



Academic Guide for First Year Students  
2016–2017

# Welcome to Saint Mary's College!

Dear First-Year Student,

As Associate Dean of Advising and Director of First Year Studies, it is my pleasure to welcome you to Saint Mary's College. I am delighted that you chose to attend our institution. Saint Mary's has a long tradition of excellence in education and commitment to students.

The College is very proud of its new general education program called the Sophia Program in Liberal Learning. Providing the knowledge and skills for the twenty-first century, it underscores the importance of women's voices as well as the social responsibility and intercultural competence befitting global citizens and shaped by the distinctive tradition of the Sisters of the Holy Cross. In your registration packet you will find the name of your summer faculty advisor. Your advisor will contact you soon to guide you through the new program and help you plan your fall semester course schedule.

This fall, you will all be enrolled in **SPLL 101 Sophia Program in Liberal Learning: A First-Year Common Course**, a basic introduction to the various facets of your academic experience at Saint Mary's. During the first year you will also participate with your classmates in various "Common Experiences" in which you will explore the importance of a liberal arts education and learn about the heritage of the Sisters of the Holy Cross and Saint Mary's College.

Through advising and other educational opportunities, we will help you focus on four important questions during your four years at the College.

Why am I here?

What are my gifts and passions?

What do my community and the world need from me?

How can I make a difference in the world?

You will begin to consider the first question in June when your summer faculty advisor contacts you and helps you understand the uniqueness of a Saint Mary's education. In August when you come to campus, you will meet with your advisor, peer mentor, and classmates. Your peer mentor is an upper-class student who was nominated by your faculty advisor. She, along with your advisor, will help you navigate the academic and social life of a college student.

You are ready to begin an exciting and important stage in your life. Best wishes for a happy and productive summer and upcoming year.



Susan Vanek  
Associate Dean of Advising and Director of First Year Studies





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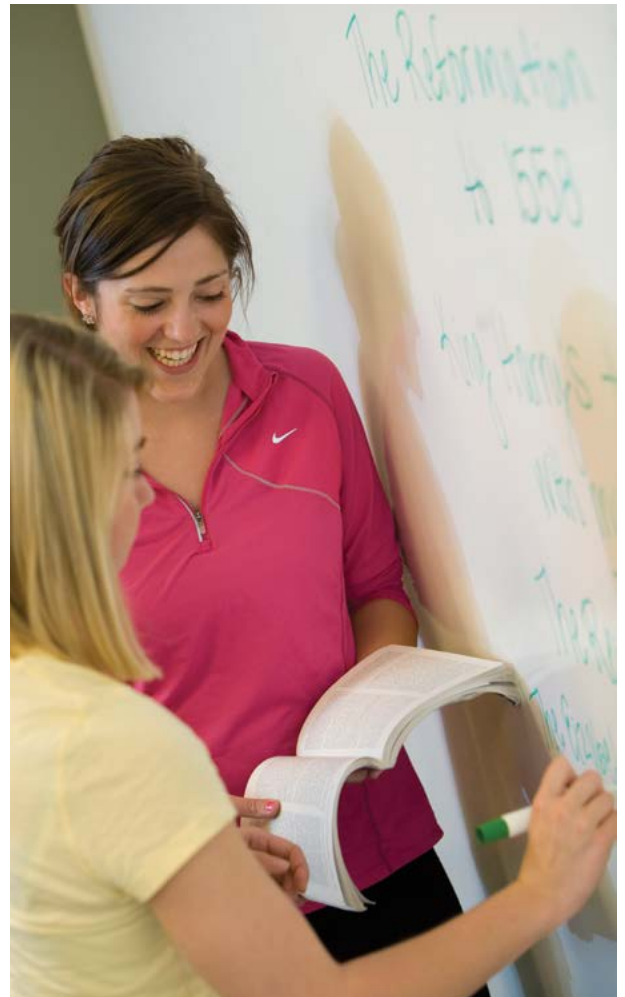
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# Guidelines for Class Selection and Registration



## Guidelines for Advising and Registration

### First-Year Faculty Advisor

In your registration packet you received a flier with the name of your summer faculty advisor and the one-credit advising course\* in which you are enrolled. Your faculty advisor will contact you in early June to give you guidance and help you plan the rest of your fall schedule.

### Registration

You will be able to register online after speaking with your faculty advisor. Instructions for registering on PRISM are in your packet. See your course selection form for your registration time. Please note: You may register at your assigned time or any time after that until July 1.

### Choosing Courses

We want you to explore what interests you with a freedom that you probably didn't have in high school. Choose courses you will like for the first semester. If you are interested in a particular major, take a course in that subject. In your first semester, do not take a course that you suspect will be very difficult for you.

If you are undecided but considering a major in business administration, fine arts, or a science, you should follow the first semester program for these intended majors. They are explained in the next section. See page 6. Students do not officially declare a major until the end of their sophomore year. If you do not have a major, please do not worry — you have time to decide. Nevertheless, if you are considering a major it is important to take the prerequisites so you will know if the major suits you.

Students should complete a Critical Thinking Seminar, a modern language, a writing proficiency course, and mathematics by the end of their first year. Except for the modern language requirement, these courses are all one-semester courses and they can be taken in the fall or the spring semester.

The usual course load for a first-semester student is five courses (15–18 credit hours). If you want a lighter course load, discuss that with your advisor. You must have at least 12 credit hours to be considered full-time, and 128 credit hours are required for graduation.

#### **\* SPLL 101 Sophia Program in Liberal Learning (1 hour)**

This one-credit course offers you a basic introduction to many facets of your academic experience at Saint Mary's College. In it, we will discuss a variety of topics: practical tips such as course selection, registration, time management, and learning strategies; techniques for finding a major; information about unique opportunities and important resources on campus; and, of course, deeper questions about the value of the liberal arts, integrative learning, and higher education.



# Major Course Recommendations for First Semester

## Major Program

## Recommended Courses

<p><b>Undecided but NOT considering any of the majors below</b></p>	<p>Register for five courses. There are no specific courses required in the first semester, so please choose your courses from the Sophia Program choices (see pages 18–29 for descriptions). We recommend the following:</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking Seminar</b></li> <li>• <b>Modern Language</b></li> <li>• <b>3 Additional Sophia Program Courses</b></li> </ul> <p>If you are interested in a specific major, take a course in that subject. Choose courses you will like. Do not take a class that you suspect will be very difficult for you.</p>
<p><b>Art, Concentration in Studio Art</b></p>	<p><b>ART 101 Drawing I</b> (3 hours) (see page 26)  <b>ART 103 Design Lab I</b> (3 hours) (see page 26)</p> <p>Choose 3 additional courses from the Sophia Program (see pages 18–29 for descriptions).</p>
<p><b>Art, Concentration in Art History</b></p>	<p><b>ART 101 Drawing I</b> (3 hours) (see page 26)  <b>ART 241 Art History Survey I</b> (3 hours) (see page 24)</p> <p>Choose 3 additional courses from the Sophia Program (see pages 18–29 for descriptions).</p>
<p><b>Business Administration, Accounting, Management Information Systems, or Economics*</b></p>	<p><b>ECON 251 Principles of Macroeconomics</b> (3 hours) (see page 25)</p> <p>Choose 4 additional courses from the Sophia Program (see pages 18–29 for descriptions).</p>
<p><b>Biology</b></p>	<p><b>BIO 154 Foundations of Biology II</b> (4 hours) (see page 25)  <b>CHEM 121 Principles of Chemistry I</b> (4 hours) (see page 25)</p> <ul style="list-style-type: none"> <li>• If you are not calculus ready, take <b>MATH 103 Precalculus</b> (3 hours)(see page 28) in the fall and take <b>CHEM 121</b> next year.</li> <li>• If your math background is strong and you are also considering a chemistry major, take <b>MATH 131 Calculus I</b>. (4 hours) (see page 29)</li> </ul> <p>Choose 1–3 additional courses from the Sophia Program (see pages 18–29 for descriptions).</p>
<p><b>Chemistry (includes track in Biochemistry)</b></p>	<p><b>CHEM 121 Principles of Chemistry I</b> (4 hours) (see page 25)  <b>MATH 131 Calculus I</b> (4 hours) or a higher math course (e.g., Math 132, 133, etc.) (see page 29)  <b>Modern Language</b> (4 hours) (see pages 21–23)</p> <p>Sophia course (preferably W course) or Biology course (4 hours) for Biochemistry track</p> <ul style="list-style-type: none"> <li>• If you are not calculus ready, take <b>MATH 103 Precalculus</b> (3 hours) (see page 28) in the fall and take <b>MATH 131</b> and <b>CHEM 121</b> later. (Students who have a 29 Math Placement score and 24 Math ACT or 530 Math SAT score may take <b>MATH 103</b> and <b>CHEM 121</b> concurrently). If you plan to go to medical school or are also considering a biology major, then you should also take <b>BIO 154 Foundations of Biology II</b> (4 hours) (see page 25).</li> </ul>

## Major Course Recommendations for First Semester

### Major Program

### Recommended Course

<p><b>Mathematics, Statistical and Actuarial Mathematics, Computing and Applied Mathematics, Physics and Applied Mathematics</b></p>	<p><b>MATH 131 Calculus I</b> (4 hours) (see page 29)</p> <ul style="list-style-type: none"> <li>• Students who took a full year of advanced placement calculus in high school and earned at least a 4 on the AP AB exam should register for <b>MATH 133 Theory and Application of Calculus</b> (4 hours) (see page 29).</li> <li>• If you are not calculus ready, take <b>MATH 103 Precalculus</b> (3 hours) this fall (see page 28).</li> <li>• Students intending to major in Physics and Applied Mathematics should also take <b>PHYS 121 General Physics</b> (4 hours).</li> </ul> <p>Choose 3–4 additional courses from the Sophia Program (see pages 18–29 for descriptions).</p>
<p><b>Music Education, Music</b></p>	<p><b>MUS 181 Theory 1: Fundamentals of Music</b> (3 hours) (see page 27)</p> <p><b>MUS 102 Class Piano: Proficiency</b> (1 hour) (see page 29)</p> <p><b>MUS 100 Recital: Forum</b></p> <p><b>Applied Music Lessons</b> (1 hour), indicate the instrument (or voice) in which you intend to major (see page 27)</p> <p><b>Ensemble: Choir or Instrumental Ensemble</b> (1 hour) (see page 29–30)</p> <p>Choose 3 additional courses from the Sophia Program (see pages 18–29 for descriptions).</p>
<p><b>Nursing Science*</b></p>	<p><b>BIO 141 Human Anatomy and Physiology I</b> (4 hours) (see page 25) <b>Required</b></p> <p><b>Modern Language</b> (4 hours) (see pages 21–23)</p> <p><b>Critical Thinking Seminar</b> (3 hours) (see page 15)</p> <p><b>MATH 100, MATH 102, or a Sophia course</b> (3 hours)</p> <p>If your math recommendation is <b>MATH 100 Problem Solving Strategies in Mathematics</b> or <b>MATH 102 Liberal Arts Mathematics</b>, you must take math first semester.</p> <p>At the end of the first year, you should have completed the two-semester modern language requirement, critical thinking seminar, writing proficiency requirement, <b>MATH 104</b> or higher and <b>PSYC 156</b> or <b>157</b>.</p> <p><b>CHEM 118</b> and <b>BIO 142</b> are taken spring semester.</p>
<p><b>Physics/Physics and Applied Mathematics</b></p>	<p><b>PHYS 121 General Physics I</b> (4 hours) (see page 25)</p> <p><b>MATH (131, 132, 133, 231 by placement)</b> (4 hours) (see page 29)</p> <p><b>Modern Language</b> (4 hours) (see pages 21–23)</p> <p>Sophia course (preferably ENLT 109W) (4 hours)</p>

# Major Course Recommendations for First Semester

## Major Program

## Recommended Courses

### Dual Degree Program in Engineering with the University of Notre Dame\*

Engineering majors must also have a Saint Mary's major which is typically chemistry, mathematics, or physics.

### Mechanical, Electrical, Civil (Structural), or Computer Science/Engineering

PHYS 121 General Physics I (4 hours) (see page 25)

MATH (131,132,133, 231 by placement) (4 hours) (see page 29)

Modern Language (4 hours) (see pages 21–23)

ENLT 109W or PHIL 110W, strongly preferred (4 hours)

### Chemical or Civil (Environmental) Engineering

CHEM 121 Principles of Chemistry I (4 hours) (see page 25)

MATH (131,132,133,231 by placement) (4 hours) (see page 29)

Modern Language (4 hours) (see pages 21–23)

ENLT 109W or PHIL 110W, strongly preferred (4 hours)

NOTE: If a student expresses any interest in Chemistry, even if they are undecided, then she should follow the Chemical Engineering track.

\* See pages 8–9 for additional policy information.

## Information for Business Administration, Communicative Sciences & Disorders, Education, and Nursing majors; Dual Degree Program in Engineering; Pre-Health Professions

### Business Administration

In order to be officially accepted into the BBA programs at the end of sophomore year, a student must maintain a 2.5 grade point average in the following 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)**

### Communicative Sciences & Disorders

Criteria for acceptance into the Communicative Sciences & Disorders (CSD) major include a cumulative grade point average of 3.0 at the end of the sophomore year. Additionally, the student must earn a minimum prerequisite CSD GPA of 3.25. For further information please see the College Bulletin for 2016–2017.

### Education

Education majors must have a 2.75 cumulative grade point average to be admitted to the major.

### Nursing Science

#### Admission to the Nursing Science Major

In order to be officially accepted into the nursing science major at the end of sophomore year, a student must maintain a 2.5 cumulative grade point average and a 2.8 cumulative grade point average in the science and nursing prerequisites. In order to maintain the quality of the nursing science program and provide the necessary clinical experiences for each nursing student, the size of the class or cohort admitted to the major is limited. In the event that there are more qualified students than can be accommodated, students will be admitted based on who has earned the highest science and prerequisite GPA. A nursing science major may study abroad during fall semester of her sophomore year. To do so she must take two nursing requirements, at Saint Mary's, in the summer before her sophomore year.

#### Dual Degree in Engineering Program

Saint Mary's College and the University of Notre Dame offer a Five-Year Dual Degree Program in Engineering, leading to a bachelor's degree from Saint Mary's at the end of the fourth year, and a second bachelor's degree from Notre Dame in one of the engineering programs at the end of the fifth year. To be eligible for the five-year program, the student must be calculus ready as a first-year student.



Saint Mary's students who participate in this program work with the Program Director. They take pre-engineering courses (e.g., calculus, physics, chemistry) at Saint Mary's, and engineering courses at Notre Dame, in addition to the courses required to satisfy degree requirements of a major at Saint Mary's College. At the end of her fourth year the student applies for transfer to the College of Engineering at Notre Dame.

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. Some related options include: a chemistry major at Saint Mary's and a chemical engineering major at Notre Dame, computer and applied mathematics major at Saint Mary's and a computer science engineering major at Notre Dame, physics and applied mathematics at Saint Mary's and electrical engineering at Notre Dame, and physics at Saint Mary's and mechanical engineering at Notre Dame.

A Saint Mary's student must have completed at least 96 semester hours with a minimum of a 2.8 GPA overall and in technical courses to be recommended for acceptance at Notre Dame at the end of her fourth year. This strenuous program will demand the best effort of well-prepared and well-motivated students. Consultation with the Program Director and careful scheduling of courses on both campuses must be conducted each semester. Like all Saint Mary's majors, students must earn a C or better in all technical courses to stay in the engineering program. *See Bulletin for more information.*

## Pre-Health Professions

Students can enter a Health Professions Graduate Program from a completed major in any discipline at Saint Mary's College as long as they do it well. Students should strive for a cumulative GPA of 3.5 or better to be competitive.

All graduate health professions programs require an admission test in spring of the junior year or fall of the senior year. These include but are not limited to the MCAT for medical school, DAT for dental school, VCAT or GRE for vet school, OAT for optometry, and GRE for most of the others.

Once students have established themselves academically (typically after the first full year of course work), they should begin to get involved in on or off-campus activities where they are truly contributing. Leadership and service are important. This includes demonstrating an ability to work with all kinds of people. Most of the health professions programs do want some hours of shadowing or volunteering in a medical setting similar to their interests. Students should be aware of any such requirements.

A basic core of courses is required for health professions programs, all of which can be taken at Saint Mary's College. Following are the ones most commonly found among the list of prerequisite of courses

for most schools/programs. It is VERY important that students be responsible for their own research of classes required for admission to the graduate health professions program they desire.

**1 year of biology with labs (BIO 153–154)**

**1 year of general chemistry with labs (CHEM 121–122)**

**1 year of organic chemistry with labs (CHEM 221–222)**

***Some programs no longer require the second semester of organic chemistry, so students should check to be sure.***

**1 year of math (MATH 131–132 or MATH 133 and 225 or 114)**

***Some programs require statistics, so check to be sure.***

**1 year of physics (PHYS 121–122)**

***Many programs no longer require physics, so students should check to be sure.***

**1 year of English (some schools, not all); demonstrated proficiency in writing**

**Courses in psychology and sociology (6–9 hours)**

The MCAT now requires at least one course in psychology and one in sociology (dealing with human behavior) as well as biochemistry (CHEM 324). Other programs require anatomy (BIO 213) and physiology (BIO 214 if nonmajor; BIO 328 if biology major). Students can get all these courses at Saint Mary's College, but some classes may have prerequisites here, so students should plan ahead. Some programs also want a course or demonstrated proficiency in communications. Students should research the programs they like. Becoming familiar with the prerequisites is the student's job.

