




**SAINT
MARY'S**
COLLEGE
NOTRE DAME, IN



Academic Guide for First Year Students 2015–2016

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 first-year 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. Many of your class conversations will build on ideas generated from Ken Bain's book, *What the Best College Students Do*. This book doubles as a practical guide and a thought-provoking reflection about how to get the most out of your four-year experience. 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 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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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 (SS1)

Traditions and Worldviews

Philosophical Worldviews (PW)
Religious Traditions I (RT1)
Religious Traditions II (RT2)
Historical Perspectives (HP)

Science for the Citizen

Natural Science (NS)
Social Science II (SS2)

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: Dialogue (WP)
- ENLT 109W** Language and Literature: Philosophy and Fiction (WP)
- ENLT 109W** Language and Literature: Saint Mary's Women (WP, WV)
- ENLT 109W** Language and Literature: Words of Love (WP)
- ENLT 109W** Language and Literature: The Work of Literature (WP)
- ENLT 109W** Language and Literature (WP)
- ENLT 203** Studies in Literature: Women of Genius (WV)
- ENLT 334** Studies in World Literature: Postcolonial Women's Writing (WV)
- HUST 103** Lives and Times
- MLTS 135** Theatre as Protest in Spanish (CTS, WV, GLA)
Professor Zachman's advisees only.

History (one course)

See page 20 for course descriptions

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

- HIST 103** World Civilization I (GLB, SRA, ICA)
- HIST 104** World Civilization II
- HIST 201** United States History to 1865 (CTS for CRN 71625 only)
- HIST 201W** United States History to 1865 (WP, WV)
(half of the tandem with ENLT 106W)
- HIST 202W** United States History Since 1865 (WP, WV)

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 21 for course descriptions

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

- ANTH 141** Peoples and Nature (CTS)
- ANTH 253** Survey I: Culture and Languages (GLA, GLB, SRA, ICA)
- POSC 151** Political Issues
- POSC 151W** Political Issues (WP)
- POSC 201** American Politics
- PSYC 156** Introduction to Psychology: Culture and Systems
- SOC 230** Social Inequalities in Education
- SOC 255** Race, Ethnicity, and Identity in the US (SRA, ICA)
- SOC 255** Race, Ethnicity, and Identity in the US (CTS, SRA, ICA for CRN 71613 only. Professor Wang's advisees only.)
- SOC 257** Sociology of Families (WV, SRA, ICA)

Traditions and Worldviews

Philosophical Worldviews (one course)

See page 24 for course descriptions

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

- PHIL 110** Introduction to Philosophy
- PHIL 110** Introduction to Philosophy
(CTS, WV, SRA for CRN 71426 only)
- PHIL 110** Introduction to Philosophy (CTS for CRN 71723 only)
- PHIL 110W** Introduction to Philosophy (WP, WV)
(half of the tandem with ART 211W)

Religious Traditions I (one course)

See page 24 for course descriptions

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

- RLST 101** Introducing Religious Studies
- RLST 101** Introducing Religious Studies (WV for CRN 71602 only)
- RLST 101** Introducing Religious Studies (ICA, ICB for CRN's 71451 and 71452 only)
- RLST 101** Introducing Religious Studies (CTS, ICA for CRN 71453. Professor Houck's advisees only.)
- RLST 101W** Introducing Religious Studies (WP, ICA)

Religious Traditions II (one course)
(not normally taken in first year)

Historical Perspectives (one course)
See page 25 for course descriptions

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

- ART 241** Art History Survey I (GLB)
- ENVS 161** Introduction to Environmental Studies (GLB, SRB)
- GWS 207** Introduction to Women's Studies (WV)
- HUST 197** Myth, Legend and History
- HUST 212** High Society (GLA, SRA)
- ICS 201** Introduction to Intercultural Studies (ICA, ICB)
- ICS 201W** Introduction to Intercultural Studies (WP, ICA, ICB)
- MUS 241** Music Appreciation
- 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 26 for course descriptions

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

- BIO 105** Cells to Self
- BIO 107** Physiology of Women (CTS, WV)
- BIO 141** Human Anatomy and Physiology I
- BIO 154** Foundations of Biology II
- CHEM 121** Principles of Chemistry I (CTS)
- PHYS 105** Intro Topics in Physics: Astronomy

Social Science II (one course)
See page 26 for course descriptions

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

- ECON 251** Principles of Macroeconomics
- PSYC 157** Introduction to Psychology: Science for the Citizen
(CTS for CRN 71710. Professor Chamber's advisees only.)
- SOC 153** Sociological Imaginations (SRA, ICA)
- SOC 203** Social Problems
- SOC 203W** Social Problems (WP, GLB, SRA)
- SOC 204** Social Psychology (SRA)

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 27 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
- ART 211** Ceramics: Introduction to Clay
- ART 211W** Ceramics: Introduction to Clay (WP)
(half of the tandem with PHIL 110W)
- ART 221** Photography I
- ART 266/** Introduction to New Media
- COMM 266**
- COMM 103** Introduction to Communication (ICA for CRN's 71766 and 71712 only)
- COMM 103W** Introduction to Communication (WP)
Professor Baxter's advisees only.
- 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 150** Voices in Time (CTS, WV)
- MUS 181** Theory I: Fundamentals of Music
- THTR 135** Introduction to Theatre
- THTR 205** Introduction to Acting

Professional Arts (one course)

See page 28 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 (CTS for CRN 71380 only)

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 (SS1)
- ART 103** Design Lab I (CP)
- BIO 107** Physiology of Women (NS, WV)
- CHEM 121L** Principles of Chemistry I Lab (NS)
- HIST 201** United States History to 1865 (HH for CRN 71625 only)
- MATH 133** Theory and Application of Calculus (MA for CRN 71380 only)
- MLTS 135** Women Making Mischief (HL, WV, GLA)
- MUS 150** Voices in Time (CP, WV)
- PHIL 110** Introductory Philosophy (PW, WV, SRA for CRN 71426 only)
- PHIL 110** Introductory Philosophy (PW for CRN 71723 only)
- PSYC 157** Introduction to Psychology: Science for the Citizen (SS2 for CRN 71710 only)
- RLST 101** Introducing Religious Studies (RT1, ICA for CRN 71453 only)
- SOC 255** Race, Ethnicity, and Identity in the US (SS1, SRA, ICA)

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.)

