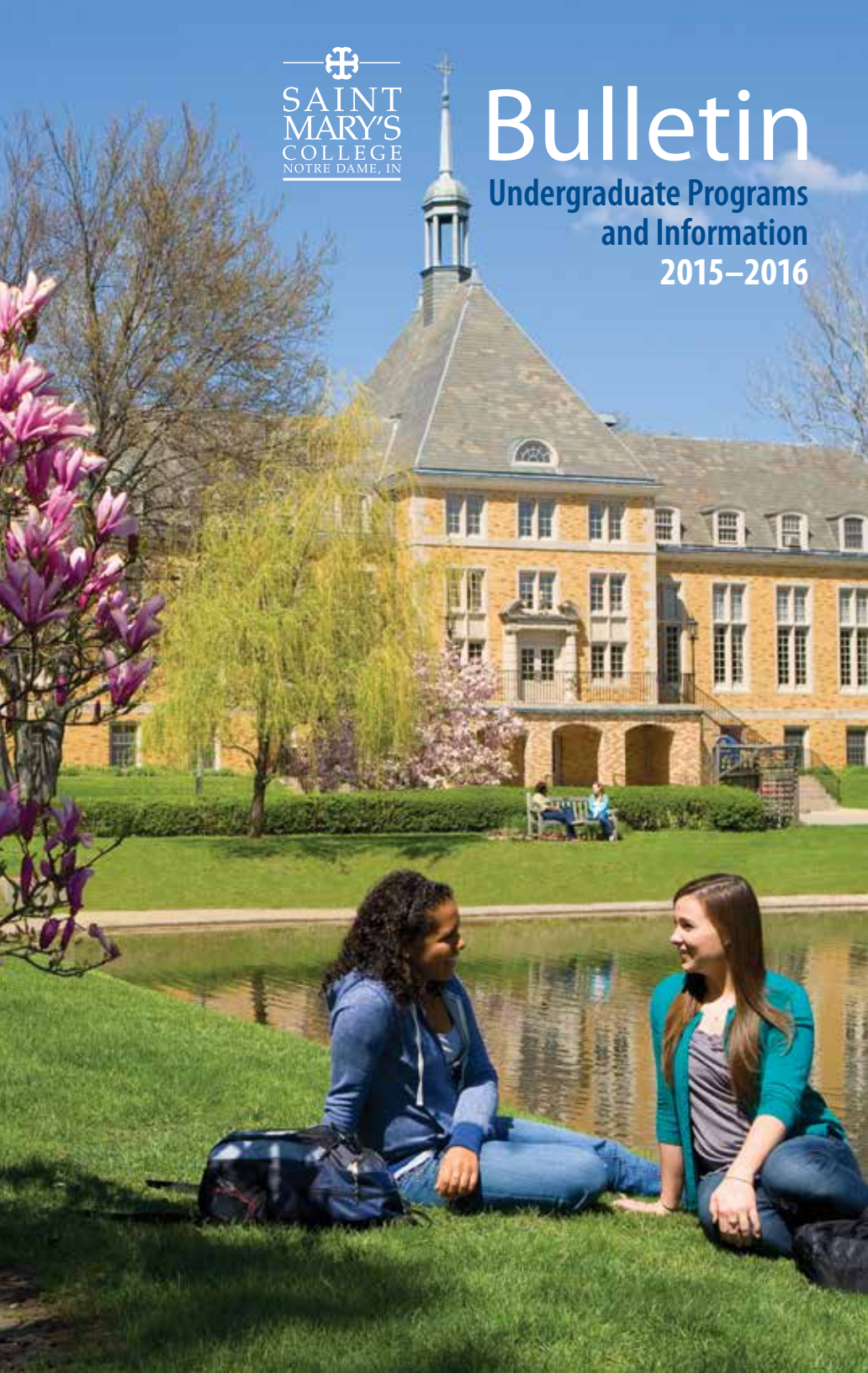


Bulletin

**Undergraduate Programs
and Information
2015–2016**





Undergraduate Bulletin
Saint Mary's College

2015–2016

Academic Year

Volume 154

Notre Dame, Indiana

Guide to Correspondence and Communication

Saint Mary's College, Notre Dame, IN 46556-5001, (574) 284-4000

Email: admission@saintmarys.edu Internet: saintmarys.edu

President, Carol Ann Mooney '72

- Institutional Research, Daniel Flowers

Provost and Senior Vice President for Academic Affairs, Patricia Ann Fleming

- Dean of Faculty, Vickie Hess
- Associate Dean of Faculty, Joe Incandela
- Associate Dean for Advising, Susan Vanek '70
- Campus and Community Events, Richard Baxter
- Career Crossings Office, Stacie Jeffers
- Center for Academic Innovation, Sister Amy Cavender, CSC
- Center for Women's Intercultural Leadership, TBD
- Cushwa-Leighton Library, Janet Fore
- Information Technology, Michael Boehm
- Records and Registration, Todd Norris
- Student Success, Diane Fox

Vice President for College Relations, Shari M. Rodriguez

- Advancement Services, Laura Brandenburg
- Alumnae Relations, Kara O'Leary '89
- Annual Fund, Heather Frey
- Development, Libby Gray Koulourides '93
- Donor Relations, Adaline Stefanac Cashore '70
- Gift Planning, TBD
- Integrated Marketing Communications, TBD
- Marketing Services, Ken Lavery
- Media Relations, Gwen O'Brien
- Web and Interactive Communications, Daniel Miller

Vice President for Enrollment Management, Mona C. Bowe

- Admission to the College, Sarah Gallagher Dvorak, '99
- Student Financial Assistance, Kathleen Brown

Vice President for Finance and Administration, Susan K. Bolt

- College Counsel, Title IX Coordinator, Richard Nugent
- Controller, James Herschel
- Facilities, Ben Bowman
- Human Resources, TBD
- Purchasing, Kathleen Carlson
- Student Accounts, Shannon Buchmann

Vice President for Mission, Judith Fean

- Campus Ministry, Regina Wilson
- Center for Spirituality, TBD
- Office for Civic and Social Engagement, Erika Buhning

Vice President for Student Affairs, Karen A. Johnson

- Assistant Vice President for Student Affairs, Janielle Tchakerian
- Athletics and Recreation, Julie Schroeder-Biek '88
- Belles Against Violence, Connie Adams
- Multicultural Services, Gloria Jenkins
- Residence Life, Ashley Hall
- Safety and Security, David Gariepy
- Student Involvement, Brittany House
- Women's Health, Elizabeth Fourman

Table of Contents

Calendar / 4–5
General Information / 6–10
Campus and Buildings / 11–14
Admission / 15–18
Campus Life / 19–24
Financial Information / 25–28
Financial Aid / 29–47
Academic Life / 49–72
Academic Degree and Graduation Requirements / 73–96
Courses of Study / 97–340
Board of Trustees / Officers of the College / 341
Administration / 342–345
Faculty / 345–357
Alumnae Association / 359
Campus Map / 360–361
Index / 363–365

This *Bulletin* depicts the status of the programs offered by Saint Mary's College as of June 1 of the year of its publication. Changes in programs do and necessarily must occur. The College maintains the current official status of College policy and programs in the Office of the Registrar. This publication is **not** an offer to enter into a contract. The College reserves the right to modify or eliminate College rules, policies and programs and to apply any such modifications to any student without regard to date of admission, application or enrollment. Any questions regarding changes since June 1, 2015 may be directed to registrar@saintmarys.edu.

2015–2016 Academic Calendar

FALL SEMESTER 2015

August 20–22	Thur–Sat
August 22	Saturday
August 23–30	Sun–Sun
August 24	Monday
August 27	Thursday

August 30	Sunday
September 25	Friday
October 17–25	Sat–Sun
October 20	Tuesday

October 26	Monday
November 16	Monday
November 25–29	Wed–Sun
November 30	Monday
December 10	Thursday
December 11–13	Fri–Sun
December 14–18	Mon–Fri
December 21	Monday
December 22	Tuesday

Orientation and advising for all new students
 Celebration of Eucharist for Belles Beginnings
 Enrollment for all students
 Classes begin at 8 a.m.
 Mass of the Holy Spirit (no classes between 11 a.m. and 1 p.m.)
 Last day to add classes on PRISM (11:59 p.m.)
 Last day to drop classes
 Mid-semester break
 Mid-semester Deficiency Reports due in PRISM by 8 a.m.
 Classes resume at 8 a.m./Advance registration begins
 Pre-registration for spring semester 2016 begins
 Thanksgiving Holiday
 Classes resume at 8 a.m.
 Last class day
 Study days (no examinations)
 Final examinations
 ND student grades due to SMC registrar 12 noon
 All grades due in PRISM by 12 noon

SPRING SEMESTER 2016

January 10	Sunday
January 10–17	Sun–Sun
January 11	Monday
January 17	Sunday
February 12	Friday
March 1	Sunday
March 5–13	Sat–Sun
March 8	Tuesday

March 14	Monday
March 25–28	Fri–Mon
March 29	Tuesday
April 11	Monday
April 28	Thursday
April 29–May 1	Fri–Sun
May 1	Sunday
May 2–6	Mon–Fri
May 9	Monday
May 10	Tuesday
May 14	Saturday

New Student Orientation (afternoon)
 Enrollment for all students
 Classes begin at 8 a.m.
 Last day to add classes on PRISM (11:59 p.m.)
 Last day to drop classes
 Deadline for 2016–17 Financial Aid application
 Mid-semester break
 Mid-semester Deficiency Reports due in PRISM by 8 a.m.
 Classes resume at 8 a.m./Advance registration begins
 Easter Holiday
 Classes resume at 8 a.m.
 Pre-registration for fall semester 2016 begins
 Last class day
 Study days (no examinations)
 Convocation
 Final examinations
 ND grades due to SMC registrar by 12 noon
 All grades due in PRISM by 12 noon
 Commencement

2016–2017 Academic Calendar

Dates for semesters beyond the 2015–2016 academic year are provided for reference and should be considered tentative.

FALL SEMESTER 2016

August 18–20	Thur–Sat	Orientation and advising for all new students
August 20	Saturday	Celebration of Eucharist for Belles Beginnings
August 21–28	Sun–Sun	Enrollment for all students
August 22	Monday	Classes begin at 8 a.m.
August 24	Wednesday	Mass of the Holy Spirit (no classes between 11 a.m. and 1 p.m.)
August 28	Sunday	Last day to add classes on PRISM (11:59 p.m.)
September 23	Friday	Last day to drop classes
October 15–23	Sat–Sun	Mid-semester break
October 18	Tuesday	Mid-semester Deficiency Reports due in PRISM by 8 a.m.
October 24	Monday	Classes resume at 8 a.m./Advance registration begins
November 14	Monday	Pre-registration for spring semester 2017 begins
November 23–27	Wed–Sun	Thanksgiving Holiday
November 28	Monday	Classes resume at 8 a.m.
December 8	Thursday	Last class day
December 9–11	Fri–Sun	Study days (no examinations)
December 12–16	Mon–Fri	Final examinations
December 19	Monday	ND student grades due to SMC registrar 12 noon
December 20	Tuesday	All grades due in PRISM by 12 noon

SPRING SEMESTER 2017

January 15	Sunday	New Student Orientation (afternoon)
January 15–22	Sun–Sun	Enrollment for all students
January 16	Monday	Classes begin at 8 a.m.
January 22	Sunday	Last day to add classes on PRISM (11:59 p.m.)
February 17	Friday	Last day to drop classes
March 1	Tuesday	Deadline for 2017–18 Financial Aid application
March 11–19	Sat–Sun	Mid-semester break
March 16	Tuesday	Mid-semester Deficiency Reports due in PRISM by 8 a.m.
March 20	Monday	Classes resume at 8 a.m./Advance registration begins
April 14–17	Fri–Mon	Easter Holiday
April 18	Tuesday	Classes resume at 8 a.m.
April 8	Monday	Pre-registration for fall semester 2017 begins
May 4	Thursday	Last class day
May 5–7	Fri–Sun	Study days (no examinations)
May 7	Sunday	Convocation
May 8–12	Mon–Fri	Final examinations
May 16	Monday	ND grades due to SMC registrar by 12 noon
May 17	Tuesday	All grades due in PRISM by 12 noon
May 20	Saturday	Commencement



August 2015

Welcome!

Whether you are a prospective student considering Saint Mary's College or a current student charting the course of your academic future, the 2015–2016 Saint Mary's College Bulletin will be a valuable resource for you. In the Bulletin, you will discover a wealth of information: detailed course listings, College history, academic regulations, financial aid materials, athletic programs and resources, faculty listings, and much more.

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

A handwritten signature in black ink, reading "Carol Ann Mooney". The signature is fluid and cursive, with a long horizontal stroke at the end.

Carol Ann Mooney '72
President

OFFICE OF THE PRESIDENT (574) 284-4602 FAX (574) 284-4800

Notre Dame, Indiana 46556-5001

General Information



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

MISSION STATEMENT

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

STATEMENT OF PHILOSOPHY AND PURPOSE

As a center of higher education, Saint Mary's fosters an academic climate of scholarship and learning for faculty and students alike. Through excellence in teaching and the example of its own active scholarship, the faculty challenges students to expand their horizons and supports them in their intellectual pursuits. A broad-based course of study invites students to think critically and creatively about the natural world and human culture. Acknowledging the need to prepare women for an array of careers, the College insists on a liberal arts foundation for all its students. Through their years at Saint Mary's, students acquire depth and breadth of knowledge, competence in quantitative skills and modern languages, the ability to think clearly about complex problems, and the capacity to communicate with precision and style.

As a Catholic college, Saint Mary's cultivates a community of intellectual inquiry, liturgical prayer, and social action. The College creates an open forum in which students freely and critically study the rich heritage of the Catholic tradition, raising the questions necessary to develop a mature religious life. The celebration of liturgy encourages students to explore the fullness of life and its mysteries. The College nurtures awareness and compassion for a troubled world and challenges students to promote human dignity throughout their lives. In preparing women for roles of leadership and action, Saint Mary's pays particular attention to the rights and responsibilities of women in the worlds of work, church, community, and family.

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

HISTORY OF THE COLLEGE

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

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

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

ACCREDITATION

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

American Chemical Society	National Association of Schools of Art and Design (NASAD)
American Speech-Language-Hearing Association (ASHA)	National Association of Schools of Music (NASM)
Commission on Collegiate Nursing Education	National Council for Accreditation of Teacher Education (NCATE)
Council on Social Work Education (CSWE)	Office of Educator Licensing and Development
Indiana State Board of Nursing	

MEMBERSHIPS

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

American Association of Colleges for Teacher Education (AACTE)

Independent Colleges of Indiana (ICI)

Association of American College and Universities (AAC&U)

Indiana Campus Compact (ICC)

Michigan Intercollegiate Athletic Association (MIAA)

Association of Catholic College and Universities (ACCU)

National Association of Independent Colleges and Universities (NAICU)

Campus Compact

National Catholic Education Association (NCEA)

College Board

National Collegiate Athletic Association (NCAA)

Council of Independent Colleges (CIC)

Women's College Coalition (WCC)

INFORMATION TECHNOLOGY

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

Students living in residence halls have access to the campus network and the Internet via ResNet, which provides one high-speed network connection for each room occupant, as well as one cable television connection for each residence room or suite. ResNet staff provides technical assistance to students who are having problems with their personal computers. Students also have the option of connecting to Saint Mary's College wireless network, "BelleAire", in most areas across campus. Wireless connectivity is available in all residence halls and academic buildings, with over 1,000 wireless access points distributed throughout the campus.

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

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

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

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

SAFETY AND SECURITY

Safety and security on campus is of paramount importance to the College. The Security Department joins with the Department of Residence Life and the Building Services, Grounds, and Maintenance departments to share mutual responsibility in keeping the campus safe and secure. However, the total involvement and cooperation of students, faculty, and staff are necessary to maintain a safe environment.

The Saint Mary's College Security Department is staffed by full-time officers, full-time dispatchers and a host of part-time and on-call officers, dispatchers and escort drivers. The staff provides 24 hour a day year-round security and for the Saint Mary's College community. The Director provides investigative services for the campus and works closely with local law enforcement, prosecutorial staff, social service organizations, and others to augment and provide the safest environment possible. The Director plans and provides safety programs and provides regular communications to the community concerning timely warnings and accompanying safety tips of crimes that may pose a continuing threat. The Security Department Compliance Officer provides regular inspections of College buildings to ensure safety issues are addressed in a timely fashion.

Blinkie

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

Stranded Student

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

Emergency Phones

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

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

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

GRADUATION RATE

The average 4 year graduation rate of the last 5 graduating cohorts is 73 percent. The average 6 year graduation rate of the last 5 graduating cohorts is 78 percent. The complete IPEDS Graduation Rate Survey may be found in the Office of Institutional Research.

Campus and Buildings



Saint Mary's College Campus

With its 100 acres of landscaped campus along the St. Joseph River, located within the 278 acres owned by the Congregation of the Sisters of the Holy Cross, Saint Mary's College enjoys natural and cultivated beauty and the ideal quiet setting for a college. Saint Mary's is also within easy access to the regional airport and the interstate highway system.

ACADEMIC/ADMINISTRATIVE FACILITIES

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

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

Haggar College Center, built in 1941, includes multipurpose rooms, a ballroom (Welsh Parlor), offices for Information Technology, Marketing Communications, Advancement Services, and Research and Development.

Havican Hall was built in 1947 as a model “campus school” to service neighboring parishes. Havican Hall now provides classrooms, high-tech classrooms, study areas, and faculty offices for the Department of Nursing. It also houses the Early Childhood Development Center (ECDC), a progressive childcare facility where many Saint Mary’s students study and work.

Le Mans Hall, built in 1923, serves as the largest residence hall on campus. It also houses many administrative offices at Saint Mary’s: Admission Office, Alumnae Relations, Business, College Relations, Dean of Faculty, Development, Financial Aid, The Office of Academic Affairs and First Year Studies, Institutional Research and Assessment, Offices of the President, Provost and Senior Vice President for Academic Affairs, Vice President of College Relations, Vice President of Enrollment Management, Vice President of Mission, Vice President of Student Affairs, Registrar, Residence Life and Housing, and Student Accounts.

Madeleva Memorial Classroom Building, built in 1967, with interior and exterior renovations completed in 2009, 2012 and 2013, contains classrooms, high-tech computer labs and classrooms, private faculty offices, faculty and student lounges; the Departments of Communicative Sciences and Disorders, Education, Mathematics and Computer Science; the Judd Leighton Speech and Language Clinic, the Academic Resource Center (ARC), the College Archives, and Carroll Auditorium, a 350-seat lecture hall. The recently renovated building memorializes Sister M. Madeleva Wolff, CSC, president of Saint Mary’s College from 1934–1961.

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

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

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

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

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

RESIDENCE HALLS

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

Saint Mary's College has a six (6) semester residency requirement. However, many students choose to live on campus beyond the requirement. Students participate in a room selection process based on a random lottery system. More information can be found at our web site saintmarys.edu/residence-life.

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

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

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

Le Mans Hall not only serves as a residence hall for 501 women, but as the central hub for the College's administrative offices, including advising offices. Room sizes available are single, double, triple, and quad. The beautiful Holy Spirit Chapel is located on the third floor.

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

Opus Hall, the senior apartment building, opened in 2005 and houses 72 students in two and four bedroom apartments. Each apartment is furnished, air-conditioned, and includes all appliances. The two story building also has laundry facilities, a common lounge on each floor for social gatherings, for study groups, or a relaxing conversation by the fireplace or on the sun deck. Opus Hall apartments provide senior students independent living with the benefits of being off campus while remaining close to campus events and activities.

Regina Hall, a 173,700 square-foot structure with its north and south wings. The north wing houses 146 students in singles, doubles and quads. The south wing houses 36 seniors in all single rooms. Regina South residents may also have a small pet. Regina residents enjoy access to a chapel, two large student lounges with adjacent courtyards. Regina is home to

the departments of Campus Ministry and Modern Languages. This hall also has many classrooms including a theatre classroom and a dance studio.

NOBLE FAMILY DINING HALL

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

CYBER CAFÉ

Located in the Student Center, Cyber Café/C-Store serves the Saint Mary’s student body as a convenience store and fun café. It sells great study snacks and fresh-off-the-grill meals. It is a great place to meet friends.

SPES UNICA CAFÉ

Need a quick bite but don’t have time to run over to the dining hall? Try our Spes Unica Café, located on the second floor of the Spes Unica building, a wonderful place to get an energy boost.



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

ADMISSION REQUIREMENTS

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

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

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

Saint Mary's has a modified rolling admission policy. Students who did not apply for Early Decision and whose applications are complete on or before December 1 will be notified of their decisions by mid-January. Applications submitted in December or later will be evaluated two to four weeks from the date of completion.

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

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

EARLY DECISION PROGRAM

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

Applications received after November 15 will be transferred into the regular admission program. The Admission Committee may transfer Early Decision applications into the regular admission program for further review. In such cases, the Admission Committee will ask the student to submit additional information, such as new test scores or updated grades.

These applications will be re-evaluated without prejudice, and the applicants will be notified of the Committee's decision after February 15.

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

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

SCHOLASTIC RECORD

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

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

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

HOME-SCHOOLED STUDENTS

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

TESTING REQUIREMENTS

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

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

CREDIT BY EXAMINATION

Saint Mary's College may award credit and/or exemption from college requirements based on official scores from College Board SAT Subject Tests, Advanced Placement Examinations, the College Level Examination Program (CLEP) or higher level International Baccalaureate courses. The College will accept up to 30 semester hours of credit by examination. Contact the Office of Academic Affairs and First Year Studies regarding advanced placement and the amount of credit granted or saintmarys.edu/first-year-placement.

EARLY ADMISSION

Mature, well-qualified students who wish to enroll full-time in college after graduating from high school in three years, may apply for early admission to Saint Mary's College. Major factors in the evaluation of candidates for early admission include a strong academic record and supporting recommendations from teachers and counselors. An informational meeting

with an admission counselor is strongly recommended. Admission decisions will not be made until final grades for the junior year are submitted and reviewed.

DEFERRED ADMISSION

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

STUDENT SUCCESS PROGRAM

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

ADMISSION OF TRANSFER STUDENTS

Students who have earned 12 credits or more from a regionally accredited institution after graduating from high school are considered transfer students. Admission of transfer students is competitive and based primarily on the student's academic performance in college, standardized test scores, essay, and recommendation. Of the information submitted, the Admission Committee attaches the greatest importance to the applicant's academic record. Transfer applicants must be in good standing at the last college attended or the one at which they are currently attending. Applicants are expected to:

- have earned a minimum cumulative GPA of 2.7 (on a 4.0 scale) in transferable work while attending full time, or
- have completed their most recent two semesters carrying at least 12 semester hours of transferable work, and earned a minimum GPA of 2.7.

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

- An application for admission (Common Application), which is available at commonapp.org.
- A final, official high school transcript showing date of graduation.
- Official college transcripts from each college attended.
- Catalogs or course descriptions from each college attended.
- A recommendation from a college professor or academic advisor who can verify good standing.
- SAT or ACT scores only for students who will have completed fewer than the equivalent of 24 semester hours at the end of the current term.
- An essay.

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

All transfer students must complete the College requirements for the degree outlined beginning on page 73.

ADMISSION OF INTERNATIONAL STUDENTS

Saint Mary's College encourages applications from international students. Admission is based on grades and curriculum in a secondary course of study, command of English as demonstrated through standardized testing, an essay and recommendation. Applications

should be submitted as early as possible but are accepted on a rolling basis. A candidate's file will be evaluated when all information has been submitted. To be considered for admission, international students must submit the following items:

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

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

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

In some cases, undergraduate applicants who were educated in a language other than English will meet all admission requirements with the exception of the English language proficiency. In such cases students could be conditionally admitted to the College, until they can either meet the appropriate level of English language proficiency through the Saint Mary's English Language School or continue their English language education and prove English language proficiency through appropriate TOEFL or IELTS scores at the level required.

DEGREE COMPLETION AND CONTINUING EDUCATION

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

NON-DEGREE SEEKING STUDENT

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

READMISSION

A student who has officially withdrawn from Saint Mary's, has earned college credit from an accredited institution since leaving the College, and wishes to return, should complete an application for transfer admission. A student who has officially withdrawn from Saint Mary's, has not earned college credit from any other institution, and would like to return, should send a written request to the Office of Academic Affairs stating her reason for wishing to be readmitted. In either case, the student will be notified of her readmission status after her application or request has been evaluated.

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

DIVISION OF STUDENT AFFAIRS

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

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

INTERCOLLEGIATE ATHLETICS AND RECREATION PROGRAM

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

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

WOMEN'S HEALTH

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

BELLES AGAINST VIOLENCE

The Belles Against Violence Office (BAVO) incorporates and reflects the Catholic Church's faith and social teaching to increase the capacity of Saint Mary's College to appropriately and effectively respond to violence against women in order to decrease the incidence and impact of violence against women as it impacts the College community. This office incorporates these issues through advocacy, education, training, and collaboration.

RESIDENCE LIFE AND COMMUNITY STANDARDS

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

Residency Requirement Policy

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

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

Residency Requirement Exemptions:

1. Resides with a parent or legal guardian in their principle residence within 30 miles of the campus.
2. Has resided in a college residence hall for at least six (6) semesters prior to the semester for which the request is for.
3. Has reached the age of 23 prior to the semester for which the request for exception is made.
4. Is married.
5. Has dependent family (children or parents) under the student's care.
6. Is enrolled in eight (8) or less credit hours for the semester in which the request for exception is made.
7. Has received written permission from the Vice President for Student Affairs for special circumstances.

Residency Requirement Procedures:

Students may request an exemption by completing the online form on our website at least 30 days prior to the 1st day of classes of the requested semester.

Decisions will be communicated with students in a timely manner.

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

Residence Hall Life

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

The residential environment supports and enhances the formal educational experience while teaching valuable life skills. The department works cooperatively with the **Residence Hall Association (RHA)** to provide programming and leadership in the residence halls. RHA is a student organization committed to promoting interaction among residential students, citizenship through self-governance and self-development of individuals. The organization provides several leadership opportunities as well as social and educational events, including the annual Little Sibs weekend. Each residence hall has a fully functioning hall council which receives funding and guidance from RHA.

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



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

Residence Life maintains all housing records and assists students with housing concerns such as room changes and roommate mediation.

STUDENT INVOLVEMENT

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

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

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

- **College governance** through a comprehensive student government association, class and residence hall governments, and membership on college-wide committees.
- **Clubs and organizations** provide the opportunity to fulfill the social, cultural, academic, political, spiritual, and recreational interests of students.
- **Student publications**, such as *Chimes*, the student literary magazine which reflects the artistic life of its contributors; *The Avenue*, an independent literary journal designed to allow the expression of student thought and concern; *The Blue Mantle*, the student published yearbook; and *The Observer*, the daily newspaper published for and by the Saint Mary's and Notre Dame student community.
- **National leadership and academic conferences**, where Saint Mary's student leaders enjoy a broad sphere of influence at the state, regional, and national level serving



as board members on steering committees, presenting at leadership and academic conferences, and hosting regional and state conferences.

- **Ad hoc initiatives**, such as the student-directed Dalloway's Coffee House and campus committees and task forces that provide students, faculty, and student development professionals the opportunity to work together to address real problems and issues on campus, forge working partnerships, and model a new concept of leadership.

MULTICULTURAL SERVICES

The Office of Multicultural Services provides a wide variety of services and programs related to cultural diversity and support. Some of those programs and services include: the Belles Connect program (an orientation program for under-represented and first generation students), advising student affinity groups, and providing support for the Student Diversity Board and the annual Diverse Student Leadership Conference.

DIVISION FOR MISSION

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

Campus Ministry

Campus Ministry fosters the call to community where freedom and fullness of life is celebrated through word, sacrament, service, and action for justice. Contributing to the liberal arts tradition, Campus Ministry has a particular responsibility to encourage students

to grow in both intellectual and experiential knowledge of their faith and to assume leadership roles within the Church and society.

To carry out this mission, Campus Ministry offers regular celebrations of Eucharist and Reconciliation, and prayer services such as Taizé Prayer, Evening Prayer, Ecumenical and Interfaith Prayer. In addition to these prayer opportunities, weekly Rosary and Eucharistic Exposition are offered in the residence hall. The department offers the processes of Christian Initiation and sacramental preparation, liturgical ministry formation, peer ministry formation, women's spirituality groups, bible study, retreats, spiritual guidance, alternative break opportunities and Theology on Fire. Campus Ministers and student ministry assistants are available and assist the residence life staff to enhance the spiritual life and building of community with residents, as well as respond pastorally in the event of an emergency. The Lay Ministry Program, in collaboration with the Religious Studies Department, offers further education and practical experience for those interested in pursuing ministry. (See: Religious Studies Department, page 315.) Campus Ministry collaborates with the Justice Education Department in co-teaching the experiential course, Church in the City. This course provides students an avenue to explore urban poverty firsthand, gain a deeper understanding of the social teachings of the church, and focus on creative ways to respond to the needs of the urban poor.

The Center for Spirituality (CFS)

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

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

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

The Office for Civic and Social Engagement (OCSE)

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



Financial Information

TUITION, ROOM AND BOARD, FEES

All tuition, room and board, and fee information is for the 2015–16 academic year. Specific information regarding these costs for the 2016–2017 academic year will not be available until May 2016.