Once students have completed at least two years of sciences and are in their junior year, they should contact the Pre-Health Professions Advisor at Saint Mary's College in order to discuss completion of prerequisite courses, taking that program's entrance exam, and beginning the application process. Most applications for graduate or professional programs in the health professions are submitted between June and September of **the year prior to your desired matriculation into the program**. Thus, most students apply for programs with six semesters of grades and an entrance exam score at the end of the junior year/beginning of the senior year.

An important part of student preparation for entrance into a Health Professions Graduate Program is finding activities that will help mature them into a unique candidate with something to offer the profession they desire to enter. These college years are extremely important to this process. Grades, personal attributes (like dependability, cooperation, ability to think creatively, and to problem solve), entrance exam scores, contributions to clubs and extracurricular activities, and service are all part of the portfolio a student develops as she completes her degree at Saint Mary's College.

# The Sophia Program in Liberal Learning



## A New Way of Integrating Your Entire Education

All Saint Mary's students complete the Sophia Program in Liberal Learning over their four years of study at Saint Mary's College. Sophia is a vision of a liberal arts education that is uniquely Saint Mary's. The program calls upon each student to understand the purpose of a liberal arts education at Saint Mary's and how it prepares her to make a difference in the world.

The Sophia program has the following three foundational learning outcomes:

- > **Knowledge Acquisition and Integration of Learning**
- > **Cognitive and Communicative Skills**
- > **Engagement through Intercultural Competence, Social Responsibility, and Global Learning**

These learning outcomes cultivate both the mind and the heart, ensuring that a Saint Mary's education includes the hallmark of a Holy Cross education. Thus the Sophia Program provides knowledge and skills for the twenty-first century, it underscores the importance of women's voices as well as the social responsibility and intercultural competence befitting global citizens and shaped by the distinctive tradition of the Sisters of the Holy Cross.

### What makes the Sophia Program distinctive?

The program seeks to make learning intentional and integrated. It does this by transferring focus away from particular courses in a variety of disciplines that you must study to the learning outcomes, or knowledge, skills, and abilities you should expect to gain from your general education experiences.



## Sophia Program in Liberal Learning

### Knowledge Acquisition and Integration of Learning (LO1)

(See page 54 for distribution and learning outcomes)

#### *Cultures and Systems*

Literature (HL)  
History (HH)  
Modern Languages (ML)  
Social Science I (SS I)

#### *Traditions and Worldviews*

Philosophical Worldviews (PW)  
Religious Traditions I (RT I)  
Religious Traditions II (RT II)  
Historical Perspectives (HP)

#### *Science for the Citizen*

Natural Science (NSN and NSL)  
Social Science II (SS II)

#### *Arts for Living*

Creative and Performing Arts (CP)  
Professional Arts (PA)  
Mathematical Arts (MA)

### Cognitive and Communicative Skills (LO2)

(See page 55 for distribution and learning outcomes)

Critical Thinking Seminar (CTS)  
Writing Proficiency (WP)  
Women's Voices (WV)

### Engagement through Intercultural Competence, Social Responsibility, and Global Learning (LO3)

(See page 56 for distribution and learning outcomes)

Intercultural Competence A (ICA)  
Intercultural Competence B (ICB)  
Social Responsibility A (SRA)  
Social Responsibility B (SRB)  
Global Learning A (GLA)  
Global Learning B (GLB)  
Academic Experiential Learning (AEL)

LO1 courses may be used to satisfy  
LO2 and LO3 requirements.



## The following introductory-level courses fulfill Sophia Program requirements:

### Cultures and Systems

#### Literature (one course)

See page 18 for course descriptions

Courses that meet the **Literature** learning outcomes:

- ENLT 106W** Language and Literature: Dialogue: Becoming American (WP)  
(half of the tandem with HIST 201W)
- ENLT 109W** Language and Literature: Introduction to Latina Literature (WP)
- ENLT 109W** Language and Literature: Metamorphosis of the Self (WP)
- ENLT 109W** Language and Literature: Saint Mary's Writers (WP, WV)
- ENLT 109W** Language and Literature: The Hero's Journey (WP)
- ENLT 109W** Language and Literature: Speaking Across the Millennium: Women's Writing in 21<sup>st</sup> Century America (WP)
- ENLT 109W** Language and Literature (WP)
- ENLT 212** Eco-poetics in the Anthropocene
- HUST 103** Lives and Times (CTS, WV, SRA)
- MLTF 130** Love, Sex, and Marriage in French Literature (CTS, WV)

#### History (one course)

See page 19 for course descriptions

Courses that meet the **History** learning outcomes:

- HIST 103** World Civilization I
- HIST 104** World Civilization II
- HIST 201** United States History to 1865
- HIST 201W** United States History to 1865 (WP, WV)  
(half of the tandem with ENLT 106W)

#### Modern Languages (two courses at a level appropriate to the student's previous experience with that language)

See page 21 for course descriptions

Courses that meet the **Modern Languages** learning outcomes:

- MLAR 101** Introductory Arabic
- MLCH 101** Introductory Mandarin Chinese
- MLFR 101** Introductory French
- MLFR 111** Intermediate French
- MLGR 101** Introductory German
- MLGR 111** Intermediate German
- MLIT 101** Introductory Italian
- MLIT 111** Intermediate Italian
- MLSP 101** Introductory Spanish
- MLSP 111** Intermediate Spanish
- MLSP 115** Intermediate Spanish for Heritage Speakers

#### Social Science I (one course)

See page 20 for course descriptions

Courses that meet the **Social Science I** learning outcomes:

- ANTH 141** Peoples and Nature (CTS, SRA, SRB, GLA, GLB)
- POSC 151** Political Issues (CTS)
- POSC 151W** Political Issues (WP)
- POSC 201** American Politics
- PSYC 156** Introduction to Psychology: Culture and Systems  
(CTS for CRN 72217 only)
- SOC 230** Social Inequalities in Education
- SOC 255** Race, Ethnicity, and Identity in the US (SRA, ICA)  
(CTS for CRN 71564 only)
- SOC 257** Sociology of Families (WV, SRA, ICA)

### Traditions and Worldviews

#### Philosophical Worldviews (one course)

See page 23 for course descriptions

Courses that meet the **Philosophical Worldviews** learning outcomes:

- PHIL 110** Introduction to Philosophy
- PHIL 110** Introduction to Philosophy (CTS, WV, for CRN's 71392 and 72148 only)
- PHIL 110** Introduction to Philosophy (CTS for CRN 71653 only)

#### Religious Traditions I (one course)

See page 23 for course descriptions

Courses that meet the **Religious Traditions I** learning outcomes:

- RLST 101** Introducing Religious Studies
- RLST 101** Introducing Religious Studies: The Plurality of Perspectives on Religion
- RLST 101** Introducing Religious Studies: Encounters with the Divine in Ancient Mediterranean Religions
- RLST 101** Introducing Religious Studies: Religious Issues in Contemporary Society: God, Self, and Other (ICA, ICB)
- RLST 101** Introducing Religious Studies: World Religions in Dialogue (CTS, ICA)
- RLST 101W** Introducing Religious Studies: World Religions in Dialogue (WP, ICA)

#### Religious Traditions II (one course)

(not normally taken in first year)

## Historical Perspectives *(one course)*

See page 24 for course descriptions

Courses that meet the **Historical Perspectives** learning outcomes:

- ART 241** Art History Survey I (WV, GLB)
- ENVS 161** Introduction to Environmental Studies (GLB, SRB)
- GWS 207** Introduction to Gender and Women's Studies (WV)
- HUST 197** Myth, Legend and History
- ICS 201** Introduction to Intercultural Studies (ICA, ICB)
- MUS 241** Music Appreciation (WV)
- MUS 242** American Popular Music

## Science for the Citizen

### Natural Science

*(two courses, at least one of which must be a laboratory course)*

See page 25 for course descriptions

Courses that meet the **Natural Science** learning outcomes:

- BIO 105** Cells to Self
- BIO 141** Human Anatomy and Physiology I
- BIO 154** Foundations of Biology II
- CHEM 121** Principles of Chemistry I (CTS)
- PHYS 121** General Physics I

### Social Science II *(one course)*

See page 25 for course descriptions

Courses that meet the **Social Science II** learning outcomes:

- ECON 251** Principles of Macroeconomics
- ECON 252** Principles of Microeconomics
- PSYC 157** Introduction to Psychology: Science for the Citizen (CTS for CRN 71643 only)
- SOC 153** Sociological Imaginations
- SOC 203** Social Problems
- SOC 204** Social Psychology

## Arts for Living

### Creative and Performing Arts

*(Single courses satisfying this requirement must be 3 credits. Multiple courses that fulfill the appropriate learning outcomes may be used to satisfy this requirement as long as they add up to at least 3 credits and come from the same discipline.)*

See page 26 for course descriptions

Courses that meet the **Creative and Performing Arts** learning outcomes:

- ART 101** Drawing I
- ART 103** Design Lab I (CTS)
- ART 125** Silkscreen (WV)
- ART 211** Ceramics: Introduction to Clay
- COMM 103** Introduction to Communication (CTS and ICA for CRN 71694 only)
- COMM 103** Introduction to Communication (ICA for CRN 71645 only)
- COMM 103W** Introduction to Communication (WP)
- DANC 144** Modern Dance Technique: Beginning
- DANC 145** Ballet Technique: Beginning
- DANC 148** Jazz Technique: Beginning
- DANC 240** Introduction to Dance
- DANC 244** Modern Dance Technique: Intermediate
- DANC 245** Ballet Technique: Intermediate
- DANC 248** Jazz Technique: Intermediate
- DANC 344** Modern Dance Technique: Advanced
- DANC 345** Ballet Technique: Advanced
- DANC 348** Jazz Technique: Advanced
- MUS 104** Class Guitar
- MUS 111-131** Applied Music: Private Lessons: Vocal and Instrumental
- MUS 181** Theory I: Fundamentals of Music
- THTR 135** Introduction to Theatre
- THTR 135W** Introduction to Theatre (WP)
- THTR 205** Introduction to Acting (WV)

### Professional Arts *(one course)*

See page 27 for course descriptions

Courses that meet the **Professional Arts** learning outcomes:

- SW 202** Introduction to Social Work (WV, SRA, SRB)
- SW 235** Human Behavior and the Social Environment I (SRA, SRB)

### Mathematical Arts *(one course)*

See page 28 for course descriptions

Courses that meet the **Mathematical Arts** learning outcomes:

- MATH 102** Liberal Arts Mathematics

- MATH 104** Finite Mathematics
- MATH 105** Elements of Calculus
- MATH 131** Calculus I
- MATH 133** Theory and Application of Calculus

## LO2: Cognitive and Communicative Skills

**Critical Thinking Seminar** *(one course) Most students fulfill this requirement during the fall semester of their first year.*

Critical Thinking Seminars are spread throughout the curriculum so that students can select from a wide range of different disciplines and knowledge.

*Courses that meet the **Critical Thinking Seminar** requirement:  
(The courses listed below also fulfill an LO1 requirement.)*

- ANTH 141** People and Nature (**SS I, SRA, SRB, GLA, GLB**)
- ART 103** Design Lab I (**CP**)
- CHEM 121L** Principles of Chemistry I (**NSL**)
- COMM 103** Introduction to Communication (**CP, ICA** for CRN 71694 only)
- HUST 103** Lives and Times (**HL, WV, SRA**)
- MLTF 130** Love, Sex, and Marriage in French Literature (**HL, WV**)
- PHIL 110** Introductory Philosophy (**PW, WV**, for CRN's 71392 and 72148 only)
- PHIL 110** Introductory Philosophy (**PW** for CRN 71653 only)
- POSC 151** Political Issues (**SS I**)
- PSYC 156** Introduction to Psychology: Culture and Systems (**SS I** for CRN 72217 only)
- PSYC 157** Introduction to Psychology: Science for the Citizen (**SS II** for CRN 71643 only)
- RLST 101** Introducing Religious Studies: World Religions in Dialogue (**RT I, ICA**)
- SOC 255** Race, Ethnicity, and Identity in the US (**SS I, SRA, ICA** for CRN 71564 only)

**Writing Proficiency** *(one course) Students generally fulfill this requirement during the fall or spring of their first year.*

Many students find it helpful to take a W course in a field they find especially engaging; they find they enjoy writing, and make more progress, when the course topic is one they especially want to explore.

All W courses fulfill a Sophia Program requirement and provide the opportunity to earn the Basic W.

*Courses that meet the **Writing Proficiency** requirement:  
(The courses listed below also fulfill an LO1 requirement.)*

- COMM 103W** Introduction to Communication (**CP**)
- ENLT 106W** Language and Literature: Dialogue: Becoming American (**HL**)  
(half of the tandem with HIST 201W)
- ENLT 109W** Language and Literature: Introduction to Latina Literature (**HL, WV, ICA**)
- ENLT 109W** Language and Literature: Metamorphosis of the Self (**HL**)
- ENLT 109W** Language and Literature: Saint Mary's Writers (**HL, WV**)
- ENLT 109W** Language and Literature: The Hero's Journey (**HL**)
- ENLT 109W** Language and Literature: Speaking Across the Millennium: Women's Writing in 21<sup>st</sup> Century America (**HL**)
- ENLT 109W** Language and Literature (**HL**)
- HIST 201W** United States History Since 1865 (**HH, WV**)  
(half of the tandem with ENLT 106W)
- POSC 151W** Political Issues (**SS I**)
- RLST 101W** Introduction to Religious Studies: World Religions in Dialogue (**RT I, ICA**)
- THTR 135W** Introduction to Theatre (**CP**)

## Knowledge Acquisition and Integration of Learning (L01)

Each course can be used only once to satisfy a requirement in this column. Courses appearing in the L01 boxes below, however, may be used without restriction to satisfy L02 or L03 requirements in the column to the right.

### Cultures and Systems

Literature \_\_\_\_\_  
History \_\_\_\_\_  
Languages I \_\_\_\_\_  
Languages II \_\_\_\_\_  
Social Science I \_\_\_\_\_

### Traditions and Worldviews

Philosophical Worldviews \_\_\_\_\_  
Religious Traditions I \_\_\_\_\_  
Religious Traditions II \_\_\_\_\_  
Historical Perspectives \_\_\_\_\_

### Science for the Citizen

Natural Science (w/lab) \_\_\_\_\_  
Natural Science (lab opt.) \_\_\_\_\_  
Social Science II \_\_\_\_\_

### Arts for Living

Creative and Performing Arts \_\_\_\_\_  
Professional Arts \_\_\_\_\_  
Mathematical Arts \_\_\_\_\_

## Cognitive and Communicative Skills (L02)

One course from the L01 column at the left must be used to fulfill the Critical Thinking requirement.

### Critical Thinking Seminar

Critical Thinking Seminar \_\_\_\_\_

One course from the L01 column at the left must be used to fulfill the Writing Proficiency requirement.

### Writing Proficiency

Writing Proficiency \_\_\_\_\_

At least 3 Women's Voices-certified courses from at least 2 different academic disciplines.

### Women's Voices

Women's Voices \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Engagement through Intercultural Competence, Social Responsibility, and Global Learning (L03)

At least 3 L03-certified courses/experiences from at least 2 different academic disciplines. The same course cannot be used to meet both A and B for the same outcome. At least 1 L03-certified course/experience used to achieve L03 outcomes must include academic experiential learning.

### Intercultural Competence

Intercultural Competence (A) \_\_\_\_\_

Intercultural Competence (B) \_\_\_\_\_

### Social Responsibility

Social Responsibility (A) \_\_\_\_\_

Social Responsibility (B) \_\_\_\_\_

### Global Learning

Global Learning (A) \_\_\_\_\_

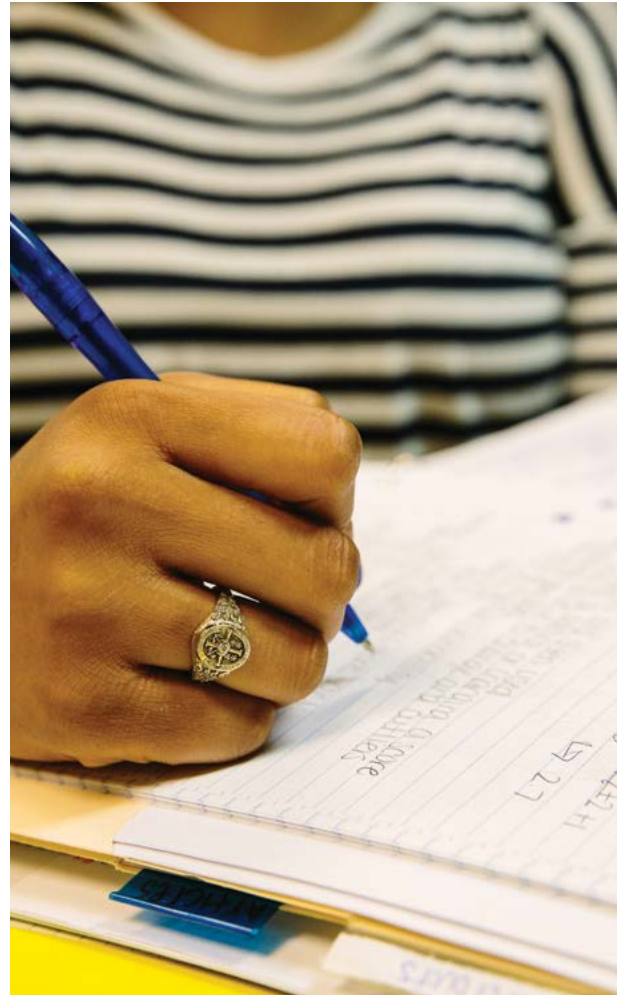
Global Learning (B) \_\_\_\_\_

### Academic Experiential Learning

Academic Experiential Learning \_\_\_\_\_



# Course Offerings for Fall Semester 2016



# Sophia Program Course Offerings For First-Year Students Fall 2016

## Knowledge Acquisition and Integration of Learning (LO1)

Some course descriptions below have been expanded to provide more information. For official course descriptions refer to the Saint Mary's College Bulletin.