- ART 211W** Ceramics: Introduction to Clay (CP)
(half of the tandem with PHIL 110W)
- 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: Dialogue (HL)
- ENLT 109W** Language and Literature: Philosophy and Fiction (HL)
- ENLT 109W** Language and Literature: Saint Mary's Women (HL, WV)
- ENLT 109W** Language and Literature: Words of Love (HL)
- ENLT 109W** Language and Literature: The Work of Literature (HL)
- ENLT 109W** Language and Literature (HL)
- HIST 201W** United States History to 1865 (HH, WV)
(half of the tandem with ENLT 106W)
- HIST 202W** United States History Since 1865 (HH, WV)
- ICS 201W** Introduction to Intercultural Studies (HP, ICA, ICB)
- PHIL 110W** Introductory Philosophy (PW, WV)
(half of the tandem with ART 211W)
- POSC 151W** Political Issues (SS1)
- RLST 101W** Introduction to Religious Studies (RT1, ICA)
- SOC 203W** Social Problems (SS2, GLB, SRA)

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

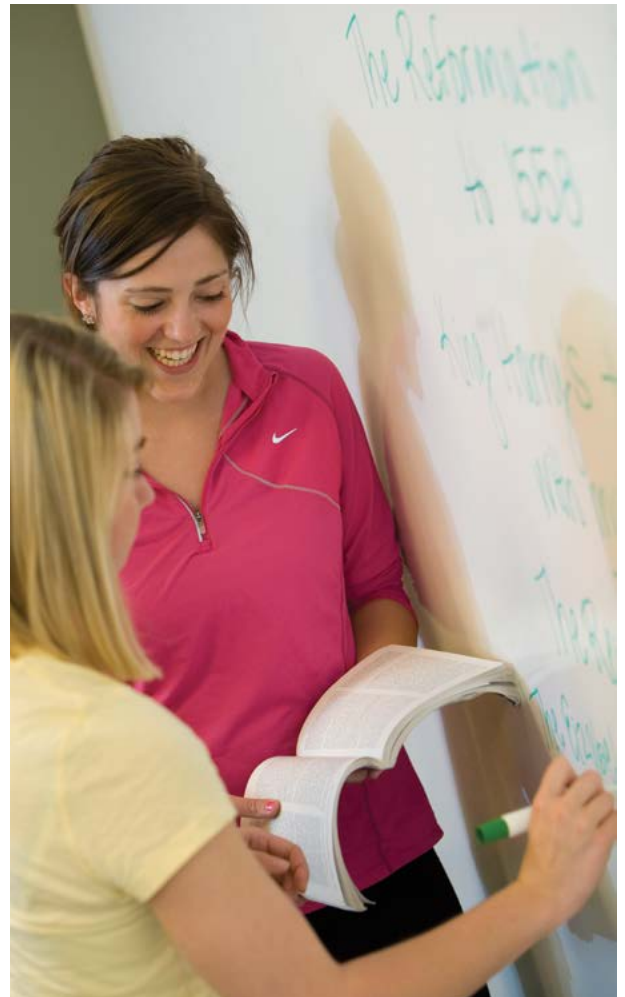
Global Learning (A)

Global Learning (B)

Academic Experiential Learning

Academic Experiential Learning

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 first-year faculty advisor and the one-credit advising course* in which you are enrolled. A few of you are also enrolled in a course taught by your faculty advisor that will fulfill a requirement in the Sophia Program or a major requirement. 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 13. 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.

* SPL 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.



Course Recommendations for First Semester

Major Program

Recommended Courses

<p>Undecided but NOT considering any of the majors below</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"> • Critical Thinking Seminar • Modern Language • 3 Additional Sophia Program Courses <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>Art, Concentration in Studio Art</p>	<p>ART 101 Drawing I (3 hours) (see page 27) and ART 103 Design Lab I (3 hours) (see page 27)</p> <p>Choose 3 additional courses from the Sophia Program (see pages 18–29 for descriptions).</p>
<p>Art, Concentration in Art History</p>	<p>ART 101 Drawing I (3 hours) (see page 27) and ART 241 Art History Survey I (3 hours) (see page 25)</p> <p>Choose 3 additional courses from the Sophia Program (see pages 18–29 for descriptions).</p>
<p>Business Administration, Accounting, Management Information Systems, or Economics*</p>	<p>ECON 251 Principles of Macroeconomics (3 hours) (see page 26)</p> <p>Choose 4 additional courses from the Sophia Program (see pages 18–29 for descriptions).</p>
<p>Biology</p>	<p>BIO 154 Foundations of Biology II (4 hours) (see page 26) and CHEM 121 Principles of Chemistry I (4 hours) (see page 26)</p> <ul style="list-style-type: none"> • If you are not calculus ready, take MATH 103 Precalculus (3 hours)(see page 29) in the fall and take CHEM 121 next year. • If your math background is strong and you are also considering a chemistry major, take MATH 131 Calculus I. <p>Choose 1–3 additional courses from the Sophia Program (see pages 18–29 for descriptions).</p>
<p>Chemistry/Biochemistry</p>	<p>CHEM 121 Principles of Chemistry I (4 hours) (see page 26) and MATH 131 Calculus I (4 hours) or a higher math course (e.g., Math 132, 133, etc.) (see page 29)</p> <ul style="list-style-type: none"> • If you are not calculus ready, take MATH 103 Precalculus (3 hours)(see page 29) in the fall and take MATH 131 and CHEM 121 later. (Students who have a 29 Math Placement score and 24 Math ACT or 530 Math SAT score may take MATH 103 and CHEM 121 concurrently). • If you plan to go to medical school or are also considering a biology major, then you should also take BIO 154 Foundations of Biology II (4 hours) (see page 26). <p>Choose 1–3 additional courses from the Sophia Program (see pages 18–29 for descriptions). Students are strongly encouraged to take a modern language in their first year. Due to the sequential nature of the chemistry curriculum, it is necessary to take these prerequisites in the first year.</p> <p style="text-align: right;"><i>Continued on next page</i></p>