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

Tuition

Full-time, 12 to 18 credits	\$18,310
Part-time, 1 to 11 credits	\$ 1,440 per credit
Credits over 18 per semester	\$ 720 per credit

Mandatory Fees

Technology Fee	\$ 180 per semester
Facilities Fee	\$ 130 per semester
Student Government Fee	\$ 80 per semester

Housing Charges

Single Room	\$ 3,590 per semester
Single Room with bath	\$ 3,860 per semester
Double Room	\$ 3,360 per semester
Double Room with bath	\$ 3,640 per semester
Triple Room	\$ 3,025 per semester
Triple Room with bath	\$ 3,305 per semester
Quad Room	\$ 2,745 per semester
Quint Room	\$ 2,350 per semester
Opus — Double (Seniors only)	\$ 4,705 per semester
Opus — Quad (Seniors only)	\$ 4,030 per semester
Regina South — Single (Seniors only)	\$ 3,590 per semester
Regina South — Super Single (Seniors only)	\$ 3,860 per semester

Board Charges

Board Plan	\$ 2,160 per semester
Belles Blue Plan (Off campus, Opus and selected senior housing residents).	\$ 415

Semester Study Abroad Programs

Application Fee	\$ 50
Tuition	\$ 18,310 per semester
Housing	\$ 3,500 per semester
Board Plan	\$ 2,160 per semester
Study Abroad Fee	\$ 390 per semester
Rome Program Surcharge	\$ 2,500 per semester
Oxford Program Surcharge (applies to the full-year option only).	\$ 12,470 per year

English Language School

Application Fee	\$ 100
Tuition (Fall, Spring and Summer terms)	\$ 260 per course
Tuition (4 week term, 5 course load)	\$ 1,300 per term
Tuition (Full Fall and Spring semester, 5 course load)	\$ 5,200 per semester
Student Service Fee (Fall and Spring semester)	\$ 95 per term

Summer Term 2015

Tuition	\$ 420 per credit
Housing	\$ 29 per day

Summer Study Abroad Programs.see below

Special Purpose Fees

Matriculation (application) Fee	\$ 30
Late Enrollment Fee	\$ 75

Course Fees

- Education:
- Supervised Teaching \$ 150 per semester
- Music:
- Private voice or instrument — one hour per week \$ 500 per hour
 - Private voice or instrument — one-half hour per week \$ 300 per half-hour
- Nursing:
- NURS 225, 227 \$ 150 per course
 - NURS 321, 323, 326, 330, 407, 410, 414, 415 \$ 50 per course
 - Testing fees (Classes of 2016 and 2017) \$ 90 per semester
 - Testing fees (Class of 2018) \$ 120 per semester
- Science:
- Biology Labs\$ 50 per lab
 - Chemistry Labs\$ 50 per lab
 - Physics Labs\$ 50 per lab
- Social Work:
- Field Practicum I \$ 10 per credit hour
 - Field Practicum II \$ 10 per credit hour
- Students taking classes at the University of Notre Dame or N.I.C.E. institutions are expected to pay fees applicable to those classes. See page 65.

SUMMER STUDY ABROAD PROGRAMS

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

DEPOSITS

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

REFUND POLICY

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

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

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

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

- Tuition and fees:

First week	70%
Second week	55%
Third week	40%
Fourth week	25%
- Board: A maximum 60 percent refund will be available less a charge of one-half of 1 percent for each calendar day that has expired from the date of registration to the effective date of the student's withdrawal and departure from campus.
- Room: No refund of room charges will be made unless the room is re-rented to a student who had been living in emergency housing on campus. If the room is re-rented, a *pro rata* portion of the room fee will be refunded, less the normal room change fee. The student must vacate the room within 24 hours of her withdrawal or dismissal.

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

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

- Tuition and general fees: A *pro rata* refund based upon the portion of the semester that has elapsed, up to a maximum of 80 percent of the total charges, will be made.
- Room and board charges: A refund equal to 75 percent for each remaining calendar day of the semester will be made.

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

First week	70%
Second week	55%
Third week	40%
Fourth week	25%
Fifth and subsequent weeks—no refund of any tuition or fees associated with that class.	

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

- D. **Withdrawal from international programs:** Students who withdraw from Saint Mary's international programs are subject to the reimbursement policies for each individual program. In the unlikely event of program cancellation, or if the student withdraws from the program before the first day of the program, the College will refund the remaining tuition, fees, and expenses.

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

UNPAID BALANCE

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

The College reserves the right to recover all costs involved with the collection and/or litigation of past-due accounts including but not limited to: collection agency fees, reasonable attorney's fees, court costs, and all other charges allowed by law.

FINANCING

Payment Policy

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

Monthly Payment Plan

The College offers a monthly payment plan for students. This plan allows students/parents to make payments in equal installments during each semester. Enrollment is by term and includes an enrollment fee per semester. If you are unable to pay your bill in full, you must enroll in the payment plan. If you do not enroll in the payment plan, you may be subject to a late enrollment fee, and the College will enroll you in the plan automatically. Information detailing the payment plan will be sent to students in the summer.

Credit cards are accepted for payment of student accounts. There is a processing fee associated with this service based upon the amount charged. Information about this service can be obtained by contacting the Student Accounts Office.

Sibling Remission

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

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

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

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

RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING AID

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

PRISM

PRISM is our secure, web-based portal which provides students with 24 hour access, seven days a week to financial aid and other student information. Students can view their current financial aid, check the status of their financial aid, and accept or decline their financial aid awards online via PRISM. To log onto PRISM, go to saintmarys.edu and choose "Current Students", then click on "PRISM Login."

CRITERIA FOR FEDERAL AID ELIGIBILITY

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

HOW TO APPLY FOR AID

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

FINANCIAL AID DEADLINES

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

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

May 15 Deadline for students who are selected for verification review to submit the required verification documents.

In addition, during each school year the last day for students and parents to apply for federal Direct student and Parent PLUS Loans is the Monday of the last week of class (not finals week) for the spring semester. If a student will only enroll in the fall semester, the last day to apply for a federal loan would be the Monday of the last week of class for the fall semester. Also, students who have been awarded an endowed scholarship and have been asked to write a thank you letter to the scholarship donor must send in the thank you letter before the scholarship will be credited to the student account.

HOW FINANCIAL NEED IS CALCULATED

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

$$\frac{\text{Cost to Attend Saint Mary's College} \\ \text{minus Expected Family Contribution}}{\text{Financial Need}}$$

The Financial Aid *cost of attendance* includes estimates of all expenses a typical student will have during the school year, even expenses that the family will not pay to Saint Mary's

College. The Financial Aid Office uses the “Cost of Attendance” to determine how much financial need a student has and to determine the maximum amount of aid for which a student is eligible. The actual amount a family will be expected to pay to Saint Mary’s College will usually be lower than the financial aid Cost of Attendance. Students can view their exact Cost of Attendance, expected family contribution, and calculated financial need, in PRISM.

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

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

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

OUTSIDE AID

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

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

WHEN STUDENTS ARE NOTIFIED OF AID DECISIONS

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

WHEN FINANCIAL AID IS DISBURSED TO STUDENT ACCOUNTS

Scholarships, grants, and loans funds will be credited to student accounts seven days before the semester begins, provided all the necessary paperwork has been completed by that date.

VERIFICATION

Each year certain aid applications are selected for a verification review. Verification is a process where the College will request additional documentation from a family before the financial aid package can be finalized. If selected for a verification review, the Financial Aid Office will request the following documents from a family: copies of the parents' W2 forms, copies of the student's W2 forms, and a completed Verification Worksheet. In addition, tax filers (both the student and parent) need to either log onto www.fafsa.gov and transfer data from their IRS tax return to the FAFSA, or the tax payer needs to request a Tax Transcript from the IRS.

The Financial Aid Office will then compare the documentation with the data originally reported on the aid applications, and will make corrections as needed. The verification process is a federal requirement and aid will not be credited to student accounts until after the verification process has been completed. In addition, because some financial aid awards have limited funding, if the Financial Aid Office does not receive the verification documents from a family by May 15, there may be a reduction in the student's aid.

SAINT MARY'S AID PROGRAMS

Academic Scholarships

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

Endowed, Specific Purpose Scholarships

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

International Student Scholarship

International students are eligible for academic scholarship similar to domestic students. In addition, Saint Mary's College distributes a limited amount of need-based aid to international students, depending on availability of funds and the family's level of need. To qualify, students must submit the Certification of Finances to the Office of Admission.

Academy of the Holy Cross Scholarship

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

Saint Mary's College Grants

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

Anonymous Endowed Scholarships (4)	The Jennifer Herzog Clark Memorial Scholarship
The Academy of the Holy Cross Scholarship	The Class of 1955 Scholarship
The Adamson Family Scholarship	The Class of 1956 Scholarship
The Alumnae Memorial Scholarship	The Class of 1957 Scholarship
The Ames/Ehlerman/Roark Scholarship	The Class of 1958/Sister M. Alma Peter, CSC Scholarship
The Bridget Anderson/KPMG Accounting Scholarship	The Class of 1959 Scholarship
The Georgia (Jill) Anthone Scholarship	The Class of 1960 Scholarship
The Catherine and Paul Balbach Scholarship	The Class of 1961 Scholarship
The Dympna Balbach Scholarship	The Class of 1962 Scholarship
The Mark Bambenek Memorial Scholarship	The Class of 1963 Scholarship
The Bank One of Indianapolis Scholarship	The Class of 1965 Memorial Scholarship
The Helen S. Bartosch and Pennies E. Ryan Presidential Scholarship	The Class of 1991 Circle of Friends Award
The Rose Heiser Bauerlein Scholarship	The Cleveland Alumnae Club Award
The Sister Rose Loyola Beattie, CSC Memorial Scholarship	The Coley Family Presidential Scholarship
The Mary Ann and Joseph M. Beckwith Presidential Scholarship	The Columbus Alumnae Club Award
The Kathy Malone Beeler Scholarship	The Community Foundation of St. Joseph County Scholarship
The Margery Guillaume Belanger Scholarship	The Patricia Lurel Cook Scholarship
The Helen Bellina Scholarship	The Rosemary Maloney Cool and Anna Louise Maloney Patterson Scholarship
The Bittorf, Albert, Sullivan Family Scholarship	The Marguerite Cooney Scholarship
The Black Family Scholarship	The Cornerstone Foundation Scholarship
The Constance Goodwillie Block Memorial Scholarship	The Coryn Family Scholarship
The Borg-Warner Scholarship	The Mr. and Mrs. Edward A. Cox Scholarship
The Emily Haggerty Bradley Scholarship	The Robert B. and Ruth E. Cronin Scholarship
The Robert and Mary Clark Bradley Scholarship	The Crowe Horwath Accounting Scholarship
The Sister Mary Brassil, CSC Scholarship	The Henrietta O'Brien Crowley Scholarship
The Katherine Ryan Brennan Scholarship	The Eileen Smith Cunningham Ireland Program Memorial Scholarship
The Sister M. Rita Estelle Broussard, CSC Scholarship	The Margaret Hall Cushwa Memorial Scholarship
The Carolyn Ann Burke Scholarship	The William and Anna Jean Cushwa Moreau Scholarship
The Grace Burke Memorial Scholarship	The Margaret Mary Moran D'Arcy Scholarship
The Business and Economics Scholarship	The John J. and Cecil Dahm Scholarship
The Frank C. and Marion C. Callahan Presidential Scholarship	The Frances A. Dahrling Scholarship
The Thomas J. and Mary Ann Kramer Campbell Scholarship	The Elizabeth Eagen Daley Scholarship
The Campiglia-Heron Award	The Dallas Alumnae Club Award
The Marie Corby Carey Scholarship	The Martha Abberger Daly Scholarship
The Alice Danforth Carroll Scholarship	The Matilda and Gayle Davido Scholarship
The Adaline Stefanac Cashore Scholarship	The Nancy Branton Davies Scholarship
The Janice Fahey Cavanaugh Scholarship	The Patricia George Decio Scholarship
The Chicago Alumnae Club Scholarship	The Joan Hoffman DeCrane Scholarship
The Frances Acerra and Dominic Henry Christopher Scholarship	The Dorothy Hayes Delaney Scholarship
The Florence A. Clark Scholarship	

The Deloitte Accounting Scholarship
 The Detroit Alumnae Club Award
 The Louise Sattler Donovan Memorial Scholarship
 The Mimi Doherty Scholarship in Elementary Education
 The Dudick Family Scholarship in Nursing
 The Katherine and Marian Duffy Memorial Scholarship
 The Martin Dull Scholarship
 The Duncan-Hotopp Family Scholarship
 The Marge and Paul Duncan Scholarship
 The Sister M. Rosaleen Dunleavy, CSC Scholarship
 The Earley Family Scholarship
 The Charles Leo Eaton Scholarship
 The Donald and Kara Early Scholarship in Biology
 The Marilou Eldred Scholarship
 The Ernst & Young Accounting Scholarship
 The Frank and Jeannette Eyerly Scholarship
 The Kathleen Ellen Fairl Scholarship
 The Faith Always, Action Now Scholarship
 The Theresa Loeffel Farrell and Hanford F. Farrell Memorial Scholarship
 The Dorothy M. Feigl Scholarship in Chemistry
 The Dorothy and Joseph Fitzgerald Scholarship
 The Dennis and Margaret Carroll Flynn Scholarship
 The Fort Wayne Alumnae Club Award
 The Francis Family Award
 The Laureen O'Connor Fratus Scholarship
 The Margaret Cannon Frederick Scholarship
 The G. Bernard and Pauline E. Fromme Scholarship
 The Georgia Alumnae Club Scholarship
 The Gibbons/Estabrook Family Presidential Scholarship
 The Gibbons Family Rome Program Assistance Fund
 The Mother Kathryn Marie Gibbons, CSC Memorial Scholarship
 The Gertrude Dewey Gillespie Scholarship
 The Carol Ann Girzaitis Memorial Award
 The Karen Schultz Goodyear Scholarship
 The Elaine Jeffers Graf Memorial Scholarship
 The Harold P. Graham Family Presidential Scholarship
 The Carlene Grube Memorial Scholarship in Nursing
 The Gladys Reed Gwinn Scholarship
 The Haggar Family Scholarship
 The Nancy Driscoll Haley Scholarship
 The Hamman Family Scholarship

The P. Jordan and Marjorie Hosinski Hamel Scholarship
 The Katherine A. Hammel Scholarship
 The Carolyn Dunlay Hamilton Scholarship
 The Mary Kathryn Carroll Hartigan Scholarship in Elementary Education
 The Elizabeth Conlin Havican Scholarship
 The H. J. Heinz Company Foundation Presidential Scholarship
 The Mr. and Mrs. Andrew A. Hellmuth Memorial Scholarship
 The Hellyer Family Scholarship
 The William A. Hickey Scholarship in Biology
 The Sister Bernice Hollenhorst, CSC Scholarship
 The Holy Cross Grant Fund
 The Irene Horning Memorial Scholarship
 The Michael S. Horvath and Martha A. Horvath Scholarship
 The Sister Saint Jean Howl, CSC and Sister M. Clarissa Conroy, CSC Memorial Award
 The Indianapolis Alumnae Club Award
 The Jim Jack Memorial Scholarship
 The Janovsky-DePauw Memorial Scholarship
 The Edward and Mary Johnson Scholarship
 The Alma Vukovits Jordanich Scholarship
 The Sister Magdala Judge, CSC Scholarship
 The Kansas City Alumnae Club Award
 The Mary Ann Lynch Keeler Award
 The Shannon Marie Kennedy Rome Program Memorial Scholarship
 The Wayne Kent Memorial Scholarship
 The Kiefer Family Award
 The William Kleine Family Scholarship
 The Sister M. Jean Klene, CSC Scholarship
 The Suzanne Kondratenko Memorial Rome Program Award
 The Korb-O'Brien Scholarship
 The Kuhn, Lehmann, Carey Scholarship
 The Mary, Grace and Elizabeth Kuntz Scholarship
 The Peter A. Kuntz, Sr. Family Scholarship
 The Ladies of Notre Dame/Saint Mary's College Scholarship
 The Landry-Pauli Family Scholarship
 The Carmella and Joseph Lazzara Memorial Scholarship
 The Dorothy May Leavitt Presidential Scholarship
 The Monsignor J. William Lester Scholarship
 The Lilly Faculty/Staff Scholarship
 The Constance Baird Linbeck and Mary Elizabeth Baird Cherry Memorial Scholarship

The William P. and Mary Lou Linnen Scholarship
 The Los Angeles Alumnae Club Award
 The Nancy Brozovich Lucey Memorial Scholarship
 The Nancy "Nini" Stoll Lyman Memorial Scholarship
 The Frances B. Lyon Scholarship
 The Jo Ann Grima MacKenzie Scholarship
 The Katherine McClatchy McAnaney Scholarship
 The Lawrence J. and Gretchen McCabe Presidential Scholarship
 The Elizabeth Ritchie McCandless Scholarship
 The Marion McCandless Scholarship
 The Anne A. McCarthy Scholarship
 The Peter Walsh McCarthy Memorial Scholarship
 The Sister Maria Concepta McDermott, CSC Scholarship
 The Ann McGahey Memorial Scholarship
 The Jerry McElroy Memorial Scholarship
 The Monsignor John J. McGrath Scholarship
 The McGraw-Morrical Family Scholarship
 The John William and Gloria Schulte McKenna Family Scholarship
 The Mary Kelly McLaughlin Scholarship in Sociology
 The Robert McLaughlin Scholarship
 The Helen Neumann McMahon Scholarship
 The Margaret Hayes McManus Scholarship
 The Judith Rauenhorst Mahoney Scholarship
 The Carol Mahony Memorial Scholarship
 The Mangan-Michaud Scholarship
 The Susanne Kahl Laatz Mangan Memorial Scholarship in Education
 The Maureen Hayes Mansfield Scholarship
 The Meagher Family Scholarship
 The John and Mary Mortimer Meany Presidential Scholarship
 The William S. and Catherine G. Miller Scholarship
 The Anne Barany Monserez Scholarship
 The Carol Ann Mooney Scholarship
 The Consuelo and Edward Mooney Scholarship
 The Norman and Phyllis Mooney Scholarship
 The Father Basil Anthony Moreau, CSC Scholarship
 The Moreau Music Scholarship
 The Pauline Hellman Mulroney Memorial Scholarship
 The Carmen Murphy Scholarship
 The David J. Murphy Carmelite Scholarship in Theology
 The Tom and Olive Murray Scholarship
 The Nellie Smith Nacy Scholarship
 The Nessinger Scholarship
 The Marjorie A. Neuhoﬀ Scholarship
 The Archbishop Noll Scholarship
 The Janis Harris North Scholarship
 The Notre Dame Federal Credit Union Scholarship
 The Mary Katherine O'Brien Scholarship
 The Patrick O'Brien Scholarship
 The Sister M. Basil Anthony O'Flynn, CSC Scholarship
 The Sister M. Francis Jerome O'Laughlin, CSC Scholarship
 The Lucille Weigand O'Shaughnessy Scholarship
 The O'Toole Scholarship
 The Opportunity Scholarship
 The Parents Council Scholarship
 The Raymond and Beulah Patnaude Scholarship
 The Theresa McLaughlin Patterson Scholarship
 The Julie R. Pelletiere Scholarship
 The Mary Gay Peltier Memorial Scholarship
 The Susan P. Peters Scholarship
 The June Hoene Petersen Scholarship
 The Peterson-O'Connell Scholarship
 The Patricia McAndrews Pilger Scholarship in Social Work
 The Robert A. Podesta/Bruno Schlesinger Memorial Scholarship
 The Edwina Powell Memorial Scholarship
 The Presidential Fellowship
 The Presidential Scholarships for Academic Excellence
 The Pricewaterhouse Coopers Accounting Scholarship
 The Ernestine M. Raclin Scholarship
 The Mary Rauh Scholarship
 The Sister Miriam Joseph Rauh, CSC Scholarship
 The Susan Gudgeon Reilly Scholarship
 The Louis Riedinger and Adaline Crowley Riedinger Scholarship
 The Sister Pauline Roach, CSC Scholarship
 The Sister Agnes Anne Robers, CSC Scholarship
 The Dorella Katherine Robinson and Joyce Robinson Adamson Scholarship
 The Roche Family Scholarship
 The Hannah S. Rosenthal Scholarship
 The Angela Andrews Rome Program Memorial Award
 The Elizabeth O'Hara Ryan Scholarship
 The Mary A. Ryan Scholarship
 The Cynthia B. Sack Memorial Award

The Saint Louis Alumnae Club Award
 The San Diego Alumnae Club Award
 The Scanlon/McKeever Award
 The Winifred Mulcahey Schaefer's Memorial Scholarship
 The Paul J. and Carol A. Schierl Scholarship
 The William J. and Sophronia B. Schmuhl Scholarship
 in Social Work
 The Scholl Foundation Nursing Scholarship
 The Roy and Mary Schultheis Scholarship
 The Sister Maria Pieta Scott, CSC Scholarship
 The Gwendolyn Seidensticker Scholarship
 The Sesquicentennial Memorial Scholarship in honor
 of the Sisters of the Holy Cross
 The Eli and Helen Shaheen Scholarship
 The Helen M. Sheppard Scholarship
 The J. Patrick Showalter Family Scholarship
 The Shuff Family Scholarship
 The Sisters of the Holy Cross Memorial Scholarship
 The Sisters of the Holy Cross Sesquicentennial Scholarship
 The Frances Slattery Scholarship
 The Elise Peyton Smith Scholarship
 The Sodexo Scholarship
 The South Bend Alumnae Club Scholarship
 The Spes Unica Scholarship for Indiana Students
 The Student Government Service Scholarship
 The Rose McCullough Sullivan Scholarship
 The Spike Sullivan Family Scholarship
 The Todd Sullivan Scholarship

The Regina Marie Symonds Scholarship
 The Bea Tarara Memorial Scholarship
 The Sister M. Agnes Cecile Teders, CSC Scholarship
 The Trustey Family Scholarship
 The Tuohy Family Scholarship
 The U.P.S. Scholars Program Scholarship
 The Sarah and Joseph Van Drisse Scholarship
 The Isabel Van Huffel Dray and Evelyn Van Huffel
 Reese Scholarship
 The Mary Hourigan Van Huffel Memorial Scholarship
 The Ann Meagher Vander Venet Scholarship
 The Beth Lichtenfels Veihmeyer Scholarship
 The ViBern Scholarship
 The Frank and Linda Visceglia Scholarship
 The Helen Holland Voll Scholarship
 The Mary A. Walsh Award in Theatre
 The Jane J. Warner Scholarship
 The Warner-O'Shay Scholarship
 The Washington, D.C. Alumnae Club Scholarship
 The Lucile Clemens Weber Memorial Scholarship
 The Wick Family Scholarship
 The Agnes Sobatzke Wiedl Scholarship
 The Dorothy and Darwin Wiekamp Scholarship
 The Margaret Kennedy Williams Scholarship
 The Elizabeth Weger Withers Memorial Award in Nursing
 The Sister M. Madeleva Wolff, CSC Scholarship
 The Mary Ellen Cushwa Wolsonovich Scholarship



Lilly Room Grants

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

ROTC Room Grants

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

Yellow Ribbon Program

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

Saint Mary's Undergraduate Tuition Remission

Wives and daughters of Saint Mary's salaried employees in salary grades four or higher, and other salaried and hourly employees based on length of service, may apply for this employment benefit. It is limited to undergraduate programs and does not include graduate programs. To receive this benefit, students must complete the FAFSA and an Application for Education Benefits with the Human Resources Office.

Sibling Remission

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

Tuition Exchange Programs

Each year a select number of new awards are made to full-time undergraduate students who have parents who work at colleges or universities which participate in the Consortium of Catholic Colleges Tuition Exchange and the Council of Independent Colleges Tuition Exchange. To be considered for these full tuition awards parents should begin the application process with their employer's tuition exchange liaison and also complete the Free Application for Federal Student Aid (FAFSA) by January 31. Tuition Exchange can only be used during the fall and spring semesters, except for periods of study abroad during which the award cannot be used.

Other Saint Mary's Awards

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

Additional Scholarships

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

Student Employment

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

FEDERAL FINANCIAL AID PROGRAMS

Federal Pell Grant Program

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

Federal Supplemental Education Opportunity Grant (SEOG)

The SEOG is awarded to students with substantial financial need according to the FAFSA application. Priority consideration is given to students who are Pell Grant recipients.

Federal TEACH Grant

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

Federal Work Study Program

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

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

Federal Perkins Loan

The Perkins Loan is a need-based federal loan. No interest accrues while the student is enrolled in school and repayment begins nine months after the student leaves school. The interest rate is fixed at 5 percent, and there are no fees associated with this loan. Priority consideration is given to students who are Pell Grant recipients.

Federal Direct Student Program

The Direct Loan program offers a low interest rate, and repayment begins six months after the student leaves school. There is a 1.068 percent federal default fee. Students must be enrolled at least half time in order to borrow from the Federal Direct Loan Program. There are two kinds of Direct Loans:

Subsidized – Awarded to students with financial need (per the FAFSA). No interest accrues while the student is enrolled at least half time. 2015–16 subsidized Direct loans will have a fixed interest rate of 4.29 percent.

Unsubsidized – Awarded to students who have no financial need (per the FAFSA). Interest starts accruing once the loan is disbursed. 2015–16 unsubsidized Direct loans will have a fixed interest rate of 4.29 percent.

Direct Loan Undergraduate **Annual** Limits

	Dependent Students	Independent Students
Freshmen	\$5,500	\$ 9,500
Sophomores	\$6,500	\$10,500
Juniors	\$7,500	\$12,500
Seniors	\$7,500	\$12,500

Direct Loan **Aggregate** Limits

Dependent Undergraduates — **\$31,000** (no more than \$23,000 of which may be subsidized)

Independent Undergraduates — **\$57,500** (no more than \$23,000 of which may be subsidized)

Federal Parent Plus Loan Program

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

A credit check is required for this loan, but if a parent is denied the loan due to credit the student may then borrow an additional amount of unsubsidized Direct Loan (\$4,000 for freshmen and sophomores and \$5,000 for juniors and seniors). There are fees of 4.272 percent with this loan. Interest accrues while the student is enrolled in school and the interest rate is fixed at 6.84 percent. Information about how to apply for a Federal Parent PLUS Loan is on our web page at saintmarys.edu/loans.

STATE AID PROGRAMS

Indiana Frank O'Bannon Grant

This grant, also known as the Higher Education Award and Freedom of Choice Award, is awarded to Indiana residents with financial need who complete the FAFSA application by March 10. In addition, in order to receive the maximum possible award, students must successfully complete the following minimum number of credit hours:

By the end of the first year:	24
By the end of the second year:	48
By the end of the third year:	72

Indiana 21st Century Scholars

This grant is awarded to students who are enrolled in the 21st Century Scholars Program who also complete the FAFSA by March 10. Students must be enrolled full time and the funds can only be used during the fall and spring semesters. In addition, students must successfully complete the following minimum number of credit hours:

By the end of the first year:	30
By the end of the second year:	60
By the end of the third year:	90

Indiana Student Teaching Stipend

Indiana residents who are minority students, with at least a 3.0 cumulative grade point average and will be participating in a student teaching experience in the upcoming term, may apply for this stipend.

Indiana residents who plan to teach in “high-need” fields, with at least a 3.0 cumulative grade point average and will be participating in a student teaching experience in the upcoming term, may apply for this stipend. The Indiana Commission for Higher Education has defined “high-need” fields for the State of Indiana as middle or high school math or science.

Indiana Minority Teacher Scholarship

Indiana residents who are U.S. citizens, minorities, and plan to teach in an accredited Indiana school may apply for this scholarship. The application is online at www.in.gov/sfa/2342.htm.

Mitch Daniels Early Graduation Scholarship

This one-time scholarship is for Indiana residents who graduate from a public Indiana high school at least one year early. To apply, students must complete the application at www.in.gov/sfa/2504.htm.

Indiana Part-time Grant Program

This grant is awarded to Indiana residents who will be enrolled between 6 and 12 credits per semester. Students must file a FAFSA and have need. Students can apply for this grant either at the end of the FAFSA process or online at www.in.gov/sfa/2362.htm.

Rhode Island State Grant

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

Vermont State Grant

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

OTHER AID PROGRAMS

ROTC

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

Notre Dame Faculty/Staff Dependent Undergraduate Tuition Remission

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

Private/Alternative Student Loans

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

FINANCIAL AID FOR STUDY ABROAD

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

FINANCIAL AID FOR STUDENTS LIVING OFF CAMPUS

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

FINANCIAL AID FOR SUMMER SCHOOL

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

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

FINANCIAL AID FOR POST-BACCALAUREATE PROGRAMS

Students enrolled in the post-baccalaureate teaching program at Saint Mary's College are not eligible for institutional aid, but may apply for Federal Direct Loan assistance.