### Culture and Systems

#### Literature

##### ENLT 106W Language and Literature (3.5 hours)

A unit of the tandem Becoming American, taken in conjunction with HIST 201W.

A British officer serving under "Gentleman" Johnny Burgoyne in the American Revolution remarked in his journal, after Burgoyne surrendered his entire army to a victorious collection of ragtag American farmers and militia, "It seemed that I was gazing upon a new race of men." Indeed for the British it seemed as if the Americans had turned the world upside down, that a "new race" had arisen in the forests of the "New World." Who were these new people, and what was (and is) an American? This course examines this question through the disciplines of history and literature. To gain a deeper understanding of the American character, we will be probing its cultural and intellectual roots in the time period between the first European settlements and the end of the most divisive conflict in American history, the Civil War. A close scrutiny of our past tells us a good deal about our present situation and perhaps even gives us a glimpse of our future. *This course provides students the opportunity to earn the W.*

##### ENLT 109W Language and Literature (4 hours)

This course offers a variety of literary selections and *provides students the opportunity to earn the W.*

##### ENLT 109W Language and Literature: Introduction to Latina Literature (4 hours)

This course introduces students to reading and writing about literature at the college level. Throughout the semester we will focus on skills that will help you produce insightful literary analysis, such as active reading, close reading, moving from observation to analysis, constructing interpretive arguments, and using literary texts as evidence. We will also focus on the elements of basic writing proficiency, such as thesis statements, support, organization, style, and revision.

Our readings will include novels, short stories, nonfiction, film, graphic novels, and poetry by Latina writers and artists. These texts provide rich and varied representations of immigration, second-generation experiences, and the politics of Latina identity in America. More specifically, we will examine how these texts engage with issues surrounding ethnicity, culture, racialized discrimination, class, gender, and sexuality. Writers may include Julia Alvarez, Sandra Cisneros, Ana Menendez, Cherri Moraga, Jessica Abel, Pat Mora and others. *This course provides students the opportunity to earn the W, satisfy an LO2 Women's Voices and satisfy the LO3 Intercultural Competence A requirement.*

##### ENLT 109W Language and Literature: Metamorphosis of the Self (4 hours)

This course introduces students to reading and writing about literature at the college level. Students will develop facility with analysis and the art of crafting persuasive, argumentative prose through an examination of literary works that present depictions of transformation, change, and metamorphosis. As we read narratives of bodies altered (in size, in shape, and in substance), we will interrogate the extent to which external forms influence our sense of personal identity and our perception of others. We will consider why stories of shape shifting and physical transformation have provoked such fascination and anxiety amongst audiences of all ages in diverse cultural and historical settings.

Readings will range broadly and may include Ovid's *Metamorphoses*, excerpts from Plato, selected fairy tales, Lewis Carroll's *Alice's Adventures in Wonderland*, Robert Lewis Stevenson's *Strange Case of Dr. Jekyll and Mr. Hyde*, and Franz Kafka's *Metamorphosis*, amongst others. *This course provides students the opportunity to earn the W*

##### ENLT 109W Language and Literature: Saint Mary's Writers (4 hours)

This course introduces students to reading and writing about literature at the college level. While reading novels, biographies, memoirs and poetry by and about Saint Mary's women, students gain skill in accurate and insightful interpretation of texts and develop their ability to write clearly phrased, logically organized prose. *This course provides students the opportunity to earn the W and satisfy an LO2 Women's Voices requirement.*

##### ENLT 109W Language and Literature: The Hero's Journey (4 hours)

Focusing primarily on English and some American literature, this course will discuss the literary "quest" by examining different representations of journeys and the many types of travel that can occur under this heading, whether real or fantastical, religious or secular, literal or metaphorical, close to home or far away. It will include examples from the medieval and modern periods, beginning with *Beowulf* and ending with modern texts such as J.R.R. Tolkien's *The Hobbit*. Because the quest can take many forms, the course will consider how the texts represent spiritual, psychological, and cultural journeys. The semester will begin with more traditional quest narratives and gradually move through a greater variety of genres that will allow students to consider what counts as a literary quest and what is its *raison d'être*. Students will learn to study and

appreciate a text's "literariness," develop their own arguments about literature in written and verbal form, and think critically about themselves and their place in society. These goals are in keeping with the general aim of this course to introduce students to reading and writing about literature at the college level. *This course provides students the opportunity to earn the W.*

### **ENLT 109W Language and Literature: Speaking Across the Millennium: Women's Writing in 21st Century America (4 hours)**

Focusing on the work of women writers from the 20th century to the present, this course will examine how the writings of 20th-century women have informed the work of women writers in the 21st century. *This course provides students the opportunity to earn the W.*

### **ENLT 212 EcoPoetics in the Age of the Anthropocene (3 hours)**

*Eco* from the Greek *oikos* meaning *house/home/hearth*. *Poetics* from the Greek *poiesis* meaning to make. The etymological roots of ecoPoetics point toward the interconnections between dwelling deeply in language and dwelling deeply on the home of the earth (on Gaia). And above all, dwelling is a process of *poiesis* — *of making*.

But the process of *poiesis* is intensified as poets are intensely aware that we are dwelling on the earth in the age of what geologist term the "Anthropocene." This emergent term (from 2002) points toward how the exploitive impact of humans on the earth, on Gaia, is written into the geological record. The anthropogenic impact leading to global collapse is, I argue, one of the greatest failures of imagination to date. Poets, already grappling with the epoch of the Anthropocene prior to the term's emergence, work to address the failure of imagination in order to find better ways at coexisting with other plants, animals, and elements on this shared planet. Students write one traditional essay and then an "eco-composition" that brings to fruition a working theory of ecoPoetics through its content, yes, but especially through its form (the way the language looks and behaves and dwells on the printed page...or on a canvas, or on bark, on leaf, on eggshell).

### **HUST 103 Lives and Times (3 hours)**

This course features lively classroom discussion and introduces you to a wide range of fascinating people throughout time, whether powerful or downtrodden, famous or obscure, free spirits or homebodies. To see what makes these people tick, we will read a variety of works that take us to the very core of their being — fictional accounts as well as real-life stories that include biographies, diaries, autobiographies, and memoirs. We try to answer the sorts of questions that we all have to ask ourselves: What makes a good life? How does my ethnicity, gender, geographic locale, or historical setting make me who I am? What do I owe my parents? How do I balance the need to be my own person with the need to belong to the group? *This course also satisfies the L02 Critical Thinking Seminar, a Women's Voices and L03 Social Responsibility A.*

### **MLTF 130 Love, Sex, and Marriage in French Literature (3 hours)**

Love, sex, and marriage are perennial themes in literature. This Critical Thinking Seminar will explore variations on those themes by studying the lives of women and works of French literature in translation from the Renaissance to the 19th-Century. *This course also satisfies the L02 Critical Thinking Seminar and a Women's Voices.*

### **MLTS 135 Theatre Protest in Spanish (3 hours)**

What is theatre? How does a theatrical text construct meaning and how is meaning communicated in performance? How can theatre denounce injustice? In this Critical Thinking Seminar we will consider these questions and more as we study the work of contemporary Hispanic women playwrights from Latin America and Spain. We will figuratively travel through time and space in the Spanish-speaking world (including a visit with Latinas in the US) as we examine the works of these dramatists and performers and the ways in which their work highlights and criticizes injustice, violence, and oppression. We will also examine each woman's work within her cultural and geographic contexts as we explore the following thematic areas (these are not mutually exclusive and we will see how many of these emerge as intertwined in the works we study): gender roles and sexuality, memory, motherhood, torture/violence, marginalization, culture, borders.

As a final note, many of these works will provoke controversial and complex questions and the authors may employ images that you find graphic or disturbing. Part of the college experience involves engaging with new perspectives and viewpoints that are different from your own. We will strive to create a respectful and thoughtful environment in the classroom, one in which disagreement is welcomed and viewed as a productive mode of inquiry.

*This course also satisfies the L02 Critical Thinking Seminar, a Women's Voices and L03 Global Learning A. Course Cancelled*

## **History**

### **HIST 103 World Civilization I (3 hours)**

The great societies of world history have created the cultural heritages that still frame our modern lives. The most important learning outcomes of this course will be to introduce students to those histories and to help them develop the critical thinking skills involved in understanding, assessing, and writing them. History has shaped the world we live in. To paraphrase William Faulkner, the past is never dead — it's not even past. Thus, an important goal of this course is to present a truly global history of those societies from the origins of mankind to the early modern period, and to connect that history with the important issues and cultural identities that shape our world today.

### **HIST 104 World Civilization II (3 hours)**

A study of the modern world from about 1500 AD to the present. The great civilizations of Europe, America, Asia, and Africa will be discussed with detailed descriptions and audiovisual 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. **(Filled)**

### **HIST 201 United States History to 1865 (3 hours)**

What does it mean for the United States of America to be the “City on the Hill?” Historically, it has meant very different things, but many Americans still see their country as an example of freedom and opportunity, a beacon of hope, and a model for the rest of the world. The theme of our course is freedom, for as Eric Foner, the author of our textbook, writes, “No idea is more essential to Americans’ sense of themselves as individuals and as a nation than freedom.” But, “freedom is not a fixed timeless category with a single unchanging definition...the history of the United States is, in part, a story of debates, disagreements, and struggles over freedom...the meaning of freedom has been constructed not only in congressional debates and political treatises, but on plantations and picket lines, in parlors and even bedrooms” (Foner, p. xxxviii-xxxix). A major focus of our critical exploration of American history will be to analyze and reflect on changing understandings of the freedom that defines us as Americans.

### **HIST 201W United States History to 1865 (3.5 hours)**

A unit of the tandem Becoming American, taken in conjunction with ENLT 106W. The content of this course is similar to that of HIST 201. *This course provides students the opportunity to earn the W and satisfy an L02 Women’s Voices.*

## **Social Science I**

### **ANTH 141 People and Nature (3 hours)**

This Critical Thinking Seminar introduces students to the depth and breadth of human diversity and to the methods anthropologists use to study human diversity. Organized around the material, ecological, and ideological interplay between cultures, this course focuses on the divergent ways that peoples of the world have adapted to their environments, created communities, moderated conflicts, developed cosmologies, and expressed creativity. *This course also satisfies the L02 Critical Thinking Seminar, L03 Social Responsibility A and B, and Global Learning A and B requirements.*

### **POSC 151 Political Issues (3 hours)**

An analysis of various political ideas, systems, issues, and/or phenomena designed to introduce students to political thinking. *This course also satisfies the L02 Critical Thinking Seminar.*

### **POSC 151W Political Issues (4 hours)**

The content of this course is similar to that of POSC 151, *with the added opportunity to earn the W.*

### **POSC 201 American Politics (3 hours)**

An introductory study of the origins, principles, behavior, and institutions of the American political system.

### **PSYC 156 Introduction to Psychology: Culture and Systems (3 hours)**

An introductory survey of theories, topics, and applications in psychology. This course covers a wide range of classic and contemporary topics in psychology, including brain and behavior, conformity and obedience, and psychological disorders and therapy. The 156 course is organized around systems of thought and social science concepts that identify biological, developmental, cognitive, behavioral, and sociocultural approaches to psychological topics. Students will recognize the impact of human diversity, and learn that psychological explanations vary across populations and contexts. **Credit granted for either PSYC 156 or PSYC 157, not both. Section 72217 also satisfies the L02 Critical Thinking Seminar.**

### **SOC 230 Social Inequalities in Education (3 hours)**

The social processes of education and schooling as an agent of socialization will be analyzed 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.

### **SOC 255 Race, Ethnicity, and Identity in the US (3 hours)**

Race and ethnic identity have played and continue to play an important role in shaping the nation’s political policies, social relationships, and cultural beliefs. In this course students will consider how race and ethnicity are socially constructed, what is meant by racism and racial/ethnic identity, how laws like Affirmative Action or immigration policies impact specific racial and ethnic groups, and how race/ethnicity shapes one’s experiences in various social institutions like school, work, family, and the legal system. Over the semester students will develop a sociological understanding of the structural and cultural barriers experienced by various racial and ethnic groups in the United States, and students will discuss social policies focused on achieving racial equity. *This course also satisfies the L03 Social Responsibility A and Intercultural Competence A. Section 71564 satisfies the L02 Critical Thinking Seminar.*

### **SOC 257 Sociology of Families (3 hours)**

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. *This course also satisfies an L02 Women’s Voices, L03 Social Responsibility A and Intercultural Competence A.*

## Modern Languages

All bachelor degree programs require the successful completion of a full year of foreign language study: two sequential courses at the appropriate level, as determined by the student's interests and her abilities as indicated by the online placement exam. A student who is enrolling at the introductory level (101) in a language that she has not studied in high school is not required to take the placement exam.

"I speak English. Why should I learn another language?"

"...[E]ffective communication and successful negotiations with a foreign partner — whether with a partner in peacekeeping, a strategic economic partner, a political adversary, or a non-English speaking contact in a critical law enforcement action — requires strong comprehension of the underlying cultural values and belief structures that are part of the life experience of the foreign partner."

— *Dr. Dan Davidson, President of the American Councils on International Education*

"A different language is a different vision of life."

— *Federico Fellini, Italian film director*

The knowledge of other languages and cultures is becoming more and more necessary in today's globalized world, representing skills increasingly sought by employers both within and outside of the United States, particularly for higher level positions. Additionally, the ability to understand and communicate in another language and across cultures can lead to significant personal growth, both intellectually and spiritually, developing critical and interpretive thinking. (Some studies show a meaningful correlation between second language study and improved verbal and mathematical performance on tests such as the SAT or the MCAT.) Studying a second language can also open doors to self-knowledge and to participation in worlds you haven't yet imagined.

**Introductory Level.** For students who have never studied the language or those who are continuing a language studied in high school and earned a score below 38 on the Northwestern University Online Placement Exam. Students who have earned high school credits in a language will not be allowed to enroll in the introductory level sequence (101) or the intermediate level sequence (111) of that language until they have taken the online placement exam.

**MLAR 101–102 Introductory Arabic**  
**MLCH 101–102 Introductory Mandarin Chinese**  
**MLFR 101–102 Introductory French**  
**MLGR 101–102 Introductory German**  
**MLIT 101–102 Introductory Italian**  
**MLSP 101–102 Introductory Spanish**

**Intermediate Level.** For students who are continuing a language studied in high school and who demonstrate sufficient language competence to pursue intermediate study of the language with an emphasis on written and oral expression. Placement at the

intermediate level will be determined by the Department of Modern Languages based on the Northwestern University Online Placement Exam. Students earning a score of 38 or higher must enroll at the intermediate level. Students who have earned high school credits in a language will not be allowed to enroll in the introductory level sequence (101) or the intermediate level sequence (111) of that language until they have taken the online placement exam.

**MLFR 111–112 Intermediate French I, II**  
**MLGR 111–112 Intermediate German I, II**  
**MLIT 111 Intermediate Italian**  
**MLIT 210 Italian Language and Literature**  
**MLSP 111–112 Intermediate Spanish I, II**  
**MLSP 115-116 Intermediate Spanish for Heritage Speakers I, II**

### Placement and credit

The decision regarding which foreign language to study and whether to continue or begin a new language belongs to the student. First Year Advisors will help a student weigh her interests and consider her ability, or study abroad and career plans in order to advise her and help her reach a thoughtful decision.

The placement exam can be a helpful tool in the advising process. A student electing to continue the study of a foreign language for which she has received high school credit must complete the Northwestern University Online Placement Exam before she will be allowed to enroll in either the introductory or the intermediate level.

The level in which the student enrolls may have an impact on her choice of study abroad programs or her ability to major in a particular language. The First Year Advisor can provide all pertinent information, but the student and her academic advisor are encouraged to consult with the Chair of Modern Languages if there are any questions.

Eight credits in modern languages are awarded upon completion of the requirement. Students who complete the requirement at the intermediate level (111–112 or 115–116) will receive an additional four semester hours of elective credit.

### Recommendations:

1. In deciding how to fulfill the Modern Languages requirement in the Sophia Program, the department encourages students to base their decision on their personal interests, their study abroad and career plans, as well as their linguistic ability. Students should discuss this decision with their first-year advisor.
2. A student starting a new language should complete the Sophia Modern Language requirement before the beginning of her junior year.
3. A student wishing to major in French, Italian, or Spanish with no prior study of that language must enroll in the introductory level in her first year.
4. Students may be exempt from the foreign language requirement by examination. Refer to pages 44–46.

## ARABIC

### MLAR 101 Introductory Arabic (4 hours)

An introduction to the Arabic language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Arabic and Islamic cultures. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLAR 102. Strongly recommended for students interested in study abroad in Morocco.