Major Course Recommendations for First Semester

Major Program

Recommended Courses

Mathematics, Statistical and Actuarial Mathematics, Computing and Applied Mathematics	<p>MATH 131 Calculus I (4 credits) (see page 29)</p> <ul style="list-style-type: none"> 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 MATH 133 Theory and Application of Calculus (4 hours) (see page 29). If you are not calculus ready, take MATH 103 Precalculus (3 hours) this fall (see page 29). <p>Choose 3–4 additional courses from the Sophia Program (see pages 18–29 for descriptions).</p>
Music Education, Music	<p>MUS 181 Theory 1: Fundamentals of Music (3 hours) (see page 28)</p> <p>MUS 102 Class Piano: Proficiency (1 hour) (see page 30)</p> <p>MUS 100 Recital: Forum</p> <p>Applied Music Lessons (1 hour), indicate the instrument (or voice) in which you intend to major (see page 28)</p> <p>Ensemble: Choir or Instrumental Ensemble (1 hour) (see page 30)</p> <p>Choose 3 additional courses from the Sophia Program (see pages 18–29 for descriptions).</p>
Nursing *	<p>BIO 141 Human Anatomy and Physiology I (4 hours) (see page 26) Required</p> <p>Modern Language (4 hours) (see pages 21–23)</p> <p>Critical Thinking Seminar (3 hours) (see page 9)</p> <p>MATH 100, MATH 102, or a Sophia course (3 hours)</p> <p>If your math recommendation is MATH 100 Problem Solving Strategies in Mathematics or MATH 102 Liberal Arts Mathematics, 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, MATH 104 or higher, PSYC 156 or 157, and RLST 101. CHEM 118 is taken spring semester.</p>
Dual Degree Program in Engineering with the University of Notre Dame*	<p>MATH 131 Calculus I (4 hours), or higher (see page 29) and</p> <p>CHEM 121 Principles of Chemistry I (4 hours) (see page 26) and</p> <p>Modern Language (4 hours) (see pages 21–23)</p> <p>Writing Proficiency (4 hours) (preferably in English literature or philosophy, see page 9).</p>

* See page 15 for additional policy information.

Information for Business Administration, 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)**

Education

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

Nursing

Admission to the Nursing Major

In order to be officially accepted into the nursing 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 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 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.

Saint Mary's students who participate in this program work with the program director. They take pre-engineering courses (e.g., calculus, chemistry, and physics) 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 of the related options include: a chemistry major at Saint Mary's and a chemical engineering major at Notre Dame, or a computer and applied mathematics major at Saint Mary's and a computer science engineering major 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. Successful completion will require consultation each semester with the program advisors and careful scheduling of courses on both campuses. To be eligible for the five-year program a student must be calculus ready.

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 217–218 or PHYS 221–222)

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 November 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 and cooperation), 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.



Course Offerings for Fall Semester 2015



Sophia Program Course Offerings For First-Year Students Fall 2015

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: Dialogue (4 hours)

"Where are you now?" This question begins countless cellphone conversations for a reason: speech craves a context. To process what someone is saying, we need to assess where they are coming from—both literally and figuratively. The same need factors into our understanding of literature. Wherever dialogue occurs in poems, plays, short stories, and novels, it requires careful scrutiny. Situating speakers within dialogue (determining what they know, what they don't, what they're hiding, what they're feeling, what they want to say, what they might be unable to say, or why they're talking) is one of the vital aspects of reading, among others, that we will practice on a variety of works. *This course provides students the opportunity to earn the W.*

ENLT 109W Language and Literature: Philosophy and Fiction (4 hours)

This course will investigate the intersection between fiction and philosophical inquiry. Through writing and discussion, we will examine a selection of novels and stories that dramatize a range of philosophical problems, paradoxes, and questions: What is the self?

Where did we come from? What is happiness? What is reality? What is a perfect society? What is the relationship between mind and body, spirit and flesh? What can we know? Is it possible to answer these questions, or is it a waste of time to try to? Are we free to choose, or are our actions determined by forces beyond our control? The texts will invite us to consider and discuss how different characters and authors confront similar spiritual, ethical, and existential crises of meaning and purpose, knowledge, and identity.

We will read in order to understand, examine, and critique the perspectives of these authors, and we will write in order to discover, debate, and refine our own personal answers to the questions they raise. At the end of the course students will be better equipped to read critically, think dialectically, and draw connections between a diverse range of texts and ideas. Writing assignments will include four out-of-class essays and two in-class essays. Authors may include: Leo Tolstoy, Albert Camus, Flannery O'Connor, Ursula LeGuinn, Franz Kafka, Mary Shelley, Herman Hesse, Douglas Adams, and others as well as at least one film. *This course provides students the opportunity to earn the W.*

ENLT 109W Language and Literature: You're/Your Saint Mary's (4 hours)

This course introduces students to reading and writing about literature at the college level. While studying fiction, non-fiction, and poetry by and about Saint Mary's graduates, students will gain skills in effective writing, and in accurate, insightful literary interpretation. *This course provides students the opportunity to earn the W and satisfy an LO2 Women's Voices.*

ENLT 109W Language and Literature: Words of Love (4 hours)