FINANCIAL AID IN SUBSEQUENT YEARS

Application Process

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

Financial Aid Standards of Academic Progress

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

Academic Scholarship Renewal

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

Presidential Scholarships – 3.00

Madeleva Scholarship – 2.70

Dean's Scholarship – 2.80

Le Mans and Bertrand Awards – 2.50

Need-Based Aid Renewal

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

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

Indiana Frank O'Bannon Grant

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

FINANCIAL AID STANDARDS OF ACADEMIC PROGRESS

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

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

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

The criteria used to determine academic progress are cumulative grade point average, number of credits earned, and maximum time frame for



completion of degree. To ensure that a student is making progress throughout her course of study, Saint Mary's College assesses the student's progress at the end of each fall and spring semester. All periods of enrollment are reviewed, including semesters during which no financial aid was received.

Grade Point Average (GPA)

Students must have a minimum cumulative grade point average of 2.0.

Number of Credits Earned

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

Successful completion is defined as receiving one of the following grades: A; A-; B+; B; B-; C+; C; C-; D+; D; D-; H; S; P; or V. NOTE: If a student is granted a leave of absence from Saint Mary's College and receives grades of W in all of her classes, those credit hours still count as "attempted" credit hours for the purposes of this calculation.

Maximum Time Frame for Completion of Degree

Students must complete their degree program within 150 percent of the published length of their degree program. For example, if a degree requires 128 credit hours to graduate, a student could not receive financial aid beyond 192 credits attempted (including transfer hours), whether or not financial aid was received for those credits. Attempted hours are hours for which a grade was received, including grades of U, W, and X. Please note that institutional financial aid funding (e.g., Saint Mary's Grant, Presidential Scholarship, etc.) is available for eight semesters only.

Financial Aid Termination

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

Reinstatement of Eligibility

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

Appeals

Students on financial aid termination may appeal the loss of aid if extenuating circumstances prevented the students from making satisfactory progress. Circumstances which are considered extenuating are those that are *unusual* and/or *unforeseen* at the beginning of the year, such as: injury or illness of the student, death of a close relative, or other situations which were unexpected and beyond the student's control. Allowances may also be made for students who have a documented disability. Appeals can be made in writing to the Director of Financial Aid. The letter of appeal must explain: the reason why the student failed to achieve the minimum standards, and what has changed that will allow the student to achieve the minimum standards at the end of the next semester. Students are notified by mail of the results of their appeal.

Financial Aid Probation

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

Grades of Withdrawal (W)

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

Grades of Incomplete (X)

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

Repeated Courses

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

Transfer Hours

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

Changes of Major/Degree Program

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

Second Bachelor Degrees

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

Timing of Reviews

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

Minimum Satisfactory GPA Expectations for Part-Time Students

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

Complete Semester Hours	Minimum Cumulative GPA
0–16	1.8
17–29	1.9

STUDENT LOAN COUNSELING

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

Entrance Counseling

Entrance counseling is a process that aims to help students understand the rights and responsibilities associated with their student loans before the student incurs the legal

obligation to repay those loans. This counseling covers the importance of repayment, the consequences of default, the use of the Master Promissory Note, and provides sample monthly repayment amounts. Note that Saint Mary's cannot credit a student's account with loan proceeds until she has completed entrance loan counseling.

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

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

Exit Counseling

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

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

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

Federal Student Aid Ombudsman

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

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

Students can contact the U.S. Department of Education's Ombudsman at:

Office of Ombudsman
Student Financial Assistance
Room 3012, ROB #3
7th & D Streets, SW
Washington, D.C. 20202
Phone: 1-877-557-2575

WITHDRAWING FROM SAINT MARY'S COLLEGE

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

Please note that the College's calculation to determine the amount of tuition, room and board charges for which the student is responsible is separate from the federal calculation of how much federal aid the student can retain to pay those charges. Information about the College's refund policy can be found on page 27.

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

- **The date Saint Mary's determined that a student has withdrawn.** In other words, when Saint Mary's becomes aware that a student has withdrawn. This date triggers the time frames for when Saint Mary's is required to complete the Return of Title IV calculation and notify the student of the result of the calculation. This is the date that:
 - The student began the official withdrawal process, or the date the student provided official notice of her intent to withdraw, whichever is later, or
 - The date Saint Mary's began the paperwork for a health leave, or
 - The date Saint Mary's became aware the student had ceased attendance.
- **The withdrawal date.** This date determines the amount of aid a student has earned for that semester and can keep. This is that date that:
 - The student began the official withdrawal process, or
 - The student last attended an academically related event, or
 - If the College determined that the student did not provide official withdrawal notification due to illness, accident, or other circumstances beyond the student's control, the withdrawal date will be the date the College determines which is related to the circumstance, or
 - The date Saint Mary's began the paperwork for a health leave, or
 - If the student earned grades of all F the withdrawal date will be either
 - The last day of attendance at an academic related event (per Academic Advising) if available, or
 - The mid-point of the semester.

The **amount of Title IV assistance a student has earned** is calculated by first determining the percentage of assistance the student has earned/can keep, and then by applying that percentage to the total amount of Title IV assistance that was disbursed, or could have been disbursed, to the student.

- The percentage of Title IV assistance that has been earned is equal to:
 - The percentage of the semester which the student completed as of the withdrawal date, if the withdrawal date occurred before the 60th percent of the semester

- 100% if the withdrawal date occurred after the 60th percent of the semester
- The percentage of the semester is determined by dividing the total number of calendar days in the semester into the number of calendar days the student completed as of her withdrawal date.
- The total number of calendar days in a payment period includes all days within the semester, except scheduled breaks of at least five consecutive days or days in which the student was on an approved leave of absence.

Disbursement of Aid After Withdrawal

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

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

Return of Title IV funds

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

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



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

DIVISION OF ACADEMIC AFFAIRS

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

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

ACADEMIC OFFICES, PROGRAMS AND SERVICES

The Office of Academic Affairs and First Year Studies

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

Disabilities Resource Office

The Disabilities Specialist coordinates services and accommodations for students with disabilities who provide appropriate documentation (see page 62). The disabilities specialist works with identified students who have dyslexia and processing/ attention-related difficulties. These students are supported in mastering organizational skills, time management proficiency and academic learning strategies. This office is located in the Academic Resource Center in Madeleva Hall.

Office of Student Success

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

for Student Success, from which the Success Program originates, also offers student success workshops, programs, and individual consultation for the general student population.

Pre-Professional Advising

Pre-Health Advising

See the Pre-Med/Pre-Health Professions section beginning on page 305 for advising information.

Pre-Law Advising

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

Advising for Four Years and Beyond

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

All first-year students are enrolled in the following one-credit in the fall semester:

SPLL 101 Sophia Program in Liberal Learning: A First-Year Common Course (1)

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

This class generally meets once a week during the first semester in groups of 20 students or fewer and is taught by a faculty member who serves as the students' academic advisor. An upper-class student who serves as a peer mentor to this group of students also participates. This common course is designed to introduce first-year students to the many facets of their academic experience at the College and encompasses the following learning outcomes:

- Students will engage in a process of self-reflection by considering responses to the question, "Why am I here?";
- Reflect on the nature and value of a liberal arts education;
- Draw connections between her educational goals and larger issues raised by the Common Experiences and common texts;
- Develop attitudes and strategies for lifelong learning – in college and beyond;
- Apply their knowledge of elements of the Sophia Program to the crafting of their own educational program and goals;
- Continually build on their knowledge, transferring their learning between a variety of experiences and courses.

Career Crossings Office

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

Choosing a Major/Exploring Career Options

Instrumental to the foundation of career development and growth of students, the CCO provides support and guidance in choosing a major and exploring career options associated with a fields of interest. The CCO can provide counseling and access to:

- Career assessments including the Strong Interest Inventory, Myers-Briggs Type Indicator, and StrengthsQuest
- Job shadowing and informational interviewing
- “What Can I do With a Degree in...?” and alumnae career path resources
- Career Resource Center with hundreds of books and resources to explore career options

Internship Searching

The CCO assists in internship search to explore goals, searching techniques, and the necessary resources to uncover a world of internship possibilities. The office also hosts various internship preparation programs throughout the year.

Job Searching

The CCO helps students explore career goals and strategies to meet their individual needs and maximize job search endeavors. Information and resources are available to develop networking, researching, and résumé and cover letter writing skills.

Résumé and Cover Letter Writing

Résumés and cover letters are an opportunity to provide a great first and lasting impression with potential employers. The CCO assists with developing and fine tuning job search correspondence to make a positive impact on employers. In addition, the Career Resource Center provides several print publications on writing effective résumés and cover letters that are available for browsing and checking out. Online workshops are available through the CCO web site as well.

Networking and Interviewing Skills

Perhaps the most difficult to develop and master, networking and interviewing skills are critical to the success of internships and job searches. The CCO provides one-on-one mock interviewing and counseling sessions to assist in developing interviewing skills as well as in learning the basics of networking. Throughout the year, the CCO hosts programs that allow students to utilize and develop both networking and interviewing skills.

Graduate and Professional School Preparation

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

Exploring Alternative Post-Graduate Options

Students from Saint Mary's College not only enter into jobs after they graduate, but may pursue volunteering and service opportunities. The CCO can assist with the exploration of how short-term plans can compliment long-term career and life goals. The office works closely with the Division for Mission to provide accurate and up-to-date information on various volunteer and service opportunities at the local, regional, national, and international level.

On-Campus Recruiting Program

Employers from various industries visit the Saint Mary's campus each year to recruit for jobs and internships. Employers conduct interviews, information sessions, and information tables in which students are encouraged to participate and explore options offered by the employers. A current list of employers recruiting on campus is available in College Central Network.

College Central Network

All students and alumnae have access to the College Central Network system, featuring numerous job and internship opportunities. Students and alumnae can review postings, apply for positions, post résumés, and more.

Alumnae Resource Network

The ARN houses contact information for over 6,800 alumnae throughout the United States and abroad working in all industries and with all types of employers. Access the ARN at <http://connect.saintmarys.edu>.

Career Resource Center

The CRC houses hundreds of publications on career-related topics. Books and resources are available for check-out from the CRC or can be browsed in the office.

The Center for Academic Innovation

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

The Center for Women's Intercultural Leadership

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

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

International Programs

Saint Mary's has a long history of providing quality international programs as an essential part of our educational mission—forming women leaders who will make a difference in the world. As this world becomes increasingly interdependent, the College offers an expanding range of semester, year, semester break, and summer study and service programs in a wide

variety of countries, and encourages students to take advantage of them. These programs are coordinated by the Global Education Office within the Center for Women's Intercultural Leadership. Since program requirements and credit arrangements vary considerably, students should start the planning process as early as possible in their college careers. The Global Education Office will assist students in researching and pursuing their options. Students should work closely with the program coordinators to craft a course of study that will allow them to take full advantage of the opportunities available while making progress toward their major and Sophia Program requirements. For Saint Mary's College programs, the program coordinator in charge will also guide the student through the application process, and financial aid for semester programs will be applied. Students may apply for institutional study abroad grants and national scholarships. To be accepted for credit, non-Saint Mary's programs must meet pre-defined academic standards and must be approved in advance by the Office of Academic Affairs and First Year Studies and the Global Education Office. These programs are generally not eligible for Saint Mary's financial aid.

Academic Year Programs

Córdoba, Argentina

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

Fremantle, Australia

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

Innsbruck, Austria

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

Shanghai/Nanjing, China

Saint Mary's students may participate in the program at the Shanghai Center on the campus of East China Normal University through our partnership with the Council of International Educational Exchange (CIEE) for the fall, spring semester or the full year. Shanghai, one of Asia's most exciting business and cultural centers, is the perfect environment for students to take Chinese Language courses, business classes and other courses (Chinese culture, culture studies, history, journalism, etc.) in English to understand

China in a global context. Students have opportunities to learn outside the classroom through volunteer opportunities, cultural activities, a three-day field trip with excursions to Chinese companies and factories, or an organizational internship. The Shanghai Program is open to students of any major. Prior study of Chinese at Saint Mary's is strongly recommended.

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

Oxford, England

Saint Mary's is one of a few Catholic colleges and universities in the United States that have been invited to participate in the Overseas Student Programme at Blackfriars Hall of Oxford University, which provides highly motivated and advanced students (cumulative 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.

Angers, France

Saint Mary's College offers students the opportunity to study in Angers for the fall, spring, and academic year or for the four-week summer program at the Université Catholique de L'Ouest (UCO) in CIDEF, which is the Institute of French as a Foreign Language. Students enroll in French language courses and, depending on level, one or two content courses toward their undergraduate degree. The semester and full-year programs start with a language intensive period to fully immerse in French. In addition to language, CIDEF course offerings include history, art history, literature, philosophy, politics, culture, and topical subjects. Those with advanced language skills may take courses in the regular curriculum at UCO. Those with introductory language skills may take courses in English at UCO. We strongly recommend that interested 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. Admission to the program is finalized through UCO. Students live with host families or in UCO international residence halls and participate in a variety of extracurricular activities at the university. The program includes excursion trips each semester and often includes a Saint Mary's Heritage excursion to LeMans.

Maynooth, Ireland

Since 1977, approximately 40 students per year have studied at the National University of Ireland at Maynooth (N.U.I.M.) in Maynooth, Ireland. These students attend regularly scheduled classes with and live among Irish students. They mainly choose sophomore-level general education courses approved to the Sophia Program in literature, history, classical

civilization, philosophy, theology, economics, anthropology, or sociology. A course in Irish culture including lectures and tours is required. Students on the Ireland Program may enroll for the Irish academic year or for one semester. Applicants should demonstrate a serious attitude in their college work (a 2.8 cumulative GPA is recommended), and must complete an application process to qualify.

Rome, Italy

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

Ifrane, Morocco

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

San Juan, Puerto Rico

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. A minimum 3.0 GPA at the time of application is required. 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.

Durban, South Africa

Saint Mary's College offers an international program via International Studies Abroad at the University of KwaZulu-Natal (Howard College Campus) in the bustling tourist resort area of Durban. The program is an ideal fit for students interested in social justice, environmental biology, African literature, history, ethnic studies, religion, and sociology. Students typically take four classes or the equivalent of 16 credit hours while enrolled at the University of KwaZulu-Natal, and may enroll for fall or spring semester or the full year. Students live on campus in the dorms with a mix of local South African and international neighbors. Students participate in an orientation program

upon arrival and are encouraged to take advantage of provided travel and community volunteer opportunities. The program is open to sophomores, juniors, and seniors with a minimum 2.5 GPA. It is expected that participating students be in good disciplinary standing and exhibit emotional maturity and adaptability to new experiences.

Seoul, South Korea

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

Seville, Spain

In 1999, the College formally affiliated with Spanish Studies Abroad in Seville, Spain which offers a total immersion program on the study of the Spanish language and culture. Students live with host families and choose courses embracing a variety of disciplines - language, civilization, literature, politics and economy of Spain, art history, Spanish society, comparative marketing, the Spanish business environment, and others. All courses are taught in Spanish, and students must have completed at least two semesters of intermediate college Spanish or the equivalent and earned a 3.0 average in those courses. Advanced students may participate in an internship program. Students can study in Seville for a summer, semester, or academic year. Spanish majors and minors typically spend the second semester of their sophomore year studying abroad.

Summer Study Abroad

China Summer Program

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

Environments of Ecuador Summer Program

One of the most environmentally diverse countries in the world, Ecuador offers a unique opportunity to experience four distinct ecological settings. Witness 500-pound tortoises on the Galapagos Islands, alpacas of the Andes highlands, and Capuchin monkeys in the Amazon. Students will discover a fascinating world of unusual plants and animals. Open to students in all majors, the course highlights the natural beauty of Ecuador in an 18-day travel experience during the summer. Particular emphasis is placed on local conservation efforts, the intersections between biology and culture, and the rich diversity of life. A one-day service project in the Andes is also included. This course is offered in even-numbered years.

European Summer Study Program

The European Summer Study Program is an introduction to European history, culture, international business and other topics. This four-week program is offered each summer, from mid-May to mid-June. Classes are offered, not in the usual four-walled setting, but instead in the places where events happened. The key to the learning process on this

study trip is experience. Students can take up to six credits and apply them toward their electives. In the past this program has visited Dublin, Edinburgh, London, Paris, and Brussels, and taken side trips from major cities to places like Killarney and Blarney or Stonehenge and Bath.

Internships in Seville

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

Greece Summer Study Program

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

Honduras Summer Service Learning Program

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

Korean Summer Program

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

Uganda Summer Program

In 2009 Saint Mary's launched a seven-week summer practicum program working with the Sisters of the Holy Cross in Kyarusenzi, Uganda. This program is currently only for Education and Nursing majors. It is an opportunity for students to live and work directly with the Sisters of the Holy Cross and immerse themselves in the local community offering skilled assistance in education and nursing. Students take a practicum course in either education or nursing for seven weeks, with one overnight outing in a game park midway through the program. Students should have rising Senior status in order to apply.

Semester Break Programs

Honduras Program

This one-credit version of the program listed under Summer Study Abroad takes place in alternate years.

Education Studies in Ireland

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

English Language School

Saint Mary's College offers a year--round program of non-credit English language courses to speakers of other languages. The program offers small classes that cater to the individual needs of the students from the beginner to the advanced level of English proficiency. Non-credit courses in each 4-week session include English reading, writing, speaking, listening, and content-based electives. Qualified students may apply for conditional admission to Saint Mary's College degree programs, which provides non-native speakers an opportunity to bring their language skills to an acceptable level in order to ensure their success. The Saint Mary's College English Language School (ELS) is part of a campus-wide initiative to internationalize the campus and to attract more international students.

Students in the program have the opportunity to experience full language and culture immersion by living on campus in residence halls with US students and participating in campus life. Students in the ELS program also benefit from immigration advising and cultural programming along with all international students.

For more information on the English Language School contact Saint Mary's College Center for Women's Intercultural Leadership at (574) 284-4212 or visit the web site at <http://cwil.saintmarys.edu/els>.

ACADEMIC POLICIES AND PROCEDURES

Academic Calendar

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

Summer Sessions

Saint Mary's College offers on-campus and online sessions beginning on the Monday after graduation for students who wish to continue their education during the summer. Summer Sessions are also open to visiting, non-matriculating students from other colleges and universities. The course offerings include Sophia Program requirements, major requirements, and electives. Students take courses at a reduced tuition rate and generally may enroll in a maximum of three courses in the summer with no more than two courses at the same time. Female students may also reside in one of Saint Mary's residence halls. Summer travel programs are also available.

Academic Load

A student must carry at least 12 hours of credit per semester to be considered a full-time student. Part-time students carry fewer than 12 semester hours of credit. Sixteen hours per semester is an average load, 18 hours is the usual maximum. A student may carry more than 18 hours only with the approval of the Office of Academic Affairs and First Year Studies. She will be charged for each semester hour over the maximum load. If a student is admitted conditionally or placed on academic probation, her course load may be restricted but will not fall below 12 hours of credit.

Add/Drop

A course may be added through PRISM until the end of the first week of the semester (ends Sunday at 11:59 p.m.). Course additions may continue through the end of the seventh day of the semester (Tuesday at 5 p.m.) with instructor permission through the use of an Add/Drop form available in the Registrar's Office (161 Le Mans Hall). A course may be dropped without penalty during the first five weeks of the semester. (See also: Withdrawal from a Course, page 69.)

Appeal Procedures

Appeals of academic honesty violations, contested grades, and waivers of academic policies must be initiated within 30 days of notification or, in the case of a contested grade, within 30 days of the new semester.

Academic Hearing Board

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

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

Academic Appellate Board

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

The student must initiate the appeal of a judicial action in writing to the chair of the Academic Standards Committee within 48 hours of receiving the notification.

All appeals must be based on new evidence or violation of rights to due process. The Academic Appellate Board will meet to discuss the merit of the appeal. If the board believes the appeal lacks merit, the appeal is denied. If the board requires additional information, it may require a meeting with the student. If the appeal has merit, the student will be granted a hearing before the academic appellate board.

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

Appeal Procedure for Denial of “W”

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

Assignment of Credit

Saint Mary’s College operates under a semester credit hour system and defines credit hours based on the Carnegie unit. Each semester hour of credit represents 50 minutes per week of lecture or recitation (15 weeks) and 2 to 3 hours of time spent in independent preparation (readings, papers, etc.). The length of a laboratory or clinical period depends upon the requirement of the course. Normally, one semester hour of credit is awarded for satisfactory work in one hour of class work per semester. One semester hour of credit is awarded for satisfactory work in two or three hours of laboratory work per week for a semester.

The assignment of credit policy applies equally to courses offered for less than 15 weeks, such as summer session courses. Such courses contain an equal or greater number of hours of direct instruction and independent preparation as the same course offered in the standard 15-week semester.

The assignment of credit policy applies equally to courses delivered through all modes of instruction including online courses. A course taught online must first be reviewed and approved by the Teaching Learning Technology Roundtable. An online course is approved only once it has been determined that the course covers the same content and achieves the same outcomes as the same course taught on-campus.

Attendance/Absence

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

Auditing a Course

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

Classification of Students

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

first year student	0–28.99 semester hours of credit
sophomore	29–60.99 semester hours of credit
junior	61–92.99 semester hours of credit
senior	93 or more semester hours of credit

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

Continuation in College

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

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

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

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

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

Course Numbering

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

Credit by Examination

Saint Mary’s College will accept up to 30 semester hours of credit by examination (Advanced Placement, International Baccalaureate, SAT II Subject Test, and College Level Examination Program). See the *Academic Guide for First Year Students* for more information. In extraordinary circumstances, the College reserves the right to award credit through a Departmental Exam when approved by Academic Affairs Council.

Declaration of Major and Minor

By the end of the sophomore year, students must petition an academic department for acceptance into a major program. The Office of Academic Affairs and First Year Studies sends each sophomore a Major Petition form with instructions for completion. Students should then meet with department chairs and advisors about possible major programs. First-Year students may not formally petition a department for acceptance into a major program; however, they may take prerequisite and/or introductory courses in the major in the first year. To declare a **minor**, a student must complete the Minor Petition form from the Office of Academic Affairs and First Year Studies. (See also: Guidelines for Optional Minors, page 94.)

The **Student-Designed Major (SDM)** allows a student with a 3.3 cumulative GPA in the liberal arts and sciences to follow a course of study outside the traditional departmental structure at Saint Mary's, with appropriate advising. Interested students must submit a formal proposal no later than spring break of the sophomore year to the SDM committee.

Note: in the following pages, several minors mention the SDM option: viz., dance, intercultural studies, and justice studies. Although these programs (and other interdisciplinary minors like them, e.g. film studies) do not offer their own majors, a student may use classes from them to build her own independent, inter-disciplinary major that incorporates advanced courses from other disciplines into a program of study different from any offered by the college.

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

Disabilities

Saint Mary's College will provide reasonable accommodations to qualified students with disabilities 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, a mental health provider licensed to diagnose psychiatric disabilities. The specific content of the documentation will vary with the nature of the student's disability, but in all cases it should include a diagnosis, justification, recommendations, and a clear rationale for the recommendations.

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

Distance Education/Online Courses

Beginning in summer 2010, Saint Mary's undergraduate students are permitted to take online courses during the summer. Saint Mary's offers many online courses during its summer session. Students are not permitted to take online courses during the fall and spring semesters of the academic year.

Examinations

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

- serious illness of the student.
- emergency or important event in the student's immediate family.

- three exams scheduled in one day or three consecutive exam periods within 24 hours.
- students on varsity teams who qualify for tournaments which conflict with exam dates.

Grade Point Average (GPA)

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

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

Grade Reports

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

Grade Scale

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

Letter Grade	Grade Points per semester hour	Description
A	4.00	Superior
A-	3.67	
B+	3.33	
B	3.00	Good
B-	2.67	
C+	2.33	
C	2.00	Satisfactory
C-	1.67	
D+	1.33	
D	1.00	Poor
F	0.00	Failure

Grades not included in calculating the GPA:

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

Graduate Credit

A Saint Mary's undergraduate may take up to six hours of graduate credit at Saint Mary's College and apply these credits toward her undergraduate degree. The following requirements need to be satisfied:

- The student has attained senior status and has achieved a 3.4 cumulative GPA;
- She meets all prerequisites for the graduate course and has obtained the permission of the instructor;
- She may register for the graduate course only after graduate students have registered.

NOTE: Enrollment in graduate courses at Saint Mary's does not guarantee admission to a Saint Mary's College graduate program, nor does enrollment in the course guarantee that the credits will count toward a Saint Mary's College graduate degree.

Honors

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

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

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

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

(For a complete listing of College Honors and Awards see page 69.)

Incomplete

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

Independent Study/Internships

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

Mid-semester Deficiency Notices

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

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

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

Notre Dame Co-Exchange Program

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

Pass/Fail Option

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

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

Permanent Record and Transcript

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

Proctored Exams for Online Courses

Note: Students are responsible for fees that any of the options below may incur.

In-person proctoring

Exams are given online through Blackboard. A proctor must be arranged in advance. A student needs to present or email a potential proctor a letter detailing proctoring duties as provided by the course instructor. The course instructor needs an email from the

proctor from their official (e.g. employer-provided) email address briefly explaining who they are and how they know the student.

- Find your own proctor meeting the requirements below:
 - not a family member
 - not a close friend
 - in a position of authority, for example:
 - o professor
 - o teacher
 - o librarian
 - o police officer
 - o coach
 - o clergy (priest, pastor, nun, rabbi, etc. of a generally recognized faith)
 - o military officer (not your direct superior)
 - o manager (not your direct supervisor)
 - o some other trustworthy individual with no conflict of interest.
- Find a test center through **National College Testing Association**
This website contains information on participants both inside and outside the United States: www.ncta-testing.org/cctc/find.php, including test center location, service availability students from other institutions, hours of operation, testing fees, etc.

Online proctoring

- **Proctor U:** live online proctoring—www.proctoru.com/howitworks.php
- **Remote Proctor Now:** on demand proctoring—www.softwaresecure.com/product/remote-proctor-now/

Registration

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

Repeated Course

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

Statement on Academic Honesty

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

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

In addition:

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

Violation of Academic Honesty

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

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

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

A Note on 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)

Transfer Credit

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

New Transfer Students: Students who transfer to the College must complete at least 60 semester hours and one-half of the major and minor requirements at Saint Mary's College. The academic departments determine which courses fulfill major and minor requirements, and the Office of Academic Affairs and First Year Studies determines Sophia Program requirements and electives.

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

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

Withdrawal from a Course

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

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

Withdrawal from the College

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

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

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

COLLEGE HONORS AND AWARDS

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

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

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

DEPARTMENT AWARDS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The PricewaterhouseCoopers Award is presented to an *accounting senior* for excellence in accounting leadership.

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

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

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

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

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

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

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

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

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

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

The Outstanding Scholarship Award in *communicative sciences and disorders* is given to that senior whose scholarly and clinical work merits special commendation.

The Mary A. McDermott Award for excellence in teaching is awarded yearly to an elementary education major who has a minimum of six semesters at Saint Mary's College; has distinguished herself

in either a liberal arts minor or departmental minor; has successfully completed the student teaching experience; has been involved in a professional organization; and has participated in church, College, and community service. The award has been funded to give an annual monetary prize.

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

The Mimi Doherty Award is awarded to a student who has completed the junior year of studies in the *elementary education* major and who not only embodies but has demonstrated special qualities that distinguish effective teachers. It is intended to honor someone who is committed to teaching as both a profession and a way of life. The award is given in memory of Mary Cabrini (Mimi) Doherty. The award has been funded to give an annual monetary prize.

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

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

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

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

The Mary Frances Eder Halpin Award is presented to the student who demonstrates academic excellence in *gender and women’s studies* and an integration of feminist theory with practice.

The Martha Montgomery Schurz Memorial Award for the Junior Portfolio is given to the junior *history* major who demonstrates excellence in writing in her junior portfolio.

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

The Martha Montgomery Schurz Memorial Award for Excellence in Writing in the Women’s History Program is given to a graduating senior who demonstrates excellence in writing in a *women’s history* research paper and has completed the women’s history concentration in the history major or the women’s history minor.

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

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

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

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

The Milko Jeglic Award for achievement in *mathematics* is given to the member of the senior class having the highest number of quality points in mathematics over her first seven semesters.

The Elizabeth Lin Lo Award is given to a rising senior *mathematics* major who displays a talent or passion for mathematics and most exemplifies the mission of the College, both in her academic performance and in her service to Saint Mary’s and/or the local community.

The Donald E. Miller Award is given to a graduating senior who has demonstrated both a passion for mathematics as well as an interest outside of the discipline, such as a minor or second major, athletics, performing arts, or service with preference given to those whose interest is applied mathematics.

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

The Bayhouse-Marcy Award honors outstanding achievement in *French*.

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

The Anne Cashore Borjas Award is presented to an outstanding senior major in *Spanish*.

Service Awards are presented to senior majors in *Spanish*.

The Emma Krost Eder Award for Musical Excellence is given to a graduating senior music major who has excelled in the areas of musicianship, scholarship, and service to the Music Department.

The Caritas Award honors a junior *nursing* student who has demonstrated an exceptional ability to integrate the compassionate care of patients and families with the science and principles of professional nursing practice.

The Evelyn McGuinness Award for excellence is given annually to a graduating senior who has demonstrated consistent outstanding academic achievement and leadership in *nursing*.

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

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

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

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

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

The Outstanding Achievement Award in Psychology recognizes the senior who has been an animating spirit in the life of the department, enriching the lives of fellow students, faculty, and staff.