## CHINESE

### MLCH 101 Introductory Mandarin Chinese (4 hours)

An introduction to Mandarin. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Chinese culture. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLCH 102. Strongly recommended for students interested in study abroad in China.

## FRENCH

### MLFR 101 Introductory French (4 hours)

An introduction to the French language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to French and Francophone cultures. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLFR 102. Strongly recommended for students interested in study abroad in Morocco and in the English-language program in Angers, France.

### MLFR 111 Intermediate French (4 hours)

Designed to develop an intermediate level proficiency in French focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on French and Francophone cultures. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in the intermediate sequence. Continues second semester as MLFR 112. MLFR 111 is required for students interested in study abroad in Angers, France.

## GERMAN

### MLGR 101 Introductory German (4 hours)

An introduction to the German language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Germanic cultures. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second

semester as MLGR 102. Strongly recommended for students interested in the English-language study abroad program in Innsbruck, Austria.

### MLGR 111 Intermediate German (4 hours)

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. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in the intermediate sequence. Continues second semester as MLGR 112. MLGR 111–112 is required for students interested in the immersion study abroad program in Innsbruck, Austria.

## ITALIAN

### MLIT 101 Introductory Italian (4 hours)

An introduction to the Italian language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Italian culture. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLIT 102. **Strongly recommended for students interested in study abroad in Rome.**

### MLIT 103 Italian Conversation and Reading (1 hour)

Designed to develop simple Italian everyday conversation and to enhance the students' exposure to Italian culture. Taken concurrently with MLIT 101. Continues second semester as MLIT 104. **This course does not fulfill a Sophia Program requirement. Strongly recommended for students interested in study abroad in Rome.**

### MLIT 111 Intermediate Italian (4 hours)

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. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in the intermediate sequence. Continues second semester as MLIT 210.

## SPANISH

### MLSP 101 Introductory Spanish (4 hours)

An introduction to the Spanish language. The focus is on developing increased proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Hispanic cultures. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLSP 102.

### MLSP 111 Intermediate Spanish (4 hours)

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. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in the intermediate sequence. Continues second semester as MLSP 112. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain and 111–112 or 115–116 required for study abroad in Córdoba, Argentina.

### **MLSP 115 Intermediate Spanish for Heritage Speakers (4 hours)**

Designed to develop an intermediate level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing, but with increased attention given to reading, writing, and grammar, as appropriate to heritage speakers. Emphasis is also placed on Hispanic cultures. Only students for whom Spanish plays a role in their lives (spoken at home; grandparents or other relatives who speak Spanish, whether or not they live in the student's home; frequent engagement with Spanish-speaking communities, etc.) and who receive the recommended placement exam score may enroll in this sequence. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in one of the intermediate sequences (111–112 or 115–116). Continues second semester as MLSP 116. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain and 111–112 or 115–116 is required for study abroad in Córdoba, Argentina.

## **Traditions and Worldviews**

### **Philosophical Worldviews**

#### **PHIL 110 Introduction to Philosophy (3 hours)**

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. *Sections 71392 and 72148 also satisfy the L02 Critical Thinking Seminar and a Women's Voices. Section 71653 also satisfies the L02 Critical Thinking Seminar.*

### **Religious Traditions**

#### **RLST 101 Introducing Religious Studies (3 hours)**

This course introduces students to the study of religion and theological inquiry. Each section takes a distinct perspective on the nature of religion and its place in culture and personal life.

#### **RLST 101 Introducing Religious Studies: The Plurality of Perspectives on Religion (3 hours)**

What is religion? Why are there so many perspectives on the sacred both within and between religious traditions? And how is a thoughtful person to evaluate the overlapping and competing claims? Taking a dialogue by Cicero as our model, we will explore the central question of religious life — the nature of God(s), the condition of human life and what is expected of human beings — from as many

different angles as possible. Through a highly diverse set of materials — from a Sufi mystic and a Christian ironist to an American deist and a religious activist — we will reflect on how to deal with the various and sometimes contradictory plurality of religious viewpoints. Our task will be to think carefully about the plurality of religious perspectives; and in that context, to reflect on our own religious questions and traditions.

#### **RLST 101 Introducing Religious Studies: Encounters with the Divine in Ancient Mediterranean Religions (3 hours)**

This course will broaden students' understanding of the nature and complexities of religion and allow them to gain an understanding how religion interacts with other aspects of culture by examining the worldviews, beliefs, practices, symbols, and social formations of Greco-Roman religions, Second Temple Judaism, and Pauline Christianity. The course is divided into three sections devoted to each of these three religious traditions. As this occurs, students will explore each religion's capacity to provide meaning to life, while considering their potential to challenge and transform individuals and societies.

Topics such as God/gods, myth, cosmology, evil, sickness, suffering, death, afterlife, ethics, ritual, love, mysticism/prayer, and community will be addressed. The study of these religious ideas and expressions will be done by reading ancient writings and contemporary secondary texts. Early Christianity will be encountered through the mission and writings of Paul the Apostle. While studying Greco-Roman religions, Second Temple Judaism, and Pauline Christianity and the cultural norms within which these three religions thrived, the course will also highlight similar and/or divergent religious ideas from contemporary American popular culture to show similarities and differences from contemporary cultural practices and beliefs. Students will consider how these ancient religions' search for meaning, particularly Christianity's, is still relevant to humanity's search for meaning today. The ancient world in which these three religions thrived, much like ours today, was a world full of dramatic changes, rapid development, increased urbanization, potential prosperity, and potential danger. Thus, students will gain an understanding of how these three ancient religions helped people to cope with all of the challenges of ancient life and to feel at home in the cosmos.

#### **RLST 101 Introducing Religious Studies: Religious Issues in Contemporary Society: God, Self, and Other (3 hours)**

What does it mean to be a religious person in modern society? How does one's religious identity impact the way in which one understands the world? What are religious responses to perennial questions of faith and doubt, love and suffering, and social justice and oppression in light of the contemporary cultural context? How do religious persons deal with practical issues such as religious pluralism, politics, and scientific developments? What is the status of women in religion? We will examine these questions and others in the pursuit of a greater understanding of the study of religion. This course will ask participants to critically evaluate their notions of both the nature

and the role of religion in today's world through an exploration of the works of novelists, theologians, political philosophers, and scientists, among others. ***This course also satisfies L03 Intercultural Competence A and B. (Filled)***

### **RLST 101 Introducing Religious Studies: World Religions in Dialogue (3 hours)**

How can learning about religion help us understand ourselves and others? This course will explore that question as we gain a sound basic understanding of Hinduism, Buddhism, Judaism, Islam, and the nature of religion. We'll take four main approaches. First, we'll use scholarly tools and critical thinking skills that will help us understand religions, others, and ourselves better. Second, we'll learn some of the major concepts that make these religions distinctive, and perhaps make them similar as well. Third, we'll study different kinds of religious texts, from sacred scriptures to a contemporary documentary about rebirth in Tibetan Buddhism. Finally, we'll examine the diverse, changing ways these religions are lived today, practicing information-literacy skills that will help us evaluate the portrayal of religion in contemporary media. ***This course also satisfies the L02 Critical Thinking Seminar and L03 Intercultural Competence A.***

### **RLST 101W Introducing Religious Studies: World Religions in Dialogue (4 hours)**

How can learning about religion help us understand ourselves and others? This writing-intensive course will explore that question as we gain a sound basic understanding of Hinduism, Buddhism, Judaism, Islam, and the nature of religion. We'll take four main approaches. First, we'll practice scholarly tools that will help us understand religions, others, and ourselves better. Second, we'll learn some of the major concepts that make these religions distinctive, and perhaps make them similar as well. Third, we'll study different kinds of religious texts, from sacred scriptures to a contemporary documentary about rebirth in Tibetan Buddhism. Finally, we'll examine the diverse, changing ways these religions are lived today and portrayed in contemporary media. Students will also have the opportunity to develop skills needed for college-level and professional writing. Writing assignments will explore different prose genres, and each student will create a portfolio of her work to submit for LO2: Basic Writing Competence. ***This course provides students the opportunity to earn the W and also satisfies the L03 Intercultural Competence A.***

## **Historical Perspectives**

### **ART 241 Art History Survey I (3 hours)**

This course provides a survey of the historical development of Western and non-Western art and architecture beginning with the Neolithic period and leading up to the thirteenth century. We will study works of art in their cultural contexts in order to gain an understanding of the purpose, meaning, and significance of works of art to those who made and used them. Emphasis will be placed on the exchange of knowledge, ideas, forms, and iconography across

cultures over time, and the subsequent change in the meaning and significance of these when put to new uses in new contexts. We will discuss current issues and debates in art history, such as responsible collection practices and repatriation of art objects. We will relate the aesthetic experiences and values of cultures from our period of study to contemporary culture. Over the course of the semester, students will develop their own analysis of the purpose, meaning, and significance of a single art object that they have viewed in a museum, and which dates from the chronological period the course covers. ***This course also satisfies an L02 Women's Voices and L03 Global Learning B.***

### **ENVS 161 Introduction to Environmental Studies (3 hours)**

Interdisciplinary course on the systemic interaction of human beings with their environments. It identifies interests informing environmental decisions and introduces practice of environmental advocacy. ***This course also satisfies the L03 Global Learning B and Social Responsibility B.***

### **ENVS 203 Sustainability at Saint Mary's and in the Holy Cross Charism (2 credits)**

This course will address sustainability in the context of the local academic community and its institutions. In light of the recent papal encyclical, *Laudato si, On Care for Our Common Home*, this course will provide students an opportunity to explore in an interdisciplinary way the challenges of sustainability and develop collaborative strategies for making our common campus homes more sustainable. This course will be offered concurrently at ND, SMC, and HCC, and will be co-taught by faculty from all three campuses. It will meet in rotation on each of the three campuses once per week for two hours. Students will be invited to examine the course materials in conversation with the mission of the Congregation of Holy Cross through immersion at each of the campuses and encounters with the sisters, brothers, and priests of Holy Cross and with sustainability professionals. ***This course does not fulfill a Sophia Program requirement.***

### **GWS 207 Introduction to Gender and Women's Studies (3 hours)**

This interdisciplinary course introduces students to the field of gender and women's studies. The course will enable students to understand how gender impacts their everyday lives, social institutions, and cultural practices both locally and globally. Additionally, students will examine the significance and meaning of one's gender identity in different historical periods, the history of feminist movements, and transnational perspectives on feminism. Students will also discuss how gender intersects with other identity locations such as socioeconomic class, race, ethnicity, sexuality, age, geography, and generational location. Lastly, students will examine and critique cultural representations and claims about women and gender identities. ***This course also satisfies an L02 Women's Voices. (Filled)***

### **HUST 197 Myth, Legend, and History (3 hours)**

Was Cleopatra oversexed? Was King Arthur real? Was Joan of Arc



better as a warrior or a saint? What actually happened on board the Titanic? This course will try to answer these questions and more as we explore the ways that people talk about their past, and why what we want to have happened in history often means more to us than what really did happen. Through class discussions, interdisciplinary readings (fiction and non-fiction, literature and history), art, a few lectures, and film, we will study several famous myths and legends — both ancient and modern — to see what they tell us about the past and about ourselves. Our topics include Cleopatra, the legend of King Arthur, Joan of Arc, the weird tale of Martin Guerre, the Wild West of Calamity Jane, and the story of the sinking of the Titanic.

### **ICS 201 Introduction to Intercultural Studies (3 hours)**

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 twenty-first century. It also fosters an understanding of different perspectives through the study of texts that voice the viewpoints and histories of various identity groups within the United States. *This course also satisfies the L03 Intercultural Competence A and B.*

### **MUS 241 Music Appreciation (3 hours)**

Survey and study of forms and styles of music literature from early music to the twentieth century. Listening is emphasized. *This course also satisfies an L02 Women's Voices.*

### **MUS 242 American Popular Music (3 hours)**

A study of popular musics in America from around 1840 to the present day, including popular song, blues, jazz, rock and 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.

## **Science for the Citizen**

### **Natural Sciences**

#### **BIO 105 Cells to Self (4 hours)**

This non-majors course is built on the following themes: the cell, energy, information, and integration. Where possible, we will identify individuals and evaluate the contributions that led to major advances in our understanding of these processes and identify the questions that remain unanswered. Throughout the course we will stop to address the relevance of the processes under consideration to life choices and/or current issues facing our communities. Three hours lecture and one 2-hour lab each week. *NOTE: \$50.00 lab fee applies.*

#### **BIO 141 Human Anatomy and Physiology I (4 hours)**

This course is the first of a two-part sequence for the intended nursing

major that details human anatomy and physiology from an organ system approach. This course will cover the chemical basis of cells, cell microscopy, and tissue types as well as the integumentary system, skeletal system, muscular system, and nervous system (including special senses). Course content will also include discussions about health/disease issues of concern as they pertain to the current course material. Laboratory content will include use of the scientific method as well as acquisition and application of knowledge pertaining to physiological processes as discussed in lecture. Offered fall semester for first-year intended nursing majors; 3 hours of lecture and 3 hours of lab per week. *NOTE: \$50.00 lab fee applies. For nursing intended majors.*

#### **BIO 154 Foundations of Biology II (4 hours)**

A study of major concepts of biology with emphasis on plant structure and function, ecology, evolution, and diversity of life. Three hours lecture, one 3-hour lab per week. Offered fall semester. *NOTE: \$50.00 lab fee applies. For biology and chemistry intended majors.*

#### **CHEM 121 Principles of Chemistry I (4 hours)**

An introduction to chemical stoichiometry, atomic and molecular structure, and bonding. Laboratory will explore principles presented in lecture. Three hour lecture and one 3-hour laboratory. Prerequisite: high school chemistry or permission of the instructor. *NOTE: \$50.00 lab fee applies. For biology and chemistry intended majors. This course also satisfies the L02 Critical Thinking Seminar.*

#### **PHYS 121 General Physics I (4 hours)**

An introduction to mechanics, waves, and thermodynamics. This is the first semester of a two-part calculus-based physics sequence designed for students in science, math, and engineering. (Three hours of lecture and two hours laboratory.) Co-requisite: either MATH 131 or 133 or permission of the instructor.

### **Social Science II**

#### **ECON 251 Principles of Macroeconomics (3 hours)**

An analysis of US economic issues such as unemployment, inflation and the business cycle, and government policies used to correct these problems. Since we live in a global economy, international trade and economic development are also explored. By taking this course, the student should be able to understand the fundamentals of macroeconomic issues and how they impact households and businesses. *This is a required course for business and economics majors.*

#### **ECON 252 Principles of Microeconomics (3 hours)**

Microeconomics examines the various segments contained in the circular flow — consumer behavior, production, how firms behave in various product markets, labor markets and their resulting income issues and why the market fails, at times, to provide efficient results. How market forces allocate limited output to best satisfy society's changing unlimited wants is central. A strong emphasis is placed on real world business applications to show the importance of economic analysis and business decision making. *This is a required course for business and economics majors.*

### **PSYC 157 Introduction to Psychology: Science for the Citizen (3 hours)**

An introductory survey of theories, topics, and applications in psychology. Courses cover a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 157 course emphasizes social science methodology and, therefore, students will conduct basic studies to address psychological questions using appropriate research methods. **Credit granted for either PSYC 156 or PSYC 157, not both.** *Section 71643 also satisfies the L02 Critical Thinking Seminar.*

### **SOC 153 Sociological Imaginations (3 hours)**

How do social forces such as race, ethnicity, social class, gender, age, or religion impact your life? How can sociological research help you comprehend important public issues like inequality and poverty, education, or unemployment? Sociology is a valuable tool for understanding the social world around you. In this course, a student will develop her “sociological imagination” in order to understand how personal problems and public issues are interconnected. Overall, students will gain an understanding of the basic social processes of the social world including social behavior, group dynamics, the role of culture, and the significance of social structures.

### **SOC 203 Social Problems (3 hours)**

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, hyperconsumerism, 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.

### **SOC 204 Social Psychology (3 hours)**

Social psychology seeks to understand and explain human behavior in its social context. It is concerned with how people, and the social forces that infringe upon them, affect one another’s thoughts, feelings, and behavior. The course consists of an overview of major theories and research studies in modern social psychology, and an exploration of subspecialties in the field. **(Filled)**

## **Arts for Living**

### **Creative and Performing Arts**

#### **ART 101 Drawing I (3 hours)**

This is a broad foundation course that introduces a variety of drawing techniques, approaches, and subject matter. A focus on observational drawing improves the student’s ability to “see” (visual perception) and develops technical drawing skills. Projects are designed to enhance the understanding and use of formal elements, principles and composition while exploring drawing’s creative and expressive

potential. Subject matter includes still life, landscape, interiors, and the figure. Studio projects are augmented by critiques, visual presentations and discussion. Sketchbook/journal required.

#### **ART 103 Design Lab I (3 hours)**

The main goal of Design Lab I is to solve design (world?) problems through creative design solutions. In learning how to visually communicate in imaginative ways, you’re seeking to radically alter how people look at and perceive the world around them. *You will become an effective and imaginative cultural producer.* For this course, students will use some of the digital creative software found in the Adobe Creative Suite, as well as other digital software. Other techniques include collage, drawing, photography, printmaking, and videography.

