mary’s College offers students outstanding programs and services. As a women’s college and as a Christian community, Saint Mary’s offers women unique opportunities for leadership and individual growth and development. As a part of the Saint Mary’s–Notre Dame community, the College also offers women the advantages of a co-educational environment.

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 NCAD Division III sports. These sports are volleyball, soccer, golf, tennis, basketball, cross country, softball and swimming.

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/womens-health#contact us.

MULTICULTURAL SERVICES AND STUDENT PROGRAMS
Multicultural Services and Student Programs (MSSP) supports the College’s mission of responding to the complex challenges of the contemporary world by creating an inclusive campus environment with equitable opportunities for all students.

We provide services and programs that address both the academic and personal needs of underrepresented students, as well as promote educational opportunities for the entire campus community.

Education
- Provide educational programs and services dealing with diversity issues both nationally and internationally.
- Maintain a resource library of scholarship information, novels, art, music, biographies, reference books, periodicals, documentaries, and culturally diverse movies and literature on multicultural education.
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. 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 residential environment supports and enhances the formal educational experience while teaching valuable life skills. The department works cooperatively with the Residence Hall 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 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 residence hall based on availability and academic year. Students 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 for special circumstances. 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. 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 residential environment supports and enhances the formal educational experience while teaching valuable life skills. The department works cooperatively with the Residence Hall 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 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 residence hall based on availability and academic year. Students 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 for special circumstances. 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.
residential space by the Office of Residence Life while upper-class students may select their own rooms and roommates in subsequent years.

STUDENT INVOLVEMENT
The Office of Student Involvement helps students explore their leadership potential by creating a strong foundation of ethical behavior. Involvement in co-curricular activities provides the opportunity for students to apply skills learned in the classroom.

The acceptance of leadership responsibility enables students to improve skills in decision-making, organization, motivation, group dynamics, and critical thinking while acquiring self-confidence in her ability to be innovative leaders at Saint Mary’s and beyond. A variety of organizations and activities are available to students, both at Saint Mary’s and the University of Notre Dame. The wide range of student leadership opportunities 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.

Saint Mary’s College is dedicated to helping all students develop the skills necessary to put commitments into action and to develop an understanding of the way in which leadership can be a shared responsibility of all members of the community and a particular vocation of many. Leadership development at Saint Mary’s is not something that they even develop themselves, but it is a process that creates a new understanding of leadership which ties leadership and action together.

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 (OSCE), the campus service organization.

Campus Ministry
The mission of Campus Ministry fosters the call to community where freedom and fullness of life are celebrated through word, sacrament, service, and action for justice. Its role is to challenge all members of the College community as we seek to deepen our faith and respond to the demands of the gospel in contemporary society.

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 celebration of the eucharist, reconciliation, and monthly prayer services such as Taize Prayer, Interfaith Prayer or Evening Prayer. In addition to these prayer opportunities, the department offers the processes of Christian Initiation, liturgical ministry formation, peer ministry formation, small faith groups, Bible Study, retreats, spiritual guidance and educational programs, such as Theology on Fire and a Catholicism Series. Campus Ministers are available to assist the residence life staff to enhance the spiritual life and building of community with the students, as well as respond pastorally in the event of an emergency. The Lay Ministry Certification Program, in collaboration with the Religious Studies Department, offers further education and practical experience for those interested in pursuing ministry. (See also: Religious Studies Department, page 271.)

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 OCSE is a campus center for information on volunteer service, service-learning, and community engagement. Rooted in a commitment to social responsibility, the office provides opportunities to become active in various local agencies serving women and children, the homeless, refugees and immigrants, and others. The OCSE is also home to the College Academy of Tutoring Program (CAT) which provides tutors from the college to local Title 1 public schools in need. Further, resources for faculty are provided for incorporating service into the curriculum. Through all of its programs, the office encourages faithful and compassionate response to those in need and facilitates reflection on the impact and challenge of service.
Financial Information

TUITION, ROOM AND BOARD, FEES
All tuition, room and board, and fee information is for the 2011–12 academic year. Specific information regarding these costs for the 2012–2013 academic year will not be available until May 2012.

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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (per semester)</td>
<td>$15,650</td>
</tr>
<tr>
<td>Part-time (per semester hour)</td>
<td>$1,240</td>
</tr>
<tr>
<td>Room and Board (per semester)</td>
<td>$3,930–$5,930</td>
</tr>
<tr>
<td>Technology Fee (per semester)</td>
<td>$160</td>
</tr>
<tr>
<td>Facilities Fee (per semester)</td>
<td>$110</td>
</tr>
<tr>
<td>Student Government Fee (per semester)</td>
<td>$80</td>
</tr>
<tr>
<td>Matriculation (first application)</td>
<td>$30</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Late Enrollment Fee</td>
<td>$75</td>
</tr>
<tr>
<td>Special Course Fees Per Semester</td>
<td></td>
</tr>
<tr>
<td>Education, Supervised Teaching (payable prior to being assigned to a class)</td>
<td>$120</td>
</tr>
<tr>
<td>Elementary and Secondary</td>
<td></td>
</tr>
<tr>
<td>Music:</td>
<td></td>
</tr>
<tr>
<td>Private Voice or Instrument—one hour</td>
<td>$400</td>
</tr>
<tr>
<td>Private Voice or Instrument—one-half hour</td>
<td>$240</td>
</tr>
<tr>
<td>Nursing:</td>
<td></td>
</tr>
<tr>
<td>NURS 224 Essentials of Nursing Practice</td>
<td>$300</td>
</tr>
<tr>
<td>Testing Fees (begins second semester of sophomore year)</td>
<td>$90</td>
</tr>
<tr>
<td>Social Work:</td>
<td></td>
</tr>
<tr>
<td>Field Practicum I</td>
<td>$10/credit hour</td>
</tr>
<tr>
<td>Field Practicum II</td>
<td>$10/credit hour</td>
</tr>
</tbody>
</table>

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 61.
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 73.

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 to a student who had been living in emergency housing on campus. If the room is re-rented, a pro rate 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.

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%

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 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 First Year Studies and Academic Affairs.

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.
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 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 “Quick Links” from the box in the upper right corner, then click on “PRISM Login.”

CRITERIA FOR FEDERAL AID ELIGIBILITY
- Matriculate at Saint Mary’s College in a degree-seeking program.
- Possess one of the following: high school diploma or a General Education Development (GED) certificate, pass a test approved by the U.S. Department of Education, meet other standards your state establishes that the Department approves, or complete a high school education in a home school setting that is treated as such under state law.
- Be a U.S. citizen, permanent resident or eligible noncitizen.
- Have a valid Social Security Number (unless the student is from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau).
- Maintain satisfactory academic progress as defined in this bulletin.
- Not be in default on a federal student loan and/or not owe money on a federal student grant.
- Certify that federal student aid will be used only for educational purposes.

HOW TO APPLY FOR AID
To apply for federal and state financial assistance, a student and her family must annually file the Free Application for Federal Student Aid (FAFSA). To receive consideration for Saint Mary’s College need-based grant assistance, the student and her family must also complete the CSS Financial Aid PROFILE each year. Note that there is a fee to complete the PROFILE. The FAFSA and PROFILE may be completed via the internet. The Saint Mary’s College web site (saintmarys.edu/tuition) includes links to these web sites. The applications should be submitted to the processing centers before March 1 in order to receive priority consideration. Indiana residents need to be sure they complete the FAFSA each year no later than March 10 in order to be considered for aid from the State of Indiana.

FINANCIAL AID DEADLINES
Because certain aid programs have limited funding, students who do not meet the following deadlines may see a reduction in the amount of their need-based assistance from Saint Mary’s College.

March 1 Deadline for students to submit both the PROFILE and the FAFSA aid applications for the following school year. Note that Indiana residents who complete their aid applications after March 10 will not be eligible for Indiana state grants, and Saint Mary’s College does not replace lost state grants.

April 30 Deadline for students who are selected for verification review to submit the required verification documents.

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.

<table>
<thead>
<tr>
<th>Cost to Attend Saint Mary’s College</th>
<th>minus Expected Family Contribution</th>
<th>Financial Need</th>
</tr>
</thead>
</table>

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.

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 Stafford 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 Perkins loan funds will be credited to student accounts seven days before the semester begins, provided the student has completed all the necessary paperwork by that date. Stafford, Parent PLUS, and Alternative loan funds will be scheduled to disburse one week after classes begin, provided the borrower has completed all the necessary paperwork prior to 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: a signed copy of the parents' federal income tax return including all schedules, copies of the parents' W2 forms, a signed copy of the student's federal income tax return, copies of the student's W2 forms, and a completed Verification Statement. 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.

Financial Aid
Anonymous Endowed Scholarships (4)
The Academy of the Holy Cross Scholarship
The Adamson Family Scholarship
The Alumnae Memorial Scholarship
The Ames/Ehlerman/Roark Scholarship
The Bridget Anderson/KPMG Accounting Scholarship
The Catherine and Paul Balbach Scholarship
The Dympna Balbach Scholarship
The Mark Bambenek Memorial Scholarship
The Bank One of Indianapolis Scholarship
The Rose Heiser Bauerlein Scholarship
The Sister Rose Loyola Beatty, CSC Memorial Scholarship
The Mary Ann and Joseph M. Beckwith Presidential Scholarship
The Kathy Malone Beeler Scholarship
The Mangery Guillaume Belanger Scholarship
The Helen Bellina Scholarship
The Bittorf, Albert, Sullivan Family Scholarship
The Constance Goodwillie Block Memorial Scholarship
The Borg-Warner Scholarship
The Emily Haggerty Bradley Scholarship
The Sister Mary Brassil, 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 Janice Fahey Cavanaugh Scholarship
The Chicago Alumnae Club Scholarship
The Frances Acerra and Dominic 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
The Class of 1958/Sister M. Alma Peter, CSC Scholarship
The Class of 1959 Scholarship
The Class of 1965 Memorial Award

Saint Mary’s College
The Class of 1991 Circle of Friends Award
The Cleveland Alumnae Club Award
The Coley Family Presidential Scholarship
The Colorado Alumnae Club Scholarship
The Columbus Alumnae Club Award
The Community Foundation of St. Joseph County Scholarship
The Patricia Lurel Cook Scholarship
The Rosemary Maloney Cool and Anna Louise Maloney Patterson Scholarship
The Margarette Cooney Scholarship
The Cornerstone Foundation Scholarship
The Mr. and Mrs. Edward A. Cox Scholarship
The Robert B. and Ruth E. Cronin Scholarship
The Crowe Horwath Accounting Scholarship
The Henrietta O'Brien Crowley Scholarship
The Eileen Smith Cunningham Ireland Program Memorial Scholarship
The Margaret Hall Cushwa 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 Martha Abberger Daly Scholarship
The Dallas Alumnae Club Award
The Matilda and Gayle David Scholarship
The Joan Hoffman DeCane Scholarship
The Dorothy Hayes Delaney Scholarship
The Debbie Accounting Scholarship
The Detroit Alumnae Club Award
The Louise Sattler Donovan Memorial Scholarship
The Mimi Doherty Scholarship in Elementary Education
The Katherine and Marian Duffly Memorial Scholarship
The Martin Dunn Scholarship
The Marge and Paul Duncan Scholarship
The Duncan-Hotopp Family Scholarship
The Sister M. Rosaleen Dunleavy, CSC Scholarship
The Charles Leo Eaton Scholarship
The Donald and Kara Eberly Scholarship in Biology
The Maribou Eldred Scholarship
The Ernst & Young Accounting Scholarship
The Frank and Jeanette Eyerly Scholarship

34 | FINANCIAL AID

Saint Mary’s College

Saint Mary’s College | 35
The Theresa Loeffel Farrell and Hanford F. Farrell Memorial Scholarship
The Dorothy M. Feigl Scholarship in Chemistry
The Dorothy and Joseph Fitzgerald Scholarship
The Dennis and Margaret Carroll Flynn Scholarship
The Laureen O'Conner Fusus Reunion Scholar Award
The Margaret Cannon Frederick Scholarship
The G. Bernard and Pauline E. Fromme Scholarship
The Georgia Alumnae Club Scholarship
The Gibbons/Estabrook Family Presidential 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 Cariene Grube Memorial Scholarship in Nursing
The Gladys Reed Gwinn Scholarship
The Hagar Family Scholarship
The Nancy Driscoll Haley Scholarship
The P. Jordan and Marjorie Hosinski Hamel Scholarship
The Carolyn Dunlay Hamilton Scholarship
The Mary Kathryn Carroll Hartigan Scholarship in Elementary Education
The Elizabeth Conlin 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 William A. Hickey Scholarship in Biology
The Sister Magdala Judge, CSC Scholarship
The Edward and Mary Johnson Scholarship
The Janovsky-DePauw Family Presidential Scholarship
The Indiana Alumnae Club Award
The Janovsky-DePauw 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 Kiefer Family Award
The William Kleine Family Scholarship
The Suzanne Kondratenko 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 Landy-Pauly 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 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 Maron McCandless Scholarship
The Anne A. McCarthy Scholarship
The Peter Walsh McCarthy Memorial Scholarship
The Sister Maria Concepta McDermott, CSC Scholarship
The Ann McGhee Memorial Scholarship
The Monsignor John J. McGrath Scholarship
The McGraw-Monical Family Scholarship
The John William and Gloria Schulite McKenna Family Scholarship
The Mary Kelly McLaughlin Scholarship in Sociology
The Robert McLaughlin Scholarship
The Helen Neumann McMahon Scholarship
The Margaret Hayes McManus Scholarship
The Carol Mahoney Memorial Scholarship
The Judith Rauenthaler Mahoney Scholarship
The Margaret McEachin Scholarship
The Susanne Kahl Laatz Mangan Memorial Scholarship in Education
The Maureen Hayes Mansfield Scholarship
The Meaghrr Family Scholarship
The John and Mary Mortimer Meany Presidential Scholarship
The William S. and Catherine G. Miller Scholarship
The Anne Barany Monserrez Scholarship
The Carol Ann Mooney Scholarship
The Consuelo and Edward Mooney Scholarship
The Father Basil Anthony Moreau, CSC Scholarship
The Moreau Music Scholarship
The Pauline Helfman Mulroyer Memorial Scholarship
The David J. Murphy Carmelite Scholarship in Theology
The Tom and Olive Murray Scholarship
The Nellie Smith Nacy Scholarship
The Messinger Scholarship
The Archbishop Nolan Scholarship
The Janis H. Harris North Scholarship
The Notre Dame Federal Credit Union Scholarship
The Mary Katherine O'Brien Scholarship
The Patrick O'Brien Scholarship
The Sister M. Basili 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. Pelletiere Scholarship
The Susan P. Peters Scholarship
The June Hoene Petersen Scholarship
The Peterson-O’Connell Scholarship
The Patricia McAndrews Pilger Scholarship in Social Work
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 Riedinger and Adaline Crowley Riedinger Scholarship
The Sister Pauline Roach, CSC Scholarship
The Sister Agnes Anne Robers, 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 Helen S. Bartosch and Pennies E. Ryan Presidential Scholarship
The Cynthia B. Sack Memorial Award
The Saint Louis Alumnae Club Award
The Scanlon/McKeever Award
The Winifred Mulaney Schaefer Memorial Scholarship
The Paul J. and Carol A. Schierl Scholarship
The Scholl Foundation Nursing Scholarships
The Ray and Mary Schultheiss Scholarship
The Sister Maria Pietra Scott, CSC Scholarship
The Gwendolyn Seidensticker Scholarship
The Sesquicentennial Memorial Scholarship in honor of the Sisters of the Holy Cross
The Eli and Helen Shaefer 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 Stalley Scholarship
The Elin Peyton Smith Scholarship
The Sodexo 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 Tatar Memorial Scholarship
The Sister M. Agnes Cecile Tedes, CSC Scholarship
The Trustee Family Scholarship
The Tuohy Family Scholarship
The U.P.S. Scholars Program Scholarship
The Sarah and Joseph Van Driessche Scholarship
The Isabel Van Houten Dray and Evelyn Van Houten Reese Scholarship
The Mary Houting Van Houten Memorial Scholarship
The Ann Meagher Vander Vennet Scholarship
The WBern Scholarship
The Frank and Linda Vescovia Scholarship
The Helen Holland Voll Scholarship
The Mary A. Walsh Award in Theatre
The Jane J. Warner Scholarship
The Warner-O’Shay Scholarship
The Washington, D.C. Alumnae Club Scholarship
The Lucile Clemens Weber Memorial Scholarship

The Dr. Patrick White Award
The Wick Family Scholarship
The Dorothy and Darwin Wekamp Scholarship
The Margaret Kennedy Williams Scholarship
The Sister M. Madelena Wolff, CSC Scholarship
The Susan Shalogen-Wolfe Award
The Mary Ellen Cashwa Wolsonovich Scholarship

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 proportionally to the student’s demonstrated financial need.

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.

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.

Other Saint Mary’s Awards
Other funds Saint Mary's awards to students, such as the Mother Pauline Award and the Spes Unica Award, are awarded to students based on a combination of financial need and academic merit. As long as a student remains enrolled full time at Saint Mary’s these funds are usually renewable for sophomore, junior and senior year, for a maximum total of eight semesters.

Additional Scholarships
The Susan Kahl Mangan Foundation, an independent organization, provides an annual tuition award of $3,000 each year to an eligible junior or senior education major from Saint Mary's College. The Principals of the Foundation are solely responsible for determining the recipient of the annual award. The annual application deadline is April 20. The application form is available on the Financial Aid Office Web site or from the Education Department office.

Campus Employment
Beginning with the 2011–12 academic year the majority of student campus jobs are available only to students who qualify for Federal Work Study funding. However a limited number of positions which require student employees who have advanced skills or experience will be available to any student, regardless of whether or not a student qualifies for Federal Work Study funding. The job posting information for each student position will clearly indicate whether or not the student job requires students to have Federal Work Study. More information about Federal Work Study is in the following section.

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.

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 percent federal default fee, although 0.5 percent is given as a rebate upon disbursement. 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. 2011–12 subsidized Direct loans will have a fixed interest rate of 3.4 percent.

- **Unsubsidized** – Awarded to students who have no financial need (per the FAFSA). Interest starts accruing once the loan is disbursed. 2011–12 unsubsidized Direct loans will have a fixed interest rate of 6.8 percent.

<table>
<thead>
<tr>
<th>Direct Loan <strong>Annual</strong> Limits</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 Stafford Loan ($4,000 for freshmen and sophomores and $5,000 for juniors and seniors). There are fees of 4 percent with this loan although 2.5 percent of the fee is given as a rebate at the time of disbursement. Interest accrues while the student is enrolled in school and the interest rate is fixed at 8.5 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/Special Education Scholarship
Indiana residents who are minority students seeking teacher certification, or any student seeking a Special Education teaching certification, may apply for this scholarship. 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.

Byrd Scholarship
This $1,500 scholarship is a federal aid program administered by each state higher education agency. For information about how to apply for this scholarship, students should contact the higher education agency in their home state.

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. Saint Mary’s students enrolling in the University of
Notre Dame program in England may also use their Saint Mary’s, 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 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.

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 occurs 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.

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 earn a minimum of 12 credit hours during the first and second semesters at Saint Mary’s College. After satisfactory completion of the second semester (24 semester hours), each subsequent semester requires satisfactory completion of a minimum of 13 hours per semester unless the cumulative number of semester hours exceeds the minimum total noted on the next page.
Maximum Time Frame for Completion of Degree
Students must complete their degree program within 150 percent of the published length of their degree program. For example, if a major requires 128 credit hours to graduate, a student could not receive financial aid beyond 192 credits attempted (including transfer hours), whether or not financial aid was received for those credits. Attempted hours are hours for which a grade was received, including grades of U, W, and X. Please note that institutional financial aid funding (e.g., Saint Mary’s Grant, Presidential Scholarship, etc.) is available for eight semesters only.

Financial Aid Warning
Students who do not achieve the required cumulative grade point average and/or do not successfully complete the minimum number of required semester hours are placed on financial aid warning. While on financial aid warning a student may still receive financial aid. As specified in the written notice she receives, the student is given one semester to achieve the minimum requirements. Failure to meet the minimum requirements will result in the suspension of all financial aid eligibility until the required minimums are met. Each student is allowed only one semester of financial aid warning.

Financial Aid Termination
Students who are placed on financial aid termination are ineligible for financial aid beginning with the subsequent semester unless an appeal is approved (see below). While a student is on financial aid termination she may attend Saint Mary’s College at her own expense, provided she has satisfactory academic standing with the Office of the Registrar.

Reinstatement of Eligibility
A student can regain eligibility for financial aid in one of two ways. First, the student could attend Saint Mary’s College at her own expense and improve her academic record so that she meets the minimum requirements. Second, the student could have a financial aid appeal approved (see below).

Appeals
Students on financial aid termination may appeal the loss of aid if extenuating circumstances prevented the students from making satisfactory progress. Circumstances which are considered extenuating are those that are unusual and/or unforeseen at the beginning of the year, such as: Injury or illness of the student, death of a close relative, or other situations which were unexpected and beyond the student’s control. Allowances may also be made for students who have a documented disability. Appeals can be made 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.

<table>
<thead>
<tr>
<th>By the end of this semester</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>A full time student must have earned at least this number of credit hours</td>
<td>12</td>
<td>24</td>
<td>37</td>
<td>50</td>
<td>63</td>
<td>76</td>
<td>89</td>
<td>102</td>
<td>115</td>
<td>128</td>
</tr>
</tbody>
</table>

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 rate full-time students would.

<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>

WITHDRAWING FROM SAINT MARY’S COLLEGE
If a student with federal aid withdraws, the Federal Return of Title IV Funds calculation will be completed to determine how much federal aid was earned based on the length of time the student spent enrolled. Under this calculation, if a student withdraws from school prior to the 60 percent point of the semester, a pro rated schedule determines the
Saint 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 Senior Vice-President and Dean of Faculty, this division includes the Dean’s Office, two Associate Deans and Senior Advising staff, the Office of the Registrar, the Department of Information Technology, the Cushwa-Leighton Library, and 28 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. 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

Academic Affairs and First Year Studies
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 59). 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

amount of federal student aid she has earned (and can keep). If a student withdraws after the 60 percent point of the semester, she is considered to have earned (and can keep) all of her federal aid. Please note that the College’s calculation to determine the tuition and 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.

Academic Life

Saint 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 Senior Vice-President and Dean of Faculty, this division includes the Dean’s Office, two Associate Deans and Senior Advising staff, the Office of the Registrar, the Department of Information Technology, the Cushwa-Leighton Library, and 28 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. 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

Academic Affairs and First Year Studies
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 59). 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
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 the 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 the health professions advisor earlier than junior year to discuss her curricular plans. (See also: Occupational/Physical Therapy, page 103.)

Pre-Law Advising
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 Program, 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, 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?” through their participation in programs such as the Community Engagement Summit and Senior “Disorientation.”

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 www3.saintmarys.edu/career-center, or by contacting the office in 114 Spes Unica at (574) 284-4775 or by e-mail at cco@saintmarys.edu.

Choosing a Major/Exploring Career Options
Instrumental to the foundation of career development and growth at Saint Mary's College and beyond, 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.

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 job search correspondence 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 staff 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 which are available for browsing and checking out.

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 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. Several print publications on these topics are also available in the Career Resource Center.

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.

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 CCO 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
Several 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 well over 1,000 job and internship opportunities at any given time. Students and alumnae can review postings, apply for positions, post résumés, find networking, 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 virtually every career-related topic. Most of the 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’s mission is to enrich the Saint Mary’s College intellectual community by coordinating programs in faculty development, fostering faculty and student scholarly and creative work, and encouraging innovative teaching. The CFAI administers research, teaching, and assessment 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 and creative projects. The Center also oversees the Saint Mary’s College New Faculty Scholars, Van Smith Family Scholars and Farrell Mentoring Programs for new faculty. Through participation in regional and national academic consortiums, the CFAI draws public attention to the excellence of Saint Mary’s College.

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 major transformation 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 will be applied. 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 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
Rome, Italy
In 1970, Saint Mary’s College established a 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 and are strongly encouraged to complete one year of college level introductory Italian or its equivalent. If space permits, qualified students from other colleges may enroll in the program.

Maynooth, Ireland
Since 1977, approximately 30 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 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 regularly enroll for the Irish academic year but may go 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.

Seville, Spain
In 1999, the College formally affiliated with the Center for Cross-Cultural Study 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 CC-CS has an ample curriculum in Spanish language, Spanish literature, history, and culture which complement the Spanish curriculum at Saint Mary’s College. Students can study in Seville for a summer, semester, or academic year.

Córdoba, Argentina
Saint Mary’s College started to offer another Spanish program in Córdoba, Argentina in 2008 via its long-term partner the Center for Cross-Cultural Study (CC-CS). 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 besides one regular course at UNC. Students must have a 3.0 cumulative GPA and a 3.0 (B) average in Spanish when they apply for the program.
**Dijon, France**
Saint Mary's offers students the opportunity to study at the Université de Bourgogne in the beautiful and historic heart of Burgundy. Courses range from beginning to advanced French language and civilization. A variety of extracurricular activities, excursions, and workshops further enhance language and learning and immerse students in French life. Students live with host families in Dijon. Academic credit applies towards the French major or minor at Saint Mary's, with some opportunity for General Education credit. The Department of Modern Languages recommends a spring semester or a year's stay, in either the sophomore or junior year. Summer study is also available.

**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 and 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 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 cumulative GPA of 3.0 or higher in order to be eligible for this program.

**Innsbruck, Austria**
Students interested in studying German 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 as well as a “B” average or above in German at the time of their application.

**Pietermaritzburg, South Africa**
Saint Mary's College offers an international program 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 apartment-style dorm rooms with a mix of South African and international housemates. 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.

**Women’s Studies in Europe**
The Comparative Women’s and Gender Studies in Europe Program offers a unique opportunity to explore women's, gender, and sexuality feminist theory while traveling across Europe. Students attend lectures and workshops with the program director, visiting professors from European universities, not-for-profit and governmental agencies, politicians, practitioners, artists, and activists. Students engage in rigorous methodological and theoretical inquiry in Germany, Poland, Turkey and the Czech Republic, and the Netherlands. Students stay in hostels, pensions, hotels, and homes. While pursuing independent research, students also enroll in additional course work that totals 16 hours. Saint Mary’s offers the Women's and Gender Studies in Europe program through an affiliation with nationally-recognized Antioch University.

**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.

**Summer Study Abroad**

**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.

**Greece Summer Study Program**
The Greece Summer Study Program is an eighteen-day 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 20 students. Students do not need to specialize in history, religion, or a foreign language to participate.

**Honduras Summer Service Learning Program**
A three-week, 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, 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 alternate years and is sometimes offered in a shorter one-credit semester break format in the off years.

**Korean Summer Program**
The Korean Summer Study program introduces students to Korean culture, language, and history. This two-week program is offered from mid-May to the end of May. Students interact with Korean college students while listening to lectures on the language, family, economy, and the history of Korea. Field trips to historical and traditional cultural places allow students to see first-hand the beauty and history of Korea, thus enriching their in-class learning.
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 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 alternate years.

Internships in the European Union: London and Seville
These 6 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 receive six credits and 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 CC-CS program in Seville. The program is open to all students.