Psi Chi is a national honor society supporting and promoting undergraduate research and scholarship in *psychology*. Local, regional, and national forums encourage a sense of community and an exchange of ideas.

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

The David J. Murphy Carmelite Scholarship in Theology is conferred upon those junior and senior *religious studies* majors who demonstrate financial need, and who show exceptional academic ability and promise for future development.

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

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

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

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

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

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

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

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

The Sister M. L. Gude, C.S.C. Success Program Award is presented to a Success Program graduate whose all-embracing academic success in her undergraduate studies has resulted in her pursuit of a graduate degree.

Academic Degree and Graduation Requirements

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

DEGREES

Bachelor of Arts (B.A.)

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

art	history
art history concentration	women's history concentration
studio art concentration	humanistic studies
biology	mathematics
communication studies	teacher concentration
communicative sciences and disorders	music
computing and applied mathematics	philosophy
economics	political science
elementary education	psychology
English literature	religious studies
English writing	social work
English literature and writing	sociology
gender and women's studies	Spanish
global studies	statistics and actuarial mathematics
concentrations detailed on page 207	student-designed major
	theatre

Bachelor of Business Administration (B.B.A.)

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

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

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

A Bachelor of Fine Arts degree is offered for students who are especially talented in art and who wish to emphasize studio art. The B.F.A. degree requires 78 hours of art and related courses. To obtain this degree, students must have the recommendation of the art department. A portfolio of work is required for admission to the department. (Work from the first semester may be used for the portfolio review). The major is art.

Bachelor of Music (B.M.)

A Bachelor of Music degree may be earned in music education.

Bachelor of Science (B.S.)

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

biology	computing and applied mathematics
cellular/molecular biology concentration	mathematics
ecology, evolution, and environmental biology concentration	teacher concentration
integrative biology concentration	nursing
chemistry	statistics and actuarial mathematics
	student-designed major

Second Degree

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

Dual Degree Engineering Program

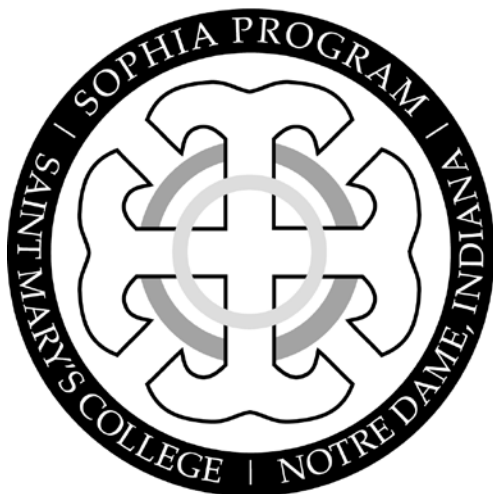
Saint Mary's College has established a dual degree engineering program with the University of Notre Dame. The combination of a liberal arts pre-engineering program with the highly technical courses of study required for engineering careers is an ideal education for engineers who are called upon to combine values with the technical skills of their field. This program, when successfully completed, culminates in a B.A. or B.S. from Saint Mary's, and a B.S. in engineering from Notre Dame. (See also: Engineering, page 177.)

COLLEGE REQUIREMENTS FOR ALL UNDERGRADUATE DEGREES

Students in all degree programs must attain/complete the following:

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

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



THE SOPHIA PROGRAM

The Sophia Program is the new curriculum, approved by the Saint Mary's College Board of Trustees on April 23, 2010, representing the education that is common for all Saint Mary's students. It has its basis in what used to be called general education courses, but it goes beyond that to promote integration with majors or minors. The Sophia Program was introduced in the fall of 2012 for the class of 2016. Since that time, additional requirements have been introduced. The Sophia Program will continue to be phased in over the next few years. Students who begin at Saint Mary's during the 2015–2016 academic year are welcome to take advantage of these opportunities as they unfold but are only required to complete the requirements as detailed on pages 75 through 93 of this *Bulletin*.

LEARNING OUTCOMES

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

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

Liberal Learning Outcomes

Saint Mary's College offers a liberal education committed to promoting a life of intellectual vigor, shaped by the distinctive tradition of the Sisters of the Holy Cross. This tradition promotes learning that encourages the growth of the whole person and the assumption of social responsibility. A Saint Mary's education, therefore, guides women to develop a strong sense of personal integrity, the capacity for dialogue with others, the ability to reflect on intellectual, spiritual, and aesthetic traditions that shape our world, and a readiness for action in a global community. Saint Mary's is a place where women acquire the skills and knowledge to contribute confidently and creatively to the common good in a rapidly changing world. The college-wide learning outcomes for all undergraduate students are outlined on the following pages.

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

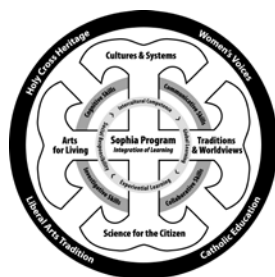
The sub-outcomes for knowledge acquisition are divided among fifteen areas distributed among four arms of the cross under these broader components: Arts for Living, Cultures & Systems, Traditions & Worldviews, and Science for the Citizen. A student must take courses in each of these fifteen areas to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

NOTE: The Sophia Program represents a dynamic curriculum with regular changes and new courses certified for particular learning outcomes. The following lists of Sophia Program course certifications (pages 78–93) are accurate at the time of publication. Not all sections of all courses have been certified for the Sophia Program. The class schedule search feature in PRISM provides section-level certification details.

SOPHIA PROGRAM REQUIREMENT SUMMARY

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

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



- **Cultures and Systems**

- » One Literature course
- » One History course
- » Two courses in the same Modern Language
- » One Social Science I course

- **Traditions and Worldviews**

- » One Philosophical Worldviews course
- » One Religious Traditions I course
- » One Religious Traditions II course
- » One Historical Perspectives course

- **Science for the Citizen**

- » Two Natural Science courses (at least one laboratory course)
- » One Social Science II course

- **Arts for Living**

- » One Creative and Performing Arts course
- » One Professional Arts course
- » One Mathematical Arts course

Cognitive and Communicative Skills (LO2) Requirements

NOTE: The Sophia Program is comprised of 52 credit hours which are based on knowledge area outcomes (LO1). Students typically complete their Skills (LO2) requirements within their knowledge area (LO1) courses or courses in their major or minor. However, a student with sufficient free elective hours in her four-year graduation plan may choose to take more than 52 credits to complete her Sophia Program requirements.

- **Basic Writing Proficiency**

- » Fulfill Writing Proficiency through any designated course

- **Critical Thinking Seminar**

- » One Critical Thinking course

- **Women's Voices**

- » Three Women's Voices courses

Intercultural Competence and Social Responsibility (LO3) Requirements

NOTE: The Sophia Program is comprised of 52 credit hours which are based on knowledge area outcomes (LO1). Students typically complete their Engagement (LO3) requirements within their knowledge area (LO1) courses or courses in their major or minor. *(A student with sufficient free elective hours in her four-year graduation plan may choose to take more than 52 credits to complete her Sophia Program requirements.)*

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

- **Intercultural Competence**

- » One Intercultural Competence A course

- » One Intercultural Competence B course

- **Social Responsibility**

- » One Social Responsibility A course

- » One Social Responsibility B course

- **Global Learning**

- » One Global Learning A course

- » One Global Learning B course

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

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

LO1 Knowledge Acquisition and Integration of Learning

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

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



Cultures and Systems

Literature

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

Achieve Literature Learning Outcomes through one of the following:

ENLT 106W	Language and Literature: Becoming American	3.5 hours
ENLT 109W	Language and Literature	4 hours
ENLT 203	Studies in Literature: American Short Story	3 hours
ENLT 203	Studies in Literature: Classical Mythology	3 hours
ENLT 203	Studies in Literature: Environmental Literature	3 hours
ENLT 203	Studies in Literature: Realism and Race in American Drama	3 hours
ENLT 203	Studies in Literature: Women of Genius	3 hours
ENLT 203	Studies in Literature: World Writers in Italy	3 hours
ENLT 231	Animals in Literature and Society	3 hours
ENLT 243	Greek Literature	3 hours
ENLT 262	Studies in Multiethnic Graphic Narrative	3 hours
ENLT 268	From Fiction to Film	3 hours
ENLT 308	Arthurian Literature	3 hours
ENLT 331	Gender and Sexuality in Literature	3 hours
ENLT 334	Postcolonial Women's Writing	3 hours
ENLT 335	Studies in American Literature	3 hours
ENLT 341	18th Century British Novel: Novel Women	3 hours
ENLT 343	20th Century British Novel	3 hours
ENLT 361	Mythology	3 hours
ENLT 365	African American Literature	3 hours
ENLT 370	Studies in American Literature: American Gothic	3 hours
ENLT 370	Studies in American Literature: American Renaissance	3 hours
ENLT 370	Studies in American Literature: Immigrant and 2nd Generation Women's Writing in the U.S.	3 hours
ENLT 371	Studies in European Literature: Celtic Mythology	3 hours
ENLT 372	Studies in English Literature: Tolkien and Modern Fantasy	3 hours
ENLT 374	Studies in World Literature: Contemporary Global Literature	3 hours

ENLT 375	American Literature to 1865	3 hours
ENLT 376	American Literature 1865 to 1945	3 hours
ENLT 377	American Literature 1945 to Present	3 hours
ENLT 378	Medieval Literature	3 hours
ENLT 379	16th/17th-Century British Literature	3 hours
ENLT 380	18th-Century British Literature	3 hours
ENLT 381	Romantic Movement	3 hours
ENLT 382	Victorian Literature	3 hours
ENLT 383	20th Century British Literature	3 hours
ENLT 384	Romantic Era Feminism	3 hours
ENLT 411	Chaucer	3 hours
ENLT 413	Shakespeare	3 hours
ENLT 414	Shakespeare and the Power of Art	3 hours
ENLT 415	Shakespeare and the World	3 hours
ENLT 417	Major Literary Figures (British): Jane Austen	3 hours
ENLT 417	Major Literary Figures (British): The Brontes	3 hours
ENLT 419RM	Major Italian Figures: World Writers in Italy	3 hours
HUST 103	Lives and Times	3 hours
HUST 261RM	Mythology	3 hours
HUST 292	Greek and Roman Culture	3 hours
MLTF 230	Love, Sex, and Marriage in French Literature	3 hours
MLTS 135	Theatre as Protest in Spanish	3 hours
THTR 378	Contemporary Women's Drama	3 hours

History

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

Achieve History Learning Outcomes through one of the following:

ANTH 142RM	Archaeology of Ancient Italy	3 hours
HIST 101RM	Development of Western Civilization I	3 hours
HIST 102RM	Development of Western Civilization II	3 hours
HIST 103	World Civilization I	3 hours
HIST 104	World Civilization II	3 hours
HIST 201	United States History to 1865	3 hours
HIST 202	United States History from 1865	3 hours

Modern Languages

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

Achieve Modern Language Learning Outcomes through two of the following (two courses at a level appropriate to the student's previous experience with that language):

MLAR 101-102	Introductory Arabic	8 hours
MLCH 101-102	Introductory Mandarin Chinese	8 hours
MLFR 101-102	Introductory French	8 hours
MLFR 111-112	Intermediate French	8 hours
MLGR 101-102	Introductory German	8 hours
MLGR 111-112	Intermediate German	8 hours
MLIT 101-102	Introductory Italian	8 hours
MLIT 111	Intermediate Italian	3 hours
MLSP 101-102	Introductory Spanish	8 hours
MLSP 105-106	Elementary Spanish	8 hours
MLSP 111-112	Intermediate Spanish	8 hours
MLSP 115-116	Intermediate Spanish for Heritage Speakers	8 hours

Social Science I

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

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

ANTH 141	People and Nature	3 hours
ANTH 253	Survey I: Culture and Language	3 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student	3 hours
MUS 275	Global Music	3 hours
MUS 341	Latin American Music	3 hours
POSC 151	Political Issues	3 hours
POSC 160	Global Political Issues	3 hours
POSC 201	American Politics	3 hours
POSC 203RM	Contemporary Italian Problems	3 hours
POSC 206	International Politics	3 hours
POSC 207	Comparative Politics	3 hours
PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the U.S.	3 hours
SOC 257	Sociology of Families	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours

Traditions and Worldviews

Philosophical Worldviews

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

Achieve Philosophical Worldviews Learning Outcomes through one of the following:

PHIL 110	Introductory Philosophy	3 hours
PHIL 233	Philosophy of Gender	3 hours
PHIL 235	Philosophy of Human Existence	3 hours
PHIL 245	Philosophy of World Cultures	3 hours
PHIL 247	Philosophy of Religion	3 hours
PHIL 252	Philosophy of Art	3 hours
PHIL 253	Philosophy of Politics	3 hours
POSC 204	Political Thought	3 hours

Religious Traditions I

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

Achieve Religious Traditions I Learning Outcomes through the following:

RLST 101	Introducing Religious Studies	3 hours
----------	-------------------------------	---------

Religious Traditions II

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

Achieve Religious Traditions II Learning Outcomes through one of the following:

RLST 225	Reading the Hebrew Bible in Jewish and Christian Terms	3 hours
RLST 232	Introduction to the New Testament	3 hours
RLST 233RM	Christian Moral Life I	3 hours
RLST 234RM	Christian Moral Life II	3 hours
RLST 236	Faith in Action	3 hours
RLST 240	Catholic Social Thought	3 hours
RLST 251	The Christian Tradition	3 hours
RLST 261	Catholic Faith and Life	3 hours

Historical Perspectives

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

Achieve Historical Perspectives Learning Outcomes through one of the following:

ART 241	Art History Survey I	3 hours
ART 242	Art History Survey II	3 hours
ART 251RM	Italian Art History I	3 hours
ART 252RM	Italian Art History II	3 hours
ENLT 266	Film Criticism	3 hours
ENLT 304	History of the English Language	3 hours
ENVS 161	Introduction to Environmental Studies	3 hours
GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 220	Introduction to LGBTQ Studies	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 413	Women in Revolutions	3 hours
HUST 197	Myth, Legend, History	3 hours
HUST 205	History of Famous Women	3 hours
HUST 212	High Society	3 hours
ICS 201	Introduction to Intercultural Studies	3 hours
MLFR 440	Contemporary France	3 hours
MLIT 350	Italian Short Story	3 hours
MLIT 360	Italian Cultural Studies	3 hours
MUS 241	Music Appreciation	3 hours
MUS 241RM	Music Appreciation	3 hours
MUS 242	American Popular Music	3 hours
MUS 271	Music History I: Antiquity–1750	3 hours
PHIL 230	Socrates to Scholasticism	3 hours
THTR 365	Fashion and Costume History	3 hours

Science for the Citizen***Natural Science***

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

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

BIO 105	Cells to Self	4 hours
BIO 106	Mendel, Darwin and the World We Live In	4 hours
BIO 107	Physiology of Women	3 hours
BIO 120	Human Genetics and Society	3 hours
BIO 141	Human Anatomy and Physiology I	4 hours
BIO 142	Human Anatomy and Physiology II	4 hours
BIO 153	Foundations of Biology I	4 hours
BIO 154	Foundations of Biology II	4 hours
CHEM 101	Chemistry for the Citizen	4 hours
CHEM 102	Chemistry in Everyday Life	3 hours
CHEM 118	Integrated General, Organic and Bio-Chemistry	5 hours
CHEM 121	Principles of Chemistry I	4 hours
CHEM 122	Principles of Chemistry II	4 hours
ENVS 171	Introduction to Environmental Science	3 hours
PHYS 101	Introductory Topics in Physics: Motion	4 hours
PHYS 102	Introductory Topics in Physics: 21st Century Energy	4 hours
PHYS 105	Astronomy	3 hours

Social Science II

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

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

ECON 251	Principles of Macroeconomics	3 hours
ECON 252	Principles of Microeconomics	3 hours
PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours
SOC 153	Sociological Imaginations	3 hours
SOC 203	Social Problems	3 hours
SOC 204	Social Psychology	3 hours
SOC 222	Contested Masculinities	3 hours
SW 334	Social Welfare Policy and Service	3 hours

Arts for Living

Creative and Performing Arts

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

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

ART 101	Drawing I	3 hours
ART 102	Drawing II	3 hours
ART 103	Design Lab I	3 hours
ART 104	Design Lab II	3 hours
ART 125	Silkscreen	3 hours
ART 141	Art Encounter	3 hours
ART 211	Ceramics: Introduction to Clay	3 hours
ART 212	Throwing on the Wheel	3 hours
ART 218	Modeling and Replication	3 hours
ART 221	Photography I	3 hours
ART 236	Sustainable Textiles	3 hours
ART 237	Handmade Paper & Felt	3 hours
ART/COMM 266	Introduction to New Media	3 hours
COMM 103	Introduction to Communication	3 hours
DANC 240	Introduction to Dance	3 hours
DANC 145	Ballet Technique: Beginning	1–2 hours
DANC 245	Ballet Technique: Intermediate	1–2 hours
DANC 345	Ballet Technique: Advanced	1–2 hours
DANC 148	Jazz Technique: Beginning	1–2 hours
DANC 248	Jazz Technique: Intermediate	1–2 hours
DANC 348	Jazz Technique: Advanced	1–2 hours
DANC 244	Modern Dance Technique	1–2 hours
DANC 344	Modern Dance Technique	1–2 hours
MUS 104	Class Guitar	1 hour
MUS 111-131	Applied Music	1–2 hours
MUS 150	Voices in Time	3 hours
MUS 164	Introductory Music Composition	3 hours

MUS 181	Theory I: Fundamentals of Music	3 hours
THTR 135	Introduction to Theatre	3 hours
THTR 205	Introduction to Acting	3 hours
THTR 265	Play Analysis	3 hours

Professional Arts

- 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.

Achieve Professional Arts Learning Outcomes through one of the following:

ART 495	Senior Comprehensive in Art History	3 hours
BUAD 201	Principles of Financial Accounting	3 hours
BUAD 221	Principles of Management	3 hours
BUAD 231RM	Principles of Marketing	3 hours
BUAD 240	Financial Success Strategies for Women	3 hours
BUAD 346	Personal Ethics & Corporate Culture	3 hours
CSD 220	Introduction to Communicative Disorders	3 hours
COMM 383	Art and Entertainment Law	3 hours
CPSC 207	Computer Programming	3 hours
EDUC 201	Foundations for Teaching in a Multicultural Society	3 hours
GERO 201	Gerontology: Policies and Services	3 hours
GLST 101	Corporate Social Responsibility in Global Context	3 hours
NURS 227	Foundations of Nursing Practice	3 hours
SW 202	Introduction to Social Work	3 hours
SW 235	Human Behavior and the Social Environment I	3 hours
SW 236	Human Behavior and the Social Environment II	3 hours
SW 340	Working with Diverse Populations	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 362	Perspectives in Gerontology	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours

Mathematical Arts

- 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.

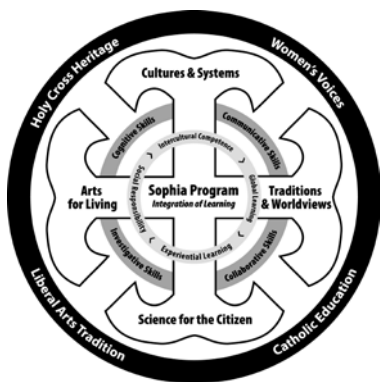
Achieve Mathematical Arts Learning Outcomes through one of the following:

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

LO2 Cognitive and Communicative Skills

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

- A Saint Mary's student masters a broad set of sophisticated intellectual skills, including critical thinking, careful interpretation of complex texts and artifacts, accurate evaluation of data, investigative problem solving, quantitative reasoning, historical analysis, as well as technological, media, and information literacy. She reflects analytically on her experience as a woman, on the contributions of women's voices, and on constructions of gender.
- A Saint Mary's student communicates her ideas, insights, thought processes, and conclusions with accuracy, competence, and style in various media and contexts.



NOTE: The Sophia Program is comprised of 52 credit hours which are based on knowledge area outcomes (LO1). Students typically complete their Skills (LO2) requirements within their knowledge area (LO1) courses or courses in their major or minor. *(A student with sufficient free elective hours in her four-year graduation plan may choose to take more than 52 credits to complete her Sophia Program requirements.)*

Basic Writing Proficiency

- A Saint Mary's student expresses the central idea of her essay in a focused thesis.
- A Saint Mary's student organizes her material in a logical sequence of well-structured paragraphs.
- A Saint Mary's student supports her ideas with sufficient persuasive evidence.
- A Saint Mary's student expresses her ideas clearly and appropriately for the intended audience.
- A Saint Mary's student follows conventions of grammar, punctuation, syntax, and citation in the discipline in which she is writing.
- A Saint Mary's student reevaluates and revises her work in response to feedback.

Achieve Basic Writing Proficiency through any W course including the following:

ART 211W	Ceramics: Introduction to Clay	4 hours
COMM 103W	Introduction to Communication	4 hours
ENLT 106W	Language and Literature	3.5 hours
ENLT 109W	Language and Literature	4 hours
HIST 201W	U.S. History to 1865	4 hours
HIST 202W	U.S. History Since 1865	4 hours
ICS 201W	Introduction to Intercultural Studies	4 hours
PHIL 110W	Introductory Philosophy	4 hours
POSC 151W	Political Issues	4 hours
RLST 101W	Introduction to Religious Studies	4 hours
SOC 203W	Social Problems	4 hours

Critical Thinking Seminar

- A Saint Mary's student evaluates and formulates claims about issues, ideas, artifacts, or events using critical thinking methods that are appropriate to the discipline of the seminar.
- A Saint Mary's student demonstrates basic information literacy skills as listed in the information literacy sub-outcomes.

- A Saint Mary's student demonstrates effective oral communication in presentational or interactive contexts.
- A Saint Mary's student develops and organizes written arguments.

Achieve Critical Thinking Seminar Learning Outcomes through one of the following LO1 courses:

ANTH 141	People and Nature	3 hours
ART 103	Design Lab I	3 hours
BIO 107	Physiology of Women	3 hours
CHEM 121L	Principles of Chemistry I Lab	4 hours
COMM 103	Introduction to Communication	3 hours
ENVS 161	Introduction to Environmental Studies	3 hours
GLST 101	Corporate Social Responsibility in Global Context	3 hours
GWS 207	Introduction to Gender and Women's Studies	3 hours
HIST 103	World Civilization I	3 hours
HIST 201	United States History to 1865	3 hours
HUST 103	Lives and Times	3 hours
MATH 133	Theory and Application of Calculus	3 hours
MLTF 130	Love, Sex, and Marriage in French Literature	3 hours
MLTS 135	Theatre as Protest in Spanish	3 hours
MUS 150	Voices in Time	3 hours
PHIL 110	Introductory Philosophy	3 hours
PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours
RLST 101	Introduction to Religious Studies	3 hours
SOC 204	Social Psychology	3 hours
SW 202	Introduction to Social Work	3 hours

Women's Voices

- A Saint Mary's student identifies and understands women's contributions to human knowledge and achievement and how those have been influenced by constructions of gender.
- A Saint Mary's student reflects analytically upon 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.

Achieve Women's Voices Learning Outcomes through taking three of the following from at least two different academic disciplines (3 credits each):

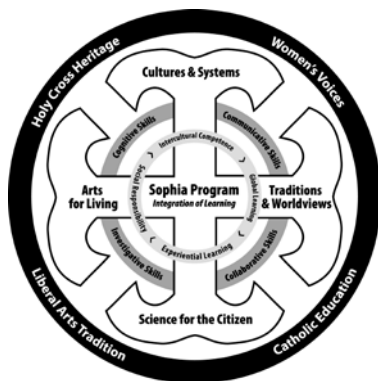
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ART 141	Art Encounter	3 hours
ART 218	Modeling and Replication	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 224	Video Art	3 hours
ART 242	Art History Survey II	3 hours
ART 411	Alternative Processes in Ceramics	3 hours
BIO 107	Physiology of Women	3 hours
BIO 200	Women's Voices in Biology	3 hours
BUAD 240	Financial Success Strategies for Women	3 hours
BUAD 329	Gender and Race Issues in Management	3 hours
CHEM 102	Chemistry in Everyday Life	3 hours
CHEM 342	Bio-Inorganic Chemistry and Materials	3 hours
COMM 103	Introduction to Communication	3 hours

COMM 200	Interpersonal Communication	3 hours
COMM 210	Mass Communication: Past, Present, Future	3 hours
COMM 302	History and Criticism of Public Address	3 hours
COMM 420	Female Beauty: Discourse, Rhetoric, and Theory	3 hours
ENLT 109W	Language and Literature	4 hours
ENLT 203	Studies in Literature: Women of Genius	3 hours
ENLT 331	Gender and Sexuality in Literature	3 hours
ENLT 334	Postcolonial Women's Writing	3 hours
ENLT 341	18th-Century British Novel	3 hours
ENLT 370	Studies in American Literature: Immigrant and Second Generation Women's Writing in the U.S.	3 hours
ENLT 384	Romantic Era Feminism	3 hours
ENLT 417	Major Literary Figures (British): Jane Austen and The Brontes	3 hours
GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 275	Global Women's Leadership	6 hours
GWS/POSC 333	Transnational Feminisms	3 hours
HIST 103	World Civilization I	3 hours
HIST 104	World Civilization II	3 hours
HIST 201	United States History to 1865	3 hours
HIST 202	United States History from 1865	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 410	Studies in Women's History (The History of Sexuality in the U.S.)	3 hours
HIST 413	Women in Revolutions	3 hours
HUST 103	Lives and Times	3 hours
HUST 205	History of Famous Women	3 hours
MATH 252	Theory of Interest	3 hours
MLIT 102	Introductory Italian II	4 hours
MLSP 112	Intermediate Spanish II	4 hours
MLSP 116	Intermediate Spanish for Heritage Speakers II	4 hours
MLTF 130	Love, Sex, and Marriage in French Literature	3 hours
MLTS 135	Women Making Mischief: Theatre and Performance as Protest in the Spanish-Speaking World	3 hours
MUS 150	Voices in Time	3 hours
MUS 241	Music Appreciation	3 hours
NURS 323	Perinatal Nursing	5 hours
NURS 415	Nursing Leadership	5 hours
PHIL 110	Introductory Philosophy	3 hours
PHIL 233	Philosophy of Gender	3 hours
POSC/JUST 301	The Quest for Human Rights	3 hours
POSC 365	Gender and Politics	3 hours
PSYC 323	Psychology of Personality	3 hours
PSYC 337	Social Psychology	3 hours
RLST 101	Introducing Religious Studies	3 hours
SOC 257	Sociology of Families	3 hours
SW 202	Introduction to Social Work	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours
THTR 205	Introduction to Acting	3 hours
THTR/ENWR 325	Playwriting I: One-acts by Women	3 hours
THTR 365	Costume and Fashion History	3 hours
THTR 378	Contemporary Drama	3 hours
THTR 385	Fashion and Costume Construction	3 hours

LO3 Intercultural Competence and Social Responsibility

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

- A Saint Mary's student develops reflective and collaborative skills that enable her to learn from and participate in dialogue with diverse people and cultures. She does this by attaining competence in another language and by study and experience that reveal both cultural differences and the connections joining people in a global society.
- In keeping with the mission of the Sisters of the Holy Cross and their stance in solidarity with the poor and powerless, a Saint Mary's student will evaluate social conditions, discern human needs, and be able to respond as an agent of change.



NOTE: To fulfill the Sophia LO3 requirements, a student takes at least three LO3-certified courses/experiences from at least two different academic disciplines. The same course cannot be used to meet both A and B for the same outcome. At least one LO3-certified course/experience used to achieve LO3 outcomes must include academic experiential learning. To stay within the 52-credit-hour Sophia Program footprint, typically a student will take LO3 courses that also fulfill her Sophia knowledge (LO1) or her major or minor requirements. *(A student with sufficient free elective hours in her four-year graduation plan may choose to take more than 52 credits to complete her Sophia Program.)*

Requirement: one course from Intercultural Competence A and one course from Intercultural Competence B.