As a Critical Thinking Seminar designated course (or CTS), students will critically analyze and discuss the power of design solutions (images, objects, interactivity) in light of design components (form, composition, balance, shape, space, color, for example). This course foregrounds the process of design in a variety of ways, namely through creative projects. You’ll create your design solutions through a combination of form and content, and in a variety of contexts. In other words, you will integrate visual information with meaning or message, in a presentation method. Your creative work will always be discussed in light of, and at times be presented to, the general public or an audience. *What can your audience learn about the world through your design work? How do they learn it? What can (or will) they do as a result of what they’re learning? This course also satisfies the L02 Critical Thinking Seminar.*

#### **ART 125 Silkscreen (3 hours)**

Introduction to the various methods of serigraphy, with exploration of color, tone, and texture as the natural result of the process. *This course also satisfies an L02 Women’s Voices.*

#### **ART 211 Ceramics: Introduction to Clay (3 hours)**

This is an introductory course in basic ceramic techniques and creative processes that use clay as an expressive medium. The semester is divided into two major sections. Section one is hand building, and section two is throwing on the potter’s wheel and glazing/finishing.

#### **COMM 103 Introduction to Communication (3 hours)**

Students develop an increased competency in communicating with precision and style, and also have the opportunity to think critically and creatively about the process of communication. Major topics in communication theory and practice are surveyed in addition to a focus on public speaking. *Section 71694 also satisfies the L02 Critical Thinking Seminar and L03 Intercultural competence A. Section 71645 also satisfies the L03 Intercultural Competence A.*

#### **COMM 103W Introduction to Communication (4 hours)**

The content of this course is similar to that of COMM 103. *This course provides students the opportunity to earn the W.*

**Multiple dance courses may be used to satisfy this requirement as long as they add up to at least three credit hours. Students receive two credits for technique courses taken for the first time and one credit for subsequent enrollment in the same level technique course.**

**DANC 144 Modern Dance Technique: Beginning (2 hours)**

An introduction to skills and movement concepts of modern dance. Designed for students with no previous movement training. May be repeated for one credit.

**DANC 145 Ballet Technique: Beginning (2 hours)**

An introduction to basic ballet technique and terminology. Designed for students with no previous movement training. Maybe repeated for one credit.

**DANC 148 Jazz Technique: Beginning (2 hours)**

A practical course in contemporary jazz technique, hip hop, and lyrical styles. May be repeated for one credit.

**DANC 240 Introduction to Dance (3 hours)**

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.

**DANC 244 Modern Dance Technique: Intermediate (2 hours)**

A course exploring various approaches to, and styles of, technique. Students are challenged to improve physical skills, increase vocabulary, and develop strength in execution and expression. May be repeated for one credit.

**DANC 245 Ballet Technique: Intermediate (2 hours)**

A technique course with an emphasis on correct alignment and proper execution of barre and center exercises. May be repeated for one credit.

**DANC 248 Jazz Technique: Intermediate (2 hours)**

Jazz technique at an intermediate level with emphasis on performance and styles. May be repeated for one credit.

**DANC 344 Modern Dance Technique: Advanced (2 hours)**

A more advanced technique course with an emphasis on technical execution and artistic expression. Retention, clarity, strength, and endurance will be challenged through complex patterns and combinations. May be repeated for one credit.

**DANC 345 Ballet Technique: Advanced (2 hours)**

A continuation of ballet technique with an emphasis on accuracy, style, intricate combinations, strength, endurance, and a more extensive vocabulary. May be repeated for one credit.

**DANC 348 Jazz Technique: Advanced (2 hours)**

A continuation of jazz technique providing a stimulating and rigorous application of both the traditional jazz dance vocabulary and contemporary styles. May be repeated for one credit.

**MUS 104 Class Guitar (1 hour)**

Group guitar instruction for those beginning the instrument and/or interest in using the guitar as a teaching aid. *See description below under Applied Music.*

**MUS 111–131 Applied Music: Private Lessons — Instrumental or Voice (1–2 credits)**

*Multiple courses may be used to satisfy this requirement as long as they add up to at least three credit hours.* Lessons are offered for voice, piano, and all brass, string, woodwind and percussion instruments. Fees are \$300 per semester for a half-hour lesson a week (one semester hour of credit), and \$500 per semester for a 50-minute lesson a week (two semester hours of credit). *There is no fee for Class Guitar. For information on choirs see page 30.*

**MUS 181 Theory I: Fundamentals of Music (3 hours)**

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. First semester of the theory sequence for majors and minors.

**THTR 135 Introduction to Theatre (3 hours)**

A broad and comprehensive view of theatre and how it communicates.

**THTR 135W Introduction to Theatre (4 hours)**

The content of this course is similar to that of THTR 135. *This course provides students the opportunity to earn the W.*

**THTR 205 Introduction to Acting (3 hours)**

Exploration of the elements of a realistic acting technique using games, improvisations and exercises, culminating in two-character scenes later in the semester. *This course also satisfies an L02 Women's Voices.*

## Professional Arts

**SW 202 Introduction to Social Work (3 hours)**

An introduction to the profession of social work through an exploration of social work issues related to increasing the well-being of individuals, families, groups, communities, organizations, and society. Course includes an examination of the history, principles, practice, research, and literature of social work. Overview of the different fields in which social workers engage in leadership positions, including global social work, public policy analysis and planning, program administration, clinical/mental health social work

(psychotherapy and counseling), school social work, gerontological social work, and child welfare/family services social work. ***This course is excellent preparation for entry into any field and also satisfies an L02 Women's Voices and L03 Social Responsibility A and B. (Filled)***

### **SW 235 Human Behavior and the Social Environment (3 hours)**

This course introduces students to a unique way of thinking about human behavior and the social environment by teaching students how to examine the person in the environment. The generalist social work theoretical framework will be used to explain the interactions of individuals, families, and groups within their environments. Bio-psycho-social-spiritual-cultural factors that affect human development and behavior are addressed. Gender, race, cultural heritage, oppression, social justice, social class, and other diversity issues affecting human behavior and development are studied. Resources and obstacles in dealing with crises in the developmental life cycle from the prenatal period, infancy, and childhood, through adolescence, young adulthood, and older adulthood are examined. Topics such as sexuality, drugs, and alcohol are addressed. ***This course is excellent preparation for entry into any field and satisfies the L03 Social Responsibility A and B. (Filled)***

### **Mathematical Arts**

If you wish to select a mathematics course for the first semester, the following courses are offered. Suggestions for the appropriate course according to high school background, aptitude, interests, and performance on the math placement test are given with each description. The placement test is required for all incoming students and **MUST** be completed before registering for the fall semester. In addition to the descriptions that follow, a student may use the chart below and her scores on the math placement test and the Math SAT or ACT to select the appropriate course. If the student finds that her scores yield conflicting course placements, she should contact the Department of Mathematics and Computer Science via the following email: [mathplacement@saintmarys.edu](mailto:mathplacement@saintmarys.edu). In this email, include your scores, your academic background (performance in math classes in high school), and your intended major (if you have one).

Course	Math Placement Score	Math SAT	Math ACT	Min.# of years of math in high school	AP Calculus AB Exam
100	20 or less	470 or less	19 or less	3	N/A
102	21–26	470–520	19–23	3	N/A
103	25–33	490–560	21–25	3	N/A
104	26–34	530–570	23–26	3	N/A
105	30–38	540–600	24–27	4	N/A
131	36–44	570 or better	26 or better	4	3 or less
133	44 or better	630 or better	29 or better	4	4 or better

Please note that students whose basic mathematics problem solving skills need to be stronger (as shown by previous academic background and performance on the placement test) must take Math 100. Anyone wishing to be placed in another math class must make a case for exception to the Math Placement Advisor. Students wishing to enroll in a calculus course (Math 105, Math 131) and who need more preparation (as shown by previous academic background and performance on the math placement test) must successfully complete Math 103 before enrolling in a calculus course.

### **MATH 100 Problem Solving Strategies in Mathematics (3 hours)**

Intensive study of the problem solving process. Algebraic, patterning, modeling, and geometric strategies are explored. This course does not fulfill a Sophia Program requirement in mathematical arts but is required for students whose basic mathematics problem solving skills need to be stronger for college-level work. This is **required** for students with three or four years of high school math who meet **any one of the following**: Math SAT score of less than 470, Math ACT score of less than 18, or math placement test score of less than 21. **This course does not fulfill the Sophia Program requirement in Mathematical Arts. This course is offered only in the fall semester.**

### **MATH 102 Liberal Arts Mathematics (3 hours)**

Mathematical modeling through the use of graph theory. Topics include graphs, directed graphs, trees, matchings, and network flows. Suggested for students with a Math SAT score of 470–520, a Math ACT score of 19–23, or a score of 21–26 on the math placement test.

### **MATH 103 Precalculus (3 hours)**

Study of polynomial, rational, exponential, logarithmic, and trigonometric functions from the symbolic, numeric, and graphical perspectives that provides a solid preparation for a college-level calculus course. Recommended for students who need a calculus course for their program of study but who are not yet ready for the calculus course as suggested by a Math SAT score of 490–560, a Math ACT score of 21–25, or a math placement test score of 25–33. **This course does not fulfill the Sophia Program requirement in Mathematical Arts. This course is offered only in the fall semester.**

### **MATH 104 Finite Math (3 hours)**

Set theory, counting techniques, probability, random variables, expected value, variance, standard deviation, and linear programming. Suggested for students with three or four years of high school math and who meet any one of the following: a Math SAT score of 530–570, a Math ACT score of 23–26, or a score of 26–34 on the math placement test.

### **MATH 105 Elements of Calculus (3 hours)**

Introduction to differential and integral calculus with emphasis on applications. This course is designed primarily for liberal arts students and those in the professional programs. Suggested for those with four years of high school who have not taken calculus in high school and

who meet any one of the following: a Math SAT score of 540–600, a Math ACT score of 24–27, or a score of 30–38 on the math placement test. This is not a course for math or science majors or for students who took calculus in high school. ***This course is offered only in the fall semester.***

### **MATH 131 Calculus I (4 hours)**

Algebraic and transcendental functions, limits, continuity, derivatives, maxima and minima, concavity, related rates, Mean Value Theorem, anti-differentiation, Riemann sums, the Fundamental Theorem of Calculus. The course is based on graphical, numerical, and symbolic points of view. Graphing calculators are used throughout the course. Students registering for this course should have four or five years of high school math and should meet any one of the following: a Math SAT score over 570, a Math ACT score over 26, or a score of 36–44 on the math placement test. In general, the student should not have taken a full year of advanced placement calculus. **Note:** There is a problem session offered for this course every Wednesday at the same time as the class is taught on Mondays. The problem session is optional, but it is highly recommended that a student keep this time free in her schedule so that she may attend the problem session.

### **MATH 132 Calculus II (4 hours)**

This is the continuation of Calculus I. It includes the techniques of integration, applications of the integral, and sequences and series. Graphing calculators are used throughout the course. Students should register for this course as a first math course only after consultation with Academic Affairs or the Mathematics Department. **Note:** There is a problem session offered for this course every Wednesday at the same time as the class is taught on Mondays. The problem session is optional, but it is highly recommended that a student keep this time free in her schedule so that she may attend the problem session. ***This course does not fulfill the Sophia Program requirement in Mathematical Arts.***

### **MATH 133 Theory and Application of Calculus (4 hours)**

This course is designed for students who have completed a full year of calculus in high school at the AP or equivalent level and have mastered the mechanics of differentiation and integration. Students who have taken the Math AP AB Exam should have a score of at least a 4. Students who have not taken the AP test should have at least a 630 on the SAT or a 20 on the ACT. The basic concepts of calculus, including limits, derivatives, integrals, sequences, and series, will be explored in depth. The content of a full-year college-level calculus sequence is included in this one semester course. The emphasis of the course is on understanding the theory of calculus and constructing mathematical models. Graphing calculators are used throughout the course. It is typically followed by MATH 231: Calculus III. ***This course is offered only in the fall semester.*** **Note:** There is a problem session offered for this course every Wednesday at the same time as the class is taught on Mondays. The problem session is optional, but it is highly recommended that a student keep this time free in her schedule so that she may attend the problem session.

## **Elective Course Offerings Fall 2016**

### **DANCE**

In addition to the dance courses listed on page 32, the following courses are available for elective credit. For both Sophia and elective dance courses, students receive two credit hours for technique courses taken for the first time and one credit hour for subsequent enrollment in the same level technique course. All two-credit technique courses include an academic component: required and recommended literary sources, as well as written midterm and final examinations that test knowledge of terminology and movement concepts.

### **DANC 243 Dance Ensemble Workshop (D.E.W.) (1 to 3 hours)**

The ensemble functions as the student dance company in residence. D.E.W. presents a fully produced concert and offers other performance opportunities. The dancers meet regularly for technique classes, master classes, and workshops and rehearsals with faculty and guest choreographers. Variable credit offered for performance and production. Performance students must be concurrently enrolled in a technique class. May be repeated for a maximum of nine credit hours. By audition and/or permission only.

### **DANC 247 Pointe Technique: Beginning (1 hour)**

Pointe technique beginning is for intermediate level students with no previous experience in pointe. Prerequisite: placement audition. Corequisite: DANC 245 or 345. May be repeated.

### **MUSIC**

#### **MUS 101 Class Piano: Proficiency (1 hour)**

Designed to improve the keyboard proficiency of the music major, this class emphasizes sight reading and functional skills. The student will learn to harmonize a simple melody, learn accompaniment patterns, read four-part hymns, and play all major and minor scales and arpeggios.

#### **MUS 102 Class Piano: Beginners (1 hour)**

Beginning piano for those with no previous keyboard experience, using the electronic piano lab. Designed to develop musical skills through correlation of music fundamentals with beginning piano literature, including folksongs, holiday songs, easy classics, and blues.

### **MUSIC ENSEMBLE**

Students may enroll for ensemble courses that offer one hour of credit per semester. Auditions are required before acceptance into any of the ensembles. After you arrive on campus, sign up for an audition appointment in Moreau Hall, Room 309. If you are selected for one of the groups, you may add the course to your schedule at the Academic Affairs and First Year Studies office.

### **MUS 201 Collegiate Choir (1 hour)**

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 2–4 parts. Membership by audition only. Auditions will take place during August orientation through the first week of classes.

### **MUS 203 Women's Choir (1 hour)**

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, and Carnegie Hall appearances every four years. Regular performances with the South Bend Symphony Orchestra. Hosts the annual High School Women's Choir Festival. Membership by audition only. Auditions will take place during August orientation through the first week of classes.

For information on additional ensembles at area colleges and universities, please call the Department of Music at **(574) 284-4632**.

### **MUS 207 Concert Band (1 hour)**

Concert Band is a non-auditioned instrumental ensemble open to all members of the college community. The course includes the study and performance of significant concert band literature. Concert Band may be repeated for credit.

For information on additional ensembles at area colleges and universities, please call the Department of Music at **(574) 284-4632**.

## **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. You can de-stress with Yoga or work on your core and flexibility with Pilates. The High Intensity Training class (H.I.T.) is a great option for students focused on a solid conditioning program. For a complete training system designed to work with your own body weight in a variety of multi-planned compound exercise movements combined with Spin, try our TRX/Cycling class. We have a Personal Fitness Instruction option for those that just need to get started on a program and learn how to use the equipment. And finally, we continue to offer our very popular Zumba class.

Physical Education classes and participation in intercollegiate athletics carry one-half semester hour of elective credit. One semester hour of credit may be applied to graduation.

The following courses are available each semester:

**PE 50 Belles for Fitness**

**PE 50 Personal Fitness Instruction**

**PE 50 Pilates**

**PE 50 Yoga**

**PE 50 TRX/Cycling**

**PE 50 Zumba**

**PE 50 High Intensity Training (H.I.T.)**



# International Programs



## Study Abroad Programs

### ANGERS, FRANCE

Saint Mary's College offers students the opportunity to study for the full year, fall, spring, or summer terms at the Universite Catholique de L'Ouest (UCO) in the heart of the Loire Valley. While in Angers, all students take French language courses at UCO in CIDEF, which is the Institute of French as a Foreign Language. Students enroll in language courses and one or two content courses toward their undergraduate degree. The program starts with a language intensive period to fully immerse in the language; all language classes will normally apply toward a French major or minor. In addition to language, CIDEF course offerings taught in French include history, art history, literature, philosophy, politics, culture, and topical subjects.

Students with advanced language skills may take courses in the regular curriculum at UCO with local students. Students with beginning French language skills may take courses taught in English at UCO. CIDEF organizes five day-trip excursions in each semester to various sites within the Loire Valley of France; some of these include dinner and evening events. In the spring semester there is often a Saint Mary's heritage excursion to Le Mans. Students in Angers generally select housing in home-stays with local families, and participate in a variety of extracurricular activities at the Universite. The Department of Modern Languages recommends that interested students study in Angers during their sophomore (preferred) or junior year or during the summer term. It is strongly recommended that students complete a year of college-level introductory French. Students must have an overall 2.5 GPA and a B average in French at the time of application.

### CAPE TOWN, SOUTH AFRICA

Saint Mary's College offers an international program provided by International Studies Abroad (ISA) at the University of the Western Cape (UWC), Cape Town. In 2015, UWC was ranked 7th best institution in Africa and 5th in South Africa. The University is located in the Tygerberg suburb of Belleville, 12 miles north of Cape Town, which is rated as one of the most beautiful cities in the world. Students can hike or take a cable-car ride up Table Mountain to enjoy the breathtaking view of the city and the Cape Peninsula, take a ferry to the historic Robben Island, or visit the Cape of Good Hope. The University houses the UWC-Robben Island Mayibuye Archives, which includes a collection of artifacts and the historical documents of the apartheid era in South Africa, including some about Nelson Mandela, the South Africa President (1994-1999) who won the 1993 Nobel Peace Prize. The new Desmond Tutu Center for Spirituality and Society was launched in 2014 to honor the legacy of Archbishop Emeritus Desmond Tutu, who had served as UWC Chancellor for almost 25 years and won the 1984 Nobel Peace Prize for his efforts in resolving and ending apartheid.