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 Creighton University and Soong Ching Ling Foundation. It is a three-week summer program from mid-May to early-June. Students will have opportunities to visit 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. In future years, Saint Mary's will be expanding its program in China in partnership with leading universities and the Soong Ching Ling Foundation.

Nicaragua Summer Program
This eight-week summer fieldwork opportunity is located at Little Corn Island and is fully funded by a three-year grant for biology majors to conduct biology research. Students will stay at Casa Iguana, a lodge that supports the tourist trade. They are expected to do 20 hours of light work at the lodge and conduct an approved research project that has a faculty mentor. In return they have all their expenses paid and receive a stipend. The program also offers a short trip to the mainland, and is open to junior biology majors only.

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

El Salvador Program
This course is an immersion into urban and rural El Salvador to develop an understanding of conditions there and efforts from the grassroots, churches, and human rights leaders to bring change to the Salvadoran people. It offers one credit through the Justice Education program at Saint Mary's College and is in partnership with CRISPAZ, Christians for Peace in El Salvador. The immersion is based in San Salvador, the capital city, with excursions to outlying villages, and especially focuses on the role of women in efforts to develop their communities. The course includes reflection and discussion while in-country, as well as preparatory meetings and a post-trip debriefing. This program is offered in alternate years.

Haiti Program (Poverty and Development Seminar) (Currently on hiatus — similar spring break program offered in Honduras listed under Summer Study Abroad)
This one-credit justice education course, offered during a semester break, is an immersion into rural and urban Haiti to develop an understanding of conditions there and efforts from the grassroots, churches, and human rights leaders to bring change to the Haitian people. The Haiti experiential learning course includes three components: advance preparation to discuss selected readings on the political and social realities of Haitian life; the in-country immersion experience; and debriefings and readings upon return to process and reflect upon the experience.

English Language School
Saint Mary's College offers language courses to non-native English speakers. The Saint Mary's College English Language School (ELS) is part of a campus-wide initiative to internationalize, including attracting more international students.

Students in the program will have the opportunity to live in campus residence halls with other Saint Mary's College women and be fully immersed in the culture while practicing language skills. The program offers small classes which cater to the needs of students from the beginner to the advanced level of English proficiency. Non-credit courses will be offered in English reading, writing, vocabulary, speaking, and listening. Qualified students will also be given an opportunity to apply for conditional admission to Saint Mary's College degree programs. Conditional admission will provide many non-native speakers with an opportunity to improve language skills and easily progress toward pursuing their degree. The new program will be offered year-round in 14-week sessions. Immigration advising and cultural programming will also be provided to students for additional support.

For more information on the English Language School please contact the Saint Mary's College Center for Women's Intercultural Leadership at 574-284-4051 or visit the web site www.saintmarys.edu/cwil/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 midsemester 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 courses range from general education requirements to courses needed in particular majors or as pre-requisites for the major. 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.

An Accelerated Option Nursing Program also begins each summer and continues through the academic year and the subsequent summer (see also page 18 and 241).

**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 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 during the first eight class days of a semester. A course may be dropped without penalty during the first five weeks of the semester. (See also: Withdrawal from a Course, page 63.)

**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 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 loss of 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 Offices 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:

<table>
<thead>
<tr>
<th>Classification of Students</th>
<th>Hours of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>first year student (1)</td>
<td>0–28.99</td>
</tr>
<tr>
<td>sophomore (2)</td>
<td>29–60.99</td>
</tr>
<tr>
<td>junior (3)</td>
<td>61–92.99</td>
</tr>
<tr>
<td>senior (4)</td>
<td>93 or more</td>
</tr>
</tbody>
</table>

A student who is not seeking a degree is classified “6 — non-degree seeking”.

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

Declaration of Major and Minor
By the end of the sophomore year, students must petition an academic department for acceptance into a major program. 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 Academic Affairs and First Year Studies. (See also: Guidelines for Optional Minors, page 74.)

The Student-Designed Major (SDM) allows a student with a 3.2 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., anthropology, dance, justice education, intercultural studies and women studies. 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 faculty 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 faculty 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 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 only 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>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></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Poor</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 students who earn a 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 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 65.)

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 (independent study) or experiential learning (internship) 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 may take two Notre Dame courses per semester and juniors and sophomores one course per semester. 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.
- General education 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 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 for $2 per copy to each student or alumna. Requests for transcripts must be submitted in writing to the registrar. 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. 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 a 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 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 Academic Affairs and First Year Studies determines General Education 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 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 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 the college for that semester.

A student who is not intending to return to Saint Mary’s for the next semester should also notify Academic Affairs and First Year Studies in writing. (See also: Reinstatement, page 19.)

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.
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 CPAs. 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 3.25 and a minimum finance GPA of 3.3 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 given to that senior whose scholarly work merits special commendation.

The Excellence in Theatre Award is given on the basis of scholarship and contribution to theatrical productions.

The Excellence in Dance Award is given to the outstanding dance minor.

The Mary A. McDermott Award for excellence in teaching is awarded yearly to an elementary education major who has a minimum of six semesters at Saint Mary's College; has distinguished herself in either a liberal arts minor or departmental minor; has successfully completed the student teaching experience; has been involved in a professional organization; and has participated in church, College, and community service. The award has been funded to give an annual monetary prize.

The Grace Sullivan McGuire Award for excellence in secondary teaching is awarded on the same criteria as the Mary A. McDermott Award. The award has been funded to give an annual monetary prize.

The Mimi Doherty Award is awarded to a student who has completed the junior year of studies in the elementary education major and who not only embodies but has demonstrated special qualities that distinguish effective teachers. 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.

Pi Lambda Theta is a national honor and professional association in education. Membership is offered to students in education whose academic achievements and commitment to the profession merit commendation.

The Elisabeth A. Noel English Prize is awarded annually to a senior for outstanding achievement in literary study or for significant contributions to the department and its programs.

The Laurie A. Lesniewski Creative Writing Award is given to a senior writing major who has distinguished herself through her poetry, fiction, or plays.

The Dorothy Manier Writing Award is given each semester to the student in the writing proficiency program who is judged to have written the best essay for her “W” class.

The Martha Montgomery Schurz Memorial Award in History is given to the senior history major who displays scholarly competence and creative initiative and is judged outstanding by the faculty.

The Blecka–Father James Zatko Award is given to a senior history major who demonstrates excellence in writing in her Senior Seminar research paper.

The Thomas More Award is given to the humanistic studies major who best exemplifies the ideals of the department.

The Intercultural Studies Prize is awarded each year to honor a student with superior academic achievement in Intercultural studies and who has made an outstanding contribution to the intercultural climate at Saint Mary’s.

The Katharine Terry Dooley Award is conferred annually and funds innovative projects which address issues of peace and justice and involve the broader campus community.

The Milko Jeglic Award for achievement in mathematics is given to the member of the senior class having the highest number of quality points in mathematics over her first seven semesters. The award has been funded to give a $500 prize.

Pi Mu Epsilon, the National Honorary Mathematics Society, honors academically qualified mathematics majors with membership.

The Bayhouse–Marcy Award honors outstanding achievement in French.

The Anne Hooper Spataro 1994 Rome Program Award is given to the student who demonstrates intellectual vigor in academic pursuits as offered by the Rome Program, unusual enthusiasm and accomplishment in learning the Italian language and delving into issues of Italian culture past and present.

The Leonilda Francesca Acerra and Dominico Enrico Cristofaro Award recognizes outstanding academic achievement in the Italian major.

The Academic Achievement award is presented to an outstanding senior major in Spanish.

Service Awards are presented to senior majors in French, Italian and Spanish.

The Music Award is given to a graduating senior music major who has excelled in the areas of musicianship, scholarship, and service to the Music Department.
The Evelyn McGuiness Award for excellence is given annually to a graduating senior who has demonstrated consistent outstanding academic achievement and leadership in nursing.

The Humanitarian Award is given annually to a graduating senior who has shown consistent therapeutic and spiritual dimensions of nursing, with sensitivity to human needs.

The Juliette Noone Lester Award for scholastic excellence is given annually to a graduating senior who has demonstrated outstanding academic achievement in the study of political science.

The Louis R. Tondreau Award is given to a graduating senior for distinguished service in extracurricular and professional activities in the political science major.

Pi Sigma Alpha, the national political science honor society, works to stimulate scholarship and intelligent interest in political science.

The Outstanding Scholarship Award in Communicative Disorders is given to that senior whose scholarly and clinical work merits special commendation.

The Outstanding Scholarship Award in Psychology is given to that senior whose scholarly work merits special commendation.

The Outstanding Achievement 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 Helen M. Carroll Awards in Religious Studies are presented annually to the religious studies majors or minors who have demonstrated a high level of theological scholarship, particularly in upper-level religious studies courses, and qualities of leadership within the department.

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 graduating senior 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.

The Humanitarian Award is given annually to a graduating senior who has shown consistent therapeutic and spiritual dimensions of nursing, with sensitivity to human needs.

The Outstanding Scholarship Award in Communicative Disorders is given to that senior whose scholarly and clinical work merits special commendation.

The Outstanding Scholarship Award in Psychology is given to that senior whose scholarly work merits special commendation.

The Outstanding Achievement 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 Helen M. Carroll Awards in Religious Studies are presented annually to the religious studies majors or minors who have demonstrated a high level of theological scholarship, particularly in upper-level religious studies courses, and qualities of leadership within the department.

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 graduating senior 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.

At Saint Mary’s College, students become liberally educated women with the breadth of knowledge to understand the cultural, social, spiritual, and natural worlds in which we all exist. This breadth of vision enables each student to ground her specific major area of study in this larger context.

DEGREES
Bachelor of Arts (B.A.)
Every candidate for a Bachelor of Arts degree must select a major field in which she wishes to do intensive work. The major consists of a minimum of 24 semester hours of credit as determined by the department chosen. The following majors and concentrations may be chosen:

- art
- art history concentration
- studio art concentration
- biology
- chemistry
- communication studies
- communicative disorders
- economics
- elementary education
- English literature
- English writing
- English literature and writing
- French
- history
- women’s history concentration

- humanistic studies
- Italian
- mathematics
- teacher concentration
- music
- philosophy
- political science
- psychology
- religious studies
- social work
- sociology
- Spanish
- statistics and actuarial mathematics
- student-designed major
- theatre

Bachelor of Business Administration (B.B.A.)
The Bachelor of Business Administration degree is offered to students primarily seeking entry-level career positions. Students seeking this degree take a common core of twelve courses in economics, business, mathematics and computer science. Business Administration majors must complete at least twelve semester hours of upper level coursework in one of the five concentrations (accounting, finance, international business, management, management information systems, or marketing). Concentrations are optional for Accounting and Management Information Systems majors. The following majors and concentrations may be chosen:

- accounting
- finance concentration
- international business concentration
- management concentration
- management information systems concentration
- marketing concentration
- management information systems accounting concentration
- finance concentration
- international business concentration
- management concentration
- marketing concentration

- business administration
- accounting concentration
- finance concentration
- international business concentration
- management concentration
- management information systems concentration
- marketing concentration

Graduation Requirements
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
- 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 163.)

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
- General Education and major requirements as outlined below

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.

GENERAL EDUCATION PROGRAM
The General Education Program at Saint Mary's College brings to every student intellectually vigorous education reflective of the College's overall mission. Proficiencies and courses in the General Education Program especially reinforce Saint Mary's commitment to the education goals identified in its Mission Statement.

The Saint Mary's General Education Program enables every student to develop a breadth of knowledge beyond exposure to different content areas. Designated courses provide explorations into the characteristic ways of knowing in specific disciplines. The flexibility of the program gives the student a genuine opportunity to shape the plan for her own intellectual development. Each student is able to choose from among a number of options within a coherent framework.

The General Education Program incorporates three areas of requirements: proficiencies, discipline-specific designated courses, and, for certain degree programs, additional designated courses. All courses which satisfy general education requirements must be taken for a grade, and must be taken at Saint Mary's unless an exception is approved by 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 an evaluation committee 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.

Foreign Language Proficiency: A student must complete two semesters of the same language at the appropriate level unless she is exempted by examination. (See also: Modern Languages, page 217 for details and for exemption information.)

Designated Courses in Specific Disciplines: Ways of Knowing. This component of the General Education Program reflects our conviction that different disciplines, in addition to teaching their specific content, teach "ways of knowing" characteristics of that discipline. The required designated courses introduce students to a wide variety of ways of knowing, which reflect the long intellectual tradition of higher education. Any combination of courses chosen to satisfy the designated courses requirement will provide the student with experience and practice in all these ways of knowing. Requirements by degree begin below and the courses which satisfy these requirements are listed in each department section.

Additional Designated Courses: Required for some degree programs, these courses give the student the opportunity to build additional depth or breadth into her General Education Program.

Upcoming Changes to General Education: Within the next couple years, Saint Mary's College will fully implement a new General Education curriculum for all incoming students. Some courses for that new curriculum have already been approved and will be taught right away. As we transition toward full implementation, however, we invite all students to take advantage of the opportunities provided by new General Education courses or those revised specifically for the new curriculum. At the same time, General Education requirements will not change for the incoming Class of 2015; and all courses approved for the new curriculum will still fulfill requirements for the current one. Additional information is available in the Office of Academic Affairs and First Year Studies.

GENERAL EDUCATION REQUIREMENTS FOR EACH DEGREE
General education courses that also fulfill major requirements or serve as supporting courses for the major are not listed below. For specific courses that satisfy the General Education requirements, see “General Education Requirements” in the individual academic department sections in this bulletin or “Courses that Satisfy General Education Requirements” in the Academic Guide for First Year Students.
**Bachelor of Arts (B.A.), Bachelor of Business Administration (B.B.A.), and Bachelor of Science (B.S.) with any major in Mathematics**

No more than two courses in any one discipline may be used to satisfy the following requirements. In the social sciences, only one course per discipline may be used.

- 1 English literature course
- 1 History course (any 100 or 200-level)
- PHIL 110
- RLST 101 and one 200-level Religious Studies course
- 1 fine arts course (Art, Dance, Music, Theatre)
- 1 Mathematics course
- 2 laboratory science courses (Biology, Chemistry, Physics)
- 2 social science courses from different departments: Anthropology, Economics, Political Science, Psychology, Social Work, Sociology, Women's Studies (207 only)
- 3 additional approved courses in the following disciplines:
  - Art
  - Communication Studies
  - Dance
  - English literature
  - History
  - Humanistic Studies
  - Intercultural Studies (201 only)
  - Mathematics
  - Music
  - Philosophy
  - Theatre
  - Women's Studies (207 only)

**Bachelor of Science (B.S.) with a major in Nursing**

No more than two courses in any one discipline may be used to satisfy the following requirements.

- 1 English literature course
- PHIL 110
- RLST 101 and one 200-level Religious Studies course
- PSYC 156
- SOC 203
- MATH 114 and one other MATH course (may be a prerequisite for Math 114)
- 2 additional courses from the following:
  - Art
  - Communication Studies
  - Dance
  - English literature
  - History
  - Humanistic Studies
  - Intercultural Studies (201 only)
  - Mathematics
  - Music, Philosophy
  - Political Science
  - Psychology
  - Social Work
  - Sociology
  - Theatre
  - Women's Studies (207 only)

**Bachelor of Science (B.S.) with a major in Biology**

- 1 English literature course
- PHIL 110
- RLST 101 and one 200-level Religious Studies course
- 1 Art, Communication Studies, Dance, Music, or Theatre course
- 4 courses chosen from at least two of the following areas, including two courses chosen from the same area:
  - Anthropology
  - Economics
  - History
  - Humanistic Studies
  - Intercultural Studies (201 only)
  - Political Science
  - Psychology
  - Social Work
  - Sociology
  - Women's Studies (207 only)

**Bachelor of Science (B.S.) with a major in Chemistry**

No more than two courses in any one discipline may be used to satisfy the following requirements.

- 1 English literature course
- PHIL 110
- RLST 101 and one 200-level Religious Studies course
- 2 courses in social science or humanities from the following:
  - Anthropology
  - Art
  - Communication Studies
  - Dance
  - Economics
  - English literature
  - History
  - Humanistic Studies
  - Intercultural Studies (201 only)
  - Music, Philosophy
  - Political Science
  - Psychology
  - Social Work
  - Sociology
  - Theatre
  - Women's Studies (207 only)

**Bachelor of Music (B.M.)**

- 1 English literature course
- PHIL 110
- RLST 101 and one 200-level Religious Studies course
- 1 Mathematics course or 2 laboratory science courses

**Bachelor of Fine Arts (B.F.A.)**

- 1 English literature course
- 1 History course (any 100 or 200-level)
- PHIL 110
• RLST 101 and one 200-level Religious Studies course
• 1 Mathematics course
• 1 laboratory science course
• 1 social science course from the following:
  » Anthropology
  » Economics
  » Political Science
  » Psychology
  » Social Work
  » Sociology
  » Women's Studies (207 only)

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 ordinarily 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
- Art studio
- Biology
- Business administration
- Chemistry
- Communicative disorders
- Computer science
- Dance
- Early childhood education
- Economics
- English as a second language/bilingual bicultural education
- Econ/computer applications
- English literature
- English writing
- Environmental studies
- European history
- Film studies
- French
- Gerontology
- History
- Humanistic studies
- Information science
- Intercultural studies
- Italian
- Justice studies
- Latin American studies
- Mathematics
- Math/computer science
- Music
- Philosophy
- Political science
- Psychology
- Public communication
- Public relations/advertising
- Religious studies
- Secondary education
- Student-designed minor
- Social work
- Sociology
- Spanish
- Theatre
- Third world history
- Women’s studies
- Women’s history

CERTIFICATE PROGRAMS

Certificate programs are available to degree seeking as well as non-degree seeking students. After certification by the appropriate academic department, notation of a completed certificate program will be made on the student’s transcript. Saint Mary’s College currently offers a certificate program in:

  Teaching English to Speakers of Other Languages (TESOL)

GRADUATION REQUIREMENTS

Petitioning for Graduation: A senior planning to receive a degree at May Commencement must file a degree petition with 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, General Education, 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 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 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.
PROGRAM DESCRIPTION

“The purpose of anthropology is to make the world safe for human differences.”

—Ruth Fulton Benedict.

The Anthropology Program Vision Statement: The discipline of anthropology has a long tradition of valuing human diversity and challenging intolerance. At the heart of this tradition is an immersion into the lives and cultures of the peoples of the world. The Anthropology Program at Saint Mary’s College aims to foster a deep understanding of human diversity in its cultural, historical, and biological dimensions. Such understanding challenges students to critically examine and engage with different worldviews, preparing them to live, work, and effect positive change in our increasingly globalized world.

The program in anthropology offers a core curriculum that introduces students to the unique perspectives of the discipline: a holistic orientation towards the study of culture, a comparative approach to sociocultural analysis, and an emphasis on both the description and the interpretation of culture. The four fields of sociocultural anthropology, linguistic anthropology, biological anthropology, and archaeology, as well as aspects of applied anthropology, form the foundation of the program. 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.

Students may complete a minor in anthropology which 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. Given the interdisciplinary orientation of anthropology as a field of study, a student may wish to consider the option of the Student-Designed Major (see below).

GENERAL EDUCATION REQUIREMENTS

The following courses may be used to fulfill the General Education social science requirement: ANTH 141 Peoples of the World, ANTH 253 Survey I: Culture and Language, or ANTH 254 Survey II: Human Prehistory.

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 Peoples of the World or ANTH 253 Survey I: Culture and Language may be used to fulfill the requirements focused on culture for ESL/BBE.

ADVANCED WRITING PROFICIENCY

Plans for fulfilling the Advanced Writing Proficiency will be described in a student’s proposal for a Student Designed Major. Normally, this constitutes a portfolio of papers from courses in addition to the Senior Comprehensive paper.
PROGRAM IN ANTHROPOLOGY

Minor in Anthropology—ANTH (18 hours)

All of the following:
- ANTH 253 Survey I: Culture and Language 3 hours
- ANTH 254 Survey II: Human Prehistory 3 hours
- ANTH 364 Ethnographic Methods 3 hours

Two of the following:
- ANTH 141 Peoples of the World 3 hours
- ANTH 297 Independent Study in Anthropology 1–3 hours
- ANTH 320 Anthropology of Race and Racism 3 hours
- ANTH 346 Anthropology of Women 3 hours
- ANTH 352 Celtic Music Traditions 3 hours
- ANTH 365 Culture and Personality 3 hours
- ANTH 370 Native American Cultures 3 hours
- ANTH 392 Topics in Cultural Anthropology 3 hours
- ANTH 394 Topics in Archaeology 3 hours
- ANTH 435 Politics of Multiculturalisms 3 hours
- ANTH 484 Research Methods 3 hours
- ANTH 485 Research Tutorial 1–3 hours
- ANTH 495 Senior Seminar 3 hours
- ANTH 497 Advanced Independent Study in Anthropology 1–3 hours
- ANTH 499 Anthropological Internship 3 hours

One of the following:
- ART 346 Museums and Cultural Politics 3 hours
- BIO 250 Environmental Science 4 hours
- BIO 313 Economic Botany 3 hours
- ENLT 293 Chicana Literature 3 hours
- ENLT 304 History of the English Language 3 hours
- HIST 384 Africa Since 1800 3 hours
- MUS 243 Latin American Music 3 hours
- PHIL 236 American Philosophy 3 hours
- PHIL 245 Non-Western Philosophy 3 hours
- POSC 207 Comparative Politics 3 hours

STUDENT-DESIGNED MAJOR

Given the interdisciplinary nature of anthropology, a superior student may design a specific program of study which uses culture as a framework to organize her specific concerns. For example, students have combined anthropology with relevant courses in philosophy, religion, language, literature, history, political science, psychology, art, art history, women’s studies, biology, and environmental science to create an interdisciplinary major. Interested students must declare their intentions by the spring semester of sophomore year and submit a proposal with the help and advice of two faculty sponsors. Students who are abroad that semester have the deadline for submission extended until October 1 if they have a second major declared. Plans for fulfilling the Senior Comprehensive and Advance Writing Proficiency requirements will be described in the proposal. Additional information about the Student-Designed Major is available on the College web site or from anthropology faculty members.

INTERNATIONAL PROGRAMS

Students interested in anthropology are particularly encouraged to consider international study. Academic semester and summer programs both offer a variety of experiences for study abroad. The anthropology program participates in the educational programs of Saint Mary’s Rome campus by offering the course ANTH 142 Archaeology, taught in Rome. Anthropology courses taught at the National University of Ireland at Maynooth as part of Saint Mary’s Ireland program are accepted as required and elective courses upon evaluation by the anthropology program faculty; these courses vary from year to year.

ANTHROPOLOGY COURSES (ANTH)

141 Peoples of the World (3)
An introduction to anthropology through the comparative and historical study of peoples around the world. The course focuses on how people culturally adapt to their environments through social and political organization, religious beliefs and practices, subsistence strategies, sexual norms, and artistic expression. Issues concerning culture change are addressed in relation to the contemporary global struggles of indigenous and other marginalized peoples.

142RM Archaeology (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, Cuma 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 study 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.
297 Independent Study in Anthropology (1–3)
Independent readings, individualized seminars, and directed field projects in selected areas designed to meet the special interests of students. Only six hours of independent study (including 497) may be earned in the program. Prerequisites: ANTH 141, 253, or 254, and permission of the instructor.

NOTE: ANTH courses numbered above 200 ordinarily require ANTH 141, 253, or 254, or junior or senior status as a prerequisite.

320 Anthropology of Race and Racism (3)
This course introduces anthropological approaches to questions of race and racism. Why is it that race persists as a powerful social force and cultural idea despite its fallacy as a biological concept? This course answers this question by examining biological, cultural, and linguistic perspectives within anthropology. Topics covered include human biological diversity, racial hierarchies in Latin America, intersections of race and sexuality throughout history and in contemporary societies, and racism in everyday language use.

346 Anthropology of Women (3)
The cross-cultural comparison and analysis of the factors that affect the status of women and gender dynamics. A variety of theoretical perspectives may be used to investigate issues such as social organization and kinship; marriage practices and family structure; political order; economic organization; and ritual and ideology. Prerequisite: Introductory level course in ANTH or a course in women’s studies, or permission of the instructor.

352 Celtic Music Traditions (3)
This course examines music and dance performance traditions in the Celtic nations in both contemporary and historical contexts from an anthropological perspective.

364 Ethnographic Methods (3)
Fieldwork is the hallmark of anthropological research. In this course students analyze ethnographies written by cultural anthropologists, study the techniques involved in conducting fieldwork, and examine the theoretical perspectives that provide the foundation for research. Prerequisite: Introductory level course in ANTH or permission of the instructor.

365 Culture and Personality (3)
How does culture shape personality? How do people in different societies come to have different expectations about what is right and proper? To answer questions such as these, this course examines socialization and acculturation, personality and identity development, cultural orientations expressed in worldview and values, and language and cognition in cultures around the world. Prerequisite: Introductory level course in ANTH or permission of the instructor.

370 Native American Cultures (3)
An introduction to Native American cultures, the history of European contact and colonialism, and the contemporary status of Native Americans. Ethnography, history, essays, fiction, and film are used to explore themes such as the diversity among Native American nations; the relationship between culture and the natural world; identity, tradition, and acculturation, and the debate over the representation of Indian peoples. Prerequisite: Introductory level course in ANTH 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. Prerequisites 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 Multiculturalisms (3)
An advanced seminar that engages the critical study of multiculturalisms around the world. Debates for and against multicultural policies in liberal democracies are explored, followed by an extensive study of multicultural practices and ideologies. Issues related to the topic of multiculturalism include indigenous rights, group rights, democratic representation, cultural identity, neoliberalism, and language ideologies (also listed as POSC 435).

484 Research Methods (3)
This course familiarizes students with the types of research methods used in the discipline of anthropology. Emphasis is placed on the analysis of methodology in field settings and the practical application of various research techniques. Prerequisites: 12 hours in ANTH or permission of the instructor.

485 Research Tutorial (1–3)
Permits a student to learn various aspects of research by working with a faculty member on her/his current research. Prerequisites: 3.0 GPA, 12 hours in ANTH, and selection by a faculty member.

495 Senior Seminar (3)
The Senior Comprehensive in anthropology. Seminar presentations and a major paper are required. Prerequisites: Senior standing and student-designed major that involves anthropology.

497 Advanced Independent Study in Anthropology (1–3)
Independent readings, individualized seminars, or field projects in selected areas designed to meet the special interests of the advanced student. Only six hours of independent study (including 297) may be earned in the program. Prerequisites: 9 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: 12 hours in ANTH and permission of the instructor.
Art

Julie Tourtillotte, Department Chair
226 Moreau Center for the Arts
574-284-4631

FACULTY
S. Ginter, K. Hoefle, T. Johnson Bidler,
B. Sandusky, J. Tourtillotte, D. Tyler

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.

GENERAL EDUCATION REQUIREMENTS
The following art courses may be used to fulfill the fine arts General Education requirement: ART 141, 241, 242 or any entry-level studio course; also ART 251RM, 252RM taken in Rome.

TEACHER PREPARATION
The Art Department in conjunction with the Education Department offers courses leading to state licensing for Visual Arts. (See Visual Arts or Music Education on page 154.)