Intercultural Competence (A)

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

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

ANTH 253	Survey I: Culture and Languages	3 hours
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
BUAD 329	Gender & Race Issues in Management	3 hours
CHEM 118	Integrated General, Organic and Bio-Chemistry	5 hours
COMM 103	Introduction to Communication	3 hours
COMM 369	Public Communication	3 hours
EDUC 201	Foundations for Teaching in a Multicultural Society	3 hours
ENLT 109W	Language and Literature	4 hours
ENLT 203	Studies in Literature: Realism and Race in American Drama	3 hours
ENLT 365	African-American Literature	3 hours
ENLT 374	Studies in World Literature: 20th-Century and Contemporary African Writing	3 hours
GWS 275	Global Women's Leadership	6 hours
HIST 103	World Civilization I	3 hours
ICS 201	Introduction to Intercultural Studies	3 hours

ICS/JUST 310	Diversity Dialogues	3 hours
MLFR 112	Intermediate French II	4 hours
MLFR 440	Contemporary France	3 hours
MLIT 360	Italian Cultural Studies	3 hours
MLSP 112	Intermediate Spanish II	4 hours
MLSP 116	Intermediate Spanish for Heritage Speakers II	4 hours
MUS 275	Global Music	3 hours
MUS 341	Latin American Music	3 hours
NURS 225	Health Assessment	3 hours
PHIL 245	Philosophy of World Cultures	3 hours
POSC 360	The Politics of Race	3 hours
PSYC 337	Social Psychology	3 hours
RLST 101	Introducing Religious Studies	3 hours
RLST 102	Religion in Communities	1 hour
SOC 153	Sociological Imaginations	3 hours
SOC 230	Inequalities in Education	3 hours
SOC 255	Race, Ethnicity and Identity in the U.S.	3 hours
SOC 257	Sociology of Families	3 hours
SW 340	Working with Diverse Populations	3 hours

Intercultural Competence (B)

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

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

ANTH 346	Gender in Cross-Cultural Perspective	3 hours
COMM 369	Public Communication	3 hours
EDUC 222	Introduction to English as a Second Language in Elementary /Middle School	3 hours
GWS 275	Global Women's Leadership	6 hours
GWS 499	Internship	1–3 hours
ICS 201	Introduction to Intercultural Studies	3 hours
ICS 250	Intercultural engagement through Study Abroad	1 hour
ICS 270	Honduras Service Learning	1 hour
ICS/JUST 310	Diversity Dialogues	3 hours
MLTC 280	Modern and Contemporary Chinese Society and Culture	3 hours
MUS 275	Global Music	3 hours
RLST 101	Introducing Religious Studies	3 hours
RLST 102	Religion in Communities	1 hour
RLST 225	Reading the Hebrew Bible in Jewish and Christian Terms	3 hours

Requirement: one course from Social Responsibility A and one course from Social Responsibility B.

Social Responsibility (A)

- A Saint Mary's Student evaluates social conditions. For example: She recognizes how cultural, political, and economic structure and values may oppress, marginalize, alienate, or create/enhance privilege and power for individuals or groups. She recognizes the ways social systems promote or deter people in maintaining or achieving health, well-being, and human dignity. **OR**
- A Saint Mary's student discerns human needs. For example: She identifies human needs of individuals situated within the context of culture and environment. She analyzes and evaluates the relationship of rights and responsibilities to human needs.

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

ANTH 141	People and Nature	3 hours
ANTH 253	Survey I: Culture and Languages	3 hours
BUAD 329	Gender & Race Issues in Management	3 hours
BUAD/JUST 346	Personal Ethics and Corporate Culture	3 hours
CHEM 118	Integrated General, Organic and Bio-Chemistry	5 hours
COMM 200	Interpersonal Communication	3 hours
ENLT 231	Animals in Literature and Society	3 hours
ENLT 365	African-American Literature	3 hours
GERO 201	Gerontology: Policies and Services	3 hours
GLST 101	Corporate Social Responsibility in Global Context	3 hours
GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 220	Introduction to LGBTQ Studies	3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 275	Global Women's Leadership	3 hours
HIST 103	World Civilization I	3 hours
HIST 201	United States History to 1865	3 hours
HUST 103	Lives and Times	3 hours
HUST 205	History of Famous Women	3 hours
HUST 212	High Society	3 hours
MLSP 116	Intermediate Spanish for Heritage Speakers II	4 hours
PHIL 110	Introductory Philosophy	3 hours
PHIL 233	Philosophy of Gender	3 hours
PHIL 254	Social Justice	3 hours
PHIL 255	Medical Ethics	3 hours
POSC 160	Global Political Issues	3 hours
PSYC 337	Social Psychology	3 hours
RLST 236	Faith in Action	3 hours
RLST 240	Catholic Social Thought	3 hours
RLST 261	Catholic Faith and Life	3 hours
RLST 476	Theology for Ministry I: Theory	3 hours
RLST 486	Theology for Ministry I: Practicum	1–3 hours
SOC 153	Sociological Imaginations	3 hours
SOC 203	Social Problems	3 hours
SOC 204	Social Psychology	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 230	Inequalities in Education	3 hours
SOC 255	Race, Ethnicity and Identity in the U.S.	3 hours
SOC 257	Sociology of Families	3 hours
SOC 345	Sociology of Poverty	3 hours
SW 202	Introduction to Social Work	3 hours
SW 235	Human Behavior and the Social Environment I	3 hours
SW 236	Human Behavior and the Social Environment II	3 hours
SW 334	Social Welfare Policy and Service	3 hours
SW 340	Working with Diverse Populations	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 362	Perspectives in Gerontology	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours
THTR 378	Contemporary Women's Drama	3 hours

Social Responsibility (B)

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

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

ANTH 141	People and Nature	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 236	Sustainable Textiles	3 hours
BIO 316	Conservation Biology	4 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student	3 hours
ENLT 231	Animals in Literature and Society	3 hours
ENVS 161	Introduction to Environmental Studies	3 hours
ENVS 331	Human Ecology and Spirituality	3 hours
GERO 201	Gerontology: Policies and Services	3 hours
GWS 275	Global Women's Leadership	6 hours
GWS 499	Internship	1–3 hours
ICS/JUST 310	Diversity Dialogues	3 hours
PHIL 254	Social Justice	3 hours
POSC 326	Global Environmental Politics	3 hours
PSYC 355	Psychology and Poverty	3 hours
RLST 225	Reading the Hebrew Bible in Jewish and Christian Terms	3 hours
RLST 236	Faith in Action	3 hours
RLST 240	Catholic Social Thought	3 hours
RLST 476	Theology for Ministry I: Theory	3 hours
SOC 345	Sociology of Poverty	3 hours
SW 202	Introduction to Social Work	3 hours
SW 235	Human Behavior and the Social Environment I	3 hours
SW 236	Human Behavior and the Social Environment II	3 hours
SW 334	Social Welfare Policy and Service	3 hours
SW 340	Working with Diverse Populations	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours

Requirement: one course from Global Learning A and one course from Global Learning B.

Global Learning (A)

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

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

ANTH 141	People and Nature	3 hours
ANTH 253	Survey I: Culture and Languages	3 hours
ART 352	Contemporary Art	3 hours
ENLT 262	Studies in Multiethnic Graphic Narrative	3 hours
ENLT 374	Studies in World Literature: 20th-Century and Contemporary African Writing	3 hours
HIST 103	World Civilization I	3 hours
HIST 104	World Civilization II	3 hours
HUST 212	High Society	3 hours

MLFR 112	Intermediate French II	4 hours
MLFR 440	Contemporary France	3 hours
MLIT 102	Introductory Italian II	4 hours
MLIT 350	Italian Short Story	3 hours
MLIT 360	Italian Cultural Studies	3 hours
MLSP 116	Intermediate Spanish for Heritage Speakers II	4 hours
MLTC 280	Modern and Contemporary Chinese Society and Culture	3 hours
MLTS 135	Women Making Mischief: Theatre and Performance as Protest in the Spanish-Speaking World	3 hours
MUS 275	Global Music	3 hours
MUS 341	Latin American Music	3 hours
POSC 207	Introduction to Comparative Politics	3 hours

Global Learning (B)

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

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

ANTH 141	People and Nature	3 hours
ANTH 253	Survey I: Culture and Languages	3 hours
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ART 241	Art History Survey I	3 hours
BUAD 231RM	Principles of Marketing	3 hours
CHEM 118	Integrated General, Organic and Bio-Chemistry	5 hours
ENLT 203	Studies in Literature: Environmental Literature	3 hours
ENLT 374	Studies in World Literature: 20th-Century and Contemporary African Writing	3 hours
ENLT 380	18th-Century British Literature	3 hours
ENVS 161	Introduction to Environmental Studies	3 hours
GLST 101	Corporate Social Responsibility in Global Context	3 hours
GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 220	Introduction to LGBTQ Studies	3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 275	Global Women's Leadership	6 hours
HIST 103	World Civilization I	3 hours
MLSP 116	Intermediate Spanish for Heritage Speakers II	4 hours
MUS 275	Global Music	3 hours
MUS 341	Latin American Music	3 hours
PHYS 102	Intro Topics in Physics: 21st Century Energy	3 hours
PHIL 254	Social Justice	3 hours
POSC 160	Global Political Issues	3 hours
POSC 206	International Politics	3 hours
POSC 326	Global Environmental Politics	3 hours
SOC 203	Social Problems	3 hours
SOC 345	Sociology of Poverty	3 hours

Academic Experiential Learning

- 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 decisions-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.

Achieve Academic Experiential Learning Outcomes through one of the following:

ART 219	Sculptural Knitting and Crochet	3 hours
BIO 316	Conservation Biology	4 hours
COMM 369	Public Communication	3 hours
EDUC 201	Foundations for Teaching in a Multicultural Society	3 hours
ENLT 231	Animals in Literature and Society	3 hours
GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 275	Global Women's Leadership	6 hours
GWS 499	Internship	1–3 hours
ICS 250	Intercultural Engagement Through Study Abroad	1 hour
ICS 270	Honduras Service Learning	1 hour
ICS/JUST 310	Diversity Dialogues	3 hours
MLTC 280	Modern and Contemporary Chinese Society and Culture	3 hours
PHIL 254	Social Justice	3 hours
PHIL 255	Medical Ethics	3 hours
PSYC 355	Psychology and Poverty	3 hours
RLST 102	Religion in Communities	1 hour
RLST 236	Faith in Action	3 hours
RLST 240	Catholic Social Thought	3 hours
RLST 486	Theology for Ministry II: Practicum	1–3 hours
SOC 345	Sociology of Poverty	3 hours
SW 202	Introduction to Social Work	3 hours
SW 236	Human Behavior and the Social Environment II	3 hours



MAJOR REQUIREMENTS

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

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

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

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

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

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

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

American history	European history	political science
anthropology	film studies	psychology
art history	French	public communication
biology	gender and women’s studies	public relations/advertising
business administration	gerontology	reading
chemistry	global studies	religious studies
computer science	history	secondary education
dance	humanistic studies	social work
early childhood education	intercultural studies	sociology
economics	Italian	Spanish
English as a second language/ bilingual bicultural education	justice studies	studio art
English literature	mathematics	theatre
English writing	mathematics/computer science	third world history
environmental studies	music	women’s history
	philosophy	

VANGUARD HONORS PROGRAM (Under Review)

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

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

FOUR YEAR GRADUATION PROMISE

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

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

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

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

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

GRADUATION REQUIREMENTS

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

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

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

Completion of Degree Requirements at Another College or University: Under certain circumstances a student may be given permission to complete requirements for a Saint Mary’s degree by earning transfer credit at a college or university approved by Saint Mary’s College. To receive permission, the student must complete a petition, which is reviewed by the department chair and the Office of Academic Affairs and First Year Studies. The degree is not awarded until the end of the semester following the receipt of an official transcript showing the completion of all degree requirements.



Art

Sandra Ginter, Department Chair
153 Moreau Center for the Arts
574-284-4652



FACULTY

S. Ginter, K. Hoefle, T. Johnson Bidler,
J. Tourtillotte, D. Tyler, I. Weaver

DEPARTMENT DESCRIPTION

Saint Mary's College is the first Catholic women's institution accredited by the National Association of Schools of Art and Design. NASAD, the only national accrediting body for art, assures that the program as well as the faculty, facilities and students meet high standards.

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

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

TEACHER PREPARATION

The Art Department in conjunction with the Education Department offers courses leading to state licensing for Visual Arts. (See Visual Arts Education, page 169.)

ADVANCED WRITING PROFICIENCY

Art majors submit a portfolio of three writing samples from an approved list of approaches to art writing as a graduation requirement.

SENIOR COMPREHENSIVE

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

DEPARTMENTAL LEARNING OUTCOMES

Formal, technical and material skills

Students learn to apply formal design elements and principles while developing technical and material skills particular to the discipline of study. Students develop an appreciation and skills for multiple methods of art making based upon practical experience with given media.

Creative problem solving and critical analysis

Students develop creative problem solving skills and gain the ability to think and speak critically and creatively about solutions in regard to objectives and goals for given projects through critique, evaluation and presentation. Students learn different kinds of evidence needed to establish purpose, meaning, and significance in historical and contemporary works of art. Students understand that there are limits to interpretation when evidence is lacking. Students develop their own informed solutions to contemporary art historical controversies. Students acquire an understanding that the history of art is not fixed, but is shaped by the questions we ask and the values we hold in the present.

Technology proficiency

Students develop proficiency in the use of technology relevant to the visual discipline and/or art historical discipline.

Research and writing skills

Students develop appropriate research skills essential to creating a work of art and acquire the foundational tools of visual analysis to translate their experience of works of art into visual, oral and written expression. Students are introduced to art historical research materials and methods and develop the ability to write descriptively, critically, and creatively about works of art.

Historical and contemporary art practice

Students demonstrate an appreciation for all methods of art making based upon practical experience with given media in light of its historical and contemporary practice. Students become familiar with traditional stylistic periods in art, major monuments and principal artists in the history of art. Students acquire the ability to identify and explain the purpose, meaning, and significance of a wide variety of works of art from a global perspective. Students are able to recognize instances of cross-cultural exchange. Students learn the technical vocabulary used in particular studio disciplines and art history. Students learn that works of art are powerful statements, both reflecting and shaping a culture's values.

Senior comprehensive

Studio majors demonstrate their skill in integrating visual perception, imagination and expression by producing and professionally presenting original artwork(s) that is aesthetically and conceptually sound. Students completing comprehensives in art history demonstrate conceptual originality, research skill and appropriate methodology. Through the comprehensive, students demonstrate the ability to work independently on art or art historical problems and to practice synthesis of a broad range of knowledge and skills as appropriate to the issue.

This is an edited and evolving list of the Art Department's outcomes. Depending on a student's chosen concentration, certain outcomes may not be met.

PROGRAM IN ART

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

All of the following:

ART 101	Drawing I	3 hours
ART 102	Drawing II	3 hours
ART 103	Design Lab I	3 hours
ART 104	Design Lab II	3 hours

ART 241	Art History Survey I	3 hours
or ART 251RM	Italian Art History I (Rome campus)	3 hours
ART 242	Art History Survey II	3 hours
or ART 252RM	Italian Art History II (Rome campus)	3 hours
ART 495*	Senior Comprehensive in Studio Art	3 hours

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

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

ART 125	Silkscreen	3 hours
ART 205	Painting: Oil	3 hours
ART 206	Painting: Acrylic	3 hours
ART 211	Ceramics: Introduction to Clay	3 hours
ART 212	Throwing on the Wheel	3 hours
ART 217	Reductive/Constructive	3 hours
ART 218	Modeling and Replication	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 221	Photography I	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 224	Video Art	3 hours
ART 227	Etching	3 hours
ART 228	Lithography	3 hours
ART 236	Sustainable Textiles	3 hours
ART 237	Handmade Paper & Felt	3 hours
ART 238	Fiber: Surface Design	3 hours
ART 239	Fiber: Fabric Printing	3 hours
ART 266	Introduction to New Media	3 hours
ART 270	Topics in Studio Art	1–3 hours
ART 301	Advanced Drawing	3 hours
ART 305	Advanced Painting I	3 hours
ART 306	Advanced Painting II	3 hours
ART 311	Advanced Ceramics: Hand Building and Slip Casting	3 hours
ART 318	Beyond Object	3 hours
ART 319	Digital Fabrication	3 hours
ART 321	Photography II	3 hours
ART 323	Photo-Silkscreen	3 hours
ART 325	Video Art II	3 hours
ART 327	Printmaking III	3 hours
ART 330	Book Arts/Artists' Books	3 hours
ART 335	Animation Workshop	3 hours
ART 337	Advanced Fiber: Surface Construction	3 hours
ART 338	Advanced Fiber: Surface Design	3 hours
ART 357	Holography Workshop	1–3 hours
ART 366	Cyberfeminism and New Media Practices	3 hours
ART 370	Topics in Studio Art	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 407	Painting Studio	3 hours
ART 411	Alternative Processes in Ceramics	3 hours
ART 417	Advanced Sculpture Topics	3 hours
ART 421	Photography III	3 hours
ART 427	Printmaking Studio	3 hours
ART 499	Internship	1–3 hours

One of the following (3 hours):

ART 293	Asian Art	3 hours
ART 341	Early Medieval Art	3 hours
ART 342	The Age of Cathedrals	3 hours

ART 345	Modern Art: 1800 to 1945	3 hours
ART 346	Museums and Culture	2–3 hours
ART 348	The 19th Century in Art	3 hours
ART 350	After Modern Art: 1945 to 1990	3 hours
ART 352	Contemporary Art	3 hours
ART 371	Topics in Art History and Criticism	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 449	Seminar In Impressionism and Post-Impressionism	3 hours
ART 485	Art History Methods and Theory	3 hours
ART 499	Internship	1–3 hours

Participate in portfolio reviews every semester

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

All of the following:

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

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

One of the following:

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

One of the following:

ART 103	Design Lab I	3 hours
ART 104	Design Lab II	3 hours

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

Ancient/Medieval

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

Eighteenth/Nineteenth Century

ART 345	Modern Art: 1800 to 1945	3 hours
ART 346	Museums and Culture	2–3 hours
ART 371	Topics in Art History and Criticism	3 hours
ART 449	Seminar In Impressionism and Post-Impressionism	3 hours

Twentieth Century

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

Contemporary

ART 352	Contemporary Art	3 hours
ART 371	Topics in Art History and Criticism	3 hours

Non-Western/Minority Traditions

ART 293	Asian Art	3 hours
ART 371	Topics in Art History and Criticism	1–3 hours

Media Specific

ART 371	Topics in Art History and Criticism	1–3 hours
---------	-------------------------------------	-----------

Two of the following in studio or art history (6 hours):

ART 125	Silkscreen	3 hours
ART 142	Introduction to Film History and Analysis	3 hours
ART 205	Painting: Oil	3 hours
ART 206	Painting: Acrylic	3 hours
ART 211	Ceramics: Introduction to Clay	3 hours
ART 212	Throwing on the Wheel	3 hours
ART 217	Reductive/Constructive	3 hours
ART 218	Modeling and Replication	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 221	Photography I	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 224	Video Art	3 hours
ART 227	Etching	3 hours
ART 228	Lithography	3 hours
ART 236	Sustainable Textiles	3 hours
ART 237	Handmade Paper & Felt	3 hours
ART 238	Fiber: Surface Design	3 hours
ART 239	Fiber: Fabric Printing	3 hours
ART 266	Introduction to New Media	3 hours
ART 270	Topics in Studio Art	1–3 hours
ART 293	Asian Art	3 hours
ART 301	Advanced Drawing	3 hours
ART 305	Advanced Painting I	3 hours
ART 306	Advanced Painting II	3 hours
ART 311	Advanced Ceramics: Hand Building and Slip Casting	3 hours
ART 318	Beyond Object	3 hours
ART 319	Digital Fabrication	3 hours
ART 321	Photography II	3 hours
ART 323	Photo-Silkscreen	3 hours
ART 325	Video Art II	3 hours
ART 327	Printmaking III	3 hours
ART 330	Book Arts/Artists' Books	3 hours
ART 335	Animation Workshop	3 hours
ART 337	Advanced Fiber: Surface Construction	3 hours
ART 338	Advanced Fiber: Surface Design	3 hours
ART 341	Early Medieval Art	3 hours
ART 342	The Age of Cathedrals	3 hours
ART 345	Modern Art: 1800 to 1945	3 hours
ART 346	Museums and Culture	2–3 hours
ART 350	After Modern Art: 1945 to 1990	3 hours
ART 352	Contemporary Art	3 hours
ART 357	Holography Workshop	1–3 hours
ART 366	Cyberfeminism and New Media Practices	3 hours
ART 370	Topics in Studio Art	1–3 hours
ART 371	Topics in Art History and Criticism	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 407	Painting Studio	3 hours
ART 411	Alternative Processes in Ceramics	3 hours
ART 417	Advanced Sculpture Topics	3 hours
ART 421	Photography III	3 hours
ART 427	Printmaking Studio	3 hours
ART 449	Seminar In Impressionism and Post-Impressionism	3 hours
ART 499	Internship	1–3 hours

Participate in portfolio reviews when enrolled in studio courses

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

Maintain a 3.0 GPA in art courses

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

All of the following:

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

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

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

ART 125	Silkscreen	3 hours
ART 205	Painting: Oil	3 hours
ART 206	Painting: Acrylic	3 hours
ART 211	Ceramics: Introduction to Clay	3 hours
ART 212	Throwing on the Wheel	3 hours
ART 217	Reductive/Constructive	3 hours
ART 218	Modeling and Replication	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 221	Photography I	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 224	Video Art	3 hours
ART 227	Etching	3 hours
ART 228	Lithography	3 hours
ART 236	Sustainable Textiles	3 hours
ART 237	Handmade Paper & Felt	3 hours
ART 238	Fiber: Surface Design	3 hours
ART 239	Fiber: Fabric Printing	3 hours
ART 266	Introduction to New Media	3 hours
ART 270	Topics in Studio Art	1–3 hours
ART 301	Advanced Drawing	3 hours
ART 305	Advanced Painting I	3 hours
ART 306	Advanced Painting II	3 hours
ART 311	Advanced Ceramics: Hand Building and Slip Casting	3 hours
ART 318	Beyond Object	3 hours
ART 319	Digital Fabrication	3 hours
ART 321	Photography II	3 hours
ART 323	Photo-Silkscreen	3 hours
ART 325	Video Art II	3 hours
ART 327	Printmaking III	3 hours
ART 330	Book Arts/Artists' Books	3 hours
ART 335	Animation Workshop	3 hours
ART 337	Advanced Fiber: Surface Construction	3 hours
ART 338	Advanced Fiber: Surface Design	3 hours
ART 357	Holography Workshop	1–3 hours
ART 366	Cyberfeminism and New Media Practices	3 hours
ART 370	Topics in Studio Art	1–3 hours

ART 397/497	Independent Study	1–3 hours
ART 407	Painting Studio	3 hours
ART 411	Alternative Processes in Ceramics	3 hours
ART 417	Advanced Sculpture Topics	3 hours
ART 421	Photography III	3 hours
ART 427	Printmaking Studio	3 hours
ART 499	Internship	3 hours

Two of the following (6 hours) of elective upper level art history:

ART 293	Asian Art	3 hours
ART 341	Early Medieval Art	3 hours
ART 342	The Age of Cathedrals	3 hours
ART 345	Modern Art: 1800 to 1945	3 hours
ART 346	Museums and Culture	2–3 hours
ART 350	After Modern Art: 1945 to 1990	3 hours
ART 352	Contemporary Art	3 hours
ART 371	Topics in Art History and Criticism	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 449	Seminar In Impressionism and Post-Impressionism	3 hours
ART 485	Art History Methods and Theory	3 hours
ART 499	Internship	1–3 hours

Two of the following in correlate courses from the approved list below:

BIO 213	Introductory Human Anatomy	4 hours
COMM 260	Digital Video Production	3 hours
COMM 383	Art & Entertainment Law	3 hours
COMM 420	Female Beauty	3 hours
COMM 486	Practicum/Production (video/multimedia courses)	3 hours
DANC 240	Intro to Dance	3 hours
DANC 241	Contemporary Issues in Dance	3 hours
ENLT 266	Film Criticism	3 hours
ENLT 268	From Fiction to Film	3 hours
ENLT 367	Women in Film	3 hours
MLIT 320	Italian Cinema, 1945–65	3 hours
PHIL 252	Philosophy of Art	3 hours
THTR 205	Introduction to Acting	3 hours
THTR 245	Stagecraft	3 hours
THTR 380	History of Theatre	3 hours
THTR 445	Scene Design	3 hours
THTR 455	Costume Design	3 hours
Pre-approved Special Topic courses		
Additional upper level Art History Courses		

Participate in portfolio reviews every semester

Minor in Studio Art—ARTS (24 hours)

One of the following:

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

One of the following:

ART 103	Design Lab I	3 hours
ART 104	Design Lab II	3 hours

One of the following:

ART 241	Art History Survey I	3 hours
ART 242	Art History Survey II	3 hours

ART 251RM	Italian Art History I (Rome campus)	3 hours
ART 252RM	Italian Art History II (Rome campus)	3 hours

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

ART 125	Silkscreen	3 hours
ART 205	Painting: Oil	3 hours
ART 206	Painting: Acrylic	3 hours
ART 211	Ceramics: Introduction to Clay	3 hours
ART 212	Throwing on the Wheel	3 hours
ART 217	Reductive/Constructive	3 hours
ART 218	Modeling and Replication	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 221	Photography I	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 224	Video Art	3 hours
ART 227	Etching	3 hours
ART 228	Lithography	3 hours
ART 236	Sustainable Textiles	3 hours
ART 237	Handmade Paper & Felt	3 hours
ART 238	Fiber: Surface Design	3 hours
ART 239	Fiber: Fabric Printing	3 hours
ART 266	Introduction to New Media	3 hours
ART 270	Topics in Studio Art	1–3 hours
ART 301	Advanced Drawing	3 hours
ART 305	Advanced Painting I	3 hours
ART 306	Advanced Painting II	3 hours
ART 311	Advanced Ceramics: Hand Building and Slip Casting	3 hours
ART 318	Beyond Object	3 hours
ART 319	Digital Fabrication	3 hours
ART 321	Photography II	3 hours
ART 323	Photo-Silkscreen	3 hours
ART 325	Video Art II	3 hours
ART 327	Printmaking III	3 hours
ART 330	Book Arts/Artists' Books	3 hours
ART 335	Animation Workshop	3 hours
ART 337	Advanced Fiber: Surface Construction	3 hours
ART 338	Advanced Fiber: Surface Design	3 hours
ART 357	Holography Workshop	1–3 hours
ART 366	Cyberfeminism and New Media Practices	3 hours
ART 370	Topics in Studio Art	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 407	Painting Studio	3 hours
ART 411	Alternative Processes in Ceramics	3 hours
ART 417	Advanced Sculpture Topics	3 hours
ART 421	Photography III	3 hours
ART 427	Printmaking Studio	3 hours
ART 499	Internship	1–3 hours

Participate in 3 portfolio reviews

Minor in Art History—ARTH (18 hours)

All of the following:

ART 241	Art History Survey I	3 hours
or ART 251RM	Italian Art History I (Rome campus)	3 hours
ART 242	Art History Survey II	3 hours
or ART 252RM	Italian Art History II (Rome campus)	3 hours

Four of the following (12 hours) in upper level art history:

ART 293	Asian Art	3 hours
ART 341	Early Medieval Art	3 hours
ART 342	The Age of Cathedrals	3 hours
ART 345	Modern Art: 1800 to 1945	3 hours
ART 346	Museums and Culture	2–3 hours
ART 350	After Modern Art: 1945 to 1990	3 hours
ART 352	Contemporary Art	3 hours
ART 371	Topics in Art History and Criticism	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 449	Seminar In Impressionism and Post-Impressionism	3 hours
ART 485	Art History Methods and Theory	3 hours
ART 499	Internship	1–3 hours

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

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

ART 293	Asian Art	3 hours
ART 341	Early Medieval Art	3 hours
ART 342	The Age of Cathedrals	3 hours
ART 345	Modern Art: 1800 to 1945	3 hours
ART 346	Museums and Culture	2–3 hours
ART 350	After Modern Art: 1945 to 1990	3 hours
ART 352	Contemporary Art	3 hours
ART 371	Topics in Art History and Criticism	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 449	Seminar In Impressionism and Post-Impressionism	3 hours
ART 485	Art History Methods and Theory	3 hours
ART 499	Internship	1–3 hours

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

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

ART 293	Asian Art	3 hours
ART 341	Early Medieval Art	3 hours
ART 342	The Age of Cathedrals	3 hours
ART 345	Modern Art: 1800 to 1945	3 hours
ART 346	Museums and Culture	2–3 hours
ART 350	After Modern Art: 1945 to 1990	3 hours
ART 352	Contemporary Art	3 hours
ART 371	Topics in Art History and Criticism	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 449	Seminar In Impressionism and Post-Impressionism	3 hours
ART 485	Art History Methods and Theory	3 hours
ART 499	Internship	1–3 hours

ADDITIONAL PROGRAMS

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

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



ART COURSES (ART)

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

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

101 Drawing I (3)

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

102 Drawing II (3)

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

103 Design Lab I (3)

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

104 Design Lab II (3)

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

125 Silkscreen (3)

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

141 Art Encounter (3)

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

142 Introduction to Film History and Analysis (3)

This course provides an international survey of the history and art of film alongside an introduction to film analysis.

205 Painting: Oil (3)

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

206 Painting: Acrylic (3)

This course consists of a series of painting assignments that introduces the student to the materials, techniques and idiom of painting with acrylic paints. By the end of the course, the student is expected to be able to visually express her unique ideas and views with this medium.

211 Ceramics: Introduction to Clay (3)

An introductory course in basic ceramic techniques and creative processes that use clay as an expressive medium through hand building, throwing on the potter's wheel, and glazing/finishing.

212 Throwing on the Wheel (3)

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

217 Reductive/Constructive (3)

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

218 Modeling and Replication (3)

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

219 Sculptural Knitting and Crochet (3)

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

221 Photography I (3)

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

223 Introduction to Digital Photography (3)

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

224 Video Art (3)

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

227 Etching (3)

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

228 Lithography (3)

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

236 Sustainable Textiles (3)

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

237 Handmade Paper and Felt (3)

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

238 Fiber: Surface Design (3)

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

239 Fiber: Fabric Printing (3)

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

241 Art History Survey I (3)

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



change in the meaning and significance of these when put to new uses in new contexts. We will discuss current issues and debates in art history, such as responsible collection practices and repatriation of art objects. We will relate the aesthetic experiences and values of cultures from our period of study to contemporary culture. Over the course of the semester, students will develop their own analysis of the purpose, meaning, and significance of a single art object that they have viewed in a museum, and which dates from the chronological period the course covers.