UWC offers courses that will fit into anyone's area of study. Popular areas of study at UWC include: Social Development Studies, Politics and African Studies, Performing Arts, Health Studies, and Environmental Studies. Students can choose courses taught in English in a wide range of subject areas, including anthropology, sociology, English, African languages, history, political studies, women's and gender studies, nutrition, psychology, sports, business, accounting, economics, education, biology, chemistry, earth science, environmental studies, mathematics, physics, and international studies. Students may take 4 courses or the equivalent of 16 credits per semester and may enroll for fall or spring semester or the full year. Upon arrival, students will participate in arrival orientation (the ISA Bridging Cultures Program) led by the South Africa Resident Director and staff before the university orientation for new students, in which they will be introduced to the campus community, familiarized with local customs, given information regarding getting involved in student activities on campus, presented with volunteer opportunities, and visit local attractions in Cape Town. The program offers some of the following excursions covered by the program fee: a one-day trip to Table Mountain and Cape Peninsula, Aquilia Game Reserve, multiple days to the Hermanus Backpacker Lodge, and a one-day trip to Langa Township and Robben Island, where Nelson Mandela was imprisoned for 18 years. The program is open to sophomores, juniors, and seniors. Applicants for this program must have 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.

### FREMANTLE, AUSTRALIA

In 2003, Saint Mary's established its first direct student exchange program with the University of Notre Dame, Australia, in Fremantle on the west coast. Over a semester or a full academic year, students can choose from a wide range of courses in arts and sciences, business, education, health, and theology and philosophy, etc. Students are required to enroll in a course titled Australian History and Society (fulfills Saint Mary's College History requirement) which includes a one-week field trip to experience life in an Aboriginal community and the "Outback." On arrival students participate in a one-week orientation session. Students will receive a Certificate of International Studies if they successfully complete the program. Several other certificates are also available: the Certificate in Asia Pacific Business (fall), the Certificate in Asia Pacific Studies (spring), and the Certificate in Australasian Ecology.

Students who are chosen for this study-abroad experience live in a residence hall on campus with study-abroad students from other American universities as well as international students from a number of countries. Each resident house has a community kitchen and students will have community dinners on a regular basis. Eligible students will have a minimum 3.0 cumulative GPA at the time of application. Successful program participants are independent learners, and self-motivated. Note that Australian professors expect advanced writing skills.



### **IFRANE, MOROCCO**

The town of Ifrane is a small French-style ski resort nestled in the Middle Atlas Mountains. A semester or year in Ifrane allows students to gain accurate knowledge of the Arab and Islam world, both areas that are critical to global dynamics. Saint Mary's students take courses for the Sophia Program requirements at Al Akhawayn University, and all classes are taught in English. Students also have the opportunity to develop language skills in Arabic or French. The average class size at Al Akhawayn University, a small American-style university, is 17, ensuring that students have the opportunity to interact with faculty and classmates. Students live in the residence halls with Moroccan and other international students. Students wishing to study in the Morocco program must have a minimum 3.0 GPA.

### **INNSBRUCK, AUSTRIA**

Innsbruck, the cultural and tourist capital of the Austrian province of Tirol, is a historic city that dates back to the Romans and served as the residence of the Hapsburg emperors. The old medieval city, or Altstadt, is remarkably well preserved. Today's city of 125,000 inhabitants is the center of a large winter sports area. The local culture is preserved and celebrated in numerous festivals, concerts, and parades throughout the year. Saint Mary's students study at the University of Innsbruck in the heart of the city. Founded in 1669 by the Jesuit order, the university has been administered by the Austrian state since 1848. Saint Mary's students participate through our partnership with the University of New Orleans for either the spring semester or the full year. Besides intensive German language study, courses accommodate the general curricular needs of Saint Mary's students, and are taught by faculty from the university. Typical offerings include history, music, fine arts, natural science, and humanities courses.

The program also accommodates students without previous German instruction; there is a choice of several courses taught in either German or English. Students live in residence halls with German-speaking students. The program arranges for common meals on holidays (such as Thanksgiving dinner). For other meals a cash food allowance is given, which students may use at their discretion to eat at the Mensa (university cafeteria), local restaurants, or to purchase food to cook in dorm kitchens. Saint Mary's students wishing to study in the Innsbruck program must have a minimum 2.5 GPA at the time of application.

### **MAYNOOTH, IRELAND**

Every year 35–45 rising sophomore and junior applicants are selected to participate in Saint Mary's Ireland Program. They travel to Ireland to study from mid-September to late May at the National University of Ireland in Maynooth (NUIM), located 14 miles west of Dublin. Now in its 38<sup>th</sup> year, the Saint Mary's Ireland Program offers students the opportunity to enroll in courses with Irish classmates and to live in housing on NUIM's campus.

Courses selected from the National University of Ireland in Maynooth's curriculum include anthropology, classical civilization, economics,

history, literature, philosophy, sociology, and theology. A course in Irish culture, including lectures and tours, is also required of all students in the program. Mainly, the course selection fulfills Saint Mary's Sophia Program requirements, but some advanced courses are available to students with strong backgrounds in a particular discipline. The Ireland Program is open to all majors.

### **OXFORD, ENGLAND**

Saint Mary's is one of a few Catholic colleges and universities in the United States that has been invited to participate in the Overseas Student Programme at Blackfriars Hall of Oxford University. The program provides highly motivated and advanced students (GPA of at least 3.7 and turning 21 by their return) with a special opportunity to spend a year studying at one of the world's most storied universities, as well as at one of the most famous centers for the study of the Catholic intellectual tradition.

Participants in the program are able to work one-on-one with world-class faculty members, enjoy conversations and forge friendships with other talented students from around the world, and imbibe the history and culture of a medieval university city as well as that of England itself. Blackfriars' course offerings are most robust in the disciplines of philosophy, theology, history, and literature, though it is also possible to take tutorial and lecture courses at Blackfriars in economics, politics, and psychology, as well as to take lectures, seminars and language courses from the full range of offerings across Oxford University. Students who participate in the program should work closely with the program coordinators to craft a course of study that allows them to take full advantage of the opportunities available at Blackfriars while making progress toward their major and Sophia Program requirements at Saint Mary's.

### **ROME, ITALY**

Since 1970, hundreds of Saint Mary's College students have lived and studied in the center of historic Rome and experienced another culture in this unique city. With its 3,000 years of layered history and its 2,000 years as the center of Catholicism, Rome provides an especially stimulating education environment. Facilitated by our partner in Rome, John Cabot University (JCU), a year, semester, or summer term in Rome provides a life-changing experience that has a significant and lasting impact on students' intellectual, spiritual, and personal growth. Classes are held in English on JCU's campuses in Trastevere. All Saint Mary's students live in JCU owned apartments with Italian and other international students. The units are fully furnished with a kitchen, and RA's are on site 24/7. A meal plan at JCU's cafeteria is included, although students will need to take extra funds for cooking or eating out when not on campus. While in Rome all students take an Italian language course. During the academic semester most will take 3–4 other courses selected from a long list and wide variety of courses that have been pre-approved to meet Sophia Program requirements. JCU offers major and minor programs with upper-level courses in many areas. Students should work with the program director and

their academic advisors for approval to take these courses. Saint Mary's students may also apply for internships in Rome through JCU. Interested students must have an overall GPA of 2.5/4.0. It is strongly recommended that students complete a year of college level introductory Italian before going overseas.

### **SEOUL, SOUTH KOREA**

In 2008, Saint Mary's started a direct student exchange program with Ewha Womans 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. Seoul is the second largest city in world and is currently one of the fastest growing economies. Today, it is considered to be a leading global city that ranks in the world's top ten financial and commercial centers because of booming companies such as Samsung, LG, and Hyundai.

This program features over 300 undergraduate classes taught in English, on-campus dormitory for international students, and the PEACE buddy program. Students are paired with an Ewha student who helps them adjust to the new culture and who host on and off campus events. English is a popular language in South Korea and most things are already translated into English. Once students arrive in South Korea, they have a one-week orientation period. The University has the following colleges: Liberal Arts, Social Sciences, Natural Sciences, Engineering, Arts, Education, Law, Pharmacy, Business, Health Science, and International Studies. It provides over 300 English-taught courses in a wide variety of disciplines. Therefore, Korean language is not a requirement for this program. Students may take the Korean Language Course at different levels, which counts for 6 credits. The program is open to students of all majors. Applicants must have a minimum 2.5 GPA. Students can enroll for a year or semester.

### **SEVILLE AND (SOON TO INCLUDE) ALICANTE, SPAIN; CÓRDOBA, ARGENTINA; and SAN JUAN, PUERTO RICO**

The College is officially affiliated with the Spanish Studies Abroad in Alicante (approval pending) and Seville, Spain; Cordoba, Argentina; and San Juan, Puerto Rico. All of these locations offer study abroad opportunities for Department of Modern Languages majors and minors in Spanish and global studies majors working to develop Spanish language proficiency. The Spanish Study Abroad programs offer a wide range of courses that fulfill requirements in the Spanish major and minor at Saint Mary's. Students may also take courses that fulfill Sophia Program requirements. Typically, students participate in one of these programs in the first or second semester of sophomore year, but a full year of study abroad is available for those students whose academic program permits it. Summer study is also available in all locations.

**Seville, Spain** is known for its ancient Moorish palaces and Renaissance gardens. Located in the south of Spain on the banks of the Guadalquivir River, Seville has a temperate climate and a rich

cultural life. Students in this program study the Spanish language and culture as a total immersion experience. They participate in numerous cultural, social, and religious celebrations and travel widely throughout the region, enhancing the education they receive in the classroom. Students choose a minimum of 12 credits and a maximum of 15 and all courses are taught in Spanish. Students live in private homes with host families, and students are expected to take all meals at home. Saint Mary's students wishing to spend a year or a semester in Seville must have completed one semester of intermediate Spanish with a minimum of a 3.0 (B) average in Spanish courses, or be a heritage speaker, and have an overall GPA of 3.0.

**Alicante, Spain** is a Mediterranean harbor city rich in history. Students study at the Universidad de Alicante (UA) and live with host families that provide all meals and weekly laundry. Students immerse in Spanish language and culture studying with international students at the same level of Spanish. Eligibility for the Spanish Studies Program is a 3.0 GPA in Spanish coursework and a minimum of 1 year of elementary college Spanish or the equivalent or heritage speaker. Advanced students of Spanish may enroll in the Integrated Studies Program and take classes at UA alongside Spaniards. Eligibility is 3.0 GPA in Spanish coursework and successful completion of 2 semesters of advanced college Spanish or the equivalent, or heritage speaker. Study tours may include visits to the Castle of Santa Bárbara, Cathedral of San Nicolás, Basiclica of Santa María, the Bonfires Museum, Museum of Fine Arts, the Museum or Archeology, Granada, or Valencia.

In **Córdoba, Argentina**, students study at the distinguished Universidad Nacional de Córdoba (UNC) which was founded in 1913 by the Jesuit Order and is the oldest university in the country. Argentina's second largest city and the region's early capital, Córdoba is a bustling educational and commercial center set at the foothills of the Sierra Chica mountain range in northern Argentina. The program offers courses taught in Spanish by Spanish-speaking teachers. Students take courses designed for international students as well as one or two courses at UNC with Argentine students. Saint Mary's College students live in private homes with host families that provide meals and weekly laundry. Saint Mary's students wishing to study in Córdoba must have completed one semester of intermediate Spanish with a minimum of a 3.0 (B) average in Spanish courses, or be a heritage speaker, and have an overall GPA of 3.0.

In **San Juan, Puerto Rico**, students study at the Universidad del Sagrado Corazón in the heart of the city. The University of the Sacred Heart (Sagrado) was founded in 1880 and is a Catholic, independent, co-educational and non-profit institution. Sagrado encourages and facilitates spiritual, moral, intellectual, social, and physical development of students. Saint Mary's students take the integrated studies program for 12–18 credits per semester and choose 2–4 courses from regular course offerings taught in Spanish and taken with local students. One Spanish language class is required as part

of cultural immersion and there is an optional internship or service learning course. Students are housed in residencias, on-campus dormitories. Dorms include: facilities that allow student interaction; double occupancy rooms equipped with beds, air conditioning, desks with chairs, closets, a fridge and a telephone; shared bathrooms and cooking facilities; shared kitchens with freezers, stove, and microwave ovens; computer centers; access to gym, pool, basketball, tennis, and beach volleyball courts; and laundry facilities. Saint Mary's students wishing to study in the San Juan program must have a minimum 3.0 GPA in Spanish coursework and have completed the intermediate Spanish sequence or the equivalent, or be native/near-native speakers of Spanish.

### **SHANGHAI/NANJING, CHINA**

Saint Mary's students may participate in the program at the Shanghai Center on the campus of East China Normal University through our partnership with the Council of International Educational Exchange (CIEE) for the fall or spring semester or the full year. Shanghai, one of Asia's most exciting business and cultural centers, is the perfect environment for students to take business classes and other courses (Chinese culture, economics, international politics, history, journalism, and Chinese language courses, etc.) in English to understand China in a global context. Students have opportunities to learn outside the classroom through volunteer opportunities, cultural activities, a three-day field trip with excursions to Chinese companies and factories, or an organizational internship (3-credit course). The Shanghai Program is open to students of any major and Chinese language background is not required for this Program.

The Nanjing Intensive Chinese Language and Culture Program at the CIEE center on the campus of Nanjing University is open to students who have studied Mandarin Chinese for two semesters. Nanjing, China's ancient capital, is rich in scenic and historic sites. The goal of the program is to increase students' language proficiency and cross-cultural competency through close interaction with community life via small classes, a unique area-studies course taught in English ("History of the U.S.-China Relations" offered in fall semesters and "Global Strategies Management in China" offered in spring semesters), and a research project with guidance from individual advisors.

Students will take a few courses at the two centers for 15 credits. Students have opportunities to explore Northwest China in the fall (Silk Road) and Southwest China in the spring (Tea and Horse Road)

on a one-week module and visit local museums and other cities in Eastern China. Applicants must have a minimum 3.0 GPA.

### **SAINT MARY'S SEMESTER BREAK PROGRAMS**

Saint Mary's College sponsors travel and experience learning opportunities during semester breaks. These programs currently include Honduras and Education Studies in Ireland.

### **SAINT MARY'S SUMMER PROGRAMS**

Saint Mary's College sponsors travel and experience learning opportunities during the summer in Ecuador, Greece, Honduras, South Korea, Uganda, China, Ireland, London, Rome, Jamaica, traveling in Europe, and internships in Seville or practicums in London. Most programs ordinarily extend from mid-May to mid-June. Students may earn a maximum of six credit hours. Summer school academic programs in foreign language are available in Argentina, France, Puerto Rico, and Spain. Depending on the length of the program, students may earn 3–8 foreign language credits.

### **OTHER PROGRAMS ABROAD**

In addition to the programs already described, the College also recognizes established programs abroad administered by other American colleges and universities. International study may be pursued during the sophomore or junior year for one or two semesters, or any summer terms. Plans for study abroad at other colleges must be approved in advance by the Global Education Office of the Center for Women's Intercultural Leadership and the Office of Academic Affairs. Students need to complete a Change of Status Form at the Global Education Office.

For more information, please visit the website of the Center for Women's Intercultural Leadership: [cwil.saintmarys.edu](http://cwil.saintmarys.edu) (Study Abroad Programs — Frequently Asked Questions).



# College Services



## Academic Affairs and First Year Studies

In recognition of the unique needs of first year students, Saint Mary's College established the First Year Studies Office. Advisors assist first year students in curricular planning and help facilitate the transition from high school to college. Our services include the following:

### Advising and helping with course selection

Faculty advisors and advisors in the Academic Affairs and First Year Studies Office will help plan your class schedule each semester.

### Administering academic policies

A number of academic policies may affect you during your first year of college. Please visit Academic Affairs and First Year Studies for help with any academic policy including: excused absences, final exam changes, questions regarding transfer credit and credit by exam, and withdrawals from a course.

### Assisting with academic adjustments

We encourage you to stop by our office to ask questions and discuss any concerns during your first year. At Saint Mary's all departments are here to help; we want your transition into college life to be as smooth as possible.

### Location and contacts

Academic Affairs and First Year Studies is located in 121 Le Mans Hall. For more information, please contact our office at **(574) 284-4594** or [acaffair@saintmarys.edu](mailto:acaffair@saintmarys.edu)

Ms. Susan Vanek  
Associate Dean for Advising  
Director of First Year Studies

Ms. Sarah Pressey  
Senior Academic Advisor

Ms. Jennifer Wright  
Senior Academic Advisor

## Career Crossings Office (CCO)

Located in Spes Unica, room 114, the Career Crossings Office (CCO) assists students with choosing a major, exploring career options, developing effective job and internship search strategies, discerning post-graduation service, and preparing for graduate/professional school studies. Services include career assessments, résumé and cover letter writing, networking, interviewing, and researching and applying to graduate/professional schools. Career counseling is available through individual, Skype, email, and telephone consultation. Additional resources include:

- The Alumnae Resource Network (ARN) is a database of over 6,000 contacts that enables students to connect with alumnae throughout the professional spectrum for the purposes of networking and mentoring.