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 237 Fiber: Surface Construction 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-Silkcreen 3 hours
ART 325 Video Art II 3 hours
ART 327 Printmaking III 3 hours
ART 330 Book Arts/Artists’ Books 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
ART 417 Advanced Sculpture Topics 3 hours
ART 421 Photography III 3 hours
ART 427 Printmaking Studio 3 hours
ART 499 Internship 1–3 hours

One of the following (3 hours):

ART 293 Asian Art 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 348 The 19th Century in Art 3 hours
ART 349 American Art, 1945–Present 3 hours
ART 350 20th Century Art: 1955 to Present 3 hours
ART 371 Topics in Art History and Criticism 1–3 hours
ART 397/497 Independent Study 1–3 hours
ART 449 Seminar in Impressionism and Post-Impressionism 3 hours
ART 485 Art History Methods and Theory 3 hours
ART 499 Internship 1–3 hours

Participate in portfolio reviews every semester

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.

One of the following:

ART 101 Drawing I 3 hours
ART 102 Drawing II 3 hours

One of the following:

ART 103 2D Design 3 hours
ART 104 3D Design 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

Renaissance/Baroque
ART 346 Museums and Culture 2–3 hours
ART 348 The 19th Century in Art 3 hours
ART 349 American Art, 1945–Present 3 hours
ART 350 20th Century Art: 1955 to Present 3 hours
ART 449 Seminar in Impressionism and Post-Impressionism 3 hours

19th/20th Century
ART 346 Museums and Culture 2–3 hours
ART 348 The 19th Century in Art 3 hours
ART 349 American Art, 1945–Present 3 hours
ART 350 20th Century Art: 1955 to Present 3 hours
ART 449 Seminar in Impressionism and Post-Impressionism 3 hours

Non-Western
ART 293 Asian Art 3 hours

Other
ART 371 Topics in Art History and Criticism 1–3 hours
ART 397/497 Independent Study 1–3 hours
ART 499 Internship 1–3 hours
### 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:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Drawing I</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 102</td>
<td>Drawing II</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 103</td>
<td>2D Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 104</td>
<td>3D Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 241</td>
<td>Art History Survey I</td>
<td>3 hours</td>
</tr>
<tr>
<td>or ART 251RM</td>
<td>Italian Art History I (Rome campus)</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 242</td>
<td>Art History Survey II</td>
<td>3 hours</td>
</tr>
<tr>
<td>or ART 252RM</td>
<td>Italian Art History II (Rome campus)</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 495</td>
<td>Senior Comprehensive in Studio Art (in Area of Emphasis*)</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

* 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:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 125</td>
<td>Silkscreen</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 205</td>
<td>Painting: Oil</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 206</td>
<td>Painting: Acrylic</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 211</td>
<td>Ceramics: Introduction to Clay</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 212</td>
<td>Throwing on the Wheel</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 217</td>
<td>Reductive/Constructive</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 218</td>
<td>Modeling and Replication</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 219</td>
<td>Sculptural Knitting and Crochet</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 221</td>
<td>Photography I</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 223</td>
<td>Introduction to Digital Photography</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 224</td>
<td>Video Art</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 227</td>
<td>Etching</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 228</td>
<td>Lithography</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 237</td>
<td>Fiber: Surface Construction</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 238</td>
<td>Fiber: Surface Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 239</td>
<td>Fiber: Fabric Printing</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 266</td>
<td>Introduction to New Media</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 270</td>
<td>Topics in Studio Art</td>
<td>1–3 hours</td>
</tr>
<tr>
<td>ART 293</td>
<td>Asian Art</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 301</td>
<td>Advanced Drawing</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 305</td>
<td>Advanced Painting I</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 306</td>
<td>Advanced Painting II</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 311</td>
<td>Advanced Ceramics: Hand Building and Slip Casting</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 318</td>
<td>Beyond Object</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 321</td>
<td>Photography II</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 323</td>
<td>Photo-Silkscreen</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 325</td>
<td>Video Art II</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 327</td>
<td>Printmaking III</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 330</td>
<td>Book Arts/Artists' Books</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 337</td>
<td>Advanced Fiber: Surface Construction</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 338</td>
<td>Advanced Fiber: Surface Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 341</td>
<td>Early Medieval Art</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 342</td>
<td>The Age of Cathedrals</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 346</td>
<td>Museums and Culture</td>
<td>2–3 hours</td>
</tr>
<tr>
<td>ART 348</td>
<td>The 19th Century in Art</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 349</td>
<td>American Art, 1945–Present</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 350</td>
<td>20th Century Art: 1955 to Present</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 357</td>
<td>Holography Workshop</td>
<td>1–3 hours</td>
</tr>
<tr>
<td>ART 366</td>
<td>Cyberfeminism and New Media Practices</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 370</td>
<td>Topics in Studio Art</td>
<td>1–3 hours</td>
</tr>
<tr>
<td>ART 371</td>
<td>Topics in Art History and Criticism</td>
<td>1–3 hours</td>
</tr>
<tr>
<td>ART 397/497</td>
<td>Independent Study</td>
<td>1–3 hours</td>
</tr>
<tr>
<td>ART 407</td>
<td>Painting Studio</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 411</td>
<td>Alternative Processes in Ceramics</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 417</td>
<td>Advanced Sculpture Topics</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 421</td>
<td>Photography III</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 427</td>
<td>Printmaking Studio</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 449</td>
<td>Seminar In Impressionism and Post-Impressionism</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 499</td>
<td>Internship</td>
<td>1–3 hours</td>
</tr>
</tbody>
</table>

Participate in portfolio reviews when enrolled in studio courses.
Five of the following (15 hours) in studio courses:

- 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 226 Etching 3 hours
- ART 228 Lithography 3 hours
- ART 237 Fiber: Surface Construction 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 312 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 337 Advanced Fiber: Surface Construction 3 hours
- ART 338 Advanced Fiber: Surface Design 3 hours
- ART 339 Advanced Ceramics: Hand Building and Slip Casting 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
- ART 417 Advanced Sculpture Topics 3 hours
- ART 421 Photography III 3 hours
- ART 427 Printmaking Studio 3 hours
- ART 499 Internship 1–3 hours

Minor in Studio Art—ARTS (24 hours)

One of the following:
- ART 101 Drawing I 3 hours
- ART 102 Drawing II 3 hours

One of the following:
- ART 103 2D Design 3 hours
- ART 104 3D Design 3 hours

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 (Rome campus) 3 hours
- ART 252RM Italian Art History II (Rome campus) 3 hours

Minor in Art History—ARTH (18 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

Participate in portfolio reviews every semester

Additional upper level Art History Courses

Pre-approved Special Topic courses

Participate in portfolio reviews every semester

Minor in Studio Art—ARTS (24 hours)

One of the following:
- ART 101 Drawing I 3 hours
- ART 102 Drawing II 3 hours

One of the following:
- ART 103 2D Design 3 hours
- ART 104 3D Design 3 hours

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 (Rome campus) 3 hours
- ART 252RM Italian Art History II (Rome campus) 3 hours
Four of the following (12 hours) in upper level art history:

<table>
<thead>
<tr>
<th>Course</th>
<th>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 346</td>
<td>Museums and Culture</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 348</td>
<td>The 19th Century in Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 349</td>
<td>American Art, 1945–Present</td>
<td>3</td>
</tr>
<tr>
<td>ART 350</td>
<td>20th Century Art: 1955–Present</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</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</th>
<th>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 346</td>
<td>Museums and Culture</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 348</td>
<td>The 19th Century in Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 349</td>
<td>American Art, 1945–Present</td>
<td>3</td>
</tr>
<tr>
<td>ART 350</td>
<td>20th Century Art: 1955–Present</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</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</th>
<th>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 346</td>
<td>Museums and Culture</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 348</td>
<td>The 19th Century in Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 349</td>
<td>American Art, 1945–Present</td>
<td>3</td>
</tr>
<tr>
<td>ART 350</td>
<td>20th Century Art: 1955–Present</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</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>

ADDITIONAL PROGRAMS

Art history courses are taught on Saint Mary’s Rome campus, and are offered periodically on Saint Mary’s European Summer Study Program and the China Summer Study Program.

Students may earn credit for internships served in museums or other art-related businesses or institutions. In addition, independent study of a particular topic or advanced investigation of a medium may be designed for course credit.

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)

A broad foundation course that introduces a variety of drawing techniques and subject matter. A focus on observational drawing improves the student’s ability to “see” 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 required.

102 Drawing II (3)

A broad foundation course, similar to ART 101, with additional emphasis on the figure and 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)

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. Likewise, students will be introduced to themes and practices related to contemporary art and design through course handouts, lectures, presentations, and discussion.

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 course is an introduction to the appreciation of the visual arts for the non-major. The student develops visual awareness through looking at art from various periods in history, through discussion of trends in art, analysis of design elements, and introduction to materials and techniques.

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 Soetsu 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).

222 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, storyboarding, 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.

237 Fiber: Surface Construction (3)
An introduction to fiber media and techniques for surface construction including felt making, papermaking, weaving and experimental mixed media. Group critiques. Consideration of textile history and contemporary fiber art.

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.

240 Art History Survey I (3)
A survey of the history of art from prehistoric times through the Gothic era. Analysis of works of art in historical contexts encourages visual literacy. Lectures with slides, museum field trips, selected readings and discussion are featured.

242 Art History Survey II (3)
A survey of the history of art from the Renaissance through modern times. Discussion of contemporary issues about art is combined with analysis and placement of art in historical contexts to promote visual literacy. Lectures, museum field trips, selected readings and discussion are featured.

251RM Italian Art History I (3)
A study of art on the Italian peninsula from the 5th century B.C. through the late Gothic period. The study of Greek art serves as a broad basis for understanding Roman art. The Early Christian, Romanesque and Gothic periods will be studied in the context of their Italian manifestations. Tours and site lectures will be part of the class. Taught in Rome.

252RM Italian Art History II (3)
A study of Italian art from the early Renaissance through modern times. Tours and site lectures will be part of the class. 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 225

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 their 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.

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.

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.

348 The 19th Century in Art (3)
The 19th century was one of turmoil and revolution. This is reflected in art movements such as Neo-Classicism, Romanticism, Realism, Impressionism, and Post-Impressionism. In these movements lie the roots of modern art.

349 American Art, 1945–Present (1–3)
The course focuses on the major movements in American art from Abstract Expressionism to the most current developments on the American art scene.

350 20th Century Art: 1955–Present (3)
This course concentrates on selective artistic events in the United States and Europe during the second half of the 20th century. Movements considered include pop art, minimalism, op art, arte povera, post minimalism, earth art, conceptual art, photo-realism, video and performance art, and other recent picture/theory approaches to art making. The course examines how artists responded to dramatic change, reconsidered the legacy of modern art, pursued new opportunities and audiences, and developed innovative forms of artistic practice. Also recent developments in painting, sculpture, and other media, as well as associated theories of art criticism will be discussed.

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 personae 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 saggar 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.

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, 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, feminism, 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 approved by Art Department faculty. The studio project results in the presentation of a cohesive body of work which is original and aesthetically and conceptually sound. Four previous courses in the studio art area of emphasis are required. The art history comprehensive is a paper on a selected topic demonstrating conceptual originary, research skill and appropriate methodology.

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

499 Internship (1–3)
Work experience in 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.
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

**Field Course**
- BIO 209 Marine Biology  lab 4 hours
- BIO 301 Field Biology  lab 3 hours
- BIO 308 Vertebrate Natural History  lab 4 hours
- BIO 316 Conservation Biology  lab 4 hours
- BIO 323 Ecology  lab 4 hours
- BIO 324 Field Botany  lab 4 hours
- BIO 332 Ornithology  lab 3 hours

**Organismal Course**
- BIO 213 Introductory Human Anatomy  lab 4 hours
- BIO 220 Comparative Vertebrate Anatomy  lab 4 hours
- BIO 230 Molecular Cell Biology  lab 4 hours
- BIO 232 Animal Behavior  lab 3 hours
- BIO 248 Issues in Environmental Biology  lab 1 hour
- BIO 270 Environments of Ecuador  lab 3 hours
- BIO 301 Field Biology  lab 3 hours
- BIO 308 Vertebrate Natural History  lab 4 hours
- BIO 310 Laboratory Teaching Experience in Biology (3 hrs max)  nt 1 hour
- BIO 312 Evolution  lab 3 hours
- BIO 313 Economic Botany  lab 3 hours
- BIO 315 Statistical Methods for Biologists  lab 3 hours
- BIO 316 Conservation Biology  lab 3 hours
- BIO 317 Microbiology  lab 4 hours
- BIO 318 Immunology  lab 4 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 335 Plant-Animal Interactions  lab 4 hours
- BIO 340 Medical Terminology  lab 1 hour
- BIO 410 Pathophysiology  lab 3 hours
- BIO 417 Cancer Biology  lab 3 hours
- BIO 497 Independent Study  lab 1–3 hours
- BIO 499 Internship  lab 1–3 hours

**Botanical Course**
- BIO 313 Economic Botany  lab 3 hours
- BIO 324 Field Botany  lab 4 hours
- BIO 335 Plant-Animal Interactions  lab 4 hours

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.

**Required Supporting Courses**

**All of the following:**
- CHEM 121-122 Principles of Chemistry I, II  lab 8 hours
- CHEM 221 Organic Chemistry I  lab 4 hours

**One of the following sequences for two semesters of Math:**
- MATH 115-116 Calculus for the Life Sciences I, II  lab 8 hours
- MATH 131-132 Calculus I, II  lab 8 hours
- MATH 133, 225 Theory and Application of Calculus/Foundations of Higher Mathematics  lab 8 hours

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

**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:**
- BIO 153-154 Foundations of Biology I, II  lab 8 hours
- BIO 221 Introduction to Genetics  lab 4 hours
- BIO 230 Molecular Cell Biology  lab 4 hours
- BIO 317 Microbiology  lab 4 hours
- BIO 328 General Physiology  lab 4 hours
- BIO 330 Seminar in Molecular/Cellular Biology  lab 1 hour
- BIO 331 Biotechnology  lab 4 hours
- BIO 385 Introduction to Research  lab 2 hours
- BIO 485 Research in Biology  lab 2 hours

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.

**Required Supporting Courses**

**All of the following:**
- CHEM 121-122 Principles of Chemistry I, II  lab 8 hours
- CHEM 221 Organic Chemistry I  lab 4 hours

*Saint Mary's College | 99*
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

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

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:
- BIO 153-154 Foundations of Biology I, II lab 8 hours
- BIO 221 Introduction to Genetics lab 4 hours
- BIO 248 Issues in Environmental Biology 1 hour
- BIO 312 Evolution 3 hours
- BIO 315 Statistical Methods for Biologists lab 3 hours
- BIO 323 Ecology lab 4 hours
- BIO 385 Introduction to Research 2 hours
- BIO 485 Research in Biology 2 hours

Two of the following:
- BIO 209 Marine Biology lab 4 hours
- BIO 301 Field Biology lab 3 hours
- BIO 308 Vertebrate Natural History lab 4 hours
- BIO 316 Conservation Biology lab 4 hours
- BIO 324 Field Botany lab 4 hours
- BIO 332 Ornithology lab 3 hours
- BIO 335 Plant-Animal Interactions lab 4 hours

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.

- BIO 209 Marine Biology lab 4 hours
- BIO 213 Introductory Human Anatomy lab 4 hours
- BIO 220 Comparative Vertebrate Anatomy lab 4 hours
- BIO 230 Molecular Cell Biology lab 4 hours
- BIO 232 Animal Behavior lab 3 hours
- BIO 270 Environments of Ecuador 3 hours
- BIO 301 Field Biology lab 3 hours
- BIO 308 Vertebrate Natural History lab 4 hours
- BIO 310 Laboratory Teaching Experience in Biology (3 hrs max) nt 1 hour
- BIO 313 Economic Botany 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 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 335 Plant-Animal Interactions lab 4 hours
- BIO 340 Medical Terminology 1 hour
- BIO 410 Pathophysiology 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

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

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

Thirty-three (33) 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 2 hours
- BIO 485 Research in Biology 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

- **Field Course**
  - BIO 209 Marine Biology lab 4 hours
  - BIO 301 Field Biology lab 3 hours
  - BIO 308 Vertebrate Natural History lab 4 hours
  - BIO 316 Conservation Biology lab 4 hours
  - BIO 323 Ecology lab 4 hours
  - BIO 324 Field Botany lab 4 hours
  - BIO 332 Ornithology lab 3 hours

- **Organismal Course**
  - BIO 213 Introductory Human Anatomy lab 4 hours
  - BIO 220 Comparative Vertebrate Anatomy lab 4 hours
  - BIO 308 Vertebrate Natural History lab 4 hours
  - BIO 320 Parasitology lab 4 hours
  - BIO 332 Ornithology lab 3 hours

- **Botanical Course**
  - BIO 313 Economic Botany 3 hours
  - BIO 324 Field Botany lab 4 hours
  - BIO 335 Plant-Animal Interactions lab 4 hours
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.

**BIO 209** Marine Biology \( \text{lab 4 hours} \)

**BIO 213** Introductory Human Anatomy \( \text{lab 4 hours} \)

**BIO 220** Comparative Vertebrate Anatomy \( \text{lab 4 hours} \)

**BIO 221** Introduction to Genetics \( \text{lab 4 hours} \)

**BIO 230** Molecular Cell Biology \( \text{lab 4 hours} \)

**BIO 232** Animal Behavior \( \text{lab 3 hours} \)

**BIO 248** Issues in Environmental Biology \( \text{1 hour} \)

**BIO 270** Environments of Ecuador \( \text{3 hours} \)

**BIO 301** Field Biology \( \text{lab 3 hours} \)

**BIO 308** Vertebrate Natural History \( \text{lab 4 hours} \)

**BIO 310** Laboratory Teaching Experience in Biology (3 hrs max) \( \text{nt 1 hour} \)

**BIO 312** Evolution \( \text{3 hours} \)

**BIO 313** Economic Botany \( \text{3 hours} \)

**BIO 315** Statistical Methods for Biologists \( \text{lab 3 hours} \)

**BIO 316** Conservation Biology \( \text{lab 4 hours} \)

**BIO 317** Microbiology \( \text{lab 4 hours} \)

**BIO 318** Immunology \( \text{3 hours} \)

**BIO 320** Parasitology \( \text{lab 4 hours} \)

**BIO 323** Ecology \( \text{lab 4 hours} \)

**BIO 324** Field Botany \( \text{lab 4 hours} \)

**BIO 326** Developmental Biology \( \text{lab 4 hours} \)

**BIO 328** General Physiology \( \text{lab 4 hours} \)

**BIO 330** Seminar in Molecular/Cellular Biology \( \text{1 hour} \)

**BIO 331** Biotecnology \( \text{lab 4 hours} \)

**BIO 332** Ornithology \( \text{lab 3 hours} \)

**BIO 335** Plant-Animal Interactions \( \text{lab 4 hours} \)

**BIO 340** Medical Terminology \( \text{1 hour} \)

**BIO 408** Pathophysiology \( \text{3 hours} \)

**BIO 407** Cancer Biology \( \text{3 hours} \)

**BIO 497** Independent Study \( \text{nt 1–3 hours} \)

**BIO 499** Internship \( \text{nt 1–3 hours} \)

### Required Supporting Courses

**All of the following:**

**CHEM 121-122** Principles of Chemistry I, II \( \text{8 hours} \)

**CHEM 221** Organic Chemistry I \( \text{4 hours} \)

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

**MATH 115-116** Calculus for the Life Sciences I, II \( \text{8 hours} \)

**MATH 131-132** Calculus I, II \( \text{8 hours} \)

**MATH 133, 225** Theory and Application of Calculus/Foundations of Higher Mathematics \( \text{8 hours} \)

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

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

**BIO 153** Cells to Self \( \text{lab 4 hours} \)

**BIO 154** Mendel, Darwin, and the World We Live In \( \text{lab 4 hours} \)

**BIO 209** Marine Biology \( \text{lab 4 hours} \)

**BIO 213** Introductory Human Anatomy \( \text{lab 4 hours} \)

**BIO 214** Human Physiology \( \text{lab 4 hours} \)

**BIO 216** Introduction to Microbiology \( \text{lab 4 hours} \)

**BIO 220** Comparative Vertebrate Anatomy \( \text{lab 4 hours} \)

**BIO 221** Introduction to Genetics \( \text{lab 4 hours} \)

**BIO 230** Molecular Cell Biology \( \text{lab 4 hours} \)

**BIO 232** Animal Behavior \( \text{lab 3 hours} \)

**BIO 248** Issues in Environmental Biology \( \text{1 hour} \)

**BIO 270** Environments of Ecuador \( \text{3 hours} \)

**BIO 301** Field Biology \( \text{lab 3 hours} \)

**BIO 308** Vertebrate Natural History \( \text{lab 4 hours} \)

**BIO 310** Laboratory Teaching Experience in Biology (3 hrs max) \( \text{nt 1 hour} \)

**BIO 312** Evolution \( \text{3 hours} \)

**BIO 313** Economic Botany \( \text{3 hours} \)

**BIO 315** Statistical Methods for Biologists \( \text{lab 3 hours} \)

**BIO 316** Conservation Biology \( \text{lab 4 hours} \)

**BIO 317** Microbiology \( \text{lab 4 hours} \)

**BIO 318** Immunology \( \text{3 hours} \)

**BIO 320** Parasitology \( \text{lab 4 hours} \)

**BIO 323** Ecology \( \text{lab 4 hours} \)

**BIO 324** Field Botany \( \text{lab 4 hours} \)

**BIO 326** Developmental Biology \( \text{lab 4 hours} \)

**BIO 328** General Physiology \( \text{lab 4 hours} \)

**BIO 330** Seminar in Molecular/Cellular Biology \( \text{1 hour} \)

**BIO 331** Biotecnology \( \text{lab 4 hours} \)

**BIO 332** Ornithology \( \text{lab 3 hours} \)

**BIO 335** Plant-Animal Interactions \( \text{lab 4 hours} \)

**BIO 340** Medical Terminology \( \text{1 hour} \)

**BIO 408** Pathophysiology \( \text{3 hours} \)

**BIO 407** Cancer Biology \( \text{3 hours} \)

**BIO 497** Independent Study \( \text{nt 1–3 hours} \)

**BIO 499** Internship \( \text{nt 1–3 hours} \)

### GRADUATE STUDY

By fulfilling the requirements for a Bachelor of Science degree in biology, the student also has sufficient course work 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.

### OCCUPATIONAL/PHYSICAL THERAPY

Saint Mary’s College has an articulation agreement with the Master of Occupational Therapy degree program at Midwestern University, Downer’s Grove, Illinois, and an agreement with the Doctorate of Physical Therapy (DPT) program at Central Michigan University, Mount Pleasant, Michigan. Students who have followed a prescribed curriculum at Saint Mary’s and who meet specific requirements have the opportunity for automatic acceptance into these graduate programs.
BIOLOGY COURSES (BIO)

105 Cells to Self (4)
Built on the themes: The Cell, Energy, Information, and Integration. We will explore the discoveries that led to major advances in our understanding of the processes involved in these themes and discuss some of the key individuals. Throughout the course we will address the relevance of these processes to life choices and/or current issues facing ourselves, our families and our communities. Fall semester; three hours lecture and one two-hour laboratory per week.

106 Mendel, Darwin and the World We Live In (4)
Centered on three modules: Genetics, Evolution, Ecology. Each module introduces fundamental biological observations, scientific explanations for these, and modifications of these explanations that arose as scientists continued to observe, question and experiment. This course addresses issues confronting citizens every day, such as “What are the ethical ramifications of genetic information?” and “What are the global consequences of our actions?” Spring semester; three hours lecture and one two-hour laboratory per 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. Discussions will engage students in current topics such as stem cell research, DNA and forensics, ethical considerations in human genetic disease, and the use of animals in research. Fall semester; three hours lecture and one three-hour laboratory 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. Discussions will engage students in current topics such as agriculture and food security, disease vectors and their spread, debates about evolutionary theory, and biodiversity. Spring semester; three hours lecture and one three-hour laboratory 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.

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)
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.

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. Prerequisites: CHEM 121-122; CHEM 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 Laboratory Teaching Experience in Biology (1)
Faculty-directed laboratory teaching experience for students majoring in biology. Includes preparation time for theory review and procedures, as well as time in the laboratory under faculty supervision. Application is required; final selection will be by faculty members concerned. Students may accumulate up to three semester hours of electives. 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.

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 (1)
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)
Taught 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 co-requisite with permission of instructor): Junior or senior standing, BIO 214 or 328.

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.

**FACULTY**
J. Cergnul, J. Hicks, J. McElroy, R. Measell, M. Merryman, U. Rajadhyaksha, M. Robinson, S. Vance, 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.

**GENERAL EDUCATION REQUIREMENTS**
The following economics courses may be used to fulfill one General Education requirement as appropriate: ECON 151 Survey of Economics, ECON 251 Principles of Macroeconomics, ECON 252 Principles of Microeconomics.

**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.

TEACHER PREPARATION
The Business Education program provides career choices to students majoring in Business Administration. In addition to being qualified to explore traditional careers in business, the student has the option of becoming a teacher in a secondary school system. Students must complete courses satisfying the Business Administration major and appropriate courses in education. Some summer school may be necessary. The program in education is certified by the Indiana Professional Standards Board. Note: Required education coursework must begin during the sophomore year. Early advising is critical.

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 241 Personal Ethics and Corporate Culture 3 hours
- BUAD 312 Principles of Finance 3 hours
- BUAD 341 Statistical Applications 3 hours
- BUAD 344 Business Law I 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 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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 416</td>
<td>International Financial Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUAD 422</td>
<td>International Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUAD 432</td>
<td>International Marketing</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECON 354</td>
<td>Economic Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECON 356</td>
<td>Comparative Economic Systems</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECON 452</td>
<td>International Trade and Finance</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**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 I 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 344 Buyer Behavior 3 hours
- BUAD 342 New Venture I 3 hours
- BUAD 345 Business Communication 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

**All of the following:**
- BUAD 241 Personal Ethics and Corporate Culture 3 hours
- BUAD 312 Principles of Finance 3 hours
- BUAD 341 Statistical Applications 3 hours
- BUAD 344 Business Law I 3 hours
- CPSC 207 Computer Programming 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 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:
- BUAD 201 Principles of Financial Accounting 3 hours
- BUAD 202 Principles of Managerial Accounting 3 hours

**All of the following:**
- BUAD 241 Personal Ethics and Corporate Culture 3 hours
- BUAD 312 Principles of Finance 3 hours
- BUAD 341 Statistical Applications 3 hours
- BUAD 344 Business Law I 3 hours
- CPSC 207 Computer Programming 3 hours
- CPSC 417 Systems Analysis and Design 4 hours
- CPSC 429 Database Systems 3 hours
One of the following:
CPSC 307  C and Assembly Communications  3 hours
CPSC 308  Electronic Communications  3 hours

Required Supporting Courses
MATH 114  Introduction to Statistics  3 hours
MATH 251/  Principles of Operations Research  3 hours
BUAD 427  

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 151  Survey of Economics  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

One of the following:
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 concepting, pricing, promotion and distribution of ideas, goods, and services for not-for-profit organizations and business firms. Includes study of 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 Personal Legal and Financial Literacy (3)
Provides an overview of personal legal and financial knowledge. Topics may include budgeting, investment basics, employee benefit selection, tax return preparation, debt management, legal aspects of housing, buying/leasing an automobile, contract law and negotiation, and dispute resolution. Business majors may receive credit for BUAD 240 or 314, but not both. Appropriate for non-business students. Prerequisite: Junior or senior standing.