242 Art History Survey II (3)

This course provides a survey of the historical development of Western and non-Western art and architecture from the Renaissance period to the present. We will study works of art in their cultural contexts in order to gain an understanding of the purpose, meaning, and significance of works of art to those who made, used, and viewed them. Emphasis will be placed on the idea that art history's canon is not fixed, but is instead shaped by the questions we ask and the values we hold in the present. We will discuss current issues and debates in art history, such as the repatriation of art objects looted during WWII, the role of museums in society, and responses to art controversies. We will discuss how the aesthetic values of cultures from our period of study have influenced contemporary aesthetic values. Over the course of the semester, students will respond to works of art that they have viewed in a museum, and which date from the chronological period the course covers.

251RM Italian Art History I (3)

This course is the first half of a year-long survey of the arts in Italy. It will focus on Ancient and Early Medieval Art in Rome and investigate stylistic, technical, historical and iconographical aspects in order to broaden the student's background in Humanities and, in particular, in Art History and History. Taught in Rome.

252RM Italian Art History II (3)

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

266 Introduction to New Media (3)

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

270 Topics in Studio Art (1–3)

The presentation of selected subjects of relevance not included in regular departmental offerings.

Prerequisite: established by the instructor. May be repeated with different topic.

293 Asian Art (3)

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

301 Advanced Drawing (3)

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

305 Advanced Painting I (3)

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

306 Advanced Painting II (3)

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

311 Advanced Ceramics: Hand Building and Slip Casting (3)

Further instruction in building ceramic sculpture incorporating hand building skills, as well as, basic mold making and slip casting techniques. Prerequisite: ART 211 or 212.

318 Beyond Object (3)

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

319 Digital Fabrication (3)

In this course, students will explore objects and objecthood through creative projects using a variety of digital technologies in order to create physical objects. Students will learn the fundamentals of vectorbased and 3D modeling software through creative projects that are geared towards the studio artist/designer. A variety of different production modes will be explored, including CNC machining, laser cutting, and 3D printer technologies, and an interactive, augmented reality artwork using mobile applications. Students will learn about contemporary artists and designers who utilize these digital fabrication techniques in their creative practices. Students will also be introduced to contemporary thematic drives and philosophies underpinning the understanding of objecthood in a techinfused material culture. Prerequisite: ART 103 or 104.

321 Photography II (3)

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

323 Photo-Silkscreen (3)

This course deals with the use of photographic images, ideas and techniques in the graphic process of serigraphy. Group discussion and critiques. Prerequisite: ART 125

325 Video Art II (3)

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

327 Printmaking III (3)

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

330 Book Arts/Artists' Books (3)

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

335 Animation Workshop (3)

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

337 Advanced Fiber: Surface Construction (3)

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

338 Advanced Fiber: Surface Design (3)

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

341 Early Medieval Art (3)

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

342 The Age of Cathedrals (3)

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

345 Modern Art: 1800–1945 (3)

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

346 Museums and Culture (2–3)

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

350 After Modern Art: 1945 to 1990 (3)

This course surveys artistic movements and practices in North America, Japan, and Europe that developed between 1945 and 1990. During this period following WWII, artists responded to the legacy

of modern art, pursued new audiences, developed alternative exhibition venues, and explored alternative approaches to art making. Examples of artistic movements and practices we will study include Abstract Expressionism, Gutai, Pop Art, Fluxus, Minimalism, conceptual art, institutional critique, feminist art, video and performance art, and appropriation and deconstruction. In addition, we will study critical theories about art and cultural production developed during this period.

352 Contemporary Art (3)

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

357 Holography Workshop (1-3)

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

366 Cyberfeminism and New Media Practices (3)

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

370 Topics in Studio Art (1-3)

The presentation of selected subjects of relevance not included in regular departmental offerings. Prerequisite: established by the instructor. May be repeated with different topic.

371 Topics in Art History and Criticism (1-3)

The presentation of selected subjects of relevance not included in regular departmental offerings. Prerequisite: established by the instructor. May be repeated with different topic.

397 Independent Study (1-3)

Students with sufficient background experience work independently under the direction of a faculty member in studio or art history. Prerequisite: permission of instructor. May be repeated.

402 Teaching Art in Preschool through 8 (3)

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

403 Teaching Art in High School (3)

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

407 Painting Studio (3)

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

411 Alternative Processes in Ceramics (3)

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

417 Advanced Sculpture Topics (3)

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

421 Photography III (3)

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

427 Printmaking Studio (3)

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

449 Seminar in Impressionism and Post-Impressionism (3)

A discussion of selected readings on artists associated with the Impressionist movement such as Monet, Manet, Degas, Cassatt and Morisot, and their influence on the next generation. Prerequisite: ART 242 or 348.

485 Art History Methods and Theory (3)

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

495 Senior Comprehensive in Art History or Studio Art (3)

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

497 Independent Study (1-3)

Students with sufficient backgrounds work independently under the direction of a faculty member in studio or art history. Prerequisite: permission of the instructor. May be repeated.

499 Internship (1-3)

Work experience in art-related business, institution, or museum. Jointly supervised by a faculty member and a representative from the sponsoring site. Prerequisite: permission of campus and site supervisor. May be repeated. Graded S/U.





Biology

Nancy Nekvasil, Department Chair
268 Science Hall
574-284-4671

FACULTY/PROFESSIONAL SPECIALISTS

J. Eleff, T. Fogle, R. Khadka, L. Kloepper, C. Majetic,
N. Nekvasil, D. Paetkau, C. Palmer, A., J. Ralston,
C. Versagli

DEPARTMENT DESCRIPTION

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

TEACHER PREPARATION

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

ADVANCED WRITING PROFICIENCY

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

SENIOR COMPREHENSIVE

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

BIOLOGY DEPARTMENT LEARNING OBJECTIVES

- The Saint Mary's biology major will demonstrate familiarity with current biological principles and practices.
- The Saint Mary's biology major will demonstrate an understanding of the scientific approach to problem solving.
- The Saint Mary's biology major will participate in laboratory and/or field experiences as methods of investigation.
- The Saint Mary's biology major will demonstrate a knowledge of and appreciation for scientific achievement in the world.

Additional Student Learning Outcomes for each Concentration:

Integrated Biology Concentration

- The Saint Mary's biology major will demonstrate an understanding of basic biological principles. These include but are not limited to concepts related to the diversity of living organisms, the ecological and evolutionary implications of variations in form and function, eukaryotic cell structure, and functional aspects of the eukaryotic cell.
- The Saint Mary's biology major will be able to explain the genetic basis for variation among living organisms, the relationship between genotypic and phenotypic expression, and the patterns of inheritance as a result of genetic crosses.
- The Saint Mary's biology major will demonstrate skills pertaining to and required by participation in field courses, courses dealing with morphology, physiological/molecular courses, botanical courses, and zoological courses.
- The Saint Mary's biology major will complete all learning objectives associated with the Senior Comprehensive.

Cellular/Molecular Biology Concentration

- The Saint Mary's biology major will demonstrate an understanding of basic biological principles. These include but are not limited to concepts related to the diversity of living organisms, the ecological and evolutionary implications of variations in form and function, eukaryotic cell structure, and functional aspects of the eukaryotic cell.
- The Saint Mary's biology major will be able to explain the genetic basis for variation among living organisms, the relationship between genotypic and phenotypic expression, and the patterns of inheritance as a result of genetic crosses.
- The Saint Mary's biology major will demonstrate an in-depth understanding of cellular and molecular function.
- The Saint Mary's biology major will be able to explain how cellular and molecular mechanisms influence the whole organism.
- The Saint Mary's biology major will complete all learning objectives associated with the Senior Comprehensive.

Ecology, Evolution, and Environmental Biology Concentration

- The Saint Mary's biology major will demonstrate an understanding of basic biological principles. These include but are not limited to concepts related to the diversity of living organisms, the ecological and evolutionary implications of variations in form and function, eukaryotic cell structure, and functional aspects of the eukaryotic cell.
- The Saint Mary's biology major will be able to explain the genetic basis for variation among living organisms, the relationship between genotypic and phenotypic expression, and the patterns of inheritance as a result of genetic crosses.
- The Saint Mary's biology major will demonstrate an in-depth understanding of environmental concepts.
- The Saint Mary's biology major will be able to explain how components of the environment influence all organisms and vice versa.
- The Saint Mary's biology major will complete all learning objectives associated with the Senior Comprehensive.

PROGRAM IN BIOLOGY

Bachelor of Science, Major in Biology, Integrative Biology—BIO (60 hours)

Thirty seven (37) hours must be in biology.

All of the following:

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

One from each of the following areas:

Cellular/Physiological Course

BIO 230	Molecular Cell Biology	lab	4 hours
BIO 317	Microbiology	lab	4 hours
BIO 328	General Physiology	lab	4 hours
BIO 413	Histology	lab	4 hours

Field Course

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

Organismal Course

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

Botanical Course

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

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

BIO 209	Marine Biology	lab	4 hours
BIO 213	Introductory Human Anatomy	lab	4 hours
BIO 220	Comparative Vertebrate Anatomy	lab	4 hours
BIO 230	Molecular Cell Biology	lab	4 hours
BIO 232	Animal Behavior	lab	3 hours
BIO 248	Issues in Environmental Biology		1 hour
BIO 270	Environments of Ecuador		3 hours
BIO 301	Field Biology	lab	3 hours
BIO 308	Vertebrate Natural History	lab	4 hours
BIO 310	Teaching in Biology (3 hrs max)	nt	1–3 hours
BIO 312	Evolution		3 hours
BIO 313	Economic Botany		3 hours
BIO 315	Statistical Methods for Biologists	lab	3 hours
BIO 316	Conservation Biology	lab	4 hours
BIO 317	Microbiology	lab	4 hours
BIO 318	Immunology		3 hours
BIO 320	Parasitology	lab	4 hours
BIO 323	Ecology	lab	4 hours
BIO 324	Field Botany	lab	4 hours

BIO 326	Developmental Biology	lab	4 hours
BIO 328	General Physiology	lab	4 hours
BIO 332	Ornithology	lab	3 hours
BIO 333	Biomedical Technology, Ethics, and Decision Making		3 hours
BIO 335	Plant-Animal Interactions	lab	4 hours
BIO 340	Medical Terminology		2 hours
BIO 410	Pathophysiology		3 hours
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health		3 hours
BIO 417	Cancer Biology		3 hours
BIO 497	Independent Study	nt	1–3 hours
BIO 499	Internship	nt	1–3 hours

Required Supporting Courses

All of the following:

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

One of the following sequences for two semesters of Math:

MATH 131-132	Calculus I, II	8 hours
MATH 133, 114	Theory and Application of Calculus/Introduction to Statistics	7 hours
MATH 133, 225	Theory and Application of Calculus/Foundations of Higher Mathematics	7 hours

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

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

Thirty seven (37) hours must be in biology.

All of the following:

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

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

BIO 209	Marine Biology	lab	4 hours
BIO 213	Introductory Human Anatomy	lab	4 hours
BIO 220	Comparative Vertebrate Anatomy	lab	4 hours
BIO 232	Animal Behavior	lab	3 hours
BIO 248	Issues in Environmental Biology		1 hour
BIO 270	Environments of Ecuador		3 hours
BIO 301	Field Biology	lab	3 hours
BIO 308	Vertebrate Natural History	lab	4 hours
BIO 310	Teaching in Biology (3 hrs max)	nt	1–3 hours
BIO 312	Evolution		3 hours
BIO 313	Economic Botany		3 hours
BIO 315	Statistical Methods for Biologists	lab	3 hours
BIO 316	Conservation Biology	lab	4 hours
BIO 318	Immunology		3 hours
BIO 320	Parasitology	lab	4 hours
BIO 323	Ecology	lab	4 hours

BIO 324	Field Botany	lab	4 hours
BIO 326	Developmental Biology	lab	4 hours
BIO 332	Ornithology	lab	3 hours
BIO 333	Biomedical Technology, Ethics, and Decision Making		3 hours
BIO 335	Plant-Animal Interactions	lab	4 hours
BIO 340	Medical Terminology		2 hours
BIO 410	Pathophysiology		3 hours
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health		3 hours
BIO 413	Histology	lab	4 hours
BIO 417	Cancer Biology		3 hours
BIO 497	Independent Study	nt	1–3 hours
BIO 499	Internship	nt	1–3 hours

Required Supporting Courses

All of the following:

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

One of the following sequences for two semesters of Math:

MATH 131-132	Calculus I, II	8 hours
MATH 133, 114	Theory and Application of Calculus/Introduction to Statistics	7 hours
MATH 133, 225	Theory and Application of Calculus/ Foundations of Higher Mathematics	7 hours

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

Bachelor of Science, Major in Biology, Concentration in Ecology, Evolution and Environmental Biology—EEEB (60 hours)

Thirty seven (37) hours must be in biology.

All of the following:

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

Two of the following:

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

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

BIO 209	Marine Biology	lab	4 hours
BIO 213	Introductory Human Anatomy	lab	4 hours
BIO 220	Comparative Vertebrate Anatomy	lab	4 hours
BIO 230	Molecular Cell Biology	lab	4 hours
BIO 232	Animal Behavior	lab	3 hours
BIO 270	Environments of Ecuador		3 hours
BIO 301	Field Biology	lab	3 hours
BIO 308	Vertebrate Natural History	lab	4 hours



BIO 310	Teaching in Biology (3 hrs max)	nt	1–3 hours
BIO 313	Economic Botany		3 hours
BIO 316	Conservation Biology	lab	4 hours
BIO 317	Microbiology	lab	4 hours
BIO 318	Immunology		3 hours
BIO 320	Parasitology	lab	4 hours
BIO 324	Field Botany	lab	4 hours
BIO 326	Developmental Biology	lab	4 hours
BIO 328	General Physiology	lab	4 hours
BIO 332	Ornithology	lab	3 hours
BIO 333	Biomedical Technology, Ethics, and Decision Making		3 hours
BIO 335	Plant-Animal Interactions	lab	4 hours
BIO 340	Medical Terminology		2 hours
BIO 410	Pathophysiology		3 hours
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health		3 hours
BIO 413	Histology	lab	4 hours
BIO 417	Cancer Biology		3 hours
BIO 497	Independent Study	nt	1–3 hours
BIO 499	Internship	nt	1–3 hours

Required Supporting Courses

All of the following:

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

One of the following sequences for two semesters of Math:

MATH 131-132	Calculus I, II	8 hours
MATH 133, 114	Theory and Application of Calculus/Introduction to Statistics	7 hours
MATH 133, 225	Theory and Application of Calculus/Foundations of Higher Mathematics	7 hours

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

Minor in Biology—BIO (17–20 hours)

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

BIO 105	Cells to Self	lab	4 hours
BIO 106	Mendel, Darwin, and the World We Live In	lab	4 hours
BIO 107	Physiology of Women		3 hours
BIO 120	Human Genetics and Society		3 hours
BIO 153	Foundations of Biology I	lab	4 hours
BIO 154	Foundations of Biology II	lab	4 hours
BIO 209	Marine Biology	lab	4 hours
BIO 213	Introductory Human Anatomy	lab	4 hours
BIO 214	Human Physiology	lab	4 hours
BIO 216	Introduction to Microbiology	lab	4 hours
BIO 220	Comparative Vertebrate Anatomy	lab	4 hours
BIO 221	Introduction to Genetics	lab	4 hours
BIO 224	Introduction to Pathophysiology	lab	3 hours
BIO 230	Molecular Cell Biology	lab	4 hours
BIO 232	Animal Behavior	lab	3 hours
BIO 270	Environments of Ecuador		3 hours
BIO 301	Field Biology	lab	3 hours
BIO 308	Vertebrate Natural History	lab	4 hours
BIO 312	Evolution		3 hours
BIO 313	Economic Botany		3 hours
BIO 315	Statistical Methods for Biologists	lab	3 hours
BIO 316	Conservation Biology	lab	4 hours
BIO 317	Microbiology	lab	4 hours
BIO 318	Immunology		3 hours
BIO 320	Parasitology	lab	4 hours
BIO 323	Ecology	lab	4 hours
BIO 324	Field Botany	lab	4 hours
BIO 326	Developmental Biology	lab	4 hours
BIO 328	General Physiology	lab	4 hours
BIO 331	Biotechnology	lab	4 hours
BIO 332	Ornithology	lab	3 hours
BIO 333	Biomedical Technology, Ethics, and Decision Making		3 hours
BIO 335	Plant-Animal Interactions	lab	4 hours
BIO 410	Pathophysiology		3 hours
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health		3 hours
BIO 413	Histology	lab	4 hours
BIO 417	Cancer Biology		3 hours
BIO 497	Independent Study	nt	3 hours
BIO 499	Internship	nt	3 hours

GRADUATE STUDY

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

INTERNATIONAL PROGRAMS

Environments of Ecuador Summer Program

One of the most environmentally diverse countries in the world, Ecuador offers a unique opportunity to experience four distinct ecological settings. Witness 500-pound tortoises on the Galapagos Islands, hummingbirds in the cloud forest, alpacas of the Andes highlands, and Capuchin monkeys in the Amazon. Students will discover a fascinating world of unusual plants and animals. Open to students in all majors, the course (BIO 270) highlights

the natural beauty of Ecuador in a 15-day travel experience during the summer in even years. Particular emphasis is placed on local conservation efforts, the intersections between biology and culture, and the rich diversity of life.

BIOLOGY COURSES (BIO)

105 Cells to Self (4)

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

106 Mendel, Darwin and the World We Live In (4)

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

107 Physiology of Women (3)

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 class meets the NS LO1, WV, and CTS Sophia Program Liberal Learning designations. Offered fall semester; 3 hours of lecture per week; no prerequisites.

120 Human Genetics and Society (3)

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

141 Human Anatomy and Physiology I (4)

This course is the first of a two-part sequence for the intended nursing major that 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. This class meets the NS LO1 Sophia Program Liberal Learning designations. Offered fall semester for first year intended nursing majors; 3 hours of lecture and 3 hours of lab per week; no prerequisites.

142 Human Anatomy and Physiology II (4)

This course is the second of a two-part sequence for the intended nursing major that will cover the cardiovascular system, blood, lymphatics and immunity, respiratory system, digestive system, urinary system, endocrine system, and the reproductive system with some information about human development and heredity. 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. This class meets the NS LO1 Sophia Program Liberal Learning designations. Offered spring semester for first-year intended nursing majors; 3 hours of lecture and 3 hours of lab per week. Prerequisite: C or better in BIO 141 required.

153 Foundations of Biology I (4)

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

154 Foundations of Biology II (4)

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

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

213 Introductory Human Anatomy (4)

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

214 Human Physiology (4)

Concepts of human physiology built upon a strong understanding of human anatomy. For students majoring in areas other than biology. (Three hours lecture and one three-hour laboratory) Offered fall semester. Prerequisite: one semester each of biology and chemistry.

216 Introduction to Microbiology (4)

A general introduction to microorganisms, their cultivation, control and role in infectious disease with emphasis on the host-parasite relationship and the host's response to infection. For students majoring in areas other than biology. (Three hours lecture and three hours of laboratory) Offered spring semester. Prerequisites: BIO 141, 142, and CHEM 118.

220 Comparative Vertebrate Anatomy (4)

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

221 Introduction to Genetics (4)

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

224 Introduction to Pathophysiology (3)

This class is designed to give students an introduction to the basis of diseases, disorders, and syndromes. Disease pathogenesis (how a disease progresses) and etiology (the study of the cause of disease) will be emphasized. Common diseases and disorders of organ systems will be examined via lectures, case studies, outside research, and class discussions. Offered in the spring semester primarily for sophomore nursing majors. Three hours lecture per week. Prerequisites: BIO 141, 142, and CHEM 118.

230 Molecular Cell Biology (4)

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

232 Animal Behavior (3)

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

248 Issues in Environmental Biology (1)

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

270 Environments of Ecuador (3)

Experience four major ecosystems: Andes highlands, cloud forest, Amazon rainforest, and volcanic islands (Galapagos). Topics include history/culture of Ecuador, native plant and animal diversity, evolutionary biology, environmental impact of human presence, and Ecuadorian efforts at conservation (required pre-travel class sessions, two weeks travel in Ecuador, and travel fees). Appropriate for both biology majors and non-majors. Offered summer, alternate years. Prerequisite: one year of biology or permission of instructor.

297 Independent Study (1-3)

An opportunity for independent study for outstanding first and second-year students. Original research is encouraged. Consent of department chair required. May be repeated.

301 Field Biology (3)

An intensive field course concerned with techniques for studying plants and animals in a natural setting. Offered summers, occasionally.

308 Vertebrate Natural History (4)

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

310 Teaching in Biology (1-3)

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

312 Evolution (3)

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

313 Economic Botany (3)

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

315 Statistical Methods for Biologists (3)

This course focuses on experimental design in the biological sciences and application/interpretation of statistical methods. Topics covered include types of data, sampling strategies, data presentation and statistical hypothesis testing using both parametric and non-parametric procedures. Offered alternate years with BIO 313, fall semester. Two hours lecture and one three-hour laboratory per week. Prerequisites: Junior standing and MATH 131-132 or equivalent.

316 Conservation Biology (4)

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

317 Microbiology (4)

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

318 Immunology (3)

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

320 Parasitology (4)

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

323 Ecology (4)

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

324 Field Botany (4)

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

328 General Physiology (4)

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

330 Seminar in Molecular/Cellular Biology (1)

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

331 Biotechnology (4)

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

332 Ornithology (3)

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

333 Biomedical Technology, Ethics, and Decision Making (3)

An overview of recent advances in biomedical technology and the ethical issues encountered by consumers when faced with the opportunity to utilize these technological advances. Using case studies, students will review the basic science supporting each new technology, its intended use, and subsequent risks and benefits. Offered spring semester: three hours lecture per week. Junior standing required.

335 Plant-Animal Interactions (4)

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

340 Medical Terminology (2)

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

385 Introduction to Research (2)

Designed specifically for biology majors of junior standing in preparation for the required senior project. Includes critical reading of scientific literature, discussion of research methods and data analysis, compiling a bibliography, and writing a literature review and a proposal. Part of Advanced Writing requirement. Includes class meetings and conferences with advisors. Offered spring semester.

410 Pathophysiology (3)

Pathophysiology uses case studies to acquaint students with the abnormal physiology associated with states of disease. All organ systems are covered within the semester. Heavily grounded in knowing normal physiology, this class develops critical thinking skills through detailed analysis of alterations in normal mechanisms within the human body. Offered spring semester. Prerequisite (or corequisite with permission of instructor): Junior or senior standing, BIO 214 or 328.

412 Emerging Infectious Diseases and Their Impact on Global Health (3)

This course will investigate the factors that drive the emergence of infectious diseases and the effects of emerging diseases on global human health. The course will also address the impact of emerging diseases on the health of wildlife and plant populations. Additionally, the course will discuss the deliberate initiation of emerging infectious diseases; the mechanisms used to mitigate the impact of emerging infectious diseases; and the strategies used to control disease emergence. Offered fall semester; three hours of lecture per week. Prerequisite: BIO 216 or 317.

413 Histology (4)

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

417 Cancer Biology (3)

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

485 Research in Biology (2)

Independent research leading to the required Senior Comprehensive. Offered fall semester. Prerequisites: BIO 385, senior standing.

490 Special Topics in Biology (1-3)

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

497 Independent Study (1-3)

An opportunity for independent study for outstanding Junior and Senior students. Original research encouraged. Prerequisite: Permission of faculty advisor and department chair required. May be repeated.

499 Internship (1-3)

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



Business Administration and Economics

Joyce Hicks, Department Chair
357 Spes Unica Hall
574-284-4508

FACULTY

J. Cerngul, A. Fitwi, J. Hicks, M. Merryman, J. Vihtelic, N. Xiao

DEPARTMENT DESCRIPTION

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

STUDENT LEARNING GOALS

Programs in the department emphasize the following student goals:

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

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

ADVANCED WRITING PROFICIENCY

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

SENIOR COMPREHENSIVE

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

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

PROGRAM REQUIREMENTS

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

PROGRAM IN ECONOMICS

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

All of the following:

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

Four of the following (3 hours minimum):

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

Required Supporting Course

MATH 114	Introduction to Statistics	3 hours
----------	----------------------------	---------

PROGRAM IN BUSINESS ADMINISTRATION

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

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

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

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

All of following:

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

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

Required Supporting Courses

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

Accounting Concentration

Four of the following:

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

Finance Concentration

Four of the following:

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

International Business Concentration

Four of the following:

BUAD 349	Survey of International Business and Economics	3 hours
BUAD 407	International Accounting	3 hours
BUAD 408	Culture of Business in the French Speaking World	3 hours

BUAD 416	International Financial Management	3 hours
BUAD 422	International Management	3 hours
BUAD 432	International Marketing	3 hours
ECON 354	Economic Development	3 hours
ECON 356	Comparative Economic Systems	3 hours
ECON 452	International Trade and Finance	3 hours

Management Concentration

Four of the following:

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

Management Information System Concentration:

All of the following:

CPSC 102	Spreadsheets	1 hour
CPSC 103	Introduction to Computers (or with approval an alternate 300 or 400 level CPSC course)	2 hours
CPSC 207	Computer Programming	3 hours

One of the following:

CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

Two of the following:

CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory & Application	3 hours
CPSC 417	Systems Analysis and Design (if not taken above)	4 hours
CPSC 429	Database Systems (if not taken above) (or with approval an alternate 300 or 400 level CPSC course)	3 hours

Marketing Concentration

Four of the following:

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

PROGRAM IN ACCOUNTING

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

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

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

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

All of the following:

BUAD 301	Intermediate Accounting I	3 hours
BUAD 302	Intermediate Accounting II	3 hours
BUAD 303	Cost Accounting	3 hours
BUAD 304	Personal Income Tax	3 hours
BUAD 312	Principles of Finance	3 hours
BUAD 341	Statistical Applications	3 hours
BUAD 344	Business Law I	3 hours
BUAD 346	Personal Ethics and Corporate Culture	3 hours
BUAD 402	Auditing	3 hours
BUAD 446	Strategic Management	3 hours

Three of the following:

BUAD 305	Accounting for Not-for-Profit Organizations	3 hours
BUAD 306	Fraud Examination	3 hours
BUAD 401	Advanced Accounting	3 hours
BUAD 404	Advanced Topics in Income Tax	3 hours
BUAD 407	International Accounting	3 hours
BUAD 444	Business Law II	3 hours

Required Supporting Courses

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

PROGRAM IN MANAGEMENT INFORMATION SYSTEMS***Bachelor of Business Administration, Major in Management Information Systems—MIS (58 hours)***

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

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

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

All of the following:

BUAD 312	Principles of Finance	3 hours
BUAD 341	Statistical Applications	3 hours
BUAD 344	Business Law I	3 hours
BUAD 346	Personal Ethics and Corporate Culture	3 hours
BUAD 446	Strategic Management	3 hours
CPSC 207	Computer Programming	3 hours
CPSC 328	Data Structures	3 hours

CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

One of the following:

CPSC 307	C and Assembly Communications	3 hours
CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory & Application	3 hours

Required Supporting Courses

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

Minor in Business Administration—BUAD (18 hours)

All of the following:

BUAD 201	Principles of Financial Accounting	3 hours
BUAD 221	Principles of Management	3 hours
BUAD 231	Principles of Marketing	3 hours
BUAD 312	Principles of Finance	3 hours
ECON 252	Principles of Microeconomics	3 hours

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

Minor in Economics—ECON (18 hours)

All of the following:

ECON 251	Principles of Macroeconomics	3 hours
ECON 252	Principles of Microeconomics	3 hours
ECON 351	Intermediate Macroeconomics	3 hours
ECON 352	Intermediate Microeconomics	3 hours

Two 300/400 Level ECON courses.

CERTIFIED PUBLIC ACCOUNTANT EXAM—150 HOUR REQUIREMENT

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

- Staying for additional undergraduate work at Saint Mary's, i.e., completing a minor or second major or studying abroad for a year.
- Pursuing a graduate degree at another institution. Many of our graduates go on to complete master's programs.
- Completing the additional college credits in less than five years through a combination of summer school courses and heavier loads during the academic year.
- Going directly into the job market following graduation, prior to completing 150 hours. Many of our graduates have worked with their employers to develop a plan for completion of the hours with employer support.

BUSINESS ADMINISTRATION COURSES (BUAD)

201 Principles of Financial Accounting (3)

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

202 Principles of Managerial Accounting (3)

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

221 Principles of Management (3)

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

231 Principles of Marketing (3)

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

240 Financial Success Strategies for Women (3)

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

244 Strategies for Financial Success (2)

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

249 Survey of American Business (1)

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

301 Intermediate Accounting I (3)

Analysis and interpretation of current accounting theory and practice; accounting problems involving cash, receivables, inventories, fixed assets and current liabilities. Prerequisites: BUAD 202; CPSC 102 or 207.