- College Central Network, the online job/internship posting and résumé referral system, enables students to access opportunities 24/7.

- The Career Resource Center (CRC), located within the CCO, houses books and publications on a wide variety of career topics ranging from career exploration to internship and job searching to preparing for graduate school.

For more information, please contact: Ms. Stacie Jeffirs, Director of Career Crossings Office, Spes Unica Room 114, **(574) 284-4775**, [saintmarys.edu/career-center](http://saintmarys.edu/career-center), or [cco@saintmarys.edu](mailto:cco@saintmarys.edu)

## Four Years and Beyond

The College integrates many new and existing programs offered by the Academic, Mission, and Student Affairs divisions. As a college committed to the legacy of the Sisters of the Holy Cross, we focus the student's attention on several key questions. In the first year, programs such as a First-Year Faculty Advising Program, Peer Mentoring, and Common Experiences, allow all first-year students to explore answers to the question, **"Why am I here?"**

In the sophomore and junior years, students explore the answers to the questions, **"What are my gifts and passions?"** and **"What do my community and the world need from me?"** through programs sponsored by Campus Ministry, Office for Civic and Social Engagement, Center for Spirituality, Center for Women's Intercultural Leadership, and Career Crossings Office. These programs include retreats, experiential learning opportunities including internships and grants, Real Life Calling seminars, ministry assistants, Lay Ministry Program, study abroad experiences, and StrengthsQuest workshops.

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 Collegiate Speaker Series and Senior Startup.

## Cushwa-Leighton Library

The Saint Mary's College campus library contains a collection of more than 240,000 volumes and provides access to more than 20,000 journal titles in print and electronic format. The rare-book collection, the 24-hour Trumper Computer Center, and the Huisling Instructional Technology Resource Center are located on the lower level of the library. The College Archives is a part of the library and is located in Madeleva Hall.

All materials are accessible through the online catalog which also includes direct access to the catalogs of the University of Notre Dame, Bethel College, and Holy Cross College. The library is a critical resource for your college coursework. Help with library use and information research is available through many of your courses and individually at the reference desk or by appointment. Library

hours are Monday through Thursdays, 7:45 a.m. to midnight; Fridays, 7:45 a.m. to 8 p.m.; Saturdays, 9 a.m. to 5 p.m.; Sundays, 11 a.m. to midnight. Reference service is available in person, by phone, email, or chat, Monday through Thursday, 10 a.m. until 9 p.m.; Friday, 10 a.m. to 5 p.m.; Sunday, 1 to 9 p.m. Complete information about services and library policies is available on the web at: [saintmarys.edu/library](http://saintmarys.edu/library)

For more information, please call: Ms. Janet Fore, Library Director, at **(574) 284-5280**, or call the Reference Desk at **(574) 284-5288**.

## Disabilities Resource Office

Ms. Iris Giamo, Specialist for Students with Disabilities, coordinates services for students with disabilities. She reviews documentation, requests accommodations, and works with students with learning disabilities. She can be reached at **(574) 284-4262** or [igiamo@saintmarys.edu](mailto:igiamo@saintmarys.edu)

If you have a disability and need accommodations or assistance, please send documentation to the Academic Affairs and First Year Studies Office.

## Health and Counseling Center

To assist first year students, The Health and Counseling Center supports the educational mission of the College by providing high quality care in an accessible, safe, secure, and confidential environment. The Health and Counseling Center staff is committed to assisting students in their acquisition of knowledge, skill, and behaviors necessary to become self-directed health advocates. We encourage students to participate actively in their own mental and physical health maintenance and to make informed choices regarding their care. The Health and Counseling Center is open Monday through Friday 8:30 a.m. to 5 p.m. and is located in the basement of Holy Cross Hall. Appointments can be made by calling Health and Counseling at **(574) 284-4805**. All services are confidential. More details can be found at [saintmarys.edu/Health](http://saintmarys.edu/Health)

## Math Center

The Math Center provides tutoring and resources for students taking mathematics courses. Director Suzanne Cox is available for one-on-one or group tutoring of students taking 100-level math courses. She is available weekdays at regularly scheduled hours; no appointment is necessary.

The center, located in room 354 Madeleva, includes a library of supplementary texts which students are free to borrow. The center also has several computers loaded with the software used in mathematics and computer science courses. Students are encouraged to use these as they work on class projects.

## Office for Student Success

Ms. Diane Fox, Director of Student Success **(574) 284-4463**

Located in the Academic Resource Center in Madeleva Hall, the Student Success Program better ensures that students accepted to the College successfully adjust to the demands of a collegiate career. Students admitted to the Success Program are enrolled in a 2 credit hour Academic Skills and Strategies course, meet regularly with the program director, and have assistance monitoring their grades and learning. The Office for Student Success, from which the Success Program originates, also offers student success workshops, programs, and individual consultation for any interested student from the general student population.

## Pre-Health Professions Advising

Dr. Nancy Nekvasil, Professor in the Department of Biology, assists students who are interested in pursuing graduate or professional degrees in human and veterinary medicine, dentistry, optometry, pharmacy, occupational therapy, physician assisting, and physical therapy. Typically in the first and sophomore years, students discuss plans for graduate or professional health-related programs with their academic advisors. Then, beginning in the junior year, students are advised individually by Dr. Nekvasil as they begin the process of applying to health-professions programs. Students can get all the courses they need to fulfill prerequisites for graduate or professional programs in health-related areas at Saint Mary's College.

Professor Nancy Nekvasil, Chair, Department of Biology, Science Hall, Room 268, [nekvasil@saintmarys.edu](mailto:nekvasil@saintmarys.edu)

## Pre-Law Professions Advising

Pre-law advising is primarily facilitated by the Career Crossings Office in collaboration with Professor Sean Savage in political science and Professor George Trey in philosophy. The CCO serves as resource for students seeking information on registering and preparing for the LSAT, writing personal statements, and researching law schools. The CCO also coordinates announcements to the College community on law school fairs and related programs and events as well as information sent to the College on specific law school programs. The academic departments involved in pre-law advising provide academic advising, guidance, and counsel to students in major and course selection, coordinating law school information sessions for their major(s), and serving as a main point of contact for students interested in law school programs with targeted interests (e.g., civil rights, criminal law, education, environmental, family, health, immigration, sports, and entertainment).

Ms. Stacie Jeffirs, Director  
Career Crossings Office  
Spes Unica, room 114  
[sjeffirs@saintmarys.edu](mailto:sjeffirs@saintmarys.edu)

Professor Sean Savage  
Department of Political Science  
Spes Unica, room 247E  
[ssavage@saintmarys.edu](mailto:ssavage@saintmarys.edu)

Associate Professor George Trey  
Chair, Department of Philosophy  
Spes Unica, room 160E  
[gtrey@saintmarys.edu](mailto:gtrey@saintmarys.edu)

## Writing Center

The Writing Center at Saint Mary's College provides one-on-one tutoring for writers at every level of preparedness. Peer tutors representing a variety of majors work with students at any phase in the writing process, from pre-writing and brainstorming to post-writing and revision. Students can drop by the office (Madeleva 103A) or call **(574) 284-4710** to make an appointment.

For more information and the hours of operation, please visit [saintmarys.edu/writing-center](http://saintmarys.edu/writing-center) and [facebook.com/writingcentersaintmaryscollege](https://facebook.com/writingcentersaintmaryscollege)





## Directory Information for First Year Students

Office	Phone Number
Academic Affairs and First Year Studies	<b>284-4594</b>
Admission	<b>284-4587</b>
Athletics and Recreation	<b>284-4694</b>
Business Office (Student Accounts)	<b>284-4730</b>
Campus Ministry	<b>284-5391</b>
Career Crossings Office (CCO)	<b>284-4775</b>
Cushwa-Leighton Library	<b>284-5280</b>
Disabilities Resource Office	<b>284-4262</b>
Financial Aid	<b>284-4557</b>
Food Services (Sodexo)	<b>284-4342</b>
Global Education	<b>284-4051</b>
Health and Counseling Services	<b>284-4805</b>
Information Technology	<b>284-4715</b>
Office of Student Success	<b>284-4463</b>
Office for Civic and Social Engagement (OCSE)	<b>284-5368</b>
Residence Life	<b>284-4522</b>
Security	<b>284-5000</b>
Shaheen Bookstore	<b>284-4719</b>
Student Involvement and Multicultural Services (SIMS)	<b>284-4562</b>
Writing Center	<b>284-4710</b>



# Policies/Credit by Examination



## Credit by Examination

### Advanced Placement Examination (AP)

If you took Advanced Placement examinations, please send your scores to Saint Mary's (college code #1702). The results of the Advanced Placement examinations reach Saint Mary's in July. Please do NOT wait for your AP results before you register for classes. After we receive your AP score, we will adjust your schedule if necessary. Please refer to the chart on the right.

### SAT II: Subject Tests

You may refer to the chart on page 45 for test scores that will exempt you from a Saint Mary's requirement. If you wish to take an upper-level course in the area of your exemption, you may request information about courses open to you.

### International Baccalaureate (IB)

Saint Mary's College grants credit for higher level subject examinations of the IB. No credit is awarded for subsidiary level courses. Students do not have to be granted the IB diploma in order to receive credit for an individual higher level subject. An official copy of test results should be sent to Academic Affairs and First Year Studies.

### College Level Examination Program (CLEP)

Saint Mary's College grants credit only for CLEP Subject Examinations, not for the General Examinations. You can receive a "Description of the Subject Examinations" and a "List of CLEP Test Centers" by writing to the following address: College Entrance Examination Board, Box 592, Princeton, NJ 08540.

**A maximum of 30 hours of credit by exam will count toward the 128 hours required for a degree.**

## Advanced Placement Test

Test	Minimum Score Required	Course Equivalent	Sophia Program Requirement	Credit
Art History	3	ART 143	yes	3 hrs
Biology	4	BIO 105–106	yes	8 hrs
Biology	5	BIO 153–154	yes	8 hrs
Calculus AB*	4	MATH 131	yes	4 hrs
Calculus BC	4	MATH 131–132	yes	8 hrs
Chemistry	3	CHEM 101–102	yes	8 hrs
Chemistry	4	CHEM 121–102	yes	8 hrs
Computer Science A	3	CPSC 207	no	3 hrs
Computer Science AB	4	CPSC 207 and CPSC elective	no	6 hrs
English Lang and Comp**	4	ENWR 100 level	no	6 hrs
English Lit and Comp**	4	ENLT 100 level	yes	6 hrs
Environmental Science	4	ENVS 171	yes	3 hrs
European History	4	HIST 101–102	yes	6 hrs
French	4	MLFR 111–112	yes	8 hrs
German	4	MLGR 111–112	yes	8 hrs
Gov't and Politics: US	4	POSC 201	yes	3 hrs
Italian	4	MLIT 111–210	yes	8 hrs
Macroeconomics	4	ECON 251	yes	3 hrs
Microeconomics	4	ECON 252	yes	3 hrs
Physics B	4	PHYS 101–102	yes	8 hrs
Physics C: Mechanics	4	PHYS 121	yes	4 hrs
Psychology	4	PSYC 156	yes	3 hrs
Spanish	4	MLSP 111–112	yes	8 hrs
Statistics	4	MATH 114	no	3 hrs
US History	4	HIST 201–202	yes	6 hrs
World History	4	HIST 103–104	yes	6 hrs

\* Four additional hours of credit will be granted to students who score a 5 on the Calculus AB test and successfully complete MATH 231.

\*\* Students may earn a maximum of six credit hours for AP English.

## College Board Subject Tests

Test	Minimum Score Required	Course Equivalent	Sophia Program Requirement	Credit
American History	700	HIST 201-202	yes	0
Biology (Ecological or Molecular)	630	BIO 105-106	yes	8
Chemistry	630	CHEM 101-102	yes	8
French	640	100 level	yes	0
German	630	100 level	yes	0
Spanish	630	100 level	yes	0

# International Baccalaureate— Higher Level Exams

Test	Minimum Score Required	Course Equivalent	Sophia Program Requirement	Credit
<b><i>Individuals and Societies</i></b>				
English A: Literature	5	100-level ENLT	yes	6 hrs
Economics	6	See Department Chair		
History Americas	5	HIST 201–202	yes	6 hrs
History Europe	5	HIST 103–104	yes	6 hrs
Philosophy	5	See Department Chair		
Psychology	5	PSYC 156	yes	3 hrs
Social Anthropology	5	ANTH 253	yes	3 hrs
<b><i>Sciences</i></b>				
Biology	5	BIO 105–106	yes	8 hrs
Biology	6	BIO 153–154	yes	8 hrs
Chemistry	6	CHEM 121	yes	4 hrs
Physics	6	PHYS 121	yes	4 hrs
<b><i>Mathematics</i></b>				
Math with Option 12	5	MATH 105	yes	3 hrs
Math with Option 12	6	MATH 131	yes	4 hrs
Math with Option 12	7	MATH 131–132	yes	8 hrs
Math with Option 9	5	MATH 114	no	3 hrs
<b><i>The Arts</i></b>				
Music	5	MUS 241	yes	3 hrs
<b><i>Language</i></b>				
French	5	MLFR 111–112	yes	8 hrs
German	5	MLGR 111–112	yes	8 hrs
Spanish	5	MLSP 111–112	yes	8 hrs

## Transfer Credit Policy for First Year Students

Students may receive credit for college courses taken before entering Saint Mary's College under the following conditions:

1. All credit must be earned at a regionally accredited college or university (community and junior colleges are included).
2. Sophia Program requirements may not be fulfilled by transfer credit. Transfer credit is elective credit only.
3. Work must be in a curricular area generally recognized for credit at Saint Mary's.
4. Credit will be granted only for a grade of C or better. The grade will not be averaged as part of the Saint Mary's grade point average.
5. No credit will be granted for courses which the student again enrolls at Saint Mary's College.
6. No transfer credit will be accepted by Saint Mary's for courses which the student took before she completed her tenth year of school.

Approval of courses is based on official transcripts and course descriptions, to be provided by the student.

## 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. First-year students do not participate in co-exchange courses, except in unusual circumstances, and only with approval from the Office of Academic Affairs and First Year Studies.

## Academic Policies

**Attendance and 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 legitimate and documentable reasons of personal health, family concerns (illness, funeral, wedding), or participation in varsity athletics or other officially recognized activities. However, every absence carries the penalty of the loss of instruction given during absence, which may result in a lower grade for the course. Limited excused absences for personal health or family concerns are granted by Academic Affairs and First Year Studies.

## 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 cocurricular activities, may not hold a major student leadership position, or 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 10 working days upon receipt of notification. The chair of the Academic Standards Committee, along with two other committee members, will hear the appeal.

**Deficiency Notices:** Instructors send deficiency notices to all students whose work is not satisfactory at midterm. Failure to receive a midterm 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. A deficiency notice does not become part of a student's permanent record. Deficiency notices are available online through PRISM. Notices are not sent via mail.

**Final Exam Change:** The final exam schedule is published at the beginning of the semester, and students are responsible for knowing the dates and times of their exams; transportation should be planned accordingly. Students should request a final exam change if they are scheduled for three exams in one day or three consecutive exam periods.

**Withdrawal from a Course:** After five weeks a first year student may withdraw from a course with the permission of her instructor

and Academic Affairs and First Year Studies. If a student withdraws from a course with a passing grade, the grade recorded is a W. If she is not passing, the grade is recorded as an F. With permission, a student may withdraw from a course up to the last class day. However, in most cases, a late withdrawal is not advisable.

## Students with Disabilities

Saint Mary's College provides reasonable accommodations to qualified students who request accommodations and provide appropriate documentation.

Documentation should 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, and a mental health provider licensed to diagnose psychiatric disabilities. Documentation should be sent to the Disabilities Resource Office. 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.

## Academic Honesty

### 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:

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.

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.

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.

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.

Any student taking a course through the Notre Dame Co-Exchange Program or the N.I.C.E. Consortium 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.

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.

### 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 (tests, 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 or 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<sup>1</sup>**

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.

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<sup>1</sup> Saint 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).