The study of literature as the shaping of language into forms (fiction, non-fiction, drama, and poetry) that "contain" encounter (erotic, cerebral, diving): unions and breakings, mappings and explorations, loss and discord, terror and hate, anger and pity, the uses and disuses of memory and imagination. We will study the ways in which we use words to represent ourselves with skill, beauty, and graciousness. We will study the ways in which writers, including ourselves, shape or have shaped the narrative of ourselves and a sense of place. We will pay attention to the ways in which writers and artists think about making and unmaking. We will practice various kinds of making and unmaking in our writing. *This course provides students the opportunity to earn the W.*

ENLT 109W Language and Literature: The Work of Literature (4 hours)

This course introduces students to reading and writing about literature at the college level. The following question drives our exploration: this thing called literature—what work does it do? The course is concerned with what literature means, but is much more concerned with what literature does. As the course unfolds, students will explore and articulate many responses to this question including the following.:

Literature can prompt existential/spiritual growth for the individual (Kafka);

Literature can expose the intersections between social and environmental justice (Alexie; Kincaid);

Literature can revel in the ways nature, culture, power, and politics interrelate (Alexie; Kincaid; Hillman; Dickinson);

Literature can cultivate a sense of dwelling in language and on the earth (Dickinson; Hillman);

Literature can explore the complexity of identity (Shakespeare; Alexie; Kincaid);

Literature can enhance an awareness of multispecies communities (Dickinson; Hillman);

Literature can create and sustain community (applies generally to all literature);

Literature can fight against a failure of imagination (applies generally to all literature);

Literature can explore transformative moments in individuals and in society (applies generally to all literature).

The above list is just a start for the class to grapple with what happens when we read and circulate stories and poems through the community of a classroom. Students write four in-class essays and five take-home essays. *This course provides students the opportunity to earn the W.*

ENLT 203 Women of Genius (3 hours)

At the turn of the last century talented women of every description were fighting to have a voice—in politics, in society, in marriage; over their education, their bodies, and their economic destiny. How that struggle worked its way into the fiction and drama of the era (roughly 1880 to 1920) is the focus of this course. A recurring motif is the woman of great natural abilities—someone with a “genius” for this or that calling—who attempts, against steep odds, to win a public audience for her talents, whether from the lectern, the stage, the pulpit, or print. Requirements: two papers, two exams. *This course also satisfies an L02 Women’s Voices.*

ENLT 231 Animals in Literature and Society (3 hours)

Saint Mary’s Statement of Philosophy and Purpose emphasizes the importance of students exploring and discovering the “responsibilities

of women in the worlds of...community.” The authors we read in this course—many of whom are women—are concerned, though, with well-being of other-than-human animals within any given community. We live in the midst of a colossal sea change regarding how humans understand and interact with nonhuman animals. Interdisciplinary work on animal agency, animal rhetoric, animal culture, human-animal interactions, and the role of animals in childhood development is replacing the older paradigm that animals are nothing more than instinct-driven machines. This course draws on critical animal studies and other theories to establish concepts that give us intellectual traction to take nonhuman animals much more seriously in the literature we read and in the society in which we live.

Therefore, this course has two, complementary foci: 1) we use a theoretical context (animal agency, limitrophy, terministic screens) in order to explore how literature shapes and reflects human responses to nonhuman animals, and 2) we use the same theoretical context to reflect upon and direct our human-animal interactions during the experiential education portion of this course.

To bring our second focus to fruition, students will volunteer for at least eight hours at the humane society with the opportunity to participate in a wide variety of roles from walking dogs to taking puppies and kittens on visitations in the community. Students must also intentionally interact with or observe other species for an additional seven hours. Much can be learned from trying to follow a butterfly for longer than five minutes, or intently observing the interactions between members of a flock of geese for an hour, or actively playing with a cat or a dog, watching for ways they undergo an “ontological and semiotic innovation,” to echo Haraway.

The process of reading, volunteering, journaling, and writing research-based essays contributes, it is hoped, to better ways of co-existing with other animals on this shared planet. *This course also satisfies L03 Social Responsibility A and B and an Academic Experiential Learning.*

ENLT 334 Studies in World Literature: Postcolonial Women’s Writing (3 hours)

We will read and analyze texts by contemporary authors from around the world, including novels, short stories, poetry, graphic narrative, and creative nonfiction. All of the texts can be analyzed as examples of cultural and artistic expression and are informed by their varied and complex national, ethnic, religious, sociopolitical, and gendered contexts. We will discuss how the texts reflect the varied and intertwined histories from which these writers emerge, and how they participate in a larger conversation about our increasingly globalized perspectives. Moreover, we will note the multiplicity of stylistic and artistic choices reflected in the literature we read and consider how global literature challenges our expectations as Western readers. Two essays, midterm, final exam, participation. *This course also satisfies an L02 Women’s Voices.*

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—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?

MLTS 135 Women Making Mischief (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. This course is reserved for Professor Zachman's advisees.

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. *This course also satisfies L03 Global Learning B, Social Responsibility A and Intercultural Competence A.*

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.

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. *Section 71625 also satisfies the L02 Critical Thinking Seminar and is reserved for Professor Hamilton's advisees.*

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.*

HIST 202W United States History Since 1865 (4 hours)

What does it mean to be American? Whatever your answer is to this question, chances are it is connected to the themes and events we will discuss in this class. Starting with Reconstruction and ending in the late 20th century, the course will explore major political, social, and cultural transformations in American culture and history. Important themes include industrialization and urbanization, immigration, consumerism, warfare, civil rights, and other social movements. Voices that have been historically ignored are included in our conversations. Through the use of texts, primary sources, and documentaries, the course aims to familiarize students with the process of historical interpretation and to help students gain a deeper

understanding of the United States today. The course will enhance students' critical writing and speaking skills. ***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)

An introduction to anthropology through the comparative and historical study of peoples around the world, this course focuses on case studies of how people culturally adapt to their environments through social and political organization, religious beliefs and practices, subsistence strategies, division of labor and artistic expression. Cultural change and adaptation are addressed in relation to specific case studies of the contemporary global struggles of marginalized peoples. ***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.