302 Intermediate Accounting II (3)

Continuation of BUAD 301; emphasis on accounting concepts and application involving analysis of long-term liabilities and stockholders' equity; preparation of statement of cash flows; correction of errors and accounting changes; accounting for pensions, leases, and deferred taxes. Prerequisite: BUAD 301.

303 Cost Accounting (3)

Theory and practice of accounting for costs in different sectors of the economy, especially in manufacturing companies. Study of particular topics includes job order and process costing, cost-volume-profit relationships, variable costing, balanced scorecard, and variance analysis, static and flexible budgets, and relevant costs for decision making. Behavioral issues are also considered. Prerequisite: BUAD 202.

304 Personal Income Tax (3)

Study of the federal law as it relates to the taxation of individuals. Topics covered include: income, deductions, gains and losses, and alternative methods of computing tax. Special emphasis on tax planning.

305 Accounting for Not-for-Profit Organizations (3)

Accounting for governmental units, colleges and universities, hospitals, voluntary health and welfare organizations, and other non-profit organizations; emphasizing the differences between generally accepted accounting principles for business and non-business enterprises. Prerequisite: BUAD 301.

306 Fraud Examination (3)

Introduction to occupational fraud and abuse. Students will learn how and why occupational fraud is committed, how fraudulent conduct can be detected, and how allegations of fraud should be investigated and resolved. Prerequisite: BUAD 201.

312 Principles of Finance (3)

Managerial finance is the dynamic study of decision making on financial issues pertaining to the firm. An overview of concepts, tools, and techniques acquaints students with the financial manager's activities and decisions employed to maximize shareholder wealth. Prerequisites: BUAD 201; ECON 251 and 252, or 151.

313 Investments (3)

Studies marketable securities such as common stock, bonds and warrants; analysis of the contractual characteristics of these assets, the markets in which they are traded and factors affecting investment decisions. Prerequisite: BUAD 312.

314 Personal Financial Planning (3)

Presents an overview of personal financial management from the perspective of a professional financial planner. Students gain an appreciation of the need for comprehensive financial planning and a working knowledge of how to carry it out effectively. Topics include financial statement preparation and analysis, debt management, risk management and insurance, investments, retirement and estate planning, and the duties and responsibilities of a professional financial planner. Prerequisite: BUAD 312 (or concurrently).

315 Management of Financial Institutions (3)

Studies the management of financial institutions, with a focus on the asset/liability management theme. Topics include financial markets and interest, interest rate risk management, depository institution management, and regulatory aspects and policy formulation in a rapidly changing environment. Prerequisite: BUAD 312.

316 Financial Strategy with Computer Applications (3)

An integrative course in financial decision making with emphasis on the management of long-term assets and sources of funding. Cases employing spreadsheet financial models are used to blend theory with practice. Prerequisites: CPSC 102 or 207 and BUAD 312.

317 Financial Statement Analysis (3)

Studies a company's financial position and the results of operations by using its financial statements: the balance sheet, income statement, retained earnings statement, and statement of cash flows. Topics include valuation of a firm's equity and debt securities, and evaluation of short-and-long term credit. Prerequisite: BUAD 312.

321 Human Resource Management (3)

Introduces students to the principles and theories of human resource management emphasizing the strategic role of human resource managers as partners with line managers. Topics include social, legal and ethical considerations of HR; workforce diversity, EEO, and affirmative action; job analysis and human resource planning; recruitment; selection; training and development; performance appraisal; compensation and benefits; safety and health at work and employee and labor relations. Prerequisite: BUAD 221.

322 Organizational Behavior (3)

The course focuses on human behavior in organizational settings, the organization itself, their intersection and small group processes. Topics include OB across cultures, perception and attribution, personality and individual differences, motivation theories and their application, group dynamics, teams at work, power and politics, organizational processes of communication, decision making, change and conflict and negotiation, organizational culture and organizational design for strategic competency. Prerequisite: BUAD 221.

329 Gender and Race Issues in Management (3)

Highlights challenges faced by women and persons of non-Euro-American background in the management world. Topics include changing nature of the of the workforce, barriers faced by women managers, gender differences in communication styles, glass ceiling, career breaks and re-entry into work, work-life balance, dual-career issues, sexual harassment, working with diverse groups including African Americans, Latino Americans, Asian Americans, Arab Americans, organizational payoffs of pursuing diversity. Prerequisite: Junior/Senior standing or permission of instructor.

331 Advertising and Promotion (3)

Study of the various types of advertising and promotion used in today's society, how the consumer perceives a product, the purposes of a promotional campaign and how an organization determines the type of promotion it will use. Topics include advertising, sales promotion, publicity and direct marketing. Cannot receive credit for both BUAD 331 and COMM 406. Prerequisite: BUAD 231.

333 Marketing Research (3)

The role of research in marketing decision-making. Includes marketing problem definition, questionnaire development, sample selection, data analysis, survey methodology, sources of secondary data and presentation of research results. Prerequisite: BUAD 231.

334 Buyer Behavior (3)

Basic study of consumer, business and non-profit organization buyers. Emphasis on cultural, social, psychological, and demographic influences on the buying decision process. Development of analytical skills used as basis for other marketing electives. Prerequisite: BUAD 231.

341 Statistical Applications (3)

Design of experiment, sampling and probability modeling. Analysis of variance, regression, index numbers, time series and goodness of fit. Emphasis on applications to business and economic decision-making. Also listed as MATH 241. Prerequisite: MATH 114 with a grade of "C" or better.

342 New Venture (3)

In New Venture, students will learn about starting a new business including formulation of a business plan, determining a viable business model, funding the business, price and promotion of the product/service, establishing an accounting information system, and other operational and launch issues faced by small business entrepreneurs. Students will actually experience real world entrepreneurship. This course has no prerequisites and will benefit any students considering starting their own business.

344 Business Law I (3)

Introduction to legal reasoning and the legal environment of business, including the structure and operation of the judicial process and alternate dispute resolution mechanisms; the laws of contracts and sales, agency, bailments and torts. Prerequisite: Junior or senior standing.

345 Business Communication (3)

Introduction to essential aspects of written and oral business communication that include interpersonal skills, making oral presentations, effective listening, giving feedback, writing business letters, reports, proposals, memos and emails. The course also examines gender differences and cross-cultural differences in communication.

346 Personal Ethics and Corporate Culture (3)

Systematic analysis and evaluation of business values, ethical climates of corporate cultures, and the moral issues encountered in business practice. Students develop an ethical framework for future decision making through cases, reading and discussions. (Also listed as JUST 346).

349 Survey of International Business and Economics (2-3)

Travel to various international locations as part of a summer travel program or from Saint Mary's Rome campus. Lectures on topics in International Business will be interspersed with field trips to businesses and governmental/ trade organizations. Students may enroll for up to three credits with a major paper required. Students with a concentration in International Business may count this course toward their requirements. Prerequisite: BUAD 221 or 231, or ECON 251 or 252.

370 Topics in Business (1-3)

The presentation of selected subjects of special relevance not included in regular departmental offerings. Prerequisite: established by the instructor.

401 Advanced Accounting (3)

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

402 Auditing (3)

Principles, standards and procedures underlying the audit of financial statements. Topics include the legal aspects of auditing, internal control, preparation of related working papers and the audit report. Prerequisite: BUAD 302.

403 Tax Assistance Program (2)

Preparation of federal and state income tax returns for low-income individuals. (Cross-listed with University of Notre Dame, College of Business Administration course ACCT 486-Tax Assistance Program.) Graded S/U. Prerequisite: BUAD 304. May be repeated for credit.

404 Advanced Topics in Income Tax (3)

Study of the federal tax law as it relates to the taxation of individuals, corporations, partnerships, estates, and trusts. Other advanced topics include emphasis on tax research and tax planning. Prerequisite: BUAD 304.

407 International Accounting (3)

An examination of the causes and consequences of the diverse accounting practices of international business and the resultant impact on multinational enterprises; emphasis on currency translation, taxation and reporting. Prerequisite: BUAD 202.

408 Culture of Business in the French-Speaking World (3)

This course taught in French offers extensive reading practice in a variety of content areas, such as business, economics, political science and social sciences, and acquaints the students with the culture of business as well as the sociopolitical climate of French-speaking countries. Students will read and discuss French magazine and newspaper articles, and excerpts from books on issues in the French-speaking world (also listed as MLFR 408).

416 International Financial Management (3)

International aspects of corporate financial management, focusing on financial problems unique to firms doing business overseas. Topics covered include exchange rate determination, exchange exposure, political risk, direct foreign investment, international capital markets, funds management, international banking, and financial trade. Prerequisites: BUAD 312 and MATH 114.

422 International Management (3)

Analysis of the global dimensions of management covering topics as strategy, managing, political risk, communication and motivation in cultural complexities, organizing international operations, negotiations, selection training, repatriation, ethics, women in multinational corporations, and current topics. Team case analysis, projects and exercises are used to introduce a variety of important skills needed in international operations. Prerequisite: BUAD 221.

427 Principles of Operations Research (3)

An introduction to operations research—quantitative models used in management decision-making. The course will focus on the models as tools, with computer software used extensively for problem-solving and assignments. Case studies are used. Prerequisites: MATH 114 and BUAD 221 (also listed as MATH 251).

431 Retail (3)

Study of structures and practices of retailing. Emphasis on current and emerging retailing concepts including category stores, cable shopping networks and e-commerce on the Internet. Topics include strategies, merchandise policy, site selection, pricing, and financial control. Prerequisite: BUAD 231.

432 International Marketing (3)

Analysis of the functional and environmental differences peculiar to marketing internationally. Emphasis on developing skills of research, cultural sensitivity, analysis, oral and written communication skills with country description and export feasibility projects including international documentation. Prerequisite: BUAD 231.

434 Sales Management and Professional Selling (3)

Study of the different opportunities, duties, responsibilities, and ethics relating to sales management and professional selling in organizations. Emphasis will be on developing the knowledge, attitudes, and skills essential in assessing and meeting client needs for effective selling.

435 Marketing Management (3)

Study of the marketing management activities of planning, organizing, implementing and controlling the marketing mix with emphasis on small and mid-sized businesses through an entrepreneurial project. Prerequisite: BUAD 231, junior or senior business major or permission of instructor.

443 Small Business Consulting (1–3)

This course offers students the opportunity to experience real-world entrepreneurship by working with an actual client who either wants to launch a new venture or who wants to grow an existing business. Class time will be spent learning about the unique characteristics of small businesses and their owners. Additionally, students will learn about the consulting process: specifically how to identify problems and opportunities confronting small, entrepreneurial firms; how to establish client trust; how to communicate effectively with clients; how to manage expectations; how to develop a project timeline and complete the project in a timely fashion.

444 Business Law II (3)

Continuation of the study of the relationship between law and business, including securities law, commercial paper, secured transactions, bankruptcy, insurance and trusts. Recommended for students concentrating or majoring in accounting. Prerequisite: BUAD 344.

446 Strategic Management (3)

An integrative course in top management decision-making with an emphasis on the process of strategic planning. Cases are used to develop analytical, ethical, teamwork and communication skills important in the business environment. Prerequisites: Senior standing, completion of substantially all other major core requirements. Offered fall semester only. Prerequisites: BUAD 312, senior standing, and substantial completion of all other major core requirements.

447 International Business Law (3)

A study of the laws that impact international trade. Topics include the legal environment of international business; international sales, credits and commercial transactions; and international and U.S. trade law.

497 Independent Study (1–3)

An opportunity for in-depth self-study (with faculty supervision) of a topic in business or economics not otherwise offered by the department. This course will count only as a college free elective and does not fulfill any Business Administration or Economics requirements. Graded S/U. Prerequisite: permission of department chair.



499 Internship in Business/Economics (1–3)

Professional work experience with a business or non-profit organization in a specific concentration or major. A student works 8-10 hours per week and makes periodic written reports and oral presentations. The Internship in Business course may not be used to satisfy any major requirements. Graded S/U. Prerequisite: Senior standing (or spring semester Junior year) and permission of department chair. Open to BUAD, ECON and MIS majors.

ECONOMICS COURSES (ECON)

151 Survey of Economics (3)

Provides the non-business major with basic economic concepts along with a wide variety of contemporary economic issues. Topics include demand and supply, unemployment, inflation, monetary and fiscal policies, international trade problems, and reasons for government intervention. This course does not count toward a major in business administration, economics, or MIS and will not substitute for ECON 251 or 252.

251 Principles of Macroeconomics (3)

Economic principles relating to the functioning of the aggregate economy, including the fundamentals of national income measurement and determination, money and banking, fiscal and monetary policies and economic growth.

252 Principles of Microeconomics (3)

Economic principles relating to the determination of prices and output under competition, monopoly and other market structures. The theory of consumer demand, analysis of the cost structure of the firm, pricing and employment of resources, and distribution of income.

351 Intermediate Macroeconomics (3)

National income analysis, principles and problems of income determination, inflation, economic growth and economic stability. Prerequisites: ECON 251, 252.

352 Intermediate Microeconomics (3)

Builds upon microeconomic principles to examine various economic issues and uses more sophisticated concepts. Emphasis is on consumer behavior and theory of the firm. Prerequisites: ECON 251, 252.

354 Economic Development (3)

Examination of the process of economic growth. Particular attention is given to the problems faced by developing nations and to the alternatives open to these countries. Prerequisites: ECON 251, 252.

356 Comparative Economic Systems (3)

Study of the economic systems used to allocate resources in various countries. Attention is focused on capitalism, socialism and the mixed economies of Europe. Prerequisites: ECON 251, 252.

357 Public Sector Economics (3)

Analysis of the role of the government in a market economy and the subsequent effects of government intervention on the allocation of resources. Emphasis will be placed on economic policies such as tax reform, provision of public goods and government regulations. Prerequisites: ECON 251, 252.

358 Labor Economics (3)

Examination of the demand and supply of labor, human capital theory and income distribution. Issues include poverty and discrimination, migration, gender pay gap, welfare reform and economic effects of unions. Prerequisites: ECON 251, 252.

451 History of Economic Thought (3)

Detailed study of the leading economic concepts and schools of economic thought from the Greek philosophers up to and including post-Keynesian developments. Prerequisites: ECON 251, 252.

452 International Trade and Finance (3)

Introduction to the pure theory of trade, protectionism, factor mobility, and the foreign exchange market. Income, price, and policy adjustments to balance of payments disequilibria under fixed and flexible exchange rates. Prerequisites: ECON 251, 252.

470 Topics in Economics (1–3)

The presentation of selected subjects of special relevance not included in regular departmental offerings. Prerequisite: Established by the instructor.

495 Senior Economics Seminar (3)

Designed as a senior level, second semester course that applies intermediate level macro- and microeconomic theory to current issues. It also seeks to foster communication skills and to utilize the research methods and techniques acquired in Statistical Applications (BUAD 341). Prerequisites: BUAD 341, ECON 351, 352.

497 Independent Study (1–3)

An opportunity for in-depth self-study (with faculty supervision) of a topic in economics not otherwise offered by the department. This course will count only as a college free elective and does not fulfill any Business Administration or Economics requirements. Graded S/U. Prerequisite: permission of the department chair.





Chemistry and Physics

Christopher Dunlap, Department Chair
178 Science Hall
574-284-4658

FACULTY

T. Barstis, M. Becker, I. Bentley, C. Dunlap,
D. Feigl, J. Fishovitz, K. Haas, A. Houser, K. Oshin

DEPARTMENT DESCRIPTION

The Department of Chemistry and Physics provides a comprehensive undergraduate education in chemistry and supporting courses in physics for its majors. The courses are designed to meet the highest professional standards and are attuned to meet the needs for students with individual variations in preparation, interests, and different career goals. Graduates of the chemistry and physics program are well prepared to undertake careers in industry or teaching, graduate work in chemistry, or advanced study in professional programs in law and health professions, including medicine, pharmacy, or dentistry.

The Bachelor of Science degree program has a built-in flexibility that is designed to accommodate the goals of each student. There are opportunities for those students who wish to become high school teachers to satisfy the certification of the National Council for Accreditation of Teacher Education. For those planning on entering careers in the health professions, individual counseling is provided to insure that their programs will provide the depth and breadth that is expected in medical and other professional schools in the health sciences.

Special courses in chemistry and physics are offered as a service to the other departments that require backgrounds in chemistry or physics for their students. Other courses are specifically designed to fulfill the Sophia Program requirements in the natural sciences for students who are not science majors but who seek to understand scientific concepts and processes that affect their daily lives in a technology-dependent world.

ADVANCED WRITING PROFICIENCY

Each student writes a formal paper consisting of a technical discussion of the relevant chemical principles and methods related to her oral comprehensive presentation. These are normally submitted during the first semester of the senior year.

SENIOR COMPREHENSIVE

The Senior Comprehensive requirement in Chemistry is fulfilled by successfully completing two presentations, one in a poster format and one 15 minute oral presentation. Both are given in the second semester of the senior year and include a question and answer period with faculty and students. The topic of the presentation may be based on experimental laboratory chemistry research performed at Saint Mary's or at another institution, or literature research on a chemical topic. Emphasis is placed on explaining the chemistry of the research.

AMERICAN CHEMICAL SOCIETY CERTIFICATION

Saint Mary's College is an American Chemical Society (ACS) approved school in chemistry. For those students interested in a more intensive chemistry program, an ACS-certified curriculum is available. Interested students should contact the department chair for information

DEPARTMENT OF CHEMISTRY AND PHYSICS LEARNING OUTCOMES

Undergraduate students upon graduation with a B.S. degree in Chemistry:

- Have a solid foundation in the fundamental principles and applications of current chemistry and scientific theories;
- Are proficient in math and physics, experienced in simulating chemical phenomena using modern computer software, and recognize the importance of these tools for modeling, collecting, and analyzing chemical data;
- Are able to use modern library search engines to locate and retrieve information about a field, topic, or issue in or related to chemistry;
- Can think critically to solve chemical problems and interpret experimental results, and can use and integrate knowledge across disciplines and from a variety of sources to draw reasonable conclusions, appreciate several possible solutions to a problem, and assess the relative validity of each;
- Are skilled in modern laboratory techniques, are mindful of their own health and safety as well as the health and safety of the environment, and are aware of the limitations of their experiments;
- Effectively communicate chemistry through speaking and writing effectively to both scientific and non-scientific audiences;
- Demonstrate an ability to work independently and collaboratively; and
- Understand the ethical, historic, philosophical, and environmental dimensions of problems and issues facing chemists and is sensitive to the value of contribution of different cultures, genders, and religions to scientific thought.

PROGRAM IN CHEMISTRY AND PHYSICS

Bachelor of Science, Major in Chemistry—CHEM (57 hours)

All of the following:

CHEM 121	Principles of Chemistry I	lab	4 hours
CHEM 122	Principles of Chemistry II	lab	4 hours
CHEM 221	Organic Chemistry I	lab	4 hours
CHEM 222	Organic Chemistry II	lab	4 hours
CHEM 311	Physical Chemistry I		3 hours
CHEM 324	Biochemistry		3 hours
CHEM 332	Analytical Chemistry		3 hours
CHEM 342	Bio-Inorganic Chemistry and Materials		3 hours
or CHEM 351	Inorganic Chemistry		3 hours
CHEM 361	Advanced Lab I	lab	4 hours
CHEM 362	Advanced Lab II	lab	4 hours

One of the following (not taken above):

CHEM 312	Physical Chemistry II	3 hours
CHEM 342	Bio-Inorganic Chemistry and Materials	3 hours
CHEM 351	Inorganic Chemistry	3 hours
CHEM 424	Advanced Biochemistry	3 hours

Required Supporting Courses

PHYS 221	General Physics I	lab	5 hours
PHYS 222	General Physics II	lab	5 hours
MATH 131	Calculus I (or equivalent)		4 hours
MATH 132	Calculus II (or equivalent)		4 hours

Bachelor of Science, Major in Chemistry, ACS Certified—CHEM (68–69 hours)**All of the following:**

CHEM 121	Principles of Chemistry I	lab	4 hours
CHEM 122	Principles of Chemistry II	lab	4 hours
CHEM 221	Organic Chemistry I	lab	4 hours
CHEM 222	Organic Chemistry II	lab	4 hours
CHEM 311	Physical Chemistry I		3 hours
CHEM 312	Physical Chemistry II		3 hours
CHEM 324	Biochemistry		3 hours
CHEM 332	Analytical Chemistry		3 hours
CHEM 342	Bio-Inorganic Chemistry and Materials		3 hours
CHEM 351	Inorganic Chemistry		3 hours
CHEM 361	Advanced Lab I	lab	4 hours
CHEM 362	Advanced Lab II	lab	4 hours
CHEM 424	Advanced Biochemistry		3 hours
CHEM 485	Research		1–2 hours

Required Supporting Courses:

PHYS 221	General Physics I	lab	5 hours
PHYS 222	General Physics II	lab	5 hours
MATH 131	Calculus I (or equivalent)		4 hours
MATH 132	Calculus II (or equivalent)		4 hours
MATH 231	Calculus III		4 hours

Minor in Chemistry—CHEM (22–24 hours)**All of the following:**

CHEM 121	Principles of Chemistry I	lab	4 hours
CHEM 122	Principles of Chemistry II	lab	4 hours
CHEM 221	Organic Chemistry I	lab	4 hours
CHEM 222	Organic Chemistry II	lab	4 hours

Two of the following (some courses have prerequisites):

CHEM 311	Physical Chemistry I		3 hours
CHEM 312	Physical Chemistry II		3 hours
CHEM 324	Biochemistry		3 hours
CHEM 332	Analytical Chemistry		3 hours
CHEM 342	Bio-Inorganic Chemistry and Materials		3 hours
CHEM 351	Inorganic Chemistry		3 hours
CHEM 361	Advanced Lab I	lab	4 hours
CHEM 362	Advanced Lab II	lab	4 hours
CHEM 424	Advanced Biochemistry		3 hours

Certain substitutions may be made with the consent of the department to meet the specialized needs of individual students. Students interested in attending graduate school in chemistry or biochemistry are strongly encouraged to participate in research and should consult the department chair about enrolling in additional chemistry, mathematics, and/or biology courses.

CHEMISTRY COURSES (CHEM)

101 Chemistry for the Citizen (4)

A survey course for students majoring in disciplines other than the natural sciences. Application of fundamental chemical principles to selected inorganic, organic, and biological systems, with particular emphasis on topics of interest to citizens in a technological society. (Three hours lecture and one two-hour laboratory)

102 Chemistry in Everyday Life (3)

This course seeks to make the Saint Mary's College student aware of the chemicals that affect her directly as she lives her daily life. (Three lecture hours per week).

118 Integrated General, Organic and Bio-Chemistry (5)

An introduction to the fundamental concepts of general chemistry, organic chemistry and biochemistry with applications to the field of nursing. Laboratory experiments will closely correspond with the lecture material. (Four hours lecture and one two-hour laboratory) Prerequisite: One year high school chemistry and Math 102 or concurrent enrollment in any higher level math course; or permission of the instructor

121 Principles of Chemistry I (4)

An introduction to chemical stoichiometry, atomic and molecular structure, and bonding. Laboratory will explore principles presented in lecture. (Three hours lecture and one three-hour laboratory)

Prerequisite: High school chemistry or permission of instructor.

122 Principles of Chemistry II (4)

An introduction to chemical energetics, chemical equilibria, acid-base chemistry, and kinetics. Laboratory will explore principles presented in lecture. (Three hours lecture and one three-hour laboratory)

Prerequisite: CHEM 121 or permission of instructor.

221 Organic Chemistry I (4)

A treatment of the properties, structures, preparations and reactions of the important classes of compounds of carbon with emphasis on foundational concepts illustrated primarily through the chemistry of aliphatic hydrocarbons. (Three hours lecture and one three-hour laboratory) Prerequisite: CHEM 122.

222 Organic Chemistry II (4)

A treatment of the properties, structures, preparations and reactions of the important classes of compounds of carbon. Aromatic chemistry is introduced and representative functional groups are covered. (Three hours lecture and one three-hour laboratory) Prerequisite: CHEM 221.

311 Physical Chemistry I (3)

A detailed study of chemical thermodynamics and kinetics. This calculus-based course integrates concepts of chemistry and physics. (Three hours lecture) Prerequisites: CHEM 122; MATH 132 or 133; PHYS 222. Recommended: CHEM 221.

312 Physical Chemistry II (3)

A detailed study of quantum chemistry, including techniques and applications of quantum theory, atomic and molecular structure, bonding, symmetry and group theory, and spectroscopy. (Three hours lecture) Prerequisites: CHEM 122; MATH 231; PHYS 222. Recommended: CHEM 221.

324 Biochemistry (3)

A study of the chemical reactions of cells, the major metabolic pathways, and the interrelationship of these pathways. (Three hours lecture per week) Prerequisites: CHEM 222.

332 Analytical Chemistry (3)

Quantitative methods of analysis are explored. The theory and application of wet chemical techniques and modern instrumental techniques (spectroscopy, chromatography and electrochemistry) are introduced with a focus on method selection and underlying chemical concepts. Analytical chemistry uses of statistics and equilibrium are also discussed. (Three hours lecture per week). Prerequisites: CHEM 122, PHYS 222.

342 Bio-Inorganic Chemistry and Materials (3)

This course explores the properties and bonding of inorganic elements that are important to biological systems and biologically-inspired inorganic materials. Students will apply chemical principles in understanding the endogenous roles of metals in charge balance, catalysis, and structure. Students will learn how inorganic chemists design metal-based drugs and imaging agents to solve problems in human health, and how reverse-engineering of bio-inorganic systems have led to revolutionary inorganic solid state- and nano-materials. (Three hours lecture per week) Prerequisite: CHEM 222.

351 Inorganic Chemistry (3)

A study of modern inorganic chemistry with emphasis on the principles, properties, and chemical trends of coordination compounds. This course will also explore the essentials of structure, bonding, symmetry, spectroscopy, and reactivity. (Three hours lecture per week). Prerequisite: CHEM 222. Concurrent or Prerequisite: CHEM 312.

361 Advanced Lab I (4)

Laboratory methods in chemistry are explored. Students will learn how to design and conduct experiments and gain hands-on experience with various laboratory techniques within the overall context of answering chemical questions. They will learn the basic chemical and physical principles upon which these varied techniques are based, plus they will demonstrate and apply their overall chemical knowledge from their first through third years of courses and laboratories. Students will also learn scientific presentation and writing skills. (Two 4-hour laboratories per week). Prerequisite: CHEM 222.

362 Advanced Lab II (4)

A continuation of Chemistry 361, students will explore more advanced laboratory techniques, building upon their experience of the previous course. Students will also build their scientific writing and presentation skills. (Two 4-hour laboratories per week). Prerequisite: CHEM 361.

411 Instrumental Methods (2)

Advanced studies of modern theories and applications of instrumental analytical methods. Students will design, prepare and execute a variety of analyses using modern instrumental techniques including spectroscopic, chromatographic and electroanalytical methods. (One hour lecture and one three-hour lab per week) Prerequisites: CHEM 222, PHYS 222.

424 Advanced Biochemistry (3)

Advanced topics in the chemistry and chemical mechanisms involved in intermediary metabolism and developmental processes with consideration of the biochemistry current in the literature. Offered according to student demand. (Three hours lecture per week). Prerequisites: CHEM 324 and 311, or permission of instructor.

475 Advanced Laboratory Techniques (1-2)

Advanced laboratory work in selected areas (such as polymers, natural products, computational methods, special separation techniques) determined by interests of the students and the instructor. Offered according to student demand. Prerequisite: Permission of the instructor. May be repeated for credit with different laboratory projects.

485 Research (1-3)

Participation in original experimental or theoretical investigation in collaboration with a member of the faculty. Prerequisite: Permission of the department chair. May be repeated.

490 Topics in Chemistry (2-3)

Topics in Chemistry not covered in the regular department offerings and selected according to the interests of the students and instructor. Offered according to student demand. (Two or three lectures per week) Prerequisite: Permission of the instructor. May be repeated for credit with a different topic.

495 Seminar I (1)

Presentations by students of selected topics in chemistry from current research and literature. Guest speakers will give invited lectures. Graded S/U. Pre or corequisite: CHEM 311.

496 Seminar II (1)

Preparation and presentation of either a student's undergraduate research project or a literature review of a major current chemical topic. Guest speakers will give invited lectures. Graded S/U. Prerequisite: CHEM 495.

497 Independent Study (1–2)

Enables properly qualified students to carry out independent study under the guidance of an instructor. Content dependent on student need and interest. Elective with permission of the department chair. Generally graded S/U; may be letter graded. May be repeated with a different topic.

499 Chemistry Internship (1–4)

Graded S/U.

PHYSICS COURSES (PHYS)

101 Intro Topics in Physics: Motion (4)

Experience in physics which provides students a basis for understanding scientific and technology issues. General Education course that deals with the history and methods of physics using everyday motion as the focus. The primary goal of this conceptually-based course is to convey an understanding of science (physics in particular) as a way of knowing. Designed for students not majoring in the sciences but of interest to all. (Three hours lecture and one two-hour laboratory/demonstration).

102 Intro Topics in Physics: 21st Century Energy (3) General Education course that deals with the science of national and global energy concerns. Designed for students not majoring in the sciences but of interest to all. Prerequisite: None. PHYS 101 or high school physics is highly recommended.