241 Personal Ethics and Corporate Culture (3)
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 241).

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)
Addresses: (1) What investments should the firm make? (2) What type of financing should be used to pay for the investment? (3) How should the daily financial activities be managed to meet cash requirements? The concepts, tools, and techniques acquaint students with the financial manager’s activities and decision making processes. Prerequisites: BUAD 201; and 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 I (3)
In the New Venture I class, students will learn about new venture creation 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 by creating a new venture in the fall semester.

343 New Venture II (3)
In the New Venture II class, the student entrepreneurs will operate the small business they launched as part of BUAD 342: New Venture I. They will also explore more advanced topics associated with operating a small business. At the end of New Venture II, students will develop and implement an exit strategy.
**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.

**345 Business Communication (3)**
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 e-mails. The course also examines gender differences and cross-cultural differences in communication.

**349 Survey of International Business and Economics (2–3)**
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.

**370 Topics in Business (1–3)**
The presentation of selected subjects of special relevance not included in regular departmental offerings. Prerequisite: established by the instructor.

**401 Advanced Accounting (3)**
Accounting for partnerships, business combinations, consolidated entities, business liquidations, and bankruptcy. An overview of the federal regulation of securities transactions. Prerequisite: BUAD 302.

**402 Auditing (3)**
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.

**403 Tax Assistance Program (2)**
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.

**404 Advanced Topics in Income Tax (3)**
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.

**407 International Accounting (3)**
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.

**408 Culture of Business in the French-Speaking World (3)**
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 socio-political 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).

**416 International Financial Management (3)**
International aspects of 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.

**422 International Management (3)**
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.

**427 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. Prerequisites: MATH 114 and BUAD 221 (also listed as MATH 251).

**431 Retail (3)**
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.

**432 International Marketing (3)**
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.

**434 Sales Management and Professional Selling (3)**
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.

**435 Marketing Management (3)**
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.

**443 Small Business Consulting (1–3)**
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.

**444 Business Law II (3)**
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 344.

**446 Strategic Management (3)**
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.

**447 International Business Law (3)**
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.

GENERAL EDUCATION REQUIREMENTS
The following chemistry and physics courses may fulfill the General Education science requirement: CHEM 101-102 Chemistry in Context, CHEM 118 Integrated General, Organic and Bio-Chemistry, CHEM 121/122 Principles of Chemistry, PHYS 101/102 Intro Topics in Physics, and PHYS 103/104 Physics by Inquiry I and II.

ADVANCE 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 successful completion of the Senior Oral Presentation. The Senior Oral Presentation consists of a 30–35 minute oral presentation given during the second semester of the senior year. The topic of the presentation may be: 1) experimental (laboratory) research carried out by the student under the supervision of a Saint Mary’s faculty member; 2) experimental (laboratory) research carried out by the student at another institution during the summer; or 3) literature research of a chemical topic conducted under the supervision of a Saint Mary’s faculty member. Emphasis is placed on explaining the chemistry of the research. An abstract of this presentation is provided prior to the 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 324 Biochemistry 3 hours
CHEM 411 Instrumental Analysis lab 2 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

Recommended Supporting Course:
BIO 152 Concepts of Biology II 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 Structure of Biomolecules 2 hours
CHEM 323 Biochemistry 3 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

Recommended Supporting Course:
BIO 152 Concepts of Biology II 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 Structure of Biomolecules 2 hours
CHEM 323 Biochemistry 3 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

Recommended Supporting Course:
BIO 152 Concepts of Biology II lab 4 hours
CHEM 424  Advanced Biochemistry  3 hours
CHEM 495  Seminar I  1 hour
CHEM 496  Seminar II  1 hour

**Required Supporting Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>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>BIO 152</td>
<td>Concepts of Biology II</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

**Recommended Supporting Course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 221</td>
<td>Introduction to Genetics</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

**Bachelor of Science, Major in Chemistry, Concentration in Biochemistry, ACS Certified—CHBC (72 hours)**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>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</th>
<th>Description</th>
<th>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</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 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</th>
<th>Description</th>
<th>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</th>
<th>Description</th>
<th>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 (4)
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 students 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 students 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. Prerequisite: CHEM 495

497 Independent Study (1–2)
Enables properly qualified students to carry out independent study under the guidance of an instructor. Content 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.

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 (3-110 minute classes with integrated laboratory experiences.) Prerequisites: MATH 131 or 133 or permission of the instructor.
PROGRAM IN COMMUNICATIONS STUDIES

FACULTY
S. Baxter, C. Fitzpatrick, M. Kramer, T. Russ

PROGRAM DESCRIPTION
The Department of Communication Studies, Dance & Theatre offers a Bachelor of Arts major in communication studies. The department also offers a minor in Public Relation and Advertising and a second minor in Public Communication. The goals of the programs in communication studies are:

• Students will be able to identify and explain various communication theories and apply them to understand texts, events, relationships, messages, or settings.
• Students will be able to explain how communication and media institutions shape selected dimensions of social life (politics, law, ethics, gender, or culture).
• Students will be able to communicate clearly and ethically in a variety of contexts and formats (written, visual, oral, and mediated).

GENERAL EDUCATION REQUIREMENTS
The following communication studies courses may be used to fulfill General Education requirements as appropriate: COMM 103, 210.

ADVANCED WRITING PROFICIENCY
Students complete this requirement by submitting a portfolio of writing samples from three categories that correspond to the curriculum requirement. The portfolio consists of papers prepared for courses in the major in Communication Studies. The portfolio is submitted for review in January of the senior year.

SENIOR COMPREHENSIVE
Students may complete the Senior Comprehensive in one of two sequences of courses reflecting the main intellectual traditions of the communication discipline: 1) research methods (COMM 385, 496), which explores social-scientific methods of inquiry, or 2) rhetoric and criticism (COMM 302, 495), focusing on the critical analysis of all types of public communication. The first course in either sequence should be taken in the spring of the Junior year, the second in the fall of the Senior year.
PROGRAM IN COMMUNICATION STUDIES

Bachelor of Arts, Major in Communication Studies—COMM

All of the following:

COMM 103 Introduction to Communication  (3 hours)
(with a grade of B- or above)

COMM 210 Mass Communication: Past, Present, Future  (3 hours)

COMM 330 Critical Issues in Mass Communication  (3 hours)

Senior comprehensive sequence

[COMM 385 and Research in Communication  (3 hours)]
COMM 496 Seminar in Advanced Research Methods  (3 hours)

Or

[COMM 302 and History and Criticism of Public Address  (3 hours)]
COMM 495 Seminar in Rhetoric and Criticism  (3 hours)

Two of the following:

COMM 200 Interpersonal Communication  (3 hours)
COMM 307 Organizational Communication  (3 hours)
COMM 350 Intercultural Communication  (3 hours)
COMM 369 Public Communication  (3 hours)

Two of the following:

COMM 302 History and Criticism of Public Address  (3 hours)
COMM 308 Persuasion  (3 hours)
COMM 312 Argumentation  (3 hours)

Two of the following:

COMM 200 Interpersonal Communication  (3 hours)
COMM 203 Small Group Communication  (3 hours)
COMM 220 Introduction to Communicative Disorders  (3 hours)
COMM 224 Sign Language  (3 hours)
COMM 260 Digital Video Production  (3 hours)
COMM 266 Introduction to New Media  (3 hours)
COMM 302 History and Criticism of Public Address  (3 hours)
COMM 303 Advertising in Society  (3 hours)
COMM 304 Public Relations  (3 hours)
COMM 307 Organizational Communication  (3 hours)
COMM 308 Persuasion  (3 hours)
COMM 312 Argumentation  (3 hours)
COMM 313 Journalism  (3 hours)
COMM 333 Magazine Writing  (3 hours)
COMM 350 Intercultural Communication  (3 hours)
COMM 360 Oral Interpretation  (3 hours)
COMM 369 Public Communication  (3 hours)
COMM 370 Political Communication  (3 hours)
COMM 383 Art and Entertainment Law  (3 hours)
COMM 406 Marketing Communication  (3 hours)
COMM 454 Communication Ethics  (3 hours)
COMM 486 Practicum/Production  (3 hours)
COMM 499 Internship  (3 hours)

COMMUNICATION STUDIES COURSES (COMM)

103 Introduction to Communication  (3)
Students develop an increased competency in communicating with precision and style, and also are
given an opportunity to think critically and creatively about the process of communication. Principles
of interpersonal and small group communication are covered as well as a focus on public speaking. Students must earn a “B-” or above to be accepted as a major in Communication Studies.

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.

Minor in Public Communication—PUBC (18 hours)

All of the following:

COMM 312 Argumentation  3 hours
ENWR 319 Classical Rhetoric  3 hours
PHIL 220 Introduction to Logic  3 hours

Two of the following:

COMM 369 Public Communication  3 hours
ENWR 313 Journalism  3 hours
ENWR 317 Expository Writing  3 hours
ENWR 333 Magazine Writing  3 hours

One of the following:

COMM 302 History and Criticism of Public Address  3 hours
COMM 454 Communication Ethics  3 hours
PHIL 341 Mind, Knowledge, and Reality  3 hours
PHIL 345 Philosophy of Language  3 hours
PHIL 348 Philosophy of Science  3 hours

Minor in Public Relations/Advertising—PUBR (18 hours)

Students cannot minor in both Advertising and Public Relations.

All of the following:

COMM 303 Advertising in Society  3 hours
COMM 304 Public Relations  3 hours
COMM 308 Persuasion  3 hours
COMM 406 Marketing Communication  3 hours

One of the following:

COMM 307 Organizational Communication  3 hours
COMM 350 Intercultural Communication  3 hours
COMM 369 Public Communication  3 hours
COMM 370 Political Communication  3 hours
COMM 383 Art and Entertainment Law  3 hours
COMM 454 Communication Ethics  3 hours

One of the following:

COMM 260 Digital Video Production  3 hours
COMM 266 New Media  3 hours
COMM 313 Journalism  3 hours
COMM 333 Magazine Writing  3 hours
COMM 486 Practicum/Production  3 hours
COMM 499 Internship  3 hours
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.

220 Introduction to Communicative Disorders (3)
The causes, characteristics and treatment of speech, language and hearing disorders (also listed as COMD 220). Formerly COMM 337.

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 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 information 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.

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 59 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.

GENERAL EDUCATION REQUIREMENTS
The following dance courses may be used to fulfill the fine arts General Education requirement: DANC 240, 241.

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
DANCE COURSES (DANC)

NOTE: All dance technique classes (except DANC 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. Primary areas of concentration are core conditioning and maintaining the natural curves of the spine. General knowledge of muscle groups, movement, function, and personal alignment will be explored. 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 survey of dance as an art form presented in both lecture and studio format. This course includes a brief history of dance, dance theatre, and world dance forms as a model of cultural identity. The creative process is explored through Laban based motif notation (movement notation). The practical experience of this course is intended to develop the student’s personal aesthetic and appreciation of dance. This course satisfies the fine arts requirement.

241 Contemporary Issues in Dance (3)
This course addresses recent and current aspects of the ever-changing world of dance. The fusion of forms, mediums and cultures that impact the art form will be considered. Exposure to dance performance and analysis will encourage the student to develop a personal aesthetic and become dance “literate” in terms of knowledge, communication and expression. Dance education, pedagogy and career options will be explored.

242 Dance Composition/Improvisation I (3)
An exploration of the creative choreographic process incorporating elements of composition. Improvisation will be used as a tool for forming ideas, developing movement vocabulary and creative problem solving. The course culminates in an informal concert of studies and solo choreography.

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 an 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. Proper alignment and strength will be emphasized in building a strong point foundation. Corequisite: 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.

249 Body Conditioning II (2, 1)
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.

250 Tap Technique: Intermediate (2, 1)
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.

342 Dance Composition/Improvisation II (3)
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.

344 Modern Dance Technique: Advanced (2, 1)
A more advanced technique course with an emphasis on technical execution and artistic expression. May be repeated for one credit.

345 Ballet Technique: Advanced (2, 1)
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 for one credit.

347 Advanced Pointe Technique/Variations (1)
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.
348 Jazz Technique: Advanced (2)
A continuation of jazz technique providing a stimulating and rigorous application of both the 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.

390 Special Topics in Dance (1–3)
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.

397 Independent Study (1–3)
Independent study proposed by the student, conducted under the supervision of a faculty member with the approval of the department chair.

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.

GENERAL EDUCATION REQUIREMENTS
The following theatre courses may be used to fulfill the fine arts General Education requirement: THTR 135, 205, 265.

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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 205</td>
<td>Introduction to Acting</td>
<td>3</td>
</tr>
<tr>
<td>THTR 245</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THTR 265</td>
<td>Play Analysis for the Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 355</td>
<td>Voice and Movement</td>
<td>3</td>
</tr>
<tr>
<td>THTR 375</td>
<td>Rehearsal and Performance</td>
<td>1–3</td>
</tr>
<tr>
<td>THTR 380</td>
<td>History of Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 475</td>
<td>Stage Directing</td>
<td>3</td>
</tr>
<tr>
<td>THTR 480</td>
<td>Production Projects</td>
<td>3</td>
</tr>
</tbody>
</table>

Saint Mary's College | 142

Saint Mary's College | 143
One of the following courses in dramatic literature:

- THTR 378 Contemporary Drama 3 hours
- THTR 410 Advanced Topics in Theatre (relevant topics) 1–3 hours
- ENLT 413 Shakespeare 3 hours

Three of the following (9 hours):

- THTR 135 Introduction to Theatre 3 hours
- THTR 305 Characterization 3 hours
- THTR 360 Oral Interpretation 3 hours
- THTR 377 Playwriting I 3 hours
- THTR 378 Contemporary Drama (if not taken for requirement above) 3 hours
- THTR 405 Styles of Acting 3 hours
- THTR 410 Advanced Topics in Theatre (if not taken for requirement above) 1–3 hours
- THTR 430 Theatre Management 3 hours
- THTR 445 Scene Design 3 hours
- THTR 455 Costume Design 3 hours
- THTR 477 Playwriting II 3 hours

Required Supporting Courses:

One of the following courses in dance (2 hours):

- DANC 144 Modern Dance Technique: Beginning 2–1 hours
- DANC 145 Ballet Technique: Beginning 2–1 hours
- DANC 148 Jazz Technique: Beginning 2–1 hours
- DANC 150 Tap Technique: Beginning 2–1 hours

Minor in Theatre (Production)—THPR (12 hours)

All of the following:

- THTR 245 Stagecraft 3 hours
- THTR 265 Play Analysis for the Theatre 3 hours
- THTR 375 Rehearsal and Performance 3 hours

One of the following:

- THTR 305 Characterization 3 hours
- THTR 355 Voice and Movement 3 hours
- THTR 360 Oral Interpretation 3 hours
- THTR 377 Playwriting I 3 hours
- THTR 378 Contemporary Drama 3 hours
- THTR 380 History of Theatre 3 hours
- THTR 405 Styles of Acting 3 hours
- THTR 410 Advanced Topics in Theatre 1–3 hours
- THTR 430 Theatre Management 3 hours
- THTR 445 Scene Design 3 hours
- THTR 455 Costume Design 3 hours

Minor in Theatre (Performance)—THPE (12 hours)

All of the following:

- THTR 205 Introduction to Acting 3 hours
- THTR 265 Play Analysis for the Theatre 3 hours
- THTR 375 Rehearsal and Performance 3 hours

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. Fulfills the fine arts requirement.

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.

305 Characterization (3)
Exploration of the process of characterization with emphasis on techniques of physical transformation and psychological realism. Prerequisite: THTR 205.

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.

377 Playwriting I (3)
Principles of writing for the stage. Emphasis on dramatic structure, character development, plot management, dialogue and critical analysis.

378 Contemporary 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 a 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
One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 315</td>
<td>Simulation: Theory and Application</td>
<td>3 hours</td>
</tr>
<tr>
<td>CPSC 328</td>
<td>Data Structures</td>
<td>3 hours</td>
</tr>
<tr>
<td>CPSC 417</td>
<td>Systems Analysis and Design</td>
<td>4 hours</td>
</tr>
<tr>
<td>CPSC 429</td>
<td>Database Systems</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

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.

**217 COBOL Programming in Business Systems (3)**
Designed to teach the use of COBOL in top-down development, debugging, and testing of programs. It includes most features of the COBOL language: sorting, handling, indexed files, use of single-level and multiple-level tables, searching indexed tables, and use of the STRING, UNSTRING, and INSPECT statements. The course also covers techniques and algorithms for tasks common in business programming such as data verification, updating sequential and indexed files, report design, and control breaks. Prerequisite: CPSC 207.

**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 and 328 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: MATH 114 (or 345) and CPSC 207.

**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 328 or 217 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 217 or CPSC 328 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. Departmental approval required. May be repeated.
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).

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>Foundations for Teaching in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 213</td>
<td>American Mosaic: Integrative Approaches to the Arts in Elementary/Middle School</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 215</td>
<td>Teaching Wellness in Elementary/Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 220</td>
<td>Applied Media and Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 230</td>
<td>Educational Psychology: Foundations of Special Education in Elementary/Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 240</td>
<td>General/Special Education Partnerships in Elementary/Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Teaching Language Arts in Elementary/Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Teaching Social Studies in Elementary/Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Teaching Science in Elementary/Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Teaching Mathematics in Elementary/Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 305</td>
<td>Teaching Mathematics in Elementary/Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 306</td>
<td>Children’s Literature in Elementary/Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 307</td>
<td>Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 406</td>
<td>Reading Assessment and Intervention in Elementary/Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 472</td>
<td>Student Teaching in Elementary School</td>
<td>12</td>
</tr>
</tbody>
</table>

**Additional required courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 103</td>
<td>World Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201</td>
<td>U. S. History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>MATH 118</td>
<td>Patterns in Math for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 302</td>
<td>Math for Elementary Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major in Elementary Education with Indiana Reading Licensure, P–12 — ELER (74 Hours)**

In addition to the ELED requirements, all of the following are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 306</td>
<td>Multicultural Approaches to the Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 481</td>
<td>Seminar in Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 486</td>
<td>Practicum in Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

**Minor in Early Childhood Education—ECED (15 hours)**

This is a College minor, not a licensure program.

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>Foundations for Teaching in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 311</td>
<td>Curriculum and Assessment in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 480</td>
<td>Seminar in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 485</td>
<td>Practicum in Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Minor in English as a Second Language/Bilingual/Bicultural Education, K–12 — ENLB (15 hours)**

Leads to licensure in English as a Second Language.

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>Foundations for Teaching in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 430</td>
<td>Foundations of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 432</td>
<td>Methods and Materials of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE)</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 304</td>
<td>History of the English Language</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>ANTH 141</td>
<td>Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 253</td>
<td>Survey I: Culture and Language</td>
<td>3</td>
</tr>
<tr>
<td>COMM 350</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ICS 201</td>
<td>Introduction to Intercultural Studies</td>
<td>3</td>
</tr>
</tbody>
</table>
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 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 3 hours
- EDUC 350 Educational Psychology: Human Growth and Development of the Middle/High School Student 3 hours
- EDUC 356 Educational Psychology: Educating Exceptional Learners in Middle/High School 3 hours

One of the following:
- EDUC 474 Student Teaching in Middle/High School 12 hours
- EDUC 475 Student Teaching in High School 12 hours

One of the following:
- EDUC 443 Teaching Social Studies in Middle/High School 3 hours
- EDUC 445 Teaching Modern Languages in Middle/High School 3 hours
- EDUC 447 Teaching English in Middle/High School 3 hours
- EDUC 449 Teaching Science in Middle/High School 3 hours
- EDUC 451 Teaching Mathematics in Middle/High School 3 hours

Visual Arts or Music Education

Students must complete all the courses in the appropriate grade level.

All of the following:
- EDUC 201 Foundations for Teaching in a Multicultural Society 3 hours
- EDUC 220 Applied Media and Instructional Technology 3 hours

Grades 5–12 (33 hours)
- EDUC 345 Curriculum and Assessment in Middle/High School 3 hours
- EDUC 346 Literacy Strategies and Classroom Management in Middle/High School 3 hours
- EDUC 350 Educational Psychology: Human Growth and Development of the Middle/High School Student 3 hours
- EDUC 356 Educational Psychology: Educating Exceptional Learners in Middle/High School 3 hours

or EDUC 474 Student Teaching in Middle/High School 12 hours

or EDUC 475 Student Teaching in High School 12 hours

or MUS 351 Elementary Music Methods 3 hours

or MUS 353 Secondary Music Methods 3 hours

Grades K–6 (30 hours)
- EDUC 230 Educational Psychology: Foundations of Special Education in Elementary/Middle School 3 hours
- EDUC 240 General/Special Education Partnerships in Elementary/Middle School 3 hours

Education Electives
- EDUC 408 Theory and Practice of Multicultural Service Learning Pedagogy 2 or 3 hours
- EDUC 372 Education in Great Britain and Ireland 2 or 3 hours
- EDUC 488 Practicum in Intercultural Education 1–6 hours

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.

• Maintain 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
(Secondary Education minors complete the writing requirements in their major.)
• Complete requirements for the Education Portfolio at a Developing level
• Maintain appropriate teaching dispositions

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 (full-field/spring-student teaching)
NOTE: Student teachers are required to follow their assigned school calendars.
• Pass the state-approved licensing assessment
• Demonstrate proficiency in performance-based standards evaluation
• Complete the Education Portfolio at the Proficient level

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 a valid CPR certificate from the American Red Cross or the American Heart Association (www.doe.in.gov/educatorlicensing/cpr.html)
• Must pass state-approved licensing assessment (Contact the Education Department for specific information.)

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)
Beginning teachers 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 pre-service teachers 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 active, 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 for future teachers using technology in the classroom. The National Educational Technology Standards for Teachers will be used: (1) Basic operations and concepts, (2) Social, ethical, and human issues, (3) Technology productivity tools, (4) Technology communication tools, (5) Technology research tools, and (6) Technology problem-solving and decision-making tools.

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 student to 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 for preservice teachers 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 for preservice teachers 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 to introduce the concepts and processes in the world of science, including physical, life, and earth and space sciences. The course will teach the incorporation of those concepts and processes at appropriate grade levels and connect concepts and processes to other areas of the elementary and middle school curriculum. Planning strategies, developing techniques, and measuring the outcomes of the teaching process will be covered. *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 for preservice teachers of mathematics 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.

345 Curriculum and Assessment in Middle/High School (3)
This course provides pre-service teachers 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, pre-service teachers 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. Students 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 examined. Students will explore the specific components of this assessment and its use in formulating behavioral intervention plans, as well as strategies that foster and teach social skills to students with mild disabilities. Prerequisite: EDUC 240

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 engages the preservice teacher in 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.

406 Reading Assessment and Intervention in Elementary/Middle School (3)
This course is designed to enable students 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 preservice teachers 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. Students 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.

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 preservice teacher 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 Co-requisites: 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, preservice teachers 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. Preservice teachers 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

344 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 programming 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 areas(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 second 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 preservice teachers 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, students 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 teach students the necessary skills and techniques to become effective secondary science teachers. Students 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 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. Students 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)
This course is an introduction to 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 students’ learning. Course structure allows for maximum individualization of learning, permitting students to pursue areas of interest within the field of study.

481 Seminar in Reading (3)
This course engages pre-service teachers 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 pre-service teachers 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.

445 Teaching Modern Languages in Middle/High School (3)
The course focuses on the methodology of content-based second 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 preservice teachers 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, students 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 teach students the necessary skills and techniques to become effective secondary science teachers. Students 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 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. Students 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)
This course is an introduction to 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 students’ learning. Course structure allows for maximum individualization of learning, permitting students to pursue areas of interest within the field of study.

481 Seminar in Reading (3)
This course engages pre-service teachers 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 pre-service teachers 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)
Students 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 students 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)
Pre-service teachers 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 students 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.

For ambitious students interested in a career in engineering, Saint Mary’s offers an exceptional alternative to a typical engineering degree. By combining the broad liberal arts foundation of the Saint Mary’s experience with the strength of the University of Notre Dame’s engineering curriculum, students benefit from the best of both institutions.

Through a cooperative agreement, Saint Mary’s College and the University of Notre Dame offer a dual degree program through which a student earns two degrees—a bachelor’s degree from Saint Mary’s, and a second bachelor of science degree in engineering from the University of Notre Dame. The dual degree program offers an ideal education for the woman interested in interweaving scientific knowledge, human values, and technical and professional proficiency. The program broadens professional and post-graduate opportunities by enhancing students’ technical skills with the values and problem solving skills developed through a women’s liberal arts education.

The dual degree program offers the options and flexibility to design a combination of majors that fits a student’s individual interests. Some majors complement one another because the disciplines are similar:

- Chemistry and chemical engineering
- Biology and environmental geosciences engineering
- Mathematics and computer science engineering or electrical engineering

Other majors complement one another because they are different, such as philosophy and civil engineering. For the student interested in the humanities or social sciences, creative combinations of liberal arts and engineering majors are encouraged.

Saint Mary’s students who participate in the engineering program work with a program advisor to design and manage their academic plan. They take pre-engineering courses at Saint Mary’s and engineering courses at Notre Dame in addition to the courses required to satisfy degree requirements at Saint Mary’s College. Notre Dame courses are used as electives to satisfy Saint Mary’s degree requirements, and Saint Mary’s courses are used as electives to satisfy Notre Dame’s degree requirements.

Students in the dual degree program must maintain a 2.8 or higher GPA in technical courses in order to remain eligible for the engineering degree. This strenuous program will demand the best effort of well-prepared and well-motivated students. Successful completion will require consultation each semester with the program advisers and careful scheduling of courses on both campuses.
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.

GENERAL EDUCATION REQUIREMENTS
The following English courses may be used to fulfill the General Education requirement: ENLT 104W, 106W, 109W, and any upper level literature course except the following: ENLT 266, 304, 305 367.

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:

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 495 Senior Literature Seminar 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

Two of the following or any course designated to fulfill 18th/19th Century British literature:

ENLT 380 The 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 417 Major Literary Figures (British) 3 hours
ENLT 419 Major Literary Figures (American and Other) 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 321 Fiction Writing 3 hours
ENWR 323 Poetry Writing 3 hours
ENWR 325 Playwriting (cross listed with THTR 377) 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

Bachelor of Arts, Major in English Writing—ENWR (27 hours)

All of the following:

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
ENLT 413 Shakespeare 3 hours
or ENLT 414 Shakespeare and the Power of Art 3 hours
ENLT 415 Shakespeare and His World 3 hours
ENWR 495 Senior Writing Project 3 hours

Two 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
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

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 Victorian Literature 3 hours

One of the following or any other 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

**Bachelor of Arts, Double Major in English Literature and English Writing—ENLT (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 495 Senior Writing Project 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

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:

- ENLT 203 Studies in Literature 3 hours
- ENLT 204 Literature of Social Justice 3 hours
- ENLT 205 Contemporary Women’s Fiction 3 hours
- ENLT 210 Shakespeare: Page, Stage and Screen 3 hours
- ENLT 221 Children’s Literature 3 hours
- ENLT 243 Greek Literature 3 hours
- ENLT 266 Film Criticism 3 hours
- ENLT 268 From Fiction to Film 3 hours
- ENLT 275 Women and Success 3 hours
- ENLT 281 British Literature: Beowulf to 1800 3 hours
- ENLT 282 British Literature: 1800 to Present 3 hours
- ENLT 283 Irish Literature 3 hours
- ENLT 293 Chicana Literature 3 hours
- ENLT 304 History of the English Language 3 hours

ENLT 305 Introduction to Linguistics 3 hours
ENLT 308 Arthurian Literature 3 hours
ENLT 331 Feminist Memoirs 3 hours
ENLT 341 Development of the English Novel I 3 hours
ENLT 342 Development of the English Novel II 3 hours
ENLT 343 Development of the English Novel III 3 hours
ENLT 345 Development of the American Novel 3 hours
ENLT 357 Modern Poetry 3 hours
ENLT 359 American Poetry 3 hours
ENLT 361RM Mythology 3 hours
ENLT 364 African Diaspora 3 hours
ENLT 365 African-American Literature 3 hours
ENLT 366 Critical Whiteness 3 hours
ENLT 367 Women in Film 3 hours
ENLT 369 Literary Theory and Criticism 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 417 Major Literary Figures (British) 3 hours
ENLT 419 Major Literary Figures (American and Other) 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 3 hours
- ENWR 325 Playwriting (cross listed with THTR 377) 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 413 Shakespeare 3 hours
- ENLT 414 Shakespeare and the Power of Art 3 hours
- ENLT 415 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENLT 380</td>
<td>18th-Century British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 381</td>
<td>Romantics</td>
<td>3</td>
</tr>
<tr>
<td>ENLT 382</td>
<td>Victorians</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</th>
<th>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>

### 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.

#### 109W Language and Literature (4)
- A range of courses allowing students to earn three literature hours and fulfill the writing proficiency requirement.