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. Course covers a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 156 course is organized around systems of thought and social science concepts that identify biological, psychodynamic, cognitive, behavioral, and sociocultural approaches to psychological topics. Students will recognize the impact of human diversity, and learn that psychological explanations vary across populations and contexts. ***Credit granted for either PSYC 156 or PSYC 157, not both.***

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 71613 also satisfies the L02 Critical Thinking Seminar and is reserved for Professor Wang's advisees.***

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 48–50.

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.

MLIT 123 Intermediate Italian Conversation (1 hour)

Designed to enhance speaking and reading skills for intermediate level students planning to participate in the Rome Program for the second semester. Taken concurrently with MLIT 111. ***This course does not fulfill a Sophia Program requirement. Strongly recommended for students interested in study abroad in Rome.***

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. *Section 71426 also satisfies the L02 Critical Thinking Seminar, a Women's Voices and L03 Social Responsibility A. Section 71723 also satisfies the L02 Critical Thinking Seminar.*

PHIL 110W Introduction to Philosophy (3.5 hours)

A unit of the tandem The Art of Living, taken in conjunction with ART 211W. Both ceramics and philosophy are arts. The ceramicist, as artist, reaches for a deeper understanding of her medium. Her aim is to realize the potentials in clay through the creation of artifacts that—perhaps more frequently than those produced in any other of the fine arts—can be integrated and actually used as part of daily life, making that life a richer, more meaningful whole. The philosopher, likewise, reaches for a deeper understanding of her medium, in this case, life itself, exploring what it might mean to live a life that is a rich and meaningful whole.

In this tandem we will creatively read our way through some highlights of Western philosophical attempts to discover what goes into fashioning a meaningful life. Along the way we will discuss the abstract nature of beauty and creativity, learning what we can from the very concrete activity of bringing aesthetically satisfying meaning forth in the studio through both hand building and throwing on the wheel. Assignments in one class will in many cases connect directly to those in the other, allowing us plenty of opportunity for exploring the connections between these two challenging and engaging disciplines. *This course provides students the opportunity to earn the W and satisfy a Woman's Voices.*

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: Conversion (3 hours)

This course is an introduction to the subject of conversion. It will focus on the following questions: Why does an individual leave one set of beliefs for another? How does this take place? What are the practical consequences for the new believer? How does a conversion change the convert's relationship to the world around him or her? With these questions in mind, we will begin by reading texts that define conversion in academic terms and then will apply those terms to fictional and non-fictional case studies, specifically the autobiography of G. Willow Wilson, the literature of Ngũgĩ wa Thiong'o, and the biography of Malcolm X.

RLST 101 Introducing Religious Studies: Speaking of God (3 hours)

Why study religion? What does it mean to believe in God? How does personal faith relate to religion? Is religious faith a distinct part of life or does it permeate all of existence? Does religion matter? How does religion shape political life (in the United States, in the Middle East, in the world)? How can you as young women believers speak about God in a way that is credible to non-believers? Why should you as a first year college student at Saint Mary's College care? This course will engage such questions as it introduces you to some of the basic sources and skills required for the academic study of religion and responsible theological inquiry. Using inter-religious dialogue as a framework, we will study the dynamic historical nature of Judaism, Christianity, and Islam as we examine various ways in which these faith communities speak of God—in prayer, in history, in sacred scriptures, in religious classics, in religious practice, and in contemporary events. By the end of the semester, you will understand better how religion shapes the way practitioners view the world, find meaning, and contribute to the life of their communities. There are tests, papers, oral presentations and a final exam. *This course also satisfies an L02 Women's Voices.*

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.*

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. This course is reserved for Professor Houck's advisees.*

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, including a research essay, and each student will create a portfolio of her work to submit for L02: 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 the 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. (Section filled)*

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. (Section 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.

HUST 212 High Society (3 hours)

Study 1,000 years of English history as high society lived it. This course presents a social and cultural history of aristocracy and monarchy, from King Arthur to Princess Diana. We examine how and why the power, values, and leisure activities of this leisure class have changed over the centuries. This is a discussion course, supplemented by

occasional lectures, role-playing, and digital media. We will read a variety of works: a medieval romance, a novel, biographies, and historical documents, among others. Topics include: the English country house, chivalry, the aristocratic lady, and political power. *This course also satisfies the L03 Global Learning A and Social Responsibility A.*

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. (Section filled)*

ICS 201W Introduction to Intercultural Studies (4 hours)

The content of this course is similar to that of ICS 201. *This course provides students the opportunity to earn the W and satisfy 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 107 Physiology of Women (3 hours)

This course, designed for the non-science major, details the way women's physiology is unique. It includes the obvious ways women and men differ (e.g., the reproductive cycle and pregnancy) as

well as less obvious ways a woman's physiology is distinctive (e.g., heart disease and responses to stress). The lens through which all assignments are viewed will be the gender of experimental subjects used in the basic research upon which course information is based. *This course also satisfies the L02 Critical Thinking Seminar and a Women's Voices.*

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. A & P I 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.*

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 hours 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. Laboratory sections also satisfy the L02 Critical Thinking Seminar.*

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.*

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 71710 also satisfies the L02 Critical Thinking Seminar and is reserved for Professor Chamber's advisees.*

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. ***This course also satisfies the L03 Social Responsibility A and Intercultural Competence A.***

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 203W Social Problems (4 hours)

The content of this course is similar to that of SOC 203. ***This course provides students the opportunity to earn the W and satisfies the L03 Global Learning B and Social Responsibility A.***

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.

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.

ART 211W Ceramics: Introduction to Clay (3.5 hours)

A unit of the tandem The Art of Living, taken in conjunction with PHIL 110W. See description under PHIL 110W on page 24. ***This course provides students the opportunity to earn the W.***

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.