# Saint Mary's College Academic Calendar for 2016–17

<b>Fall Semester 2016</b>		
August 18-20	Thursday–Saturday	Orientation and advising for all new students
August 20	Saturday	Celebration of Eucharist for Belles Beginnings
August 21–28	Sunday–Sunday	Enrollment for all students
August 22	Monday	Classes begin at 8 a.m.
August 24	Wednesday	Mass of the Holy Spirit
August 28	Sunday	Last day to add classes on PRISM (11:59 p.m.)
September 23	Friday	Last day to drop classes
October 15–23	Saturday–Sunday	Mid-semester break
October 18	Tuesday	Mid-semester deficiencies due
October 24	Monday	Classes resume at 8 a.m./Advance registration begins
November 14	Monday	Pre-registration begins for spring 2017
November 23–27	Wednesday–Sunday	Thanksgiving holiday
November 28	Monday	Classes resume at 8 a.m.
December 8	Thursday	Last class day
December 9–11	Friday–Sunday	Study days (no examinations)
December 12–16	Monday–Friday	Final examinations
December 20	Tuesday	All grades due to Registrar
<b>Spring Semester 2017</b>		
January 15	Sunday	New Student Orientation (afternoon)
January 15–22	Sunday–Sunday	Enrollment for all students
January 16	Monday	Classes begin at 8 a.m.
January 22	Sunday	Last day to add classes on PRISM (11:59 p.m.)
February 17	Friday	Last day to drop classes
March 1	Tuesday	Deadline for 2017–18 Financial Aid application
March 11–19	Saturday–Sunday	Mid-semester break
March 14	Tuesday	Mid-semester deficiencies due
March 20	Monday	Classes resume at 8 a.m./Advance registration begins
April 14–17	Friday–Monday	Easter holiday
April 18	Tuesday	Classes resume at 8 a.m.
April 18	Tuesday	Pre-registration for fall semester 2017 begins
May 4	Thursday	Last class day
May 5–7	Friday–Sunday	Study days (no examinations)
May 7	Sunday	Convocation
May 8–12	Monday–Friday	Final examinations
May 16	Tuesday	All grades due to Registrar
May 20	Saturday	Commencement

# Appendix



# Sophia Program in Liberal Learning

## Four-Year Liberal Learning Outcomes

The learning outcomes for the Sophia Program were derived by faculty and students from the College's mission statement, which is why the Sophia Program gives you a uniquely Saint Mary's education. It's the learning outcomes that turn a collection of courses into a *program*. For students, this makes learning both more intentional (in knowing where a particular educational experience is supposed to take them, they can notice more along the way) and more integrated (they can see both before and during their education how each part of the curriculum assembles into a larger whole). The college-wide, four-year liberal learning outcomes are as follows:

### Knowledge Acquisition and Integration of Learning (LO1)

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

A Saint Mary's student exhibits sound knowledge of the formation of human identities, the development and functioning of diverse cultures and social groupings, the practice of creative artistry, the multifaceted nature of religion and the Catholic tradition, the complexity of fundamental philosophical questions, and the intricate workings of the natural world.

A Saint Mary's student demonstrates the ability to look at issues from multiple perspectives, recognizing the effect that differences in areas such as gender, religion, values, culture, and privilege can have on the ways that people interpret and act in the world; and she makes connections across disparate settings and areas of study.

### Cognitive and Communicative Skills (LO2)

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

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

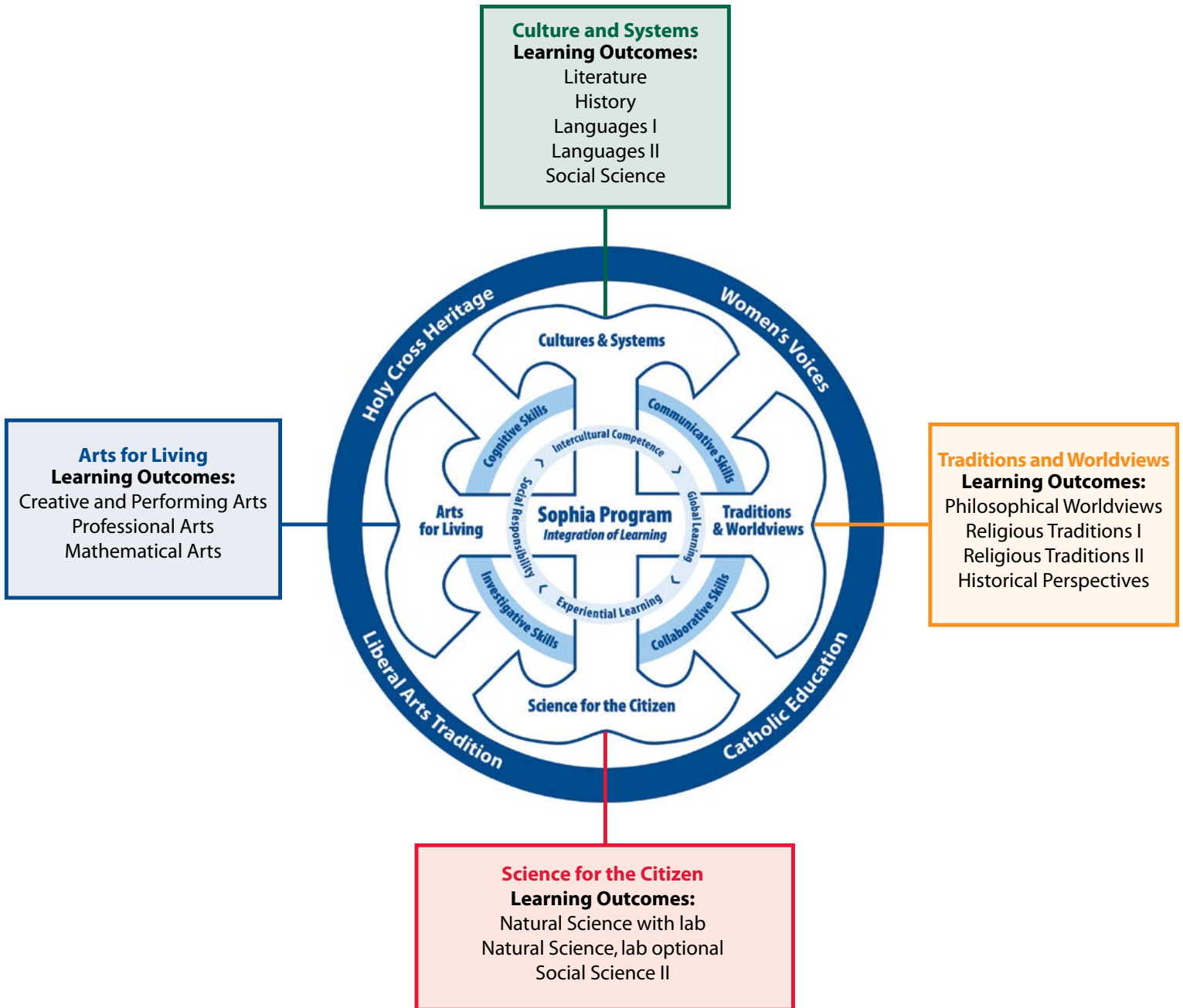
A Saint Mary's student communicates her ideas, insights, thought processes, and conclusions with accuracy, competence, and style in various media and contexts.

### Engagement through Intercultural Competence, Social Responsibility, and Global Learning (LO3)

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

A Saint Mary's student develops reflective and collaborative skills that enable her to learn from and participate in dialogue with diverse people and cultures. She does this by attaining competence in another language, and studies and experiences that reveal both cultural differences and the connections joining people in a global society.

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



# Sophia Program in Liberal Learning

## Learning Outcomes

### Knowledge Acquisition and Integration of Learning (L01)

The foundation for the Sophia Program is Learning Outcome 1, which seeks to develop the breadth of knowledge and intellectual flexibility students need to apply their expertise appropriately inside and outside the classroom, foster the intellectual coherence enabling students to engage constructively with a diverse world, and encourage students to live intellectually active, socially responsible lives characterized by a lifelong love of learning.

The learning outcomes for Knowledge Acquisition and Integration of Learning are divided among 15 courses distributed among the four arms of the cross under these broader headings: **Cultures and Systems**, **Traditions and Worldviews**, **Science for the Citizen**, and **Arts for Living**. A student must take courses in each of these 15 areas to achieve the learning outcomes that define that degree.

### Cultures and Systems

#### Literature (one course)

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

#### History (one course)

- A Saint Mary's student identifies and understands salient developments in world or United States history.
- A Saint Mary's student analyzes the historical development of human cultures in their response to their physical, social, intellectual, and political environments and seeks explanations for those developments.
- A Saint Mary's student identifies and understands evidence of historical change from primary sources/records of the past and assesses historical interpretations in secondary sources.
- A Saint Mary's student analyzes how her assumptions about human identity have been influenced by her historical context, and how human identities have been constructed in history.

### Modern Languages (two courses at a level appropriate to the student's previous experience with that language)

- A Saint Mary's student communicates in a modern European language either at an advanced beginning or intermediate low level (depending upon her previous study), or at an appropriate

level in another approved non-European or classical language.

- A Saint Mary's student demonstrates an understanding of the structure of this language by using the language with accuracy in speaking and writing.
- A Saint Mary's student identifies salient features of the geography, history, and culture of those that speak this language.
- A Saint Mary's student demonstrates intercultural understanding by recognizing and analyzing cultural misconceptions and the influence of her own cultural identity on her interactions with others.

### Social Science I (one course)

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

### Traditions and Worldviews

#### Philosophical Worldviews (one course)

- A Saint Mary's student identifies and understands significant features of and developments in philosophical traditions concerning the nature of knowledge, the nature of reality, and the nature of the good.
- A Saint Mary's student analyzes and compares philosophical views.
- A Saint Mary's student thinks philosophically about her interactions in the world.
- A Saint Mary's student raises questions on philosophical issues pertaining to the development of her own worldview.

#### Religious Traditions I (one course)

- A Saint Mary's student articulates an informed, broad understanding of the nature and complexities of religion and how religion interacts with other aspects of culture.
- A Saint Mary's student describes key elements in a religion (such as sacred texts, ritual, spirituality and prayer, religious language, moral code, view of human destiny or afterlife, explanation of human and natural evil, perspectives on gender), applies her understanding of these elements to specific religious traditions, and articulates commonalities and differences among religious perspectives.
- A Saint Mary's student engages in perspectives that are new to her,

both empathetically and critically, and engages in informed, civil, and open discourse about religious differences.

- A Saint Mary's student evaluates the meaning of religious claims made by others and, in response to those claims, reflects critically on her own religious perspectives.

### **Religious Traditions II** *(one course)*

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

### **Historical Perspectives** *(one course)*

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

## **Science for the Citizen**

### **Natural Science**

*(two courses, at least one of which must be a laboratory course)*

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

### **Social Science II** *(one course)*

- A Saint Mary's student utilizes scientific knowledge to evaluate claims about human behavior.
- A Saint Mary's student uses scientific methods to investigate questions appropriate to particular social sciences.

- A Saint Mary's student identifies, analyzes, and evaluates critical scientific issues and approaches pertaining to the issues that face her as a citizen.

## **Arts for Living**

### **Creative and Performing Arts**

*(Single courses satisfying this requirement must be three credits. Multiple courses that fulfill the appropriate learning outcomes may be used to satisfy this requirement as long as they add up to at least three credits and come from the same discipline.)*

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

### **Professional Arts** *(one course)*

- A Saint Mary's student investigates issues of policy or systems through the lens of a professional practitioner.
- A Saint Mary's student applies knowledge of a profession in her decision making.
- A Saint Mary's student adapts learning from multiple academic disciplines to develop solutions for concrete, real-world problems.

### **Mathematical Arts** *(one course)*

- A Saint Mary's student formulates mathematical models using abstract and logical reasoning.
- A Saint Mary's student uses and interprets mathematical models to analyze systems and patterns.
- A Saint Mary's student uses mathematical language and concepts to phrase and answer questions pertaining to a variety of real-world contexts.

### **Cognitive and Communicative Skills (L02)**

As a women's college, Saint Mary's emphasizes the value of women's voices and their distinctive contribution to intellectual life. Therefore: a Saint Mary's student masters a broad set of sophisticated intellectual skills, including critical thinking, careful interpretation of complex texts and artifacts, accurate evaluation of data, investigative problem solving, quantitative reasoning, historical analysis, as well as technological, media, and information literacy. She reflects analytically on her experience as a woman, on the contributions of women's voices, and on constructions of gender.

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

## Critical Thinking Seminar *(one course)*

The Critical Thinking Seminar (CTS) serves as a gateway to college-level discourse and thinking. In their CTS, Saint Mary's students will develop critical thinking skills through practice and critical reflection. The Critical Thinking Seminar also lays a foundation for information literacy by requiring all Saint Mary's students to find, evaluate, and use information in effective oral and written communication. Critical Thinking Seminars are spread throughout the curriculum so that students can select from a wide-range of different disciplines and knowledge. From chemistry to the creative arts, you'll find a CTS almost anywhere you look.

## Writing Proficiency *(one course)*

### What is the LO2/Writing Proficiency requirement?

As a Saint Mary's student, you'll work toward proficiency in writing throughout your college career. From your first year through your major, the W Program will help you prepare for a life of writing beyond Saint Mary's. Your efforts will be more focused, however, at two stages of your career: shortly after your arrival on campus, and as you progress in your major before graduation.

**Sophia LO2/Basic Writing:** This writing requirement, which can be satisfied through many Sophia Program courses, is meant to provide a foundation for your written work at Saint Mary's. In order to fulfill the LO2/Basic W, you'll need to be able to advance a logical thesis, organize your thoughts clearly, and develop your ideas effectively. You'll also need to follow standard rules of grammar, syntax, punctuation, and documentation.

**Advanced W:** This requirement, which is satisfied within your major course of study, usually during your junior and senior years, is meant to help you refine your skills as a writer, particularly by learning to write well within a particular discipline.

### Which Basic W course should I choose?

A number of courses throughout the College, known as W courses, are designed to help you strengthen your writing. As you'll see below, these courses represent various disciplines. Each course introduces you to the subject matter of a particular field (philosophy or intercultural studies, for instance; tandem courses explore the connections between two fields, such as history and literature) as well as to the craft of writing.

Many students find it helpful to take a W course in a field they find especially engaging; they find they enjoy writing, and make more progress, when the course topic is one they especially want to explore. All W courses fulfill a Sophia Program requirement and provide the opportunity to earn the Basic W.

## How do I learn my Basic W?

Near the end of your W course, you'll gather all your written work from the course into a portfolio. During finals week, independent readers — experienced readers and writers in the faculty or administration — will evaluate students' portfolios, focusing on the three essays each student has chosen as her best. Each independent reader then works with the student's instructor to decide whether the student has developed the skills required for successful college work, or whether she needs another W course to reach that goal. Once you fulfill the W, the achievement will be marked on your transcript (although you are certainly welcome to continue developing your writing skills in another W if you wish). There's no record on your transcript if you take a W course but don't earn the W.

## Women's Voices

***(To fulfill the Sophia women's voices requirement, a student takes three Women's Voices-certified courses, at least three credits each, from at least two different academic disciplines.)***

- A Saint Mary's student identifies and understands women's contributions to human knowledge and achievement and how those have been influenced by constructions of gender.
- A Saint Mary's student reflects analytically upon constructions of gender in individual or group heritage, culture, or experience, and articulates those reflections within a particular disciplinary context.
- A Saint Mary's student analyzes the forms and effects of constructions of gender, and evaluates strategies for response.

## Engagement through Intercultural Competence, Social Responsibility, and Global Learning (LO3)

Furthermore, as a Catholic, women's college, Saint Mary's fosters respect and compassion for all people and honors leadership that improves the human community. Therefore a Saint Mary's student develops reflective and collaborative skills that enable her to learn from and participate in dialogue with diverse people and cultures. She does this by attaining competence in another language and by study and experience that reveal both cultural differences and the connections joining people in a global society.

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

***(To fulfill the Sophia LO3 requirements, a student takes at least three LO3-certified courses/experiences from at least two different academic disciplines. At least one LO3-certified courses/experiences used to achieve LO3 outcomes must include Academic Experiential Learning.)***



## Intercultural Competence (A)

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

## Intercultural Competence (B)

- A Saint Mary's student reflects before and after intercultural engagement in order to identify her own cultural norms and how these norms shape her interactions with others.

## Social Responsibility (A)

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

**OR**

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

## Social Responsibility (B)

- A Saint Mary's student is able to respond as an agent of change. For example: She can explain strategies for constructive action in pursuit of social, political, and economic justice. Based on her knowledge of strategies for constructive actions, the student will be able to advocate for social, political, and economic justice either for herself or in solidarity with vulnerable or oppressed people.

## Global Learning (A)

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

## Global Learning (B)

- A Saint Mary's student explains global interdependence or other complex issues that cross national boundaries.

## Academic Experiential Learning (AEL)

- A Saint Mary's student applies particular theories or concepts (such as from readings, lectures, or discussions) to an analysis of her lived experiences in the settings provided by the course or program.
- A Saint Mary's student articulates the impact of her experiential learning on her understanding of her education, her decision-making or problem solving, or her place in the world.
- A Saint Mary's student demonstrates professional and ethical behavior appropriate to her experiential context.

## Glossary

**Course** — As a general rule, courses at Saint Mary's are one semester (from August through December, or January through May). Most are worth three semester hours of credits.

**Credit** — College work is measured in semester hours, or credits. Most courses at Saint Mary's are worth three semester hours, or three credits. Each student must complete a minimum of 128 semester hours to graduate from Saint Mary's.

**Electives** — Courses not required for the Sophia Program requirements or for a student's major are called electives. The number of elective courses varies with each degree program, as the requirements vary. All students need electives to reach the 128 semester hours to graduate.

**Prerequisites** — Some courses require specific background which students gain in another course. The background course is called a prerequisite.

Some majors — notably in the sciences, business, and the fine arts — require prerequisites in the first year to prepare students for the major-level courses they will take as sophomores.

**Tandems** — Saint Mary's offers specially designed courses that are taken concurrently. The course material is coordinated to help students compare and integrate ideas and approaches from different fields. The same students will be enrolled in both courses.

**W or fulfilling the W requirement** — These terms refer to the first level of proficiency in writing required of all Saint Mary's students. Most students work on the first level of proficiency by enrolling in a course that has a W as part of the course number. Some W classes are one semester while others are two semesters. Simply enrolling in and completing the course may not be sufficient; the W represents a level of demonstrated writing proficiency.

**For a list of degrees and majors, refer to the Saint Mary's College Bulletin.**

## 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.



[saintmarys.edu/FirstYear](http://saintmarys.edu/FirstYear)