#### 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, folklore, fairy tale and short fiction. (Applies as a General Education elective only as a second English course.)

#### 243 Greek Literature (3)
- Greek literature from Homer to Plato: history, philosophy, tragedy, comedy and lyric poetry.

#### 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 lyric (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)
Eighteenth- and nineteenth-century feminist writings in social, political and historical context, with particular attention to Mary Wollstonecraft.

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 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 major.

GENERAL ENGLISH COURSES (ENGL)

498 Teaching Assistantship in English Writing or Literature (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.

Environmental Studies
Chris Cobb, Program Coordinator
221 Spes Unica Hall
574-284-4483

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.

GENERAL EDUCATION REQUIREMENTS
The following courses fulfill the College General Education requirements: ENVS 161, ENVS 171.

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
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
SOC 306  Consumer Society    3 hours
### Category 3: Human Ecology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 141</td>
<td>Peoples of the World</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 370</td>
<td>Native American Cultures</td>
<td>3 hours</td>
</tr>
<tr>
<td>ANTH 392</td>
<td>Topical Seminar in Cultural Anthropology (approved topics)</td>
<td>3 hours</td>
</tr>
<tr>
<td>ANTH 394</td>
<td>Topical Seminar in Archaeology (approved topics)</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENLT 203</td>
<td>Studies in Literature (approved topics)</td>
<td>3 hours</td>
</tr>
<tr>
<td>HUST 103</td>
<td>Lives and Times (approved topics)</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### ENVIRONMENTAL 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. This course focuses 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 366</td>
<td>Cyberfeminism/New Media</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENLT 210</td>
<td>Shakespeare: Page, Stage and Screen</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENLT 266</td>
<td>Film Criticism</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENLT 268</td>
<td>From Fiction to Film</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENLT 367</td>
<td>Women in Film</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 321</td>
<td>The American West</td>
<td>3 hours</td>
</tr>
<tr>
<td>MLIT 320</td>
<td>Italian Cinema</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

##### 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 student to better understand the structural and cultural factors influencing the types of films created with specific symbolic meanings.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 210</td>
<td>Mass Communication: Past, Present, Future</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 330</td>
<td>Critical Issues in Mass Communication</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 383</td>
<td>Art and Entertainment Law</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 382</td>
<td>Sociology of Popular Culture</td>
<td>3 hours</td>
</tr>
</tbody>
</table>
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</th>
<th>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>

Gerontology

JoAnn Burke, Program Coordinator
255 Spes Unica Hall
574-284-4513

FACULTY
J. Burke

PROGRAM DESCRIPTION
The gerontology minor at Saint Mary’s College educates students about complex issues that equip them to respond constructively to the individual, family, community, societal, and global challenges of aging. Due to dramatic increases in the older population, graduates with a minor in gerontology have an advantage in the job market and are well prepared to make a difference in the world. This interdisciplinary minor requires 15 credit hours and integrates well with requirements for most majors.

PROGRAM IN GERONTOLOGY

Minor in Gerontology—GERO (15 hours)

All of the following:
- GERO 201 Gerontology: Services and Policies 3 hours
- SW 362 Perspectives in Gerontology 3 hours

Three of the following:
- GERO 320 Alzheimer’s Disease 3 hours
- PHL 255 Medical Ethics 3 hours
- PSYC 302 Psychology of Adult Development 3 hours
- SOC 257 Sociology of Families 3 hours
- SW 341 Relationships, Intimacy, and Sexuality Across the Lifespan 3 hours

NOTE: Other courses may be substituted by permission

GERONTOLOGY COURSES (GERO)

201 Gerontology: Services and Policies (3)
An overview of programs and policies designed to enable older adults to obtain necessary services, enhance their health, improve or maintain their economic well-being, and provide support to families of the aging. Trends in the aging programs, services, and policies are discussed. Topics include work, retirement, and income maintenance; delivery and regulation of health care; and social or community services that promote well-being in older adults. Visits are made to providers serving older adults and their families, and an experiential learning component is integrated into the course.

320 Alzheimer’s Disease and Related Dementias (3)
An introduction to the factors affecting the quality of life of people with dementia and their caregivers: the cultural, social and physical environments, social support, societal attitudes and intervention, and management strategies. Attention is given to the diagnosis of dementia; types, prevalence and course of the illness; behavioral, cognitive, and physical symptoms; ethical and legal issues; professional management and treatment issues; family care-giving issues; and implications for health and social policy.
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.

GENERAL EDUCATION REQUIREMENTS
The following courses fulfill the College General Education requirements: HIST 101, 102, 103, 104, 201, and 202.

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:

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101-102</td>
<td>The Development of Western Civilization I, II</td>
<td>6</td>
</tr>
<tr>
<td>HIST 103-104</td>
<td>World Civilization I, II</td>
<td>6</td>
</tr>
</tbody>
</table>
### 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 412 American Girlhoods (3 hours)
- HIST 416 History of Religion in America (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 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 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)

### Division II: European History

**The following:**
- HIST 370 A History of Modern European Women (3 hours)

**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 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

**One of the following:**
- 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)
One of the following:
- 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 412 American Girlhoods 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 412 American Girlhoods 3 hours
- HIST 416 History of Religion in America 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**
- 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 (appropriate topic) 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 383 Women in Africa and the Middle East 3 hours
- HIST 408 Gender and Politics 3 hours
- HIST 415 International Women's Movements 3 hours
- HIST 376 Chinese Women and Society 3 hours
- HIST 410 Studies in Women's History 3 hours
- HIST 412 American Girlhoods 3 hours
- HIST 383 Women in Africa and the Middle East 3 hours
- HIST 408 Gender and Politics 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 had 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 audiovisual 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 economies 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.

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 arise from the impact of colonization or forces such as poverty that influence access to health care and education.

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, and industrialization, 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.

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, liberalism, 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.

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

376 Chinese Women and Society (3)
This course introduces the history 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 WOST 376.) Prerequisite: WOST 201 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.

408 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).

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.

390 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)
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.

ADVANCE 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:

- HUST 242 Art and Culture 3 hours
- HUST 321 Cultural History I: Medieval Culture 3 hours
- HUST 322 Cultural History II: Renaissance and Reformation 3 hours
- HUST 323 Colloquium I 3 hours
- HUST 324 Colloquium II 3 hours

All of the following taken in junior or senior year:

- HUST 461 Cultural History III: Absolutism, Enlightenment, and Revolution 3 hours
- HUST 462 Cultural History IV: The Modern World 3 hours
- HUST 463 Colloquium III 3 hours
- HUST 464 Colloquium IV 3 hours

Minor in Humanistic Studies—HUST (15 hours)

Five of the following:

- HUST 242 Art and Culture 3 hours
- HUST 321 Cultural History I: Medieval Culture 3 hours
- HUST 322 Cultural History II: Renaissance and Reformation 3 hours
- HUST 323 Colloquium I 3 hours
- HUST 324 Colloquium II 3 hours
- HUST 461 Cultural History III: Absolutism, Enlightenment, and Revolution 3 hours
- HUST 462 Cultural History IV: The Modern World 3 hours
- HUST 463 Colloquium III 3 hours
- HUST 464 Colloquium IV 3 hours

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.

312 Dante and the Journey of Our Life (3)
The focus of this seminar is Dante’s Commedia in translation. We follow the Pilgrim’s journey through the three realms of the afterlife, and explore the many contexts—biographical, political, psychological, theological, moral—that have made this poem so life-changing for so many. Additional readings include excerpts from Dante’s “minor works.” Prerequisite: Junior standing or permission of instructor. Cross-listed with MODL 312.

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.

General Education Requirement
ICS 201 may be used to fulfill a General Education requirement in the B.A., B.B.A., and B.S. degrees only.

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.

**ICS 366** Critical Whiteness Studies (cross-listed with ENLT/SOC) 3 hours

**POS C 319** Politics of the Third World 3 hours

**POS C 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 of the following (6 hours) from the above two categories or from the following:**

**ANT H 141** Culture and Society 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 263** 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 290/390/490** Special Topics 1–3 hours

**ICS 300** Experiential Learning 1–3 hours

**ICS 305** Analysis of Study Abroad 3 hours

**ICS 397/497** Independent Study 1–3 hours

**ICS 399** Internship 1–3 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

**POS C 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 380** World Religions and Christianity 3 hours

**SW 342** Leadership Development 3 hours

**WOST 376** Chinese Women and Society 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. See the ICS web site for an updated list of currently approved courses.

### 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.

#### 300 Experiential Learning (1–3)
Experiential learning courses combine standard forms of classroom instruction and interaction within real-world settings. Such courses are an effective way to link course objectives with direct experience of the world beyond the classroom because they provide students opportunities to encounter the many layers of meanings that comprise human beings’ social worlds. May be repeated with different topic.

#### 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 finds 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 relating here, and their future goals. Prerequisite: Participation in a study abroad program, and permission of instructor.

#### 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

Three of the following (9 hours):

- BUAD 241 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
- JUST 260 Social Thought and the American Worker 3 hours
- JUST 301 The Quest for Human Rights 3 hours
- JUST 320 Faith and Justice 3 hours
- PHIL 245 Non-Western Philosophy 3 hours
- PHIL 254 Philosophy of Social Justice (if not taken for the requirement above) 3 hours
- PHIL 352 Political Philosophy 3 hours
- POSC 301 The Quest for Human Rights 3 hours
- POSC 304 Latin American Politics 3 hours
JUSTICE EDUCATION COURSES (JUST)

200 People and Justice (1)
The connections between service, faith, and living with an awareness of the needs of those around us are explored, with reflection upon the experience of service forming the cornerstone of this course. A service commitment and large and small group sessions with faculty facilitators are focused on the foundations for doing service, the connection between service and justice, and the integration of service into our everyday lives. The format of the course reflects the principles inherent in small Christian communities and offers a model of “experience-reflection-study-commitment” as framework for considering the insights developed through direct involvement with those in need.

241 Personal Ethics and Corporate Culture (3)
After a basic introduction to ethics from both a philosophical and theological view, the course focuses on a systematic analysis and evaluation of personal values, corporate cultures, and the moral issues encountered in business practice. Stress is placed on problem-solving cases involving common dilemmas faced by women professionals. Open to non-business majors. Prerequisite: BUAD 221 or permission of instructor (also listed as BUAD 241).

250 Christians in the World (3)
A seminar in social analysis which integrates theology and issues of justice with the study of specific social and economic problems in local and universal contexts. There is an emphasis on the biblical and ethical foundations of the church’s concern for justice; strategies for achieving social justice that are interdisciplinary and structural are highlighted. Experiential and community-based learning opportunities are incorporated into the course.

260 Social Thought and the American Worker (3)
Provides a history of working class conditions in the United States with attention to the economic environment that created these conditions, the accompanying applicable social thought and government policy responses (also listed as ECON 153).

290 Special Topics in Justice Education (1–3)
Introductory level course in topics in Justice Education not covered in the regular department offerings. May be repeated for credit with a different topic.

293 Internship (1–3)
Community-based experience in a justice-related field at an approved site. Jointly sponsored by a faculty member and a representative from the sponsoring agency. Must be approved by the Justice Program Coordinator. A reflection paper appropriate to the nature of the internship will be required. Graded S/U.

300 Experiential Learning (1–3)
This course examines justice questions, poverty, and development within an experiential framework, involving study and reflection, an immersion experience, and processing of the questions and issues that emerge from experience. The immersion will be offered at various sites which will rotate each year. May be repeated.

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, including: whether the debate should focus on rights as opposed to power or responsibility or obligation; whether or not to use phrases like “human rights;” whether or not the rights should be listed in a document; who decides what the rights are; what are the sources of these rights; and how competing rights claims are to be adjudicated (also listed as POSC 301).

320 Faith and Justice (3)
An integrative seminar course in which the process of reflection moves from a consideration of the spiritual basis for justice to reflecting upon the leadership examples of people who have been advocates, organizers, and models of nonviolent change. After studies in the methods and strategies of those involved in working for justice, the course models a pedagogy based on the praxis cycle: first, an educated social analysis of the culture in which the students find themselves, followed by a theological reflection upon that culture and the ways faith and a concern for justice might connect to the students’ experience of society. Finally, the course examines the component of commitment and pastoral strategies from the standpoint of their own life situations.

397 Independent Study (3)
This course is designed to provide upper-level students the opportunity to explore social justice issues systematically and in a framework of their own design. An emphasis will be placed on approaches which draw from a variety of disciplines and which incorporate various perspectives on issues of domestic and global concern.

499 Internship (1–3)
Community-based experience in a justice-related field at an approved site. Jointly sponsored by a faculty member and a representative from the sponsoring agency. Must be approved by the Justice Program Coordinator. A reflection paper appropriate to the nature of the internship will be required. Graded S/U.
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.

GENERAL EDUCATION REQUIREMENTS
The College General Education requirement in mathematics can be satisfied by successful completion of any mathematics course except MATH 100. Several major departments require specific mathematics courses; students can be counseled by the Mathematics Department to enroll in courses which are appropriate to their interests and ability.

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.

MATHEMATICS PROFICIENCY TEST
Students enrolled in MATH 102, 104, 105, 108, 110, 118, and 302 are required to pass a
mathematics proficiency test in order to continue in the course.

COMPUTER SCIENCE
Courses are designed to educate students of the liberal arts in computer science; 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 for those students who wish to pursue
an integrated program of mathematics and computer science. The College also offers a minor
in computer science and a minor in information science. See Computer Science, page 147.

PROGRAM IN MATHEMATICS

Bachelor of Science: Major in Mathematics—MATH (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>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>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>
<tr>
<td>CPSC 207</td>
<td>Computer Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

Two 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>MATH 341-342</td>
<td>Analysis I, II</td>
<td>6</td>
</tr>
<tr>
<td>MATH 345-346</td>
<td>Probability, Statistics</td>
<td>6</td>
</tr>
<tr>
<td>MATH 353-354</td>
<td>Abstract Algebra I, II</td>
<td>6</td>
</tr>
</tbody>
</table>

Two of the following, one of which must be in the area of modern algebra (alg), analysis
(ana), or applied mathematics (app) not taken as full-year sequences above:

<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>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>MATH 490</td>
<td>Special Topics</td>
<td>1-3</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.

Bachelor of Arts: Major in Mathematics—MATH (38–42 hours)

All of the following:

<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>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>
<tr>
<td>CPSC 207</td>
<td>Computer Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

Two 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>MATH 341-342</td>
<td>Analysis I, II</td>
<td>6</td>
</tr>
<tr>
<td>MATH 345-346</td>
<td>Probability, Statistics</td>
<td>6</td>
</tr>
<tr>
<td>MATH 353-354</td>
<td>Abstract Algebra I, II</td>
<td>6</td>
</tr>
</tbody>
</table>

Two of the following, one of which must be in the area of modern algebra, analysis,
or applied mathematics not taken as full-year sequences above:

<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>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>MATH 490</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Bachelor of Science: Major in Statistical and Actuarial Mathematics —SAM
(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>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>MATH 252</td>
<td>Theory of Interest</td>
<td>3</td>
</tr>
<tr>
<td>MATH 326</td>
<td>Linear Algebra and Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 345-346</td>
<td>Probability, Statistics</td>
<td>6</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>MATH 495-496</td>
<td>Pro-Seminar I, II</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 207</td>
<td>Computer Programming</td>
<td>3</td>
</tr>
</tbody>
</table>
One of the following full-year sequences:
MATH 341-342 Analysis I, II 6 hours
MATH 353-354 Abstract Algebra I, II 6 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.

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
(42–46 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 251 Principals of Operations Research 3 hours
MATH 326 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 429 Database Systems 3 hours
CPSC 328 Data Structures 3 hours
CPSC 417 Systems Analysis and Design 4 hours

One of the following:
MATH 341 Analysis I 3 hours
MATH 342 Analysis II 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 382 Modeling Applications 1 hour
MATH 490 Special Topics 1–3 hours
MATH 495 Pro-Seminar I 2 hours
CPSC 207 Computer Programming 3 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
(39–43 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)

At least one of the following:
- MATH 105 Elements of Calculus I 3 hours
- MATH 106 Elements of Calculus II 3 hours
- MATH 115 Calculus for the Life Sciences I 4 hours
- MATH 116 Calculus for the Life Sciences II 4 hours
- MATH 131 Calculus I 4 hours
- MATH 132 Calculus II 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/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 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 105 Elements of Calculus I 3 hours
- 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 115 Calculus for the Life Sciences I 4 hours
- MATH 116 Calculus for the Life Sciences II 4 hours
- MATH 118 Patterns in Mathematics for Elementary Teachers 3 hours
- MATH 131 Calculus I 4 hours
- MATH 132 Calculus II 4 hours
- MATH 133 Theory and Application of Calculus 4 hours
- MATH 211 Elementary Number Theory 3 hours
- MATH 225 Foundations of Higher Mathematics 3 hours

Minor in Mathematics/Computer Science—MTHC (21–23 hours)

All of the following:
- CPSC 207 Computer Programming 3 hours
- CPSC 217 COBOL Programming in Business Systems 3 hours
  or CPSC 307 C and Assembly Language Programming 3 hours
- CPSC 328 Data Structures 3 hours

At least one of the following:
- MATH 105 Elements of Calculus I 3 hours
- MATH 106 Elements of Calculus II 3 hours
- MATH 115 Calculus for the Life Sciences I 4 hours
- MATH 116 Calculus for the Life Sciences II 4 hours
- MATH 131 Calculus I 4 hours
- MATH 132 Calculus II 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/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 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 105 Elements of Calculus I 3 hours
- 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 115 Calculus for the Life Sciences I 3 hours
MATH 116  Calculus for the Life Sciences II  4 hours
MATH 118  Patterns in Mathematics for Elementary Teachers  3 hours
MATH 131  Calculus I  4 hours
MATH 132  Calculus II  4 hours
MATH 133  Theory and Application of Calculus  4 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
CPSC 217  COBOL Programming in Business Systems  3 hours
CPSC 307  C and Assembly Language Programming  3 hours
CPSC 308  Electronic Communications  3 hours
CPSC 315  Simulation: Theory and Application  3 hours
CPSC 417  Systems Analysis and Design  4 hours
CPSC 429  Database Systems  3 hours

MATHEMATICS COURSES (MATH)

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 College General Education requirement in Mathematics.

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.

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.

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)
Three-dimensional space: parametric equations, lines, planes, vectors, dot product, cross product. Polar coordinates. Functions of several variables: partial derivatives, linear approximation, gradient, directional derivatives, maxima, minima, chain rule. Multiple integrals. Vector Calculus (including Green’s Theorem and Stokes’ Theorem). Prerequisite: MATH 132 or MATH 133.
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: queueing, systems analysis, quality assurance, acceptance sampling. Emphasis on applications to business and economic decision making. Prerequisite: MATH 114 with a grade of “C” or higher (also listed as BUAD 341).

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. Prerequisite: A year of Calculus or MATH 114 (also listed as BUAD 427).

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 transformational geometry. Elementary probability and statistics. The course meets for an additional required one-hour laboratory weekly. 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 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.

402 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.
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, elementary, and intermediate levels. Languages offered within the General Education program include Arabic, Chinese, French, German, Italian, and Spanish. French and Spanish are taught at the introductory, elementary, and intermediate levels, German and Italian 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, elementary, 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.

GENERAL EDUCATION REQUIREMENT
The language requirement, competency in a modern language, may be fulfilled by completing two semesters of the same language at the appropriate level. The requirement is normally satisfied by one of the following:

- For students continuing a language they have already studied: MLFR, MLGR, MLIT, or MLSP 105-106, 111-112, 113-114, or 115-116, the department will advise placement into these 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.
• Students who complete the 105-106 sequence may continue their language study for credit with the 111-112 sequence. Students are limited to a total of 16 credits of the same modern language at the 100 level.
• For students starting a new language: MLAR, MLCH, MLFR, MLGR, MLIT, or MLSP 101-102. College credit will not be given for 101 and 102 in any language the student studied in high school.

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 Conversation and 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 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

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 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

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 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
One of the following:
MLIT 310 Advanced Italian Grammar    3 hours
MLIT 425 Latin American Regional Novel 3 hours
MLIT 427 Contemporary Latin American Narrative 3 hours
MLIT 429 Latin American Women Writers 3 hours
MLIT 431 Latin American Poetry 3 hours
MLIT 490 Special Topics 3 hours
MLIT 497 Independent Study 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 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 304 RM 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

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 1–3 hours

Certificate for Teaching English to Speakers of Other Languages—TSOL (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 program develops knowledge of theories and methods of language teaching, as well as practical skills relevant to teaching English as a world language. A TESOL Certificate provides professional credentials recognized both nationally and internationally, but is does not provide certification to teach in the K-12 context within the United States.

All of the following:
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 Languages Examination are exempted from the College foreign language requirement but receive no college credit. Entering students scoring 58 or above on the CLEP Modern Languages Examination receive four college hours, which satisfy one semester of the language requirement.

College credit will not be given for the introductory sequence (101-102) if units in that language have already been presented for admission to the College.

INTERNATIONAL PROGRAMS
Saint Mary’s is affiliated with the Center for Cross-Cultural Studies in Seville, Spain, and Córdoba, Argentina, for Spanish-language study. The College is also affiliated with
the Centre International d’Études Françaises at the Université de Bourgogne, in Dijon, France, for students studying French abroad. Students of German may apply for study in Innsbruck, Austria. (See also pages 51-55.) Prior study of Italian at Saint Mary’s is strongly recommended for students participating in the Saint Mary’s College Rome Program. Study abroad in an immersion program, including our affiliated programs in Dijon, Innsbruck, Seville, and Córdoba, requires previous study of the language. It is possible to study in Innsbruck without any previous study of German if the student elects to take courses that are offered in English. 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 immersion programs.

ARABIC COURSES (MLAR)

101–102 Introductory Arabic I, II (4, 4)  
This two-semester sequence is an introduction to the Arabic 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. College credit will not be given if units in Arabic have been earned in high school.

CHINESE COURSES (MLCH)

101–102 Introductory Mandarin Chinese I, II (4, 4)  
This two-semester sequence is an introduction to the Mandarin Chinese. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Chinese cultures. College credit will not be given if units in Mandarin have been earned in high school.

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. 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. College credit will not be given if units in French have been earned in high school.

105–106 Elementary French I, II (4, 4)  
This two-semester sequence is designed to develop an elementary proficiency in French for students with a limited prior knowledge of the language. The focus is on developing increased proficiency in all four skills: speaking, reading, listening, and writing. The sequence also emphasizes French and Francophone cultures. Students 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.

NOTE: Minimum prerequisite for all 200 and 300 level course listings: MLFR 105–106 or 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. Course is designated as three-hour language credit for students in Dijon. Required for Indiana teaching certification.

370 French Civilization (3)  
Overview of French history and current social and political trends. Designated as credit for Dijon students completing a minor in French and/or Indiana teaching certification.

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 socio-political 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 film-makers. 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.

453 18th-Century French Literature (3)  
Reading and analysis of selected literature of the 18th century ranging from the novel to philosophical essays with special attention to representative works by authors such as Prévost, Marivaux, Laclos, Montesquieu, Sade, Diderot, Voltaire, and Rousseau.

454 19th-Century French Novel (3)  
Readings and analysis of representative novels from the Romantic through the Realist periods, with emphasis on the theory and development of narrative prose.

455 19th-Century French Poetry (3)  
The evolution of French poetry from the Romantics to the Symbolists, with special attention to the works of Hugo, Baudelaire, Rimbaud, and Mallarmé.
457 20th-Century French Novel (3)
Reading and analysis of selected fiction of the 20th century, with special attention to women writers and contemporary works.

462 Francophone Cultures and Literature (3)
Acquaints students with the beauty and diversity of the cultures and literature of French-speaking regions outside of Europe. Through lectures, novels, poetry and films, students discover Francophone culture from sociological, political, and artistic points of view. Authors and works from North Africa, West Africa, the Caribbean, and/or Quebec may be included.

490 Topics in French Literature (3)
An intensive study of a literary movement, theme, genre, or author. May be repeated for credit with a different topic.

491 Topics in French Studies (3)
An interdisciplinary study of intellectual, cultural, and/or socio-historical phenomena through French or Francophone history. Authentic materials and texts will be drawn primarily from historical, philosophical, and literary sources. May be repeated for credit with different topic. Topics have included France and America, and French Colonization.

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 French 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.

GERMAN COURSES (MLGR)
NOTE: Introductory and Intermediate language courses are restricted to first-year students. Sophomores, juniors, and seniors are admitted by permission of the department.

101–102 Introductory German I, II (4, 4)
This two-semester sequence is an introduction to the German language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Germanic cultures. College credit will not be given if units in German have been earned in high school.

111–112 Intermediate German I, II (4, 4)
This two-semester sequence is designed to develop an intermediate-level proficiency in German focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Germanic cultures. Students enroll in this sequence on the basis of a placement exam.

123–124 Intermediate German Conversation and Reading I, II (1, 1)
Designed to develop conversational skills for intermediate-level students and those planning to study in Innsbruck. Prerequisite: MLGR 101.

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. 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. College credit will not be given if units in Italian have been earned in high school.

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, 1945–65 (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.

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 Italian I, II (4, 4)**
This two-semester sequence is an introduction to the Italian language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Italian culture. College credit will not be given if units in Italian have been earned in high school.

**111–112RM Intermediate Italian I, II (4, 4)**
This two-semester sequence is designed to develop an intermediate-level 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 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 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 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 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 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.

**409RM 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. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Hispanic cultures. Students 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. Students enroll in this sequence on the basis of a placement exam.

**113–114 Intermediate Spanish for the Professions, 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. Only heritage speakers who receive the requisite score on the Spanish placement exam may enroll in this sequence.

**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. Emphasis is also placed on Hispanic cultures. Only heritage speakers who receive the requisite score on the Spanish placement exam may enroll in this sequence.