COMM 103W Introduction to Communication (3.5 hours)

The content of this course is similar to that of COMM 103. ***This course provides students the opportunity to earn the W and is reserved for Professor Baxter's advisees.***

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 145 Ballet Technique: Beginning (2 hours)

An introduction to basic ballet technique and terminology. Designed for students with no previous movement training. May be 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 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 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 150 Voices in Time (3 hours)

This critical thinking seminar will study the contributions women have made to the field of human knowledge and art by composing and performing music. We will consider the genesis and creation of a work, the historical/political climate in which it was created, the personal story of the composer or performing artist at the center of the work and its influence on society; all facets of a critical understanding at the center of an informed reading or performance. *This course also satisfies the L02 Critical Thinking Seminar and a Women's Voices.*

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 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.

Professional Arts

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

This course examines human behavior and the social environment using the generalist social work theoretical framework to explain the interactions of individuals, families, and groups. Special emphasis is given to the biological, social, psychological, and cultural factors that affect human behavior within these micro and mezzo systems.

This course also satisfies the L03 Social Responsibility A and B.

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

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	Minimum # of years of math in high school	AP Calculus AB Exam
100	18 or less	470 or less	19 or less	3	N/A
102	18–26	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	2 or less
133	41 or better	600 or better	28 or better	4	3 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 18–26 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. Graphics 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. 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 3. 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. 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. ***Section 71380 also satisfies the L02 Critical Thinking Seminar***

Elective Course Offerings Fall 2015

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 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 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 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 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.

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.

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**.

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, try our TRX/Cross Training class. Piloga incorporates the core strengthening movements of Pilates and combines them with classic yoga poses to leave you strong, flexible, and relaxed. And finally, we continue to offer our popular spin class as well as Zumba.

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 Piloga

PE 50 Personal Fitness Instruction

PE 50 Pilates

PE 50 Spinning

PE 50 Yoga

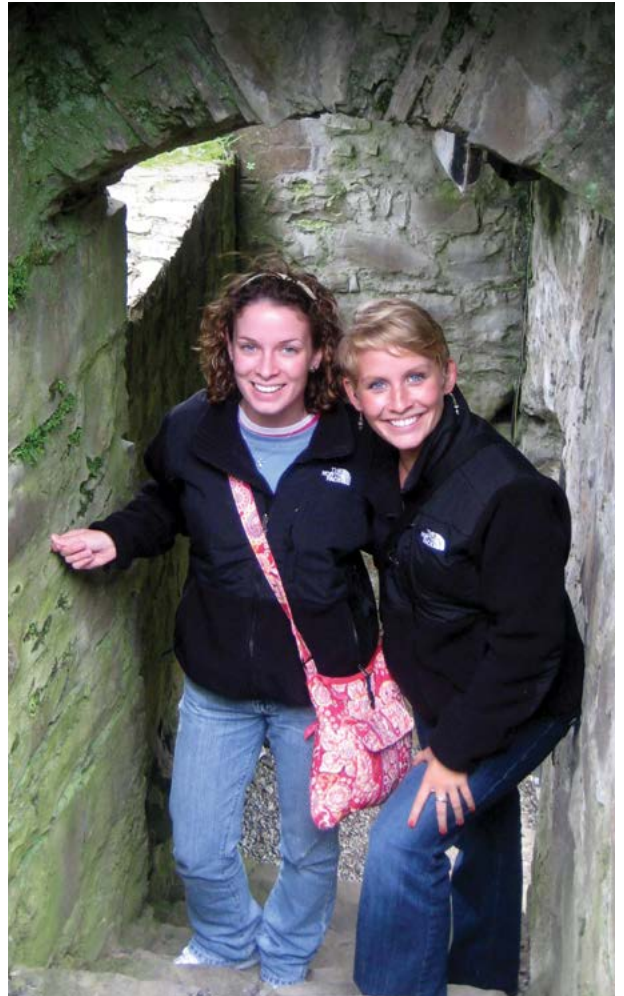
PE 50 TRX/Cross Training

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, or spring semesters at the Université 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 may select housing in UCO international residence halls or in home-stays with local families, which come highly recommended for French language acquisition and proficiency. Students participate in a variety of extracurricular activities at the Université. The Department of Modern Languages recommends that interested students study in Angers during their sophomore (preferred) or junior year or during the summer semester. 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.

DURBAN, SOUTH AFRICA

Saint Mary's College offers an international program provided by International Studies Abroad at the University of KwaZulu-Natal, Howard College Campus, Durban. The campus is about a 20 minute walk from the Indian Ocean and only a short drive away from Nature Reserves and other treasures of the KwaZulu-Natal Province. The program is an ideal fit for students interested in social justice, environmental biology, African literature, history, ethnic studies, religion, and sociology. Students typically take four classes or the equivalent of 16 credit hours while enrolled at the University of KwaZulu-Natal.

Students may enroll for fall or spring semester or the full year. Students will live in a single room in a dorm located at the center of the campus. Upon arrival, students participate in an orientation program and visit local attractions. The program is open to sophomores, juniors, and seniors. 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, nursing, 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. Student 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. If housing accommodations are full, Saint Mary's students could live with an Australian family. Most Australian students commute rather than stay on campus. 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, 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 37th 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 up to a year studying at one of the world's most storied universities, as well as at one of the most famous centers for the study of the Catholic intellectual tradition.

Participants in the program are able to work one-on-one with world-class faculty members, enjoy conversations and forge friendships with other talented students from around the world, and imbibe the history and culture of a medieval university city as well as that

of England itself. Blackfriars' course offerings are most robust in the disciplines of philosophy, theology, history and literature, though it is also possible to take tutorial and lecture courses at Blackfriars in economics, politics, and psychology, as well as to take lectures, seminars and language courses from the full range of offerings across Oxford University. Students who participate in the 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, when the College established its center in Rome, approximately 4,000 students have lived and studied on our Rome campus, taken archaeology classes in the Roman Forum, participated in ceremonies at the Vatican, and become part of the lively culture of Italy. Courses offered in the Rome Program, designed primarily for sophomores, include Italian language and literature, anthropology, Italian art history, political science, history, music appreciation, mythology, philosophy, religious studies, principles of marketing, and survey of international business and economics. Many of these courses fulfill Sophia Program requirements. 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 Women's University in Seoul, South Korea, which was established in 1886 as the first higher education institution for Korean women. It is now one of the most prestigious universities in Korea and the largest women's university in the world. Students choose from a wide range of courses in English. Korean language courses are offered, and students can enroll for a year or semester. Korean language is not required. In 2012, Saint Mary's started another semester exchange program in South Korea—Catholic University of Korea (CUK), which is about an hour drive from Seoul.