**119–120 Elementary Spanish I, II (4, 4)**
This course introduces students to Hispanic cultures. College credit will not be given if units in Spanish have been earned in high school.

**121–122 Intermediate Spanish for Heritage Speakers I, II (4, 4)**
This course focuses on the major Italian novels that exemplify the distinctive literary movements from Romanticism to the present.

**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 socio-historical 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 socio-historical 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.

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, Guillen, Maritx, 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)

312 Dante and the Journey of Our Life (3)
The focus of this seminar is Dante’s Commedia in translation. We follow the Pilgrim’s journey through the three realms of the afterlife, and explore the many contexts—autobiographical, political, psychological, theological, moral—that have made this poem so life-changing for so many. Additional readings include excerpts from Dante’s “minor works.” Prerequisite: Junior standing or permission of instructor. Cross-listed as HUST 312.

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. Concurrent or Prerequisite: ENLT 305.

445 Curriculum Methods for Teachers of Foreign Languages (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. Recommended for any language major, especially those considering teaching as a profession, as well as those students considering graduate study. Taught in English (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 plurilingualism. 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 a 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

Laurel Thomas, Department Chair
208 Moreau Center for the Arts
574-284-4632

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.

GENERAL EDUCATION REQUIREMENTS
The following music courses may be used to fulfill the fine arts General Education requirement: MUS 181 Fundamentals of Music; MUS 241 Music Appreciation; MUS 242 American Popular Music; MUS 275 The Worlds of Music, and all applied lessons.

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 154)

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.
PROGRAM IN MUSIC

Bachelor of Arts, Major in Music—(37 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>2</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>MUS 281</td>
<td>Chromatic Materials</td>
<td>3</td>
</tr>
<tr>
<td>MUS 281L</td>
<td>Chromatic Materials (lab)</td>
<td>2</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 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 111-11</td>
<td>Piano</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 113-13</td>
<td>Harpsichord</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 114-14</td>
<td>Voice</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 115-15</td>
<td>Violin</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 116-16</td>
<td>Viola</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 117-17</td>
<td>Cello</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 118-18</td>
<td>Double Bass</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 119-19</td>
<td>Percussion</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 120-20</td>
<td>Flute</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 121-21</td>
<td>Oboe</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 122-22</td>
<td>Clarinet</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 123-23</td>
<td>Bassoon</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 124-24</td>
<td>Saxophone</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 125-25</td>
<td>Trumpet</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 126-26</td>
<td>French Horn</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 127-27</td>
<td>Trombone</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 128-28</td>
<td>Baritone Horn</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 129-29</td>
<td>Tuba</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 130-30</td>
<td>Harp</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 131-31</td>
<td>Guitar</td>
<td>1-2</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>
<tr>
<td>MUS 205</td>
<td>Madrigal Singers</td>
<td>1</td>
</tr>
</tbody>
</table>

Instrumental ensembles available by audition through the University of Notre Dame.

Five hours (minimum) from the following or from applied or ensemble credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 352</td>
<td>Celtic Music Traditions</td>
<td>3</td>
</tr>
<tr>
<td>MUS 200</td>
<td>Stagecraft</td>
<td>1</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Collegium Musicum</td>
<td>1</td>
</tr>
<tr>
<td>MUS 204</td>
<td>Opera Workshop</td>
<td>1</td>
</tr>
<tr>
<td>MUS 208</td>
<td>Vocal Coaching</td>
<td>1</td>
</tr>
<tr>
<td>MUS 241</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 250</td>
<td>Vocal Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS 251</td>
<td>Woodwind Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS 252</td>
<td>String Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS 253</td>
<td>Brass and Percussion Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS 264</td>
<td>Beginning Composition Class</td>
<td>2</td>
</tr>
<tr>
<td>MUS 275</td>
<td>The Worlds of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 295</td>
<td>Vocal Diction</td>
<td>1</td>
</tr>
<tr>
<td>MUS 296</td>
<td>Vocal Diction II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 341</td>
<td>Latin American Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 342</td>
<td>Popular Music, Gender &amp; Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>MUS 351</td>
<td>Elementary Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 356</td>
<td>Music in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>MUS 362</td>
<td>Orchestration/Arranging</td>
<td>2</td>
</tr>
<tr>
<td>MUS 364</td>
<td>Intermediate Composition Class</td>
<td>2</td>
</tr>
<tr>
<td>MUS 365</td>
<td>Conducting I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 366</td>
<td>Conducting II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 451</td>
<td>Vocal Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS 452</td>
<td>Piano Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS 453</td>
<td>Secondary Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 461</td>
<td>Form and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MUS 464</td>
<td>Composition Lessons</td>
<td>1-3</td>
</tr>
<tr>
<td>MUS 479</td>
<td>Applied Music Literature I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 480</td>
<td>Applied Music Literature II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 481</td>
<td>The Composer</td>
<td>2</td>
</tr>
<tr>
<td>MUS 490</td>
<td>Special Topics in Music</td>
<td>1-3</td>
</tr>
<tr>
<td>MUS 495</td>
<td>Senior Seminar in Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 497</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Bachelor of Music, Major in Music Education—MUS (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>2</td>
</tr>
<tr>
<td>MUS 250</td>
<td>Vocal Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS 251</td>
<td>Woodwind Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS 252</td>
<td>String Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS 253</td>
<td>Brass and Percussion Techniques</td>
<td>2</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>MUS 295</td>
<td>Vocal Diction</td>
<td>1</td>
</tr>
<tr>
<td>MUS 296</td>
<td>Vocal Diction II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 341</td>
<td>Latin American Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 342</td>
<td>Popular Music, Gender &amp; Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>MUS 351</td>
<td>Elementary Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 356</td>
<td>Music in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>MUS 362</td>
<td>Orchestration/Arranging</td>
<td>2</td>
</tr>
<tr>
<td>MUS 364</td>
<td>Intermediate Composition Class</td>
<td>2</td>
</tr>
<tr>
<td>MUS 365</td>
<td>Conducting I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 366</td>
<td>Conducting II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 451</td>
<td>Vocal Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS 452</td>
<td>Piano Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS 453</td>
<td>Secondary Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 461</td>
<td>Form and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MUS 464</td>
<td>Composition Lessons</td>
<td>1-3</td>
</tr>
<tr>
<td>MUS 479</td>
<td>Applied Music Literature I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 480</td>
<td>Applied Music Literature II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 481</td>
<td>The Composer</td>
<td>2</td>
</tr>
<tr>
<td>MUS 490</td>
<td>Special Topics in Music</td>
<td>1-3</td>
</tr>
<tr>
<td>MUS 495</td>
<td>Senior Seminar in Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 497</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Instrumental ensembles available by audition through the University of Notre Dame.
A minimum of 7 hours and 7 semesters on the same instrument from the following:

<table>
<thead>
<tr>
<th>Instrument/voice applied area</th>
<th>MUS 111-L Piano</th>
<th>1-2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 113-L Harpsichord</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 114-L Voice</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 115-L Violin</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 116-L Viola</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 117-L Cello</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 118-L Double Bass</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 119-L Percussion</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 120-L Flute</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 121-L Oboe</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 122-L Clarinet</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 123-L Bassoon</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 124-L Saxophone</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 125-L Trumpet</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 126-L French Horn</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 127-L Trombone</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 128-L Baritone Horn</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 129-L Tuba</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 130-L Harp</td>
<td>1-2 hours</td>
<td></td>
</tr>
<tr>
<td>MUS 131-L Guitar</td>
<td>1-2 hours</td>
<td></td>
</tr>
</tbody>
</table>

A minimum of 7 hours and 7 semesters of ensemble credit from the following:

<table>
<thead>
<tr>
<th>Ensemble applied area</th>
<th>MUS 201 Collegiate Choir</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 203 Women’s Choir</td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>MUS 205 Madrigal Singers</td>
<td>1 hour</td>
<td></td>
</tr>
</tbody>
</table>

Instrumental ensembles available by audition through the University of Notre Dame.

**Minor in Music—MUS (18 hours)**

All of the following:

- MUS 181 Fundamentals of Music 3 hours
- MUS 182 Diatonic Materials 3 hours
- MUS 182L Diatonic Materials lab 2 hours

Six hours of the following (selected in consultation with Music advisor)

- MUS 241 Music Appreciation 3 hours
- MUS 275 The Worlds of Music 3 hours
- MUS 271 Music History I: Antiquity–1750 3 hours
- MUS 272 Music History II: 1750–Present 3 hours
- MUS 281 Chromatic Materials 3 hours
- MUS 281L Chromatic Materials lab 2 hours
- MUS 282 20th Century Materials: Form Analysis 3 hours
- MUS 282L 20th Century Materials: Form Analysis lab 1 hour
- MUS 341 Latin American Music 3 hours
- MUS 342 Popular Music, Gender & Sexuality 3 hours

Three hours of the following (selected in consultation with Music advisor)

- MUS 241 Music Appreciation 3 hours
- MUS 275 The Worlds of Music 3 hours
- MUS 271 Music History I: Antiquity–1750 3 hours
- MUS 272 Music History II: 1750–Present 3 hours
- MUS 281 Chromatic Materials 3 hours
- MUS 281L Chromatic Materials lab 2 hours
- MUS 282 20th Century Materials: Form Analysis 3 hours
- MUS 282L 20th Century Materials: Form Analysis lab 1 hour
- MUS 341 Latin American Music 3 hours
- MUS 342 Popular Music, Gender & Sexuality 3 hours

Four hours from the instrument/voice or ensemble applied areas on page 232.

---

**A CREDIBILITY COURSE:**

**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:

- Sight read at the piano a four-part chorale and a melody with accompaniment; harmonize simple melodies in any key up to four sharps or four flats with and without chord symbols;
- perform four prepared piano pieces consisting of two short pieces in contrasting styles, one of which may be an accompaniment, and two community songs.

Students for whom keyboard is the primary instrument: Play all major and harmonic minor scales and all major and minor arpeggios in all keys with both hands, two octaves at M.M.

Students for whom keyboard is not the primary instrument: Same as above with a minimum requirement of two octaves hands alone.

**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, keyboard applications, and the development of fluency in notation are stressed. One-half hour of computer drill per week is required. Fulfills GenEd requirement in fine arts 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 (2)**

A combination of aural and keyboard skills related to issues in Theory II: singing, hearing, listening analyses, chord progressions, accompaniment patterns, score reading, and melody harmonization. 45 minutes of computer drill is required each week. Corequisite: MUS 182.
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 (2)
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 (2)
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 (2)
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.

253 Brass and Percussion Techniques (2)
Studies in the instruments, fingerings, tone production, and materials for brass and percussion instruments. 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 (2)
A combination of aural and keyboard skills related to issues in Theory III: singing, hearing, listening analyses, chord progressions involving secondary functions and modulation, score reading, and melody harmonization. 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 rhythmical 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.

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 expectations.) 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 discussed in a private conference with the student and her applied teacher. The final semester grade will 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 student whose major is not piano, 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**
- 50-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
- Harpsichord 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

FACULTY

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 National League of Nursing Accreditation Commission (NLNAC). The curriculum adopts the educational guidelines set forth by the American Association of Colleges of Nursing and the National League of Nursing. 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.

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

An accelerated program in nursing is offered for women with a baccalaureate degree in another major from an accredited college or university. Potential candidates must have completed all the prerequisites for the nursing major and will be admitted as transfer students. The nursing course sequence and graduation requirements are modified to accommodate the accelerated pace. Additional information may be obtained from the Admission Office, the Department of Nursing or the Saint Mary’s College web site.

ADVANCED WRITING PROFICIENCY

Advanced Writing Proficiency is evaluated within the major during the senior year. A designated course 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 (79–80 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 153, 213, 214, 216, CHEM 118 and NUR 224 are included in this calculation. In the event that there are more than 40 qualified students petitioning for admission to the nursing major, the 40 students with the highest prerequisite science GPAs will be admitted.

All of the following prerequisite courses [2.75 GPA required] (31 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 153</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIO 213</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIO 214</td>
<td>4 hours</td>
</tr>
<tr>
<td>BIO 216</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHEM 118</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 110</td>
<td>2 hours</td>
</tr>
<tr>
<td>NURS 224</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 221</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 323</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 326</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 330</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 334</td>
<td>3 hours</td>
</tr>
<tr>
<td>NURS 407</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 410</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 414</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 415</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 485</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

Required Supporting Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 305</td>
<td>3 hours</td>
</tr>
<tr>
<td>or PSYC 301</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

NURSING MAJOR COURSES (NURS)

110 Introduction to Professional Nursing (2)
This course will critically examine the meaning of health and wellness from diverse perspectives including race, culture, religion, gender, age, and socioeconomic status. Governmental policy and resources for healthcare will be examined as they contribute to the concept of health of the public and the individual’s use of available resources to maintain health. As student understanding of “health” expands, the course will examine the roles and responsibilities of the professional nurse as they relate to nursing, health promotion, and social justice. Scholarly inquiry, critical thinking, evidence-based practice and ethical decision making will be introduced as foundational components necessary for professional nursing practice.

224 Essentials of Nursing Practice (6)
This theory and clinical course examines the concepts of holistic health, person, communication, and professionalism. Building upon knowledge gained in the basic sciences and other prerequisite courses, students integrate and apply that knowledge base to nursing practice. Principles and skills requisite to the provision of basic nursing care are applied in both the clinical learning laboratory and in clinical settings. Students are prepared to complete basic health and physical assessment with the focus on differentiating normal from abnormal findings. The course is designed to assist students to integrate observations, inferences, and relationships when collecting health data and to apply it to the nursing process. Prerequisite: Grade of “C” or better in BIO 213 and 214; Pre or corequisite: NURS 110. Additional fee assessed at registration.

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: NURS 224; Pre or corequisite: NURS 334.

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: NURS 224, Pre or corequisite: NURS 334.

326 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: NURS 224, Pre or corequisite: NURS 334.

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: NURS 224; Pre or corequisite: NURS 334.

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: NURS 224.

407 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: NURS 321, 323, 326, 330, 334.

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: NURS 321, 323, 326, 330, 334.
414 Community Health Nursing (5)
This theory 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: NURS 321, 323, 326, 330, 334.

415 Nursing Leadership (2–5)
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: NURS 321, 323, 326, 330, 334. Pre or corequisite: NURS 410.

485 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: NURS 321, 323, 326,330, 334.

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.

490 Special Topics (2–3)
Topics in nursing not covered in the regular department offerings. May be repeated for credit with a different topic. Prerequisite: Senior Nursing major or permission of instructor.

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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 341</td>
<td>Mind, Knowledge, and Reality</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 343</td>
<td>20th Century Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 345</td>
<td>Philosophy of Language</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 348</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Value Theory**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 251</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 252</td>
<td>Philosophy of Art</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 254</td>
<td>Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 255</td>
<td>Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 252</td>
<td>Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 254</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 355</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 255</td>
<td>Philosophy of Law</td>
<td>3</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>PHIL 333</td>
<td>19th Century Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 334</td>
<td>Philosophy of Thomas Aquinas</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 341</td>
<td>Mind, Knowledge, and Reality</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 343</td>
<td>20th Century Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 345</td>
<td>Philosophy of Language</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 348</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 352</td>
<td>Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 354</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 355</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Minor in Philosophy—PHIL (15 hours)**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 110</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 220</td>
<td>Introduction to Logic</td>
<td>3</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>PHIL 230</td>
<td>Socrates to Scholasticism</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 331</td>
<td>Descartes to Skepticism</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 332</td>
<td>Kant and His Critics</td>
<td>3</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>PHIL 235</td>
<td>Existentialism</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 236</td>
<td>American Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 243</td>
<td>Introduction to Feminist Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 245</td>
<td>Non-Western Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 247</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 251</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 252</td>
<td>Philosophy of Art</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 254</td>
<td>Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 255</td>
<td>Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 290</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 333</td>
<td>19th Century Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 334</td>
<td>Philosophy of Thomas Aquinas</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 341</td>
<td>Mind, Knowledge, and Reality</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 343</td>
<td>20th Century Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 345</td>
<td>Philosophy of Language</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 348</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 352</td>
<td>Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 354</td>
<td>Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.

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 America 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)

Physical Education

The Physical Education Department offers selected courses based on student needs and interests. These courses are offered throughout the day and week to satisfy a broad range of fitness interests. Our popular Spinning Class is an intense biking workout sure to get you in great shape. Fitness Challenge presents a variety of aerobic activities—including Zumba, kick, cardio, step and strength while the SMC “x”treme incorporates stretching, strength training and plyometrics into an intense conditioning workout.

Students preparing to teach in elementary or secondary schools are often required to have credit in physical education for a state teacher’s license.

Physical education classes and participation in intercollegiate activities earn .5 hour; however, only one semester hour of credit may be applied toward the 128 hours required for graduation. Graded S/U.

Activity Classes Include:

- Spinning
- Fitness Challenge
- Yoga
- SMC “x”treme
- Pilates
- Personal Fitness Instruction
- Belles for Fitness

Julie Schroeder-Biek, Program Director
103 Angela Athletic Facility
574-284-4694
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 and methodology. 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.

GENERAL EDUCATION REQUIREMENTS
Students can fulfill one General Education social science requirement by taking POSC 151, 152, or 160.

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 152</td>
<td>Politics of American Democracy</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 217</td>
<td>American Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Four of the following (12 hours):**

#### American Politics and Law

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 307</td>
<td>Introduction to American Law</td>
<td>3</td>
</tr>
<tr>
<td>POSC 313</td>
<td>Mass Media and Public Opinion</td>
<td>3</td>
</tr>
<tr>
<td>POSC 314</td>
<td>Political Participation</td>
<td>3</td>
</tr>
<tr>
<td>POSC 315</td>
<td>Political Parties and Interest Groups</td>
<td>3</td>
</tr>
<tr>
<td>POSC 320</td>
<td>Congress and the Legislative Process</td>
<td>3</td>
</tr>
<tr>
<td>POSC 322</td>
<td>The Presidency</td>
<td>3</td>
</tr>
<tr>
<td>POSC 323</td>
<td>The U.S. Constitution</td>
<td>3</td>
</tr>
<tr>
<td>POSC 324</td>
<td>American Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>POSC 325</td>
<td>American Political Development</td>
<td>3</td>
</tr>
<tr>
<td>POSC 355</td>
<td>Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Comparative Politics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 203RM</td>
<td>Contemporary Italian Problems</td>
<td>3</td>
</tr>
<tr>
<td>POSC 304</td>
<td>Latin American Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 319</td>
<td>Politics of the Third World</td>
<td>3</td>
</tr>
<tr>
<td>POSC 329</td>
<td>Middle East Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 330</td>
<td>Comparative Politics Proseminar</td>
<td>3</td>
</tr>
<tr>
<td>POSC 360</td>
<td>The Politics of Race</td>
<td>3</td>
</tr>
<tr>
<td>POSC 365</td>
<td>Gender and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 370</td>
<td>Democratization</td>
<td>3</td>
</tr>
<tr>
<td>POSC 435</td>
<td>Politics of Multiculturalism</td>
<td>3</td>
</tr>
</tbody>
</table>

#### International Politics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 316</td>
<td>International Law and Organization</td>
<td>3</td>
</tr>
<tr>
<td>POSC 326</td>
<td>Global Environmental Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 416</td>
<td>United States Foreign Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Political Theory and Methodology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 301</td>
<td>The Quest for Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>POSC 317</td>
<td>Research Methods in Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POSC 341</td>
<td>Politics and Religion</td>
<td>3</td>
</tr>
<tr>
<td>POSC 342</td>
<td>American Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POSC 344</td>
<td>Catholic Political Thought</td>
<td>3</td>
</tr>
</tbody>
</table>

**Other courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 390</td>
<td>Special Topics in Political Science</td>
<td>1–3</td>
</tr>
</tbody>
</table>

**Minor in Political Science—POSC (15 hours)**

The following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 152</td>
<td>Politics of American Democracy</td>
<td>3</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>POSC 204</td>
<td>Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POSC 206</td>
<td>International Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Two of the following (6 hours):**

#### American Politics and Law

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 307</td>
<td>Introduction to American Law</td>
<td>3</td>
</tr>
<tr>
<td>POSC 313</td>
<td>Mass Media and Public Opinion</td>
<td>3</td>
</tr>
<tr>
<td>POSC 314</td>
<td>Political Participation</td>
<td>3</td>
</tr>
<tr>
<td>POSC 315</td>
<td>Political Parties and Interest Groups</td>
<td>3</td>
</tr>
<tr>
<td>POSC 320</td>
<td>Congress and the Legislative Process</td>
<td>3</td>
</tr>
<tr>
<td>POSC 322</td>
<td>The Presidency</td>
<td>3</td>
</tr>
<tr>
<td>POSC 323</td>
<td>The U.S. Constitution</td>
<td>3</td>
</tr>
<tr>
<td>POSC 324</td>
<td>American Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>POSC 325</td>
<td>American Political Development</td>
<td>3</td>
</tr>
<tr>
<td>POSC 355</td>
<td>Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Comparative Politics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 203RM</td>
<td>Contemporary Italian Problems</td>
<td>3</td>
</tr>
<tr>
<td>POSC 304</td>
<td>Latin American Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 319</td>
<td>Politics of the Third World</td>
<td>3</td>
</tr>
<tr>
<td>POSC 329</td>
<td>Middle East Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 360</td>
<td>The Politics of Race</td>
<td>3</td>
</tr>
<tr>
<td>POSC 365</td>
<td>Gender and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 370</td>
<td>Democratization</td>
<td>3</td>
</tr>
<tr>
<td>POSC 435</td>
<td>Politics of Multiculturalism</td>
<td>3</td>
</tr>
</tbody>
</table>

#### International Politics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 316</td>
<td>International Law and Organization</td>
<td>3</td>
</tr>
<tr>
<td>POSC 326</td>
<td>Global Environmental Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 416</td>
<td>United States Foreign Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Political Theory and Methodology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 301</td>
<td>The Quest for Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>POSC 317</td>
<td>Research Methods in Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POSC 341</td>
<td>Politics and Religion</td>
<td>3</td>
</tr>
<tr>
<td>POSC 342</td>
<td>American Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POSC 344</td>
<td>Catholic Political Thought</td>
<td>3</td>
</tr>
</tbody>
</table>

**Other courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 390</td>
<td>Special Topics in Political Science</td>
<td>1–3</td>
</tr>
</tbody>
</table>

**Note:** The following courses cannot be used as Political Science electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 151</td>
<td>Political Issues</td>
<td></td>
</tr>
<tr>
<td>POSC 160</td>
<td>Global Political Issues</td>
<td></td>
</tr>
<tr>
<td>POSC 495/496</td>
<td>Senior Thesis I, II</td>
<td></td>
</tr>
<tr>
<td>POSC 497</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>POSC 499</td>
<td>Internship in Politics</td>
<td></td>
</tr>
</tbody>
</table>

### 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 152, 217 (and for foreign policy study, 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 elective credit in political science. (See page 51.)

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)

INTRODUCTORY COURSES
The following survey courses are offered regularly for students who are fulfilling General Education requirements or initiating the study of politics.

151 Political Issues (3)
An analysis of various political ideas, systems, issues, and/or phenomena designed to introduce students to political thinking.

152 Politics of American Democracy (3)
An introductory study of the origins, principles, behavior, and institutions of the American political system.

160 Global Political Issues (3)
This course will introduce students to some of the most important contemporary global political issues such as the impact of economic globalization on politics and culture, the sources of war and political conflict, gender inequality, poverty, United States foreign policy, and the role of international institutions.

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.

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.

217 American Public Policy (3)
An analytic study of agenda-setting, policy formulation, and policy implementation in the United States. Prerequisite: POSC 152.

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 as a socializing agent. Prerequisite: POSC 152.

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 152.

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 152.

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 152.

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.

355 Public Administration (3)
A study of bureaucratic behavior in the United States including the origins of bureaucracy, organization theory, problems of agency management, personnel and budgeting, and the interaction of bureaus with other political institutions. Prerequisites: POSC 152 and junior/senior standing.

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 roles 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.

319 Politics of the Third World (3)
A comparative analysis of the process of political and socio-economic development in selected political systems of Asia, Africa, and Latin America. 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 around the world. The course will emphasize the diverse ways race has been used to build political power.

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.

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.

435 Politics of Multiculturalism (3)
An advanced seminar that engages the critical study of multiculturalisms around the world. Debates for and against multicultural policies in liberal democracies are explored, followed by an extensive study of multicultural practices and ideologies. Issues related to the topic of multiculturalism include indigenous rights, group rights, democratic representation, cultural identity, neoliberalism, and language ideologies (also listed as ANTH 435).

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.

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 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.

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. Prerequisite: POSC 206 or permission of instructor.

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).

317 Research Methods in Political Science (3)
A study of the scientific approach to political analysis, the use of quantitative methods and statistics, and the preparation of a research project. Prerequisites: POSC 152, 217.

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 152, 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.

Like psychology, communicative disorders is devoted to the study of individuals, in particular, what psycholinguist Noam Chomsky (1972) calls the “human essence”—language. More than any other attribute, language distinguishes humans from other animals and enables individuals to describe and clarify their thoughts for themselves and others (Fromkin & Rodman, 1974). Insofar as persons are impaired in their ability to use language, they are impaired in their human essence. Students who major or minor in communicative disorders will learn to think critically and creatively while responding with humanity to individuals with communicative disorders.

The Department of Psychology and Communicative Disorders offers students a representative and balanced exposure to the theories, methods, findings, and issues in the major content areas of psychology and communicative disorders. Through their coursework in psychology, students are introduced to the major perspectives that predominate in psychology today, including the biological, learning, cognitive, developmental, sociocultural, and psychodynamic perspectives. Through their coursework in communicative disorders, students study the causes and appropriate therapies for various disorders of communication, along with the anatomy and physiology of speech and hearing. 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 speech-language pathology or audiology, and other, 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
GENERAL EDUCATION REQUIREMENTS
PSYC 156 may be used to fulfill the social science General Education requirement.

TEACHER PREPARATION
The Psychology and Communicative Disorders 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)
Highly Recommended to fulfill General Education Requirements
MATH 104 Finite Mathematics 3 hours
BIO 103-104 Biology & Human Values I & II 8 hours
or BIO 153-154 Foundations of Biology I & II 8 hours
All of the following:
PSYC 156 Introduction to Psychology 3 hours
PSYC 201 Statistics in Psychology 3 hours
PSYC 202 Research Methods in Psychology 4 hours
PSYC 301 Developmental 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)
The following:
PSYC 156 Introduction to Psychology 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 364 Cognitive Psychology 3 hours
Two of the following:
PSYC 201 Statistics in Psychology 3 hours
PSYC 202 Research Methods in Psychology 4 hours
PSYC 301 Developmental Psychology 4 hours
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 319 Cognitive and Behavioral Therapies 3 hours
PSYC 323 Psychology of Personality 3 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
In labs, students are introduced to the research and assessment methods used by psychologists who study cognition, and neurological, social, and emotional development using an ecological systems perspective. A study of the psychological development of the normal individual from conception through 301 Developmental Psychology (4) 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 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 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.

319 Cognitive and Behavioral Therapies (3) Topics and applications in areas such as applied behavior analysis, cognitive behavior therapy, clinical behavior therapy, and behavioral medicine are included. Prerequisite: PSYC 156.

323 Psychology of Personality (3) Discussion of major contemporary theories of personality including the psychoanalytic, behavioral, humanistic, and information-processing theories and the research emerging from these theories. Prerequisite: PSYC 156.

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 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.

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.

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, neuro-physics, 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.
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 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, 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.

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 and 201.

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.

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, 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 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 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 instructor approval.

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.

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 201, submission of an acceptable proposal prior to registration, and permission of the instructor. May be repeated for a maximum of six hours.

495 Senior Seminar in Psychology (3)
A required seminar course for senior psychology majors designed as a capstone experience and an opportunity for students to contribute to the discourse of psychology. Two sections of the course are offered, focusing on either an empirical study or a comprehensive literature review. In addition to seminar readings and discussion, students either develop an empirical study and write a report which demonstrates their ability to conduct and present research on a psychological topic of interest; or examine a topic from a psychological standpoint and write a comprehensive literature review that persuasively presents their own perspective on the topic. Students present their projects both to their class, and to the psychology faculty and other students. Successful completion of the seminar project and the formal presentation satisfies the comprehensive examination requirement for the B.A. in Psychology. Prerequisites: Senior psychology major status, PSYC 201/202, and three other 300-level PSYC classes.

497 Independent Study in Psychology (1–3)
Intensive and critical reading culminating in a paper in an area that supplements regular course offerings. Prerequisites: PSYC 156, submission of an acceptable proposal prior to registration, and permission of the instructor.
PROGRAM IN COMMUNICATIVE DISORDERS

COMMUNICATIVE DISORDERS FACULTY
S. Latham, R. Tomenko

PROGRAM DESCRIPTION
The Communicative Disorder 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, internships, and independent study 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 and GRE scores of 1100. 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.

TEACHER PREPARATION
The Psychology and Communicative Disorders Department in conjunction with the Education Department offers courses leading to Indiana licensing in social studies secondary education.

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 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 DISORDERS

Bachelor of Arts, Major in Communicative Disorders—COMD
(42–43 hours)

Highly Recommended to fulfil General Education Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 101</td>
<td>Intro Topics in Physics: Motion</td>
<td>4 hours</td>
</tr>
<tr>
<td>or PHYS 103</td>
<td>Physics by Inquiry I</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 220</td>
<td>Introduction to Communicative Disorders</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 230</td>
<td>Anatomy &amp; Physiology of the Speech and Hearing Mechanism</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 240</td>
<td>Phonetics</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 310</td>
<td>Language Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 330</td>
<td>Speech &amp; Hearing Sciences</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 334</td>
<td>Evaluation Procedures in Speech &amp; Language Pathology</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 340</td>
<td>Introduction to Audiology</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

COMMD 412 | Intervention Procedures in Speech & Language Pathology | 3 hours |
COMMD 420 | Aural Rehabilitation | 3 hours |
COMMD 485 | Clinical Practicum—Speech & Language Pathology | 1–3 hours |
or COMMD 486 | Clinical Practicum in Audiology | 1–3 hours |

Required supporting courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 156</td>
<td>Introduction to Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Statistics in Psychology</td>
<td>3 hours</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>PSYC 301</td>
<td>Developmental Psychology</td>
<td>4 hours</td>
</tr>
<tr>
<td>PSYC 339</td>
<td>Physiological Psychology</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

One of the following (3 hours minimum):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 202</td>
<td>Research Methods in Psychology</td>
<td>4 hours</td>
</tr>
<tr>
<td>PSYC 43455</td>
<td>Psycholinguistics (at Notre Dame)</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 43271</td>
<td>Autism (at Notre Dame)</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 224</td>
<td>Sign Language</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 490</td>
<td>Special Topics</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 497</td>
<td>Independent Study</td>
<td>1–3 hours</td>
</tr>
<tr>
<td>COMD 499</td>
<td>Internship in COMD</td>
<td>1–3 hours</td>
</tr>
</tbody>
</table>

Minor in Communicative Disorders—COMD (18 hours)

All the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 220</td>
<td>Introduction to Communicative Disorders</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 156</td>
<td>Introduction to Psychology</td>
<td>3 hours</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>PSYC 301</td>
<td>Developmental Psychology</td>
<td>4 hours</td>
</tr>
<tr>
<td>PSYC 339</td>
<td>Physiological Psychology</td>
<td>3 hours</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>COMD 240</td>
<td>Phonetics</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 310</td>
<td>Language Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 43455</td>
<td>Psycholinguistics (at Notre Dame)</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Two of the following (or any course not taken from the categories above):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 224</td>
<td>Sign Language</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 230</td>
<td>Anatomy &amp; Physiology of the Speech and Hearing Mechanism</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 330</td>
<td>Speech and Hearing Sciences</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 334</td>
<td>Evaluation Procedures in Speech &amp; Language Pathology</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 412</td>
<td>Intervention Procedures in Speech &amp; Language Pathology</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMD 420</td>
<td>Aural Rehabilitation</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 43271</td>
<td>Autism (at Notre Dame)</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

COMMUNICATIVE DISORDERS COURSES (COMD)

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 (also listed as COMM 220). Formerly COMM 337.

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). Formerly COMD 324.
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: COMD 220.

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. Formerly COMD 425.

310 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: COMM or COMD 220. Formerly COMD 410.

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.

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: COMM or COMD 220 and either COMD 240, 310, or PSY 43455 (ND).

340 Introduction to 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: COMD 220

412 Intervention Procedures in Speech and Language Pathology (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: COMM or COMD 220 and either COMD 240, 310, or PSY 43455 (ND).

420 Aural Rehabilitation (3)
This course introduces students to the theories and procedures used to provide aural/audiological rehabilitation to children and adults who have hearing loss and to provide concomitant services to their family members. The course will cover the assessment and prosthetic management of children and adults who have hearing loss, the effect of hearing loss on conversational fluency and everyday speech communication, and means for developing aural rehabilitation plans and assessing their effectiveness. Prerequisite: COMD 340

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 max 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.

497 Independent Study (1–3)
Research for the advanced student. Prerequisite: Permission of instructor.

499 Internship (1–3)
Placement for the advanced student. Practical experience with a speech-language pathologist or audiologist. Student internships may be at hospitals; managed care facilities; clinics; pre-school programs; or public schools, K–12. Graded S/U.
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.

GENERAL EDUCATION REQUIREMENTS
The following religious studies courses may fulfill the General Education requirement: RLST 101, Introducing Religious Studies and one 200-level course of choice.

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 and test areas in consultation with their academic advisor and other members of the Religious Studies faculty. 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
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.

Three of the following, two must be at the 300 level or above (9 hours):

- RLST 213 Experiencing God (3)
- RLST 225 Reading the Hebrew Bible in Jewish and Christian Terms (3)
- RLST 228 Christian Holiness (3)
- RLST 232 Introduction to the New Testament (3)
- RLST 233RM Christian Moral Life I (3)
- RLST 234RM Contemporary Moral Life II (3)
- RLST 236 Faith in Action (3)
- RLST 240 Catholic Social Thought (3)
- RLST 251 The Christian Tradition (3)
- RLST 261 Catholic Faith and Life (3)
- RLST 290 Special Topics (3)

One course from each of the following areas:

Biblical Studies
- RLST 304  Historical Jesus: The Quest for Jesus of Nazareth (3)
- RLST 307  Leviticus and Numbers: Cultural Interpretations (3)
- RLST 308  Paul and His Times (3)

Historical Theology
- RLST 325  Great Theologians (3)
- RLST 445  Historical Theology (3)

Systematic Theology
- RLST 315  Free and Responsible: Grace and the Human Condition (3)
- RLST 318  Heaven and Hell (3)
- RLST 457  Systematic Theology Seminar (3)

Ethical Studies
- RLST 352  Religion and Politics (3)
- RLST 458  Theological Ethics Seminar (3)

Two courses from the following or from any of the major areas above (6 hours):

- RLST 312  Theologies of Love (3)
- RLST 314  Reading and Interpreting Hebrew Bible Prophets (3)
- RLST 339  Religion and Literature (3)
- RLST 351  Religion and Science (3)
- RLST 362  Becoming Women (3)
- RLST 380  World Religions and Christianity (3)
- RLST 390  Special Topics (3)
- RLST 476  Theology for Ministry I: Theory (3)

Minor in Religious Studies—RLST (15 hours)

The following
- RLST 101  Introducing Religious Studies (3)

One of the following:

- RLST 213  Experiencing God (3)
- RLST 225  Reading the Hebrew Bible in Jewish and Christian Terms (3)
- RLST 228  Christian Holiness (3)
- RLST 232  Introduction to the New Testament (3)
- RLST 233RM  Christian Moral Life I (3)
- RLST 234RM  Contemporary Moral Life II (3)
- RLST 236  Faith in Action (3)
- RLST 240  Catholic Social Thought (3)
- RLST 251  The Christian Tradition (3)
- RLST 261  Catholic Faith and Life (3)
- RLST 290  Special Topics (3)
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 are Catholics to think and do in a world which poses ever more difficult moral quandaries? The purpose of this course is to examine the positions taken by Catholic writers on an array of social ethical issues, including political freedom and responsibility, the morality of different economic systems, women’s rights, sexual ethics, and the nuclear arms race.

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 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.

306 Biblical Theology (3)
This course acquaints students with the Hebrew and Christian biblical writings, giving attention to their basic social-historical, literary, and theological characteristics. Attention is given to compositional issues and to the subsequent transmission of these writings.

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.

339 Religion and Literature (3)
This interdisciplinary seminar examines how literature can address religion’s questions—and how it can’t. Participants will use the lens of literary studies to probe religious texts and will consider how imaginative literature—sacred and secular, Christian and non-Christian—can shed light on theological issues.

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.

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)
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.

447 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.
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 in 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

It is recommended that students consult with their advisors and develop a long-range schedule as early as possible in their academic careers. Students interested in graduate education in social work (M.S.W. or Ph.D.), in joint graduate programs with law, public policy, public health, gerontology, or in criminal justice should work with their advisors to prepare for these career trajectories.
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 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, cultural, and spiritual 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.

311 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.

312 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.

313 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; socio-economic/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.

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, participant 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, 488, 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.

Sociology
Leslie Wang, Department Chair
261 Spes Unica Hall
574-284-4514

FACULTY
S. Alexander, C. Erlin, M. Kanieski, L. Wang

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, colonization, 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 socio-economic 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.

GENERAL EDUCATION REQUIREMENTS
The following courses may be used to fulfill the social science General Education requirements: SOC 153, 203, 204, 255, 257.

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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>or SOC 204</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 319</td>
<td>Social Theories</td>
<td>3</td>
</tr>
<tr>
<td>SOC 371</td>
<td>Applied Sociological Statistics</td>
<td>1</td>
</tr>
<tr>
<td>SOC 372</td>
<td>Sociological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 384</td>
<td>Sociological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC 495</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Two of the following:**

<table>
<thead>
<tr>
<th>Category 1: Social Institutions within the Social Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 257 Sociology of Families</td>
</tr>
<tr>
<td>SOC 306 Consumer Society</td>
</tr>
<tr>
<td>SOC 329 Religion and Society</td>
</tr>
<tr>
<td>SOC 340 Juvenile Deviance</td>
</tr>
<tr>
<td>SOC 352 Urban Sociology</td>
</tr>
<tr>
<td>SOC 370 Medical Sociology</td>
</tr>
<tr>
<td>SOC 373 Crime and Society</td>
</tr>
<tr>
<td>SOC 382 Sociology of Popular Culture</td>
</tr>
</tbody>
</table>

**Two of the following:**

<table>
<thead>
<tr>
<th>Category 2: Social Relationships: Structures of Power and Oppression</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 220 Contested Masculinities</td>
</tr>
<tr>
<td>SOC 230 Social Inequalities in Education</td>
</tr>
<tr>
<td>SOC 255 Race, Ethnicity, and Identity in the United States</td>
</tr>
<tr>
<td>SOC 330 Gender and Law</td>
</tr>
<tr>
<td>SOC 345 Sociology of Poverty</td>
</tr>
<tr>
<td>SOC 350 Diverse Childhoods</td>
</tr>
<tr>
<td>SOC 360 Social Stratification: Class, Gender, and Race</td>
</tr>
<tr>
<td>SOC 365 Social Construction of Gender</td>
</tr>
<tr>
<td>SOC 366 Critical Whiteness Studies</td>
</tr>
<tr>
<td>WOST 220 Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
</tr>
</tbody>
</table>

**One of the following (3 hours):**

<table>
<thead>
<tr>
<th>Category 3: Sociology Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 220 Contested Masculinities</td>
</tr>
<tr>
<td>SOC 230 Social Inequalities in Education</td>
</tr>
<tr>
<td>SOC 255 Race, Ethnicity, and Identity in the United States</td>
</tr>
<tr>
<td>SOC 257 Sociology of Families</td>
</tr>
<tr>
<td>SOC 306 Consumer Society</td>
</tr>
<tr>
<td>SOC 329 Religion and Society</td>
</tr>
<tr>
<td>SOC 330 Gender and Law</td>
</tr>
<tr>
<td>SOC 340 Juvenile Deviance</td>
</tr>
<tr>
<td>SOC 345 Sociology of Poverty</td>
</tr>
<tr>
<td>SOC 350 Diverse Childhoods</td>
</tr>
<tr>
<td>SOC 352 Urban Sociology</td>
</tr>
<tr>
<td>SOC 360 Social Stratification: Class, Gender, and Race</td>
</tr>
<tr>
<td>SOC 365 Social Construction of Gender</td>
</tr>
<tr>
<td>SOC 366 Critical Whiteness Studies</td>
</tr>
</tbody>
</table>

### Minor in Sociology—SOC (15 hours)

**One of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Category 1: Social Institutions within the Social Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 257 Sociology of Families</td>
</tr>
<tr>
<td>SOC 306 Consumer Society</td>
</tr>
<tr>
<td>SOC 329 Religion and Society</td>
</tr>
<tr>
<td>SOC 340 Juvenile Deviance</td>
</tr>
<tr>
<td>SOC 352 Urban Sociology</td>
</tr>
<tr>
<td>SOC 370 Medical Sociology</td>
</tr>
<tr>
<td>SOC 373 Crime and Society</td>
</tr>
<tr>
<td>SOC 382 Sociology of Popular Culture</td>
</tr>
</tbody>
</table>

**Two of the following:**

<table>
<thead>
<tr>
<th>Category 2: Social Relationships: Structures of Power and Oppression</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 220 Contested Masculinities</td>
</tr>
<tr>
<td>SOC 230 Social Inequalities in Education</td>
</tr>
<tr>
<td>SOC 255 Race, Ethnicity, and Identity in the United States</td>
</tr>
<tr>
<td>SOC 330 Gender and Law</td>
</tr>
<tr>
<td>SOC 345 Sociology of Poverty</td>
</tr>
<tr>
<td>SOC 350 Diverse Childhoods</td>
</tr>
<tr>
<td>SOC 360 Social Stratification: Class, Gender, and Race</td>
</tr>
<tr>
<td>SOC 365 Social Construction of Gender</td>
</tr>
<tr>
<td>SOC 366 Critical Whiteness Studies</td>
</tr>
<tr>
<td>WOST 220 Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
</tr>
</tbody>
</table>

**One of the following (3 hours):**

<table>
<thead>
<tr>
<th>Category 3: Sociology Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 220 Contested Masculinities</td>
</tr>
<tr>
<td>SOC 230 Social Inequalities in Education</td>
</tr>
<tr>
<td>SOC 255 Race, Ethnicity, and Identity in the United States</td>
</tr>
<tr>
<td>SOC 257 Sociology of Families</td>
</tr>
<tr>
<td>SOC 306 Consumer Society</td>
</tr>
<tr>
<td>SOC 329 Religion and Society</td>
</tr>
<tr>
<td>SOC 330 Gender and Law</td>
</tr>
<tr>
<td>SOC 340 Juvenile Deviance</td>
</tr>
<tr>
<td>SOC 345 Sociology of Poverty</td>
</tr>
<tr>
<td>SOC 350 Diverse Childhoods</td>
</tr>
<tr>
<td>SOC 352 Urban Sociology</td>
</tr>
<tr>
<td>SOC 360 Social Stratification: Class, Gender, and Race</td>
</tr>
<tr>
<td>SOC 365 Social Construction of Gender</td>
</tr>
<tr>
<td>SOC 366 Critical Whiteness Studies</td>
</tr>
</tbody>
</table>
SOCIOLOGY COURSES (SOC)

153 Sociology of Families (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 sub-specialties 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 introduces students to racial and ethnic diversity and inequality in the United States. Topics include race, political, and economic barriers that lead to inequalities and opportunities for various groups; the intersections of race and ethnic identity to other identities such as class, gender, age, generations, sexual identity, religion, and physical abilities; and basic theoretical perspectives on race and ethnic identity.

257 Sociology of Families (3)
This course is an overview of families using the lens of the sociological perspective. Students will examine how families are shaped by economics, politics, and culture. Additionally, 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 203 or 204.

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 definition 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. This course fulfills a Sociology diversity requirement. Prerequisites: SOC 153, and a 200 level SOC course.

352 Urban Sociology (3)
A study of the characteristics of modern urban society; ecological patterns and processes of urban development; social structure of urban communities; urban and suburban community problems. 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 socio-economic locations. This course fulfills a Sociology diversity requirement. Prerequisites: Two of the following: SOC 153, 203, 204 or WOST 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 orientation, nationality, and historical period. This course fulfills a Sociology diversity requirement. Prerequisites: SOC 153, and a 200 level SOC course or WOST 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 SOC).

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. This 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 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 corequisites: SOC 372; 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 (includng 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.
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 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 major in Women’s Studies enroll both in courses housed in the program and in courses offered in other disciplines. A major or minor in Women’s Studies 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 Women’s Studies represent the 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.

GENERAL EDUCATION REQUIREMENT

WOST 207 may be used to satisfy General Education requirements when appropriate.

PROGRAM IN WOMEN’S STUDIES

Student-Designed Major (30 hours)

Given the interdisciplinary nature of 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 Women’s Studies will be described in the proposal.

Minor in Women’s Studies—WOST (14 hours)

The following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOST 207</td>
<td>Introduction to Women’s Studies</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 366</td>
<td>Cyberfeminism and New Media Practices</td>
<td>3</td>
</tr>
<tr>
<td>COMM 420</td>
<td>Female Beauty</td>
<td>3</td>
</tr>
</tbody>
</table>
### WOMEN’S STUDIES COURSES (WOST)

#### 207 Introduction to Women’s Studies (3)
This interdisciplinary course introduces students to the field of women’s and gender studies. It focuses on the lives, work, and beliefs of U.S. women, while including comparative and transnational perspectives; it examines the significance and meaning of gender at different periods in American history, and the development of U.S. feminism and feminist theory. Particular attention is given to the ways in which race, ethnicity, sexuality, class, age, and generational location shape women’s experiences and the various socio-political meanings of gender in the U.S.

#### 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.

#### 290 Special Topics (1–3)
Introductory level course in topics in Women’s Studies not covered in the regular department offerings. May be repeated for credit with a different topic.

#### 376 Chinese Women and Society (3)
This course introduces the history 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 HIST 376). Prerequisite: WOST 201 or ICS 201 or permission of instructor.

#### 390 Special Topics (1–3)
Upper level course in topics in 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 Women’s Studies Coordinator required.

#### 499 Internship (1–3)
Practical off-campus experience in a 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 Women’s Studies majors or minors who have taken at least two Women’s Studies courses. Must be approved by the 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.

---

**Three of the following (if not used above): no more than one course in any department, with the exception of WOST:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 346</td>
<td>Anthropology of Women</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 366</td>
<td>Cyberfeminism and New Media Practices</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUAD 329</td>
<td>Gender and Race Issues in Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 302</td>
<td>History and Criticism of Public Address</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 369</td>
<td>Public Communication</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 420</td>
<td>Female Beauty</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENLT 205</td>
<td>Contemporary Women’s Fiction</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENLT 275</td>
<td>Women and Success</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENLT 293</td>
<td>Chicana Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENLT 331</td>
<td>Feminist Memoirs</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENLT 367</td>
<td>Women in Film</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENLT 384</td>
<td>Romantic Era Feminism</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 324</td>
<td>History of Women in the U.S.</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 370</td>
<td>Modern European Women</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 383</td>
<td>Women in Africa and the Middle East</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 412</td>
<td>American Girlhoods</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 415</td>
<td>International Women’s Movements</td>
<td>3 hours</td>
</tr>
<tr>
<td>JUST 301</td>
<td>The Quest for Human Rights</td>
<td>3 hours</td>
</tr>
<tr>
<td>MATH 272</td>
<td>Women and Mathematics: Seminar</td>
<td>2 hours</td>
</tr>
<tr>
<td>MLSP 424</td>
<td>Contemporary Spanish Women Writers</td>
<td>3 hours</td>
</tr>
<tr>
<td>MLSP 429</td>
<td>Latin American Women Writers</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 342</td>
<td>Popular Music, Gender &amp; Sexuality</td>
<td>3 hours</td>
</tr>
<tr>
<td>NURS 222</td>
<td>Women’s Health</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL 243</td>
<td>Introduction to Feminist Philosophy</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Psychology of Adult Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 304</td>
<td>Psychology of Child and Family in Contemporary Society</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 402</td>
<td>Psychology of Women</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 437</td>
<td>Psychology of Violence</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 438</td>
<td>Stereotyping and Prejudice</td>
<td>3 hours</td>
</tr>
<tr>
<td>RLST 314</td>
<td>Hebrew Bible Prophets</td>
<td>3 hours</td>
</tr>
<tr>
<td>RLST 362</td>
<td>Becoming Women</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Contested Masculinities</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 257</td>
<td>Sociology of Families</td>
<td>3 hours</td>
</tr>
<tr>
<td>SOC 360</td>
<td>Social Stratification: Class, Gender, 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>SW 341</td>
<td>Sexuality Intimacy and Relationships</td>
<td>3 hours</td>
</tr>
<tr>
<td>SW 370</td>
<td>Family Violence and Sexual Abuse Issues</td>
<td>3 hours</td>
</tr>
</tbody>
</table>
OFFICERS
Mary L. Burke ’85  
Chair
Susan Fitzgerald Rice ’61  
Vice Chair
Paula M. Dawning ’71  
Secretary
JoAnn McDermott Reed ’77  
Treasurer

MEMBERS
Sister Alma Mary Anderson, CSC ’65
Michael E. Cahill
M. Suzanne Scherer Calandra ’72
Catherine Cleary ’12
Elizabeth R. Culligan ’72
William W. Cushwa
Nancy Roberts Dobson ’70
Sarah Belanger Earley ’71
Thomas P. Fitzgerald
Gretchen A. Flicker ’93
Catherine Hammel Frischkorn ’75
Sister Mary Louise Full ’65
Sister Michelle Germanson, OP
Sister Judith Hallock, CSC ’65
Rose Marie Lopez Jones ’80
Thomas Joyce
Sister Catherine Kamphaus, CSC ’67
Joan Gifford LeSage ’71
Rev. Edward A. Malloy, CSC
Rev. Kenneth M. Molinaro, CSC
Carol Ann Mooney ’72
Carmen Murphy
Patricia Wiedner Purcell ’69
Sister Kathleen Reilly, CSC ’65
Sister Agnes Anne Roberts, CSC ’51
Sister Rose Anne Schultz, CSC ’66
Joanne R. Snow
David L. Taiclet
Beth Lichtenfels Veihmeyer ’77
Rebecca A. Votto ’93

Trustee Emeritas/Emertiti
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  
Senior Vice President and Dean of Faculty
Karen A. Johnson  
Vice President for Student Affairs
Mona C. Bowe  
Vice President for Enrollment Management

Shari M. Rodriguez  
Vice President for College Relations
Sister Veronique Wiedower, CSC ’70  
Vice President for Mission
Richard A. Speller  
Vice President for Finance and Administration
ADMINISTRATION

Constance Adams '08, M.S.W.
Assistant Director, Violence Against Women

Emily Addis '08, B.A.
Admission Counselor

Maureen Baska, M.S.
Assistant Director, Career Crossings Office

Jacqueline Bauters-Conn '04, M.S.
Cross Country Coach, Athletics

Mona Carrandi Bowe, B.S.
Vice-President, Enrollment Management

Laura Brandenburg, B.F.A.
Director, Admission Services

Anita Brandon, B.S.
Programmer Analyst

Clare Brewka, B.A.
Hall Director, McCandless

Kathleen Brown, M.B.A.
Director, Financial Aid

Stephanie Brown '05, B.A.
Assistant Director, Admission

Shannon Buchmann '01, B.B.A.
Budget Analyst, Accountant

Carolyne Call, M.S.
Director, Office of Civic & Social Engagement

Adaline Cashore '70, B.A.
Director, Donor Relations

Talia Cerrone, M.A.
Assistant Director, International Student Scholar Services

Karen Chambers, Ph.D.
Co-Director, Faculty Study Abroad

Gina Christiana, M.S.W.
Counselor, Counseling Center

Christine Cox, B.A.
Staff Writer

Olivia Critchlow '05, B.A.
Assistant Director, Office of Civic & Social Engagement

Susan Dampeir '72, B.A.
Executive Assistant to the President

Amy Dardinger '07, J.D.
Phonathon Manager

Catherine DeCleene, B.G.S.
Director, Women's Health

Daniel Deeter, B.A.
Director, Purchasing

Mana Derakhshani
Associate Director, Center for Women's Intercultural Leadership

Sister Kathleen Dolphin, PBVM, Ph.D.
Director, Center for Spirituality

Mark Dougher, B.S.
Director, Corporate and 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

Michelle Egan '93, B.A.
Associate Director, Center for Spirituality

Judith Fean, M.A.
Director, Campus Ministry

Bruce Fink, B.S.
Chief Investment Officer

Mary Firtl, B.F.A.
Graphic Designer

Patricia Ann Fleming, Ph.D.
Senior Vice President and Dean of Faculty

Daniel Flowers, M.A.
Research Analyst

Jayne Fogle, B.A.
Director, Learning Tree

Janet Fore
Director, Cashua-Leighton Library

Rebecca Foster, M.A.
Senior Academic Advisor, First Year Students

Elizabeth Fourman '97, M.S.N.
Nurse Practitioner/Clinical Coordinator, Women's Health

Diane M. Fox, M.A.
Director, Student Success

Heather Frey, B.A.
Director, Annual Fund

David Gariyep
Director, Security

Iris Giamo, M.A., M.Ed
Specialist for Students with Disabilities

Elizabeth Gray '93, B.A.
Director, Development

Laura E. Haigwood
Director of Faculty Development

William Hambling
Director, Facilities

Mark Hamilton, B.S.
Golf Coach, Assistant Director, Athletics

Kathleen Hausmann, B.A.
Coordinator, Student Computing

Erin Heldstab, B.A.
Assistant Director, Annual Giving

Jennifer Henley, M.A.
Basketball Coach, Director of Intramurals, Assistant Director, Athletics

James Herschel, M.B.A.
Controller

Steve Hideg, B.S.E.
Integrated Technologies, Programmer Analyst

Nicholas Hoover, B.S.
Trainer, Athletics

Cynthia Horton-Cavanaugh, B.S.N.
Nurse

Bonnie Howard, B.G.S.
Microcomputer Support Specialist

Jessica Ickes, M.A.
Director, Institutional Research

Joseph M. Incandela
Associate Dean of Faculty

Stacie Jeffirs, M.S.
Director, Career Crossings Office

Karen Johnson, M.A.
Vice President, Student Affairs

Joni Kanzler, M.L.S.
Director, Research for Development

Debra Kelly, B.A.
Director, Human Resources

Susan Kenney, M.S.
College Editor

Laura Kleinschmidt, B.A.
Admission Counselor

John Kovach, B.S.
Archivist

Mark Kubacki
Superintendent, Grounds

April Lane, M.A.
Assistant Director, 1st Year Studies

Kenneth Lavery, B.B.A.
Director of Marketing Services

Veronica Lebbin, B.S.N.
Nurse

Jo Ann MacKenzie '69, M.B.A.
Director, Planned Giving

Daniel Mandell, Ph.D.
Director, Instructional Technology

Michael May
Director, Network and System Administration

Kristin McAndrew '94, M.A.
Director, Admission

Meagan McHugh '08, B.A.
Student Resident Advisor, Rome Program

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

Jamesen Miller, M.A.
Assistant Director, Advancement Services

Peggy Miller, B.S.
Chemical Hygiene Officer

Peter Mlodzik, B.S.
Assistant Director, Web Communications

Carol Ann Mooney '72, J.D.
President

Mary Lou Mullen, M.S.A.
Director, Major Gifts

Todd Norris, M.A.
Registrar

Gwen O'Brien, B.S.
Director, Media Relations

Kara O'Leary '89, M.S.A, M.A.
Director, Alumnae Relations

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

Janice Pilarski, M.A.
Coordinator, Justice Education

Portia Prebys '66, Ph.D.
Director, Rome Program

Marilyn Rajski
Director, Building Services
Jennifer Roberts, B.B.A.  
Assistant Director, External Events

Daniel Robinson, B.A.  
Programmer Analyst

Shari Rodriguez, B.S.  
Vice President, College Relations

Shannon Root, B.S.  
Counselor, Financial Aid

Jessica Schiller ‘95, M.A.  
Assistant Director, Financial Aid

Kathleen Schmidt ‘00 B.A.  
Assistant Director, Admissions

Lisa Schmidtgoessling, M.S.  
Hall Director, Le Mans

Rachel Schmidtke ‘04, B.A.  
Assistant Director, Admission

Julie Schroeder-Biek ‘88, B.A.  
Director, Athletics

Laura Schutt, M.S.  
Admission Counselor

Martha Smith, B.S.  
Project Director — WEI

Richard Speller, M.B.A., C.P.A.  
Vice President, Finance & Administration

Stephanie Steward-Bridges, M.S.W.  
Director, Student Involvement/Multicultural Services and Student Programs

Jessica Stuifbergen ‘99, B.B.A.  
Assistant Director, Alumnae Relations

Erin Sullivan ‘04, B.A.  
Softball Coach, Assistant Director, Athletics

Jill Svete, B.A.  
Banner Analyst

Janielle Chakerian, M.ED.  
Assistant Vice President, Director, Residence Life and Community Standards

Kathleen Thomas ‘91, B.A.  
Director, Writing Center

Janice Thomasson, M.A.  
Chief Information Officer

Linda Timm, Ph.D.  
Director, Major Gifts

Charmaine Torma ‘99, B.A.  
Assistant Director, Reunion Programs

Susan Trawitz  
Microcomputer Support Specialist

Susan Ushela, M.S.  
Assistant Director, Admissions

Joy Usner, M.A.  
Assistant Director, Student Involvement

Karen Van Meter, M.S.  
Director, Student Teaching

Susan Vanek ‘70, M.A.  
Associate Dean for Advising, Director, 1st Year Studies

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

Daniel Woods, M.S.  
Compliance Officer, Security

Siqin Yang, Ph.D.  
Director, Global Education

Bruno Zovich, M.S.  
Programmer Analyst

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.