English courses offered by the program include business, international studies, religious studies, law, public administration, and Korean language, etc. Students live in the international dorm with local Korean students and international students from other countries. Korean language is not required, but students are encouraged to take the language course. Students can enroll for a year or semester.

SEVILLE, SPAIN, CÓRDOBA, ARGENTINA, and SAN JUAN, PUERTO RICO

The College is officially affiliated with the Spanish Studies Abroad in Seville, Spain; Córdoba, 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 Studies 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.

In Spain, Seville 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.

Courses include Spanish Language (grammar, conversation and comprehension, present-day Spanish usage, composition, Spanish for business), Civilization (Spain and Latin America), Literature (courses from the Middle Ages through twentieth century), and courses related to general education or other areas of specialization (history of Spanish art, history, politics and economy of Spain, sociology, anthropology, and others). Students live in private homes with host families who have agreed to host students and abide by Center rules and policies. Students are expected to take all meals at home. Laundry and the cleaning of rooms are taken care of by the host family. 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.

In 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 who have agreed to host students and abide by Center rules and policies. Host families provide meals, laundry, and the cleaning of rooms. 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 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. Based on the teachings and guidance in

ecumenical mission of the Catholic Church, Sagrado encourages and facilitates spiritual, moral, intellectual, social, and physical development of students. Saint Mary's students choose between an integrated studies program and an international studies program. Students that choose the integrated studies program take 12–18 credits per semester and choose 2–4 courses from regular course offerings taught in Spanish and taken with local students. One language class is required as part of cultural immersion and there is an optional internship or service learning course. Those students who choose the international studies program take 12–15 credits per semester. They engage in culture and area studies courses offered in English as well as service learning or independent research. 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 at the time of their application. Students applying to the integrated studies program must have completion of one semester of advanced college-level Spanish or the equivalent, or native/near-native speakers of Spanish. Students applying to the international studies program must have one semester of college level Spanish or the equivalent completed.

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, women's studies, 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. The Shanghai Program is open to students of any major and Chinese language background is not required.

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

advisors. Students have opportunities to explore Southwest China in the fall and Northwest China in the spring on a one-week module and visit memorial museums and temples in Nanjing and other cities in Eastern China.

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, Peru, traveling in Europe, and internships in Seville. 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. 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

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

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

Ms. April Lane
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, career exploration, developing effective job and internship search strategies, and preparing for graduate/professional school studies. Services include career assessments, résumé and cover letter writing, networking, interviewing, researching and applying to graduate/professional schools. Career counseling is available through individual, group, email, and telephone consultation. Additional resources include:

- The Alumnae Resource Network (ARN) is a database of over 6,000 contacts that enables students to identify alumnae throughout the professional spectrum to conduct information interviews and networking.

- College Central Network, the online job/internship vacancy 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, or 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

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

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

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- and 200-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, Chair of 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

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).

Stacie Jeffirs, Director
Career Crossings Office
Spes Unica, room 114
sjeffirs@saintmarys.edu

Professor Sean Savage
Department of Political Science
Spes Unica, room 247E
ssavage@saintmarys.edu

Associate Professor George Trey
Chair, Department of Philosophy
Spes Unica, room 160E
gtrey@saintmarys.edu

Women's Health

To assist first year students, Women's Health, which consists of the Counseling and Health Centers, supports the educational mission of the College by providing high quality care in an accessible, safe, secure, and confidential environment.

The Women's Health staff is committed to assisting students in their acquisition of knowledge, skill, and behaviors necessary to become self-directed health advocates. We encourage women to participate actively in their own mental and physical health maintenance and to make informed choices regarding their care.

Women's Health 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 Women's Health at **(574) 284-4805**. All services are confidential. A more detailed explanation of Women's Health services can be found at [**saintmarys.edu/health**](http://saintmarys.edu/health)

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



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.

Saint Mary's College will accept up to 30 credit hours by examination.

Advanced Placement Test

Test	Minimum Score Required	Course Equivalent	Sophia Program Requirement	Credit
Art History	3	ART 141	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	3	PHYS 101–102	yes	8 hrs
Physics B*	4	PHYS 217–218	no	6 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

* Two additional credits may be granted after reviewing high school laboratory text and notebook.

** 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
<i>Individuals and Societies</i>				
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
<i>Sciences</i>				
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 217	no	4 hrs
<i>Mathematics</i>				
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
<i>The Arts</i>				
Music	5	MUS 241	yes	3 hrs
<i>Language</i>				
French	5	MLFE 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. A maximum of six credit hours will be accepted for one session and 12 credit hours for two sessions. A maximum of nine credit hours may be earned in two summer sessions.
3. Sophia Program requirements may not be fulfilled by transfer credit. Transfer credit is elective credit only.
4. Work must be in a curricular area generally recognized for credit at Saint Mary's.
5. 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.
6. No credit will be granted for courses which the student again enrolls at Saint Mary's College.
7. No college-level course used to satisfy an admission requirement may also be awarded college credit.
8. No transfer credit will be accepted by Saint Mary's for courses which the student took before she completed her eleventh 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 Plagiarism¹

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.