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.

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  
Lecturer in Communication Studies
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, Coordinator, Anthropology
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.

Linda Berdayes  
Associate Professor (Emerita) of Communication Studies
B.S.W., M.A., Ph.D., The Ohio State University.

Melissa B. Bialko  
Professional Specialist in Costume Design
B.A., Ashland University;  
M.F.A., The Ohio State University.

Tiffany 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.

Steven Broad  
Assistant Professor of Mathematics
B.S., University of Evansville;  
M.A., Washington University  
M.S., Ph.D., University of Notre Dame.

Kurt Buhring  
Assistant Professor of Religious Studies
B.A., Grinnell 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;  
A.B.D., Loyola University of Chicago.

Luzmila Camacho-Platero  
Assistant Professor of Modern Languages  
M.A., State University of Malaga, 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.

Sister Amy L. Cavender, CSC  
Assistant Professor of Political Science  
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  
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 English  
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 of Mathematics  
A.B., Manhattanville 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.

Nancy D’Antuono  
Professor of Modern Languages  
A.B., Hunter College;  
M.A., Ph.D., University of Michigan.

Stacy Davis  
Associate Professor of Religious Studies, Coordinator, Women’s Studies  
B.A., University of Tulsa;  
M.T.S., Phillips Theological Seminary;  
Ph.D., University of Notre Dame.

Amalia de la Torre  
Associate Professor (Emerita) of Modern Languages  
L.L.D., University of Havana;  
B.A., M.A., Indiana State University;  
Ph.D., Indiana University.

Mana Derakhshani  
Professor of Modern Languages, Associate Director, Center for Women’s Intercultural Leadership, Coordinator, Intercultural Studies  
B.A., M.A., Ph.D., University of Utah.

Jack Detzler  
Professor (Emeritus) of History  
A.B., Indiana University;  
A.M., University of Wisconsin;  
Ph.D., Indiana University.

Indi Dieckgrafe-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.

Natalie Kleinfelter-Domelle  
Assistant Professor of Mathematics  
B.S., M.S., University of Iowa;  
Ph.D., Purdue University.

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.

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 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.

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 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  
Assistant Professor of Communication Studies  
B.A., Purdue University;  
M.A., University of Colorado, Boulder;  
Ph.D., Bowling Green State 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

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
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.

Jill Hobgood ’83
Librarian
B.A., Saint Mary’s College; M.L.S., Indiana University.

Krista K. Hoefle
Associate Professor of Art, Coordinator, Film Studies

Robert J. Holhl
Reference Librarian
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
Professor of English
B.A., Saint Mary’s College; M.A., University of Notre Dame; Ph.D., State University of New York at Buffalo

Colleen Hoover
Associate Professor of Mathematics
B.A., University of Dayton; M.S., 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
B.A., University of Notre Dame; M.A., University of Virginia; Ph.D., University of Chicago.

Amy House ’97
Professional Specialist in Chemistry
B.S., Saint Mary’s College; M.S., Illinois Institute of Technology.

Frances Hwang
Assistant Professor of English
B.A., Brown University; M.A., University of Virginia; M.F.A., University of Montana.

Cindy Lavagnilio
Assistant Professor of Nursing
B.S.N., Goshen College; M.S.N., Edinboro University.

Joseph M. Incandela
Professor of Religious Studies, Holder of the Joyce McMahon 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.

Sister Marjorie Jones, CSC, ’55
Cataloger (Emerita)
B.S.L.S., College of Saint Catherine; B.A., Saint Mary’s College.

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 Kaneski
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.

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.

Susan Latham ’91  
Assistant Professor of Communicative 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.

Laurie Lowry  
Lecturer in Dance  
B.A., Butler University;  
M.A., University of Hawaii.

Beatrice Lynch  
Associate Professor (Emerita) of Nursing  
B.S., M.A., Ed.S., Central Michigan University.

Cassie Majestic  
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.

Lisa Manning  
Professional Specialist in Biology  
B.S., Northern Illinois University.

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 of the Sacred Heart.

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  
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  
Assistant 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.

Zae Munn  
Professor of Music  
B.M., Roosevelt University;  
M.M., D.M.A., University of Illinois.

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 Nekvasil*  
Professor of Biology  
B.S., New Mexico State University;  
Ph.D., University of Notre Dame.
Donald Paetkau  
Assistant Professor of Biology  
B.S., M.S., University of Manitoba;  
Ph.D., University of Notre Dame.

Cindy Palmer  
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 of Psychology  
B.S., Union College;  
M.A., New York University;  
Ph.D., University of Rochester.

Daniel Party  
Associate Professor of Music  
B.M., Catholic University of Chile;  
Ph.D., University of Pennsylvania.

Linda S. Paskiewicz*  
Professor of Nursing, 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., Ph.D., 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.

Janice M. Pilarski  
Coordinator of Justice Education  
A.B., M.A., University of Notre Dame.

Patricia Pilger ’54  
Assistant Professor (Emerita) of Social Work  
B.A., Saint Mary’s College;  
M.S.W., Saint Louis 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;  
Ph.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 Poinsatte  
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  
(Brome 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 (Emeritus) 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  
B.A., M.B.A., Michigan State University;  
C.P.A.

Marcia Rickard  
Associate (Emerita) Professor of Art  
B.A., Indiana University;  
A.M., Ph.D., Brown University.

Michael Robinson  
Associate Professor of Business Administration  
A.B., Indiana University;  
M.B.A., Loyola University.

John Ruhe  
Professor (Emeritus) of Business Administration  
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.

Isabel L. Sanchez  
Assistant Professor of Chemistry  
B.S., Ph.D., National University of Mexico.

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 Women’s Studies  
B.A., Lady Shri Ram College, Delhi University, India;  
M.A., University of Warwick, United Kingdom;  
Ph.D., Vanderbilt.

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.

Bruno P. Schlesinger  
Professor (Emeritus) of Humanistic Studies  
B.A., University of Vienna;  
Ph.D., University of Notre Dame.
Inela Selimovic  
Assistant Professor of Modern Languages  
B.A., University of the South  
M.A., Ph.D., University of Kentucky.

William N. Shannon III  
Associate Professor (Emeritus) of Business Administration  
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  
Assistant 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  
B.A., Augustana College;  
M.A., Ph.D., Northwestern University.

Katherine Sullivan  
Associate Professor of Theatre  
B.A., Eastern Illinois University;  
M.F.A., Illinois State University.

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  
B.A., University of California, Irvine;  
M.Div., Talbot Theological Seminary;  
M.A., Ph.D., University of Notre Dame.

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 Disorders  
B.A., Andrews University;  
Ph.D., James Madison University.

Julie Tourtilotte ‘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  
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.

Susan Vance  
Professor of Business Administration  
B.A., University of Massachusetts;  
B.S., Illinois State University;  
J.D., Thomas M. Cooley Law School.

Jill Lynn Vihtelic  
Professor of Business Administration  

Michael M. Waddell  
Assistant Professor of Philosophy, Holder of the Edna and George McMahon Aquinas Chair in Philosophy  
B.A., Cornell College;  
M.M.S., Ph.D., University of Notre Dame.
Robert L. Williams, Jr.
Assistant Professor of Business Administration and Economics

Helen Cartier Withey ’28
Associate Professor (Emerita) of Religious Studies
B.A., M.A., Saint Mary’s College.

Marjorie A. Yarger
Lecturer of Mathematics
B.S., Valparaiso University; M.S., Indiana University.

Francis A. Yeandel
Assistant Professor (Emeritus) of Business Administration
B.A., University of Southern California; M.Ed., Temple University; Ph.D., University of Notre Dame.

Jennifer Zachman
Associate Professor of Modern Languages
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
Rebecca Anne Votto ’93
Vice President
Karen McNamara Weaver ’91
Secretary
Abby Van Vlerah ’04

MEMBERS TO 2011
Christine Bodewes ’87
Amsterdam, Netherlands
Mary Sue Dunn Curry ’85
Charlotte, North Carolina
Elizabeth Bermingham Lacy ’66
Richmond, Virginia
Lisa Maxbauer Price ’99
Traverse City, Michigan
Jingqiu Guan ’11 (Student Member)
Notre Dame, Indiana

MEMBERS TO 2012
Sarah Brown ’05
Charleston, West Virginia
Jill Moore Clouse ’99
Chicago, Illinois
Nora Barry Fischer ’73
Pittsburgh, Pennsylvania
Angeline Johnson ’07
South Bend, Indiana
Monica Stallworth Kolimas, M.D. ’74
Hagerstown, Maryland

MEMBERS TO 2013
Priscilla Karle Pilon ’86
Houston, Texas
Abby Van Vlerah ’04
Angola, Indiana
Rebecca Anne Votto ’93
Hermosa Beach, California

MEMBERS TO 2014
Karen McNamara Weaver ’91
Lees Summit, Missouri

ALUMNAE RELATIONS ADMINISTRATIVE STAFF
Kara M. O’Leary ’89
Director of Alumnae Relations

Alumnae Association
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).
<p>| Academic Affairs and First Year Studies | 47 |
| academic calendar | 4–5, 55 |
| academic dismissal | 58 |
| academic good standing | 58 |
| academic honesty | 63 |
| academic load | 56 |
| academic probation | 58 |
| academic progress, financial aid | 43 |
| academic policies and procedures | 56–65 |
| accreditation/memberships | 8 |
| Accelerated Program in Nursing admission | 18 |
| program | 241 |
| adding/dropping a course | 56 |
| administration | 296 |
| Admission | 15–19 |
| advanced placement | 16 |
| modern languages | 217 |
| advising (Academic Affairs and First Year Studies) | 47 |
| Alumnae Association | 311 |
| Alumnae Resource Network | 50 |
| Angela Athletic Facility | 11 |
| Annunciata Hall | 13 |
| Anthropology Department courses (ANTH) | 79 |
| major/minor | 78 |
| appeal procedures | 56 |
| Art Department courses (ART) | 91 |
| majors/minors | 84 |
| athletics | 21 |
| attendance/absence | 57 |
| audit | 57 |
| Biology Department courses (BIO) | 104 |
| major/minor | 97 |
| Board of Trustees | 295 |
| Business Administration and Economics department courses (BUAD) | 109 |
| courses (ECON) | 120 |
| majors/minors | 110 |
| calendar | 4–5, 55 |
| campus and buildings | 11–14 |
| campus life | 21–25 |
| campus map | 312 |
| Campus Ministry | 24 |
| Career Crossings office | 48 |
| Center for Academic Innovation | 50 |
| Center for Women's Intercultural Leadership | 50 |
| Center for Spirituality | 25 |
| Chemistry &amp; Physics Department courses (CHEM) | 128 |
| courses (PHYS) | 130 |
| major/minor | 124 |
| classification of students | 57 |
| College degree requirements | 70 |
| College Honors and Awards | 65 |
| Communication Studies, Dance and Theatre courses (COMM) | 135 |
| courses (DANC) | 140 |
| courses (THTR) | 145 |
| majors/minors | 134 |
| Communicative Disorders courses (COMD) | 266 |
| major/minor | 267 |
| comprehensive examination | 74 |
| Computer Science courses (CPSC) | 147 |
| minor | 148 |
| continuing education | 19 |
| Córdoba, Argentina program course numbering | 58 |
| Dalloway's Coffeehouse | 14 |
| Dance | 139 |
| courses (DANC) | 140 |
| minor | 139 |
| dean's list | 60 |
| declaration of major/minor | 58 |
| deferred admission | 17 |
| degrees/majors | 69 |
| degree/graduation requirements | 69–75 |
| department awards | 65–68 |
| deposits | 28 |</p>
<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Courses/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabilities Resource Office</td>
<td>47, 59</td>
</tr>
<tr>
<td>Division for Mission</td>
<td>24</td>
</tr>
<tr>
<td>Division of Student Affairs</td>
<td>21</td>
</tr>
<tr>
<td>early admission</td>
<td>17</td>
</tr>
<tr>
<td>early decision program</td>
<td>15</td>
</tr>
<tr>
<td>Economics</td>
<td>120, 110, 114</td>
</tr>
<tr>
<td>Education Department</td>
<td>151, 157</td>
</tr>
<tr>
<td>major/minor/certifications</td>
<td>152</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>157</td>
</tr>
<tr>
<td>engineering, cooperative program</td>
<td>70, 163</td>
</tr>
<tr>
<td>English Department</td>
<td>165</td>
</tr>
<tr>
<td>English language school</td>
<td>55</td>
</tr>
<tr>
<td>English Literature</td>
<td>171, 166, 169</td>
</tr>
<tr>
<td>major/minor</td>
<td>167, 171</td>
</tr>
<tr>
<td>Environmental Studies Program</td>
<td>177, 178</td>
</tr>
<tr>
<td>courses (ENVS)</td>
<td>178</td>
</tr>
<tr>
<td>minor</td>
<td>177</td>
</tr>
<tr>
<td>examinations</td>
<td>59</td>
</tr>
<tr>
<td>faculty</td>
<td>299</td>
</tr>
<tr>
<td>fees</td>
<td>27</td>
</tr>
<tr>
<td>Film Studies Program</td>
<td>179</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>31–46</td>
</tr>
<tr>
<td>financial information</td>
<td>27–29</td>
</tr>
<tr>
<td>Fremantle, Australia program</td>
<td>52</td>
</tr>
<tr>
<td>French courses (MLFR)</td>
<td>222, 218–220</td>
</tr>
<tr>
<td>major/minor</td>
<td>222, 224</td>
</tr>
<tr>
<td>major/minor/certifications</td>
<td>218, 220</td>
</tr>
<tr>
<td>General Education Program</td>
<td>70</td>
</tr>
<tr>
<td>German courses (MLGR)</td>
<td>224</td>
</tr>
<tr>
<td>Gerontology Program</td>
<td>181</td>
</tr>
<tr>
<td>courses</td>
<td>181</td>
</tr>
<tr>
<td>minor</td>
<td>181</td>
</tr>
<tr>
<td>grade point average</td>
<td>59</td>
</tr>
<tr>
<td>grade reports</td>
<td>60</td>
</tr>
<tr>
<td>grade scale</td>
<td>60</td>
</tr>
<tr>
<td>graduation rate</td>
<td>10</td>
</tr>
<tr>
<td>graduation requirements</td>
<td>75</td>
</tr>
<tr>
<td>graduation with honors</td>
<td>60</td>
</tr>
<tr>
<td>grants and scholarships</td>
<td>34</td>
</tr>
<tr>
<td>guide to correspondence and communication</td>
<td>2</td>
</tr>
<tr>
<td>Haggar College Center</td>
<td>11</td>
</tr>
<tr>
<td>Havanic Hall</td>
<td>12</td>
</tr>
<tr>
<td>History Department</td>
<td>183</td>
</tr>
<tr>
<td>courses (HIST)</td>
<td>188</td>
</tr>
<tr>
<td>majors/minors</td>
<td>184</td>
</tr>
<tr>
<td>history of the College</td>
<td>8</td>
</tr>
<tr>
<td>Holy Cross Hall</td>
<td>13</td>
</tr>
<tr>
<td>honors</td>
<td>60</td>
</tr>
<tr>
<td>Humanistic Studies Department</td>
<td>193</td>
</tr>
<tr>
<td>courses (HUST)</td>
<td>194</td>
</tr>
<tr>
<td>major/minor</td>
<td>194</td>
</tr>
<tr>
<td>incomplete</td>
<td>61</td>
</tr>
<tr>
<td>financial aid</td>
<td>45</td>
</tr>
<tr>
<td>Independent Study/Internships</td>
<td>61</td>
</tr>
<tr>
<td>information, general</td>
<td>6–10</td>
</tr>
<tr>
<td>Innsbruck, Austria program</td>
<td>52</td>
</tr>
<tr>
<td>international programs</td>
<td>50</td>
</tr>
<tr>
<td>international student, admission</td>
<td>18</td>
</tr>
<tr>
<td>international student scholarship</td>
<td>38</td>
</tr>
<tr>
<td>intercollegiate athletics</td>
<td>21</td>
</tr>
<tr>
<td>Intercultural Studies Program</td>
<td>197</td>
</tr>
<tr>
<td>courses (ICS)</td>
<td>199</td>
</tr>
<tr>
<td>minor</td>
<td>197</td>
</tr>
<tr>
<td>Ireland Program</td>
<td>51</td>
</tr>
<tr>
<td>Italian courses (MLIT)</td>
<td>224</td>
</tr>
<tr>
<td>major/minor</td>
<td>218, 220</td>
</tr>
<tr>
<td>Justice Education Program</td>
<td>221</td>
</tr>
<tr>
<td>courses (JUST)</td>
<td>202</td>
</tr>
<tr>
<td>minor</td>
<td>201</td>
</tr>
<tr>
<td>Le Mans Hall</td>
<td>12, 13</td>
</tr>
<tr>
<td>Library, Cudwaa–Leighton</td>
<td>11</td>
</tr>
<tr>
<td>Madevna Memorial Classroom Building</td>
<td>12</td>
</tr>
<tr>
<td>majors</td>
<td>69</td>
</tr>
<tr>
<td>major requirements</td>
<td>74</td>
</tr>
<tr>
<td>Mathematics Department</td>
<td>205</td>
</tr>
<tr>
<td>courses (MATH)</td>
<td>212</td>
</tr>
<tr>
<td>majors/minors</td>
<td>206</td>
</tr>
<tr>
<td>McCandles Hall</td>
<td>13</td>
</tr>
<tr>
<td>mid-semester deficiency</td>
<td>61</td>
</tr>
<tr>
<td>minors, guidelines for optional</td>
<td>74</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>7</td>
</tr>
<tr>
<td>Modern Languages Department</td>
<td>217</td>
</tr>
<tr>
<td>courses (MODL)</td>
<td>229</td>
</tr>
<tr>
<td>Modern Language courses (MLFR)</td>
<td>223</td>
</tr>
<tr>
<td>German courses (MLGR)</td>
<td>224</td>
</tr>
<tr>
<td>Italian courses (MLIT)</td>
<td>224</td>
</tr>
<tr>
<td>Spanish courses (MLSP)</td>
<td>227</td>
</tr>
<tr>
<td>majors/minors</td>
<td>218</td>
</tr>
<tr>
<td>Music Department</td>
<td>231, 235</td>
</tr>
<tr>
<td>courses (MUS)</td>
<td>235</td>
</tr>
<tr>
<td>majors/minor</td>
<td>232–234</td>
</tr>
<tr>
<td>Noble Family Dining Hall</td>
<td>14</td>
</tr>
<tr>
<td>non-degree seeking students, admission</td>
<td>19</td>
</tr>
<tr>
<td>Northern Indiana Consortium</td>
<td>for Education (NICE)</td>
</tr>
<tr>
<td>Nursing Department</td>
<td>241</td>
</tr>
<tr>
<td>accelerated program</td>
<td>18, 241</td>
</tr>
<tr>
<td>courses (NURS)</td>
<td>242</td>
</tr>
<tr>
<td>major</td>
<td>242</td>
</tr>
<tr>
<td>Occupational/Physical Therapy</td>
<td>103, 262</td>
</tr>
<tr>
<td>Office for Civic and Social Engagement</td>
<td>25</td>
</tr>
<tr>
<td>Officers of the College</td>
<td>295</td>
</tr>
<tr>
<td>OPUS Hall</td>
<td>13</td>
</tr>
<tr>
<td>pass/fail</td>
<td>61</td>
</tr>
<tr>
<td>permanent record</td>
<td>62</td>
</tr>
<tr>
<td>Philosophy Department</td>
<td>245</td>
</tr>
<tr>
<td>courses (PHIL)</td>
<td>247</td>
</tr>
<tr>
<td>major/minor</td>
<td>245</td>
</tr>
<tr>
<td>Physical Education Department</td>
<td>249</td>
</tr>
<tr>
<td>Physics courses (PHYS)</td>
<td>130</td>
</tr>
<tr>
<td>Pietermaritzburg, South Africa program</td>
<td>52</td>
</tr>
<tr>
<td>Political Science Department</td>
<td>251</td>
</tr>
<tr>
<td>courses (POSC)</td>
<td>254</td>
</tr>
<tr>
<td>major/minor</td>
<td>251</td>
</tr>
<tr>
<td>pre-professional advising</td>
<td>48</td>
</tr>
<tr>
<td>probation and suspension, financial aid</td>
<td>45</td>
</tr>
<tr>
<td>Psychology and Communicative Disorders Department</td>
<td>259</td>
</tr>
<tr>
<td>courses (COMD)</td>
<td>267</td>
</tr>
<tr>
<td>courses (PSYC)</td>
<td>262</td>
</tr>
<tr>
<td>major/minor</td>
<td>260</td>
</tr>
<tr>
<td>self-designed minor</td>
<td>262</td>
</tr>
<tr>
<td>recreational facilities</td>
<td>11</td>
</tr>
<tr>
<td>recreation program</td>
<td>21</td>
</tr>
<tr>
<td>refund policy</td>
<td>28</td>
</tr>
<tr>
<td>Regina Hall</td>
<td>12, 14</td>
</tr>
<tr>
<td>registration</td>
<td>62</td>
</tr>
<tr>
<td>reinstatement</td>
<td>19</td>
</tr>
<tr>
<td>Religious Studies Department</td>
<td>271</td>
</tr>
<tr>
<td>courses (RLST)</td>
<td>273</td>
</tr>
<tr>
<td>major/minor</td>
<td>271</td>
</tr>
<tr>
<td>repeated course</td>
<td>62</td>
</tr>
<tr>
<td>Residence Life</td>
<td>23</td>
</tr>
<tr>
<td>residence halls</td>
<td>13</td>
</tr>
<tr>
<td>Residence Hall Association</td>
<td>23</td>
</tr>
<tr>
<td>Spes Unica Hall</td>
<td>12</td>
</tr>
<tr>
<td>Statement of Philosophy and Purpose</td>
<td>7</td>
</tr>
<tr>
<td>Student Center</td>
<td>13</td>
</tr>
<tr>
<td>student designed major</td>
<td>59</td>
</tr>
<tr>
<td>student involvement</td>
<td>24</td>
</tr>
<tr>
<td>student success program</td>
<td>17, 47</td>
</tr>
<tr>
<td>Summer session</td>
<td>56</td>
</tr>
<tr>
<td>Summer study abroad</td>
<td>53</td>
</tr>
<tr>
<td>teacher certification</td>
<td>156</td>
</tr>
<tr>
<td>Theatre</td>
<td>143</td>
</tr>
<tr>
<td>courses (THTR)</td>
<td>145</td>
</tr>
<tr>
<td>major/minor</td>
<td>143</td>
</tr>
<tr>
<td>transcripts</td>
<td>62</td>
</tr>
<tr>
<td>transfer credit</td>
<td>64</td>
</tr>
<tr>
<td>transfer students, admission</td>
<td>17</td>
</tr>
<tr>
<td>tuition/room and board</td>
<td>27</td>
</tr>
<tr>
<td>valedictorian</td>
<td>60</td>
</tr>
<tr>
<td>visual arts and music education</td>
<td>154</td>
</tr>
<tr>
<td>Washington Semester Program</td>
<td>253</td>
</tr>
<tr>
<td>withdrawal from the College</td>
<td>65</td>
</tr>
<tr>
<td>withdrawal from a course</td>
<td>65</td>
</tr>
<tr>
<td>Women’s Health</td>
<td>21</td>
</tr>
<tr>
<td>Women’s Studies Program</td>
<td>291</td>
</tr>
<tr>
<td>courses (WOST)</td>
<td>293</td>
</tr>
<tr>
<td>minor</td>
<td>291</td>
</tr>
<tr>
<td>student designed major</td>
<td>291</td>
</tr>
<tr>
<td>Women’s Studies in Europe</td>
<td>52</td>
</tr>
<tr>
<td>writing proficiency requirement</td>
<td>71</td>
</tr>
<tr>
<td>writing requirement/major</td>
<td>74</td>
</tr>
</tbody>
</table>