¹ 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 2015–16

Fall Semester 2015		
August 20–22	Thursday–Saturday	Orientation and advising for all new students
August 22	Saturday	Celebration of Eucharist for Belles Beginnings
August 23–30	Sunday–Sunday	Enrollment for all students
August 24	Monday	Classes begin at 8 a.m.
August 26	Wednesday	Mass of the Holy Spirit
August 30	Sunday	Last day to add classes on PRISM (11:59 p.m.)
September 25	Friday	Last day to drop classes
October 17–25	Saturday–Sunday	Mid-semester break
October 20	Tuesday	Mid-semester deficiencies due
October 26	Monday	Classes resume at 8 a.m./Advance registration begins
November 16	Monday	Pre-registration begins for spring 2016
November 25–29	Wednesday–Sunday	Thanksgiving holiday
November 30	Monday	Classes resume at 8 a.m.
December 10	Thursday	Last class day
December 11–13	Friday–Sunday	Study days (no examinations)
December 14–18	Monday–Friday	Final examinations
December 22	Tuesday	All grades due to Registrar
Spring Semester 2016		
January 10	Sunday	New Student Orientation (afternoon)
January 10–17	Sunday–Sunday	Enrollment for all students
January 11	Monday	Classes begin at 8 a.m.
January 17	Sunday	Last day to add classes on PRISM (11:59 p.m.)
February 12	Friday	Last day to drop classes
March 1	Tuesday	Deadline for 2016–17 Financial Aid application
March 5–13	Saturday–Sunday	Mid-semester break
March 8	Tuesday	Mid-semester deficiencies due
March 14	Monday	Classes resume at 8 a.m./Advance registration begins
March 25–28	Friday–Monday	Easter holiday
March 29	Tuesday	Classes resume at 8 a.m.
April 11	Monday	Pre-registration for fall semester 2016 begins
April 28	Thursday	Last class day
April 29–May 1	Friday–Sunday	Study days (no examinations)
May 1	Sunday	Convocation
May 2–6	Monday–Friday	Final examinations
May 10	Tuesday	All grades due to Registrar
May 14	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.

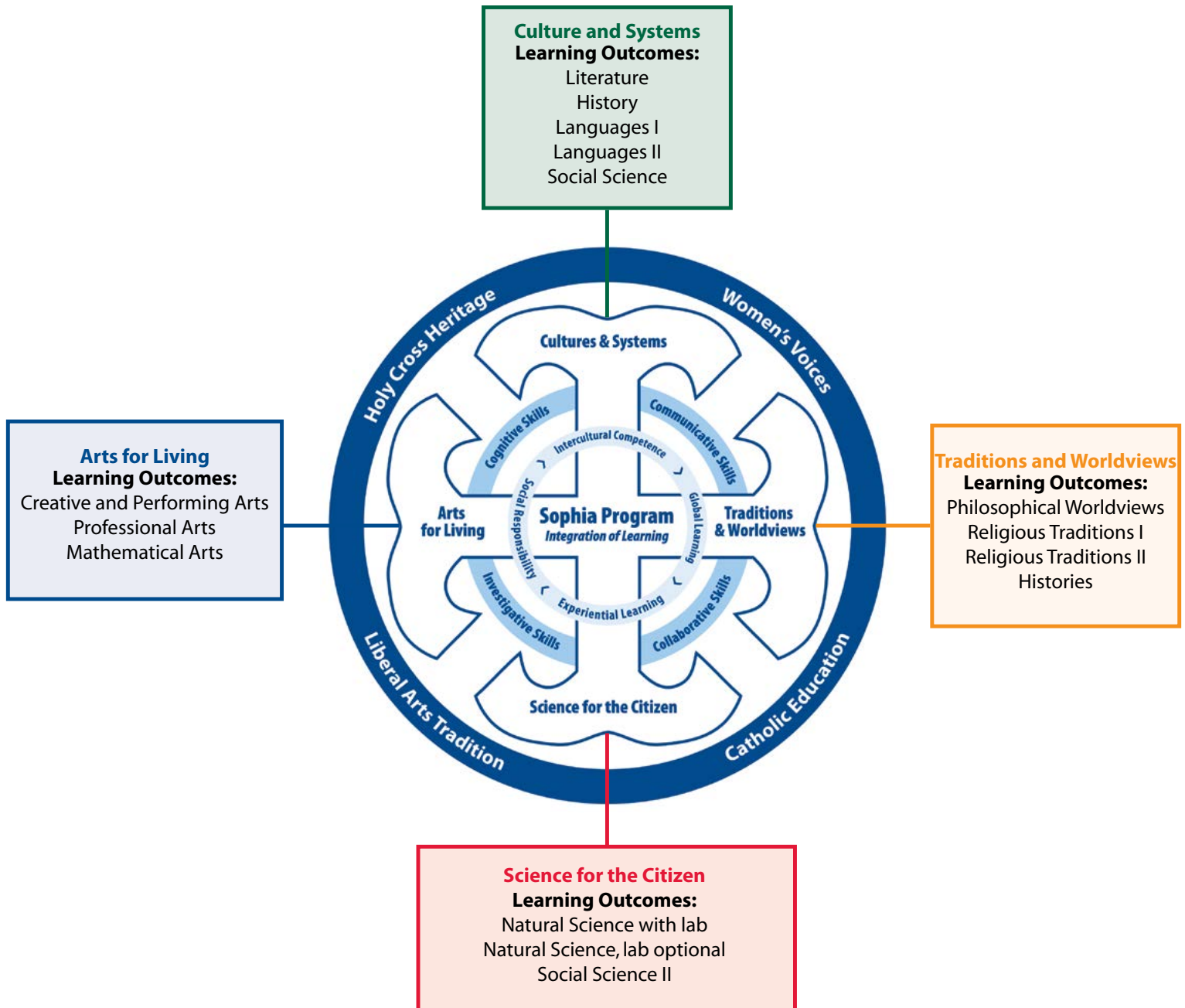
A Saint Mary's student communicates her ideas, insights, thought processes, and conclusions with accuracy, competence, and style in various media and contexts.

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 empathically 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 earn 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