105 Intro Topics in Physics: Astronomy (3)

In this course, we will discuss galaxies and the stars within the Universe from our perspective on the Earth. Scientific techniques, as well as the history of scientific observation will be discussed. In addition, the properties of light and gravity will also be discussed. The course will also include exotic objects that occur within the life-cycle of a star, such as pulsars, neutron stars, black holes. Additionally, the evolution and interactions of galaxies will be discussed. The course ends on the topic of the early universe and the big bang which created it.

217 Physics I (4)

A treatment of the fundamental principles of mechanical and thermal phenomena. This is a calculus-based course designed for students in the life sciences. (Three hours lecture and one two-hour laboratory) Prerequisite: MATH 131 or 133, or permission of the instructor.

218 Physics II (4)

A treatment of the fundamental principles of electrical and optical phenomena. This is a calculus-based course designed for students in the life sciences. (Three hours lecture and one two-hour laboratory) Prerequisite: PHYS 217 or permission of the instructor.

221 General Physics I (5)

A detailed treatment of mechanics and thermodynamics. This is a calculus-based course designed for students in the physical sciences, math, and engineering (four hours of lecture per week plus one two hour lab.) Prerequisites: MATH 131 or 133 or permission of the instructor.

222 General Physics II (5)

A detailed treatment of electricity, magnetism, and optics (both geometrical and wave). This is a calculus-based course designed for students in the physical sciences, math, and engineering (four hours of lecture per week plus one two hour lab.) Prerequisites: PHYS 221 and either MATH 132 or MATH 133, or permission of the instructor.

485 Research (1–3)

Participation in original experimental or theoretical investigation in collaboration with a member of the faculty. Prerequisite: Permission of the department chair. May be repeated.

490 Topics in Physics (2–3)

Topics in Physics not covered in the regular department offerings and selected according to the interests of the students and the instructor. Offered according to student demand. (Two or three lectures per week) Prerequisite: Permission of the instructor. May be repeated for credit with a different topic.



Communication Studies, Dance, and Theatre

Michael R. Kramer, Department Chair
109 Moreau Center for the Arts
574-284-4647

PROGRAM IN COMMUNICATION STUDIES

FACULTY

M. Austin, S. Baxter, C. Fitzpatrick, H. Ho, M. Kramer, T. Russ

PROGRAM DESCRIPTION

The Department of Communication Studies, Dance & Theatre offers a Bachelor of Arts major in Communication Studies. The department also offers a minor in Public Relations and Advertising and a second minor in Public Communication.

PROGRAM LEARNING OUTCOMES

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

ADVANCED WRITING PROFICIENCY

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

SENIOR COMPREHENSIVE

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

PROGRAM IN COMMUNICATION STUDIES

Bachelor of Arts, Major in Communication Studies—COMM (33 hours)

All of the following:

COMM 103	Introduction to Communication (with a grade of B- or above)	3 hours
COMM 210	Mass Communication: Past, Present, Future	3 hours
COMM 330	Critical Issues in Mass Communication	3 hours

Senior comprehensive sequence

[COMM 385 and COMM 496]	Research in Communication	3 hours
	Seminar in Advanced Research Methods	3 hours
Or		
[COMM 302 and COMM 495]	History and Criticism of Public Address	3 hours
	Seminar in Rhetoric and Criticism	3 hours

Two of the following:

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

Two of the following:

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

Two of the following:

COMM 200	Interpersonal Communication	3 hours
COMM 203	Small Group Communication	3 hours
COMM 260	Digital Video Production	3 hours
COMM 266	Introduction to New Media	3 hours
COMM 290	Special Topics	3 hours
COMM 302	History and Criticism of Public Address	3 hours
COMM 303	Advertising in Society	3 hours
COMM 304	Public Relations	3 hours
COMM 307	Organizational Communication	3 hours
COMM 308	Persuasion	3 hours
COMM 312	Argumentation	3 hours
COMM 313	Journalism	3 hours
COMM 333	Magazine Writing	3 hours
COMM 350	Intercultural Communication	3 hours
COMM 360	Oral Interpretation	3 hours
COMM 369	Public Communication	3 hours
COMM 370	Political Communication	3 hours
COMM 383	Art and Entertainment Law	3 hours
COMM 384	Mass Communication Law	3 hours
COMM 404	Non-Profit Public Relations Campaigns and Theory	3 hours
COMM 406	Marketing Communication	3 hours
COMM 420	Female Beauty: Discourse, Rhetoric, and Theory	3 hours
COMM 454	Communication Ethics	3 hours
COMM 486	Practicum/Production	3 hours
COMM 490	Special Topic	1–3 hours
COMM 497	Independent Study	1–3 hours
COMM 499	Internship	1–3 hours

Minor in Public Communication—PUBC (18 hours)

All of the following:

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

Two of the following:

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

One of the following:

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

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

All of the following:

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

One of the following:

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

One of the following:

COMM 260	Digital Video Production	3 hours
COMM 266	New Media	3 hours
COMM 313	Journalism	3 hours
COMM 333	Magazine Writing	3 hours
COMM 404	Non-Profit Public Relations Campaigns and Theory	3 hours
COMM 486	Practicum/Production	3 hours
COMM 499	Internship	3 hours

COMMUNICATION STUDIES COURSES (COMM)

103 Introduction to Communication (3)

Students develop an increased competency in communicating with precision and style, and also have the opportunity to think critically and creatively about the process of communication. Major topics in communication theory and practice are surveyed in addition to a focus on public speaking.

200 Interpersonal Communication (3)

A study of interpersonal communication theories and concepts. Focus on the role of communication in understanding and constructing interpersonal relationships in various social contexts. Prerequisite: COMM 103.

203 Small Group Communication (3)

A study of the process and theories of communication in small groups. The focus is on improving individual communication in groups. Prerequisite: COMM 103.

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

This course is designed to sensitize the student to the emergence, current status, and future direction of American media systems. Emphasis is placed on the political/economic pressures that shape media systems and how the media shape and influence mass culture.

240 Introduction to Performance Studies (3)

This course introduces students to key topics and theories in contemporary performance studies. Special emphasis is placed on links between Theatre, Dance, and Communication Studies approaches to the field.

260 Digital Video Production (3)

This course focuses on the video production process as a whole by introducing students to the use of video cameras and microphones, the basic principles of lighting for video, the use of non-linear editing software, and the mechanics of delivering video content across a variety of media platforms, including interactive DVDs, podcasts, and web-streaming. The emphasis of the course is on narrative and visual storytelling techniques and elements of contemporary communication theory that are useful for crafting and conveying messages to well-defined audiences over the medium of video.

266 Introduction to New Media (3)

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

290 Special Topics (1–3)

Topics of special interest in communication not covered in the regular department offerings. May be repeated with different topic.

302 History and Criticism of Public Address (3)

A survey of the principles of human public communication. Topics include theories of public speaking, political and social movement communication, and beginning rhetorical criticism. Special attention is given to the communicative efforts of women in the public arena. Prerequisite: 12 hours of COMM and junior standing or permission of instructor.

303 Advertising in Society (3)

The study of the role of advertising in contemporary society. Topics include the history and sociology of advertising and the analysis of advertising and marketing efforts from a communication perspective.

304 Public Relations (3)

The course provides both theoretical knowledge and practical experience in the skills and techniques that cover several closely associated areas: writing for public relations, copy dissemination, media use and media network design ranging across internal and external media, print, electronic and audiovisual media.

307 Organizational Communication (3)

This course examines communication processes that shape diverse organizational settings. Topics include the study of organizational culture, managerial communication, the construction of gender roles within organizational settings, and the role of communication in designing progressive work environments.

308 Persuasion (3)

Assessment of research and theory as they illuminate persuasion in interpersonal, public, and mediated communication contexts. Topics include motivation, attitude formation and change, social and cultural influences, credibility and non-verbal aspects of communication. Special attention is given to persuasive appeals.

312 Argumentation (3)

The study of argumentation as applied to public and mediated discourse. Topics include: patterns of reasoning, identification and analysis of fallacies, types of supporting evidence, presentation and refutation of cases. Students will participate in debates over current political issues. Prerequisites: COMM 103 and 210 or permission of instructor.

313 Journalism (3)

Techniques of newswriting, editing, copy editing, feature writing and newspaper makeup and publication (also listed as ENWR 313). Prerequisite: Junior or senior standing or permission of instructor.

330 Critical Issues in Mass Communication (3)

This course is designed to introduce students to: the political economy of media institutions in a global environment; the media effects research tradition; and ethical issues associated with mass communication in culture. Special attention is focused on information control in this age of convergence of media institutions, the impact of computer technology on social and community life, and privacy issues. Prerequisites: COMM 103 and 210.

333 Magazine Writing (3)

The rich field of periodical publications is the object of this course, which offers students the opportunity to try their hands at subject matters and voices both suitable to different magazine readerships and reflective of their own interests and opinions (also listed as ENWR 333).

350 Intercultural Communication (3)

This course introduces students to the role communication plays in shaping interactions between members of differing cultural groups. Topics include the role of media as vehicles of cultural expression, tourism as a characteristic type of encounter between people, and the ways in which maps construct the identity of social groups.

360 Oral Interpretation (3)

The study and analysis of literature through performance. Students will gain experience in the epic, lyric, and dramatic modes of solo performance in addition to a beginning exploration of ensemble work in a performance study (also listed as THTR 360).

369 Public Communication (3)

This class will study the role of public speaking in society through putting theory into practice. An experiential education course, class time is divided between studying theories of communication and the practice of public communication through the act of teaching communication studies to guests at a local service agency.

370 Political Communication (3)

This course studies politics through a communication perspective. The goal is to deepen students' understanding of and critical thinking about communication's role in political processes. Students will apply communication and media theories to political cartoons, speechwriting, advertising, debates, journalism, new media technology, and entertainment. Recurring themes include the perception of political communication as a problem in our political system, the role of women as political communicators, and ideas for reforming political communication.

383 Art and Entertainment Law (3)

A study of intellectual property as it applies to art and entertainment. Topics include: moral and economic rights, contracts, copyright, unfair competition, privacy, publicity, and censorship.

384 Mass Communication Law (3)

Exploration of governmental regulations of electronic and print media in America. Historical and contemporary analysis of law in such areas as defamation privacy, state secrets, obscenity, copyright, regulation of advertising, access to government information, free press/fair trial and regulation of broadcasting, cable, and the internet. Prerequisite: COMM 210 or permission of instructor.

385 Research in Communication (3)

Introduction to modes of scholarly inquiry in communication studies. Students are introduced to quantitative research methods as well as a variety of qualitative methods, such as: historical, participant-observation, focus groups, and extended interviews. Prerequisite: 12 hours of COMM or permission of instructor.

404 Non-Profit Public Relations Campaigns and Theory (3)

In this course, you will learn about the driving theories of public relations, the particular nature and characteristics of non-profit organizations, and the practical element of designing a potentially working campaign for a local non-profit organization. Prerequisite: COMM 304.

406 Marketing Communication (3)

This course surveys the field of marketing communications from the perspective of Integrated Marketing Communications. The course explores the principles of consumer behavior and mass communication as a theoretical basis as well as practical aspects of the field, such as strategies for media selection, message execution, branding, and marketing mix tools. Cannot receive credit for both COMM 406 and BUAD 331.

420 Female Beauty: Discourse, Rhetoric, and Theory (3)

This course will examine the cultural expectations and standards of female beauty as embodied and enacted through various discourses including: cultural, media, interpersonal and intrapersonal. Through studying the ways that female beauty is communicated throughout these discourses, students will come to a greater understanding of their own experiences of female beauty and formulate ways to move beyond and resist the dominant norms of beauty. The material will be approached from a feminist, critical perspective with theoretical readings from communication studies, feminist theory, and cultural studies, amongst other areas. Prerequisite: Junior standing.

454 Communication Ethics (3)

Survey of ethical theories focusing on their application to communication. Interpersonal, small group, persuasion and mass media situations will be considered. Prerequisite: 12 hours of COMM.

486 Practicum/Production (3)

This course allows students to gain hands-on experience with contemporary video and multimedia technology. Students produce individual or group projects that require them to design and create video or multimedia content. May be repeated one time with a different topic.

490 Special Topics (1–3)

Topics of special interest in communication not covered in the regular department offerings. May be repeated with different topic.

495 Seminar in Rhetoric and Criticism (3)

A seminar critically examining both written and oral rhetoric. Topics include the varieties of rhetorical critical methods and frames. The major component of this course is the design, execution, and presentation of a critical essay. This course satisfies the Senior Comprehensive requirement. Prerequisite: COMM 302.

496 Seminar in Advanced Research Methods (3)

A seminar to facilitate the design, execution, and critique of an individual research project. This course satisfies the Senior Comprehensive requirement. Prerequisite: COMM 385.

497 Independent Study (1–3)

Research for the advanced student. Prerequisite: Permission of the independent study committee. May be repeated for a maximum of six hours of credit.

499 Internship (2–3)

Placement of the advanced student in internship opportunities, generally off-campus. A typical internship might be at a television or radio station, advertising or public relations firms, or in the marketing or public communication division of an area business. Offered each semester. Graded S/U. Prerequisite: 18 hours of COMM. May be repeated.

PROGRAM IN DANCE

FACULTY

I. Dieckgrafe, L. Lowry

PROGRAM DESCRIPTION

The Department of Communication Studies, Dance & Theatre offers a 16-hour minor in dance. The minor prepares students for further involvement in the dance profession as artists, educators, researchers, leaders, and administrators. The program values individuality, diversity, community, and the empowerment of women through artistic expression. The curriculum fosters the development of the individual creative voice, encourages risk-taking and provides diverse artistic and academic opportunities.

PROGRAM GOALS

- Deepen cultural, theoretical, and practical awareness of the craft of dance.
- Offer serious students the opportunity to extend their knowledge and technical skill through academic and performance courses.
- Equip students with varied types of training necessary to enjoy dance as an avocation, to work in dance-related fields, or to pursue more advanced studies of dance at the graduate level.

The superior student may explore the possibility of a Student-Designed Major (SDM) which encourages interdisciplinary and cross-cultural study. Please refer to page 62 of this bulletin for SDM guidelines.

NOTE: Students receive 2 hours for technique courses taken for the first time and 1 credit for subsequent enrollment in the same level technique course. Level determination occurs each semester with the dance faculty.

PROGRAM IN DANCE

Minor in Dance—DANC (16 hours)

DANC 243	Dance Ensemble Workshop (DEW)	3 hours
----------	-------------------------------	---------

One of the following:

DANC 240	Introduction to Dance	3 hours
DANC 241	Contemporary Issues in Dance	3 hours
DANC 242	Dance Composition I/Improvisation I	3 hours
DANC 342	Dance Composition II/Improvisation II	3 hours

One of the following:

DANC 344	Modern Dance Technique: Advanced	2, 1 hours
DANC 345	Ballet Technique: Advanced	2, 1 hours

Four (minimum) of the following (8 hours):

DANC 144	Modern Dance Technique: Beginning	2, 1 hours
DANC 145	Ballet Technique: Beginning	2, 1 hours
DANC 146	Improvisation	2, 1 hours
DANC 148	Jazz Technique: Beginning	2, 1 hours
DANC 149	Body Conditioning I	2, 1 hours
DANC 150	Tap Technique: Beginning	2, 1 hours
DANC 239	History of Ballet	3 hours
DANC 243	Dance Ensemble Workshop (DEW)	1–3 hours
DANC 244	Modern Dance Technique: Intermediate	2, 1 hours
DANC 245	Ballet Technique: Intermediate	2, 1 hours
DANC 247	Classical Pointe Technique: Beginning/Intermediate	1 hour
DANC 248	Jazz Technique: Intermediate	2, 1 hours

DANC 249	Body Conditioning II	2, 1 hours
DANC 250	Tap Technique: Intermediate	2, 1 hours
DANC 344	Modern Dance Technique: Advanced	2, 1 hours
DANC 345	Ballet Technique: Advanced	2, 1 hours
DANC 347	Advanced Pointe Technique/Variations	1 hour
DANC 348	Jazz Technique: Advanced	2, 1 hours
DANC 390	Special Topics in Dance	1–3 hours

DANCE COURSES (DANC)

NOTE: All dance technique classes (except DANC 247 and 347) include an academic component. There are required and recommended literary sources as well as written mid-term and final examinations testing knowledge of terminology and movement concepts. A performance final exam is required in upper level technique classes. Dance composition courses present a concert of works.

144 Modern Dance Technique: Beginning (2, 1)

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

145 Ballet Technique: Beginning (2, 1)

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

146 Improvisation (2, 1)

Movement exploration in response to given problems or ideas. Emphasis on individual movement and group interaction. May be repeated for one credit.

148 Jazz Technique: Beginning (2, 1)

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

149 Body Conditioning I (2, 1)

An introduction to the Pilates conditioning process includes beginning mat, stretch band, fitness circle and foam roller workouts. Muscle groups are strengthened through a series of resistance exercises. Primary areas of concentration are core conditioning and maintaining the natural curves of the spine. General knowledge of muscle groups, movement, function, and personal alignment will be explored. May be repeated for one credit.

150 Tap Technique: Beginning (2, 1)

An exploration in basic tap technique developing elementary concepts at the beginning level. May be repeated for one credit.

239 History of Ballet (3)

History of Ballet follows an extensive evolution of ballet from Ancient Greek to the expansion of territory in the Twentieth Century tracing over 350 years of continuous development. Artistic, political, social trends and cultural influences reflected in ballet history will be discussed in conjunction with human advancement. Movement progression will be traced and defined through motif notation description. The manner movement is demonstrated in ballet through history reflects the changing times of human progression. Video recordings and picture renderings will provide a visual document to parallel the historical and artistic choices in movement, music, literary works, costume and set design relating to ballet..

240 Introduction to Dance (3)

This course surveys western and non-western dance forms through lecture and studio format. Movement characteristics are linked to cultural identity through the function of dance. Folk, social, and theatrical dance forms will be explored. In addition, Motif (basic movement notation) reading and writing will be introduced at an elementary level and used as a tool for movement identification and creative exploration. This course is intended to foster the student's personal aesthetics and appreciation of dance.

241 Contemporary Issues in Dance (3)

This course addresses recent and current aspects of the ever-changing world of dance. The fusion of forms, mediums and cultures that impact the art form will be considered. Exposure to dance

performance and analysis will encourage the student to develop a personal aesthetic and become dance “literate” in terms of knowledge, communication and expression. Dance education, pedagogy and career options will be explored.

242 Dance Composition/Improvisation I (3)

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

243 Dance Ensemble Workshop (DEW) (1–3)

The ensemble functions as the student dance company in residence. The dancers meet on a regular basis for technique classes, master classes and rehearsals with faculty and guest choreographers. D.E.W. presents an annual concert. Variable credit offered for performance and production. Performance students must be concurrently enrolled in a technique class. May be repeated for a maximum of 9 credits. By audition/permission only.

244 Modern Dance Technique: Intermediate (2, 1)

A course exploring various approaches to technique, with emphasis on the concepts of weight, space, time and flow. May be repeated for one credit.

245 Ballet Technique: Intermediate (2, 1)

Ballet technique at the intermediate level emphasizing correct alignment and proper execution of barre and center exercises. Prerequisite: placement audition. May be repeated for one credit.

247 Classical Pointe Technique—Beginning/Intermediate (1)

A course for the intermediate level ballet student who wishes to explore an extension of ballet technique. Proper alignment and strength will be emphasized in building a strong point foundation. Corequisite: DANC 245. May be repeated for one credit.

248 Jazz Technique: Intermediate (2, 1)

Jazz technique at a more advanced level including hip hop and lyrical styles, with an emphasis on performance. Prerequisite: placement audition. May be repeated for one credit.

249 Body Conditioning II (2, 1)

This course is an extension of Body Conditioning I. Beginning mat and reformer work will be reviewed before proceeding to intermediate work. Students will experience a more intense conditioning process and investigate conditioning for injuries. May be repeated for one credit.

250 Tap Technique: Intermediate (2, 1)

A course for the student who wishes to continue study and be challenged by intermediate level tap technique. Emphasis on clean, clear sounds and movement combinations. Prerequisite: permission of instructor. May be repeated for one credit.

342 Dance Composition/Improvisation II (3)

An extension of Dance Composition I, this course incorporates complex theories and ideas in composition and improvisation. Development of the students personal artistic voice will be nurtured through creation and manipulation of movement material in solo and group work. Performance and production elements will be emphasized as part of the advanced study of choreography. Prerequisite: DANC 242.

344 Modern Dance Technique: Advanced (2, 1)

A more advanced technique course with an emphasis on technical execution and artistic expression. May be repeated for one credit.

345 Ballet Technique: Advanced (2, 1)

Ballet technique for the advanced level student emphasizing accuracy, style, intricate combinations, strength, endurance and advanced vocabulary. Prerequisite: DANC 245 or placement audition. May be repeated for one credit.

347 Advanced Pointe Technique/Variations (1)

A course exploring advanced technique in pointe work. Classical variations will be taught to widen the student's knowledge of historical ballets and give them a physical experience in classic works. Prerequisite: placement audition. Corequisite: DANC 245 or 345. Placement audition. May be repeated.



348 Jazz Technique: Advanced (2)

A continuation of jazz technique providing a stimulating and rigorous application of both the traditional jazz dance vocabulary and contemporary styles. The course prepares the dancer for complex group and solo work for concert performance, video, and musical theatre. Prerequisite: DANC 248 and placement audition. May be repeated for credit.

390 Special Topics in Dance (1-3)

Courses in technique and/or theory. Possible topics: Labanotation, Laban Movement Analysis, Pedagogy, Dance in World Cultures, Music for Dancers, Liturgical and Sacred Dance, Ballet Variations, Historical Social Dance, Folk Dance. May be repeated.

397 Independent Study (1-3)

Independent study proposed by the student, conducted under the supervision of a faculty member with the approval of the department chair.

PROGRAM IN THEATRE

FACULTY

M. Abram-Copenhaver, M. Bialko, M. Duffy, K. Sullivan

PROGRAM DESCRIPTION

The program in theatre provides a comprehensive background in this multifaceted discipline. The study of theatre illuminates, enriches, and interprets human existence. It allows the student the opportunity to gain knowledge of both the process of theatre production and the ideas explored in the literature of the theatre.

PROGRAM GOALS

- Introduce students to the multiple and varied arts which comprise the theatre.
- Engender in students an understanding and respect for the discipline of the theatre.
- Develop a knowledgeable and appreciative audience for live theatre through course offerings and theatrical productions.
- Produce, in as professional a manner as possible, important pieces of dramatic literature.

A student is required to explore three basic areas of theatre: its historical and literary foundations; the techniques of translating theory into action; and the translation itself, that is, production. The course work will be applied in practice through production assignments under the close supervision of faculty.

ADVANCED WRITING PROFICIENCY

Students complete this requirement by submitting a portfolio in the fall of the senior year. The papers in the portfolio include: an analysis of a one-act play and two other papers written for courses which fulfill the requirements for the major in Theatre.

SENIOR COMPREHENSIVE

The Senior Comprehensive in theatre takes place during the fall and spring semesters of the senior year. In the fall, the student chooses a one act play to research and analyze on both literary and theatrical levels. This work is then synthesized into a paper. During the spring, the student actualizes the production, serving as both director and designer, for a live performance before an audience.

PROGRAM IN THEATRE

Bachelor of Arts, Major in Theatre—THTR (36 hours)

All of the following (22 hours minimum):

THTR 205	Introduction to Acting	3 hours
THTR 245	Stagecraft	3 hours
THTR 265	Play Analysis for the Theatre	3 hours
THTR 355	Voice and Movement	3 hours
THTR 375	Rehearsal and Performance	1–3 hours
THTR 380	History of Theatre	3 hours
THTR 475	Stage Directing	3 hours
THTR 480	Production Projects	3 hours

One of the following courses in dramatic literature :

THTR 378	Contemporary Women's Drama	3 hours
THTR 410	Advanced Topics in Theatre (Tennessee Williams)	3 hours
ENLT 413	Shakespeare	3 hours

Three of the following not used to satisfy the above requirements (9 hours):

THTR 135	Introduction to Theatre	3 hours
THTR 305	Characterization	3 hours
THTR 325	Playwriting I	3 hours
THTR 360	Oral Interpretation	3 hours
THTR 365	Fashion and Costume History	3 hours
THTR 378	Contemporary Women's Drama	3 hours
THTR 385	Beginning Fashion and Costume Construction	3 hours
THTR 405	Styles of Acting	3 hours
THTR 410	Advanced Topics in Theatre (approved topics)	3 hours
THTR 430	Theatre Management	3 hours
THTR 445	Scene Design	3 hours
THTR 455	Costume Design	3 hours
THTR 477	Playwriting II	3 hours
THTR 490	Special Topics in Theatre Studies	3 hours
THTR 497	Independent Study	1–3 hours
THTR 499	Internship	1–3 hours

Required Supporting Courses:**One of the following courses in dance (2 hours):**

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

Minor in Theatre (Production)—THPR (12 hours)**All of the following:**

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

One of the following 300–400 level electives:

THTR 305	Characterization	3 hours
THTR 325	Playwriting I	3 hours
THTR 355	Voice and Movement	3 hours
THTR 360	Oral Interpretation	3 hours
THTR 365	Fashion and Costume History	3 hours
THTR 378	Contemporary Women's Drama	3 hours
THTR 380	History of Theatre	3 hours
THTR 385	Beginning Fashion and Costume Construction	3 hours
THTR 405	Styles of Acting	3 hours
THTR 410	Advanced Topics in Theatre (approved topics)	3 hours
THTR 430	Theatre Management	3 hours
THTR 445	Scene Design	3 hours
THTR 455	Costume Design	3 hours

Minor in Theatre (Performance)—THPE (12 hours)**All of the following:**

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

One of the following 300–400 level electives:

THTR 305	Characterization	3 hours
THTR 325	Playwriting I	3 hours
THTR 355	Voice and Movement	3 hours

THTR 360	Oral Interpretation	3 hours
THTR 365	Fashion and Costume History	3 hours
THTR 378	Contemporary Drama	3 hours
THTR 380	History of Theatre	3 hours
THTR 385	Beginning Fashion and Costume Construction	3 hours
THTR 405	Styles of Acting	3 hours
THTR 410	Advanced Topics in Theatre (approved topics)	3 hours
THTR 430	Theatre Management	3 hours
THTR 445	Scene Design	3 hours
THTR 455	Costume Design	3 hours
THTR 477	Playwriting II	3 hours

THEATRE COURSES (THTR)

135 Introduction to Theatre (3)

A broad and comprehensive view of theatre and how it communicates. Fulfills the fine arts requirements.

205 Introduction to Acting (3)

Exploration of the elements of a realistic acting technique using games, improvisations and exercises, culminating in two-character scenes later in the semester.

245 Stagecraft (3)

An introduction to the techniques of the backstage world. Areas of study include scenic and property construction, scenic painting, stage lighting, theatre safety, and special effects.

265 Play Analysis for the Theatre (3)

Reading and analyzing play texts from theatrical and literary perspectives. Fulfills the fine arts requirement. Offered once every year.

305 Characterization (3)

Exploration of the process of characterization with emphasis on techniques of physical transformation and psychological realism. Prerequisite: THTR 205.

325 Playwriting I (3)

Principles of writing for the stage. Emphasis on dramatic structure, character development, plot management, dialogue and critical analysis.

355 Voice and Movement (3)

Development of techniques based on understanding and integration of body/mind. Areas of study include body image, body awareness, alignment, relaxation, voice production, and vocal work on literature.

360 Oral Interpretation (3)

The study and analysis of literature through performance. Students will gain experience in the epic, lyric, and dramatic modes of solo performance in addition to a beginning exploration of ensemble work in a performance study (also listed as COMM 360)

365 Fashion and Costume History (3)

This course will give an overview of the history of fashion from prehistoric times to the present day. Upon completion of the course, students will be able to identify appropriate vocabulary terms for garments and their components, silhouettes, how clothing affected manner and style, how social history affected clothing, popular colors, common fibers, prominent designers, and strong primary sources for each period covered. We will discuss the elements of design, and fashion history as a basis for costuming film, theatre, and television. Projects include seeking out primary sources, drawing costume and fashion designs, and composing written, critical analyses of professional costume and fashion designs. Students will also complete two short-answer exams to assess their ability to recall and articulate what information has been presented in the course lectures..

375 Rehearsal and Performance (1–3)

Rehearsal and performance of a faculty-directed production. Participation as an assistant director, stage manager, crew member, or actor in a 5–7 week rehearsal/performance period. Prerequisite: Audition, permission of the instructor. May be repeated for up to a maximum of 9 hours of credit.

378 Contemporary Women's Drama (3)

An examination of the texts and movements which comprise contemporary drama in today's multicultural world, as written by contemporary American women playwrights.

380 History of Theatre (3)

A study of the development of theatrical art, including the physical theatre, production practices and cultural contexts, from the beginnings in primitive rituals through contemporary time.

385 Beginning Fashion and Costume Construction (3)

This course will teach basic costume and fashion technology, will examine the main differences in construction for clothing versus costumes, and will let students participate in a truncated version of the garment construction process. The students in the course will research and understand women's contributions to the field of design and technology, and how women, historically, have been an integral part of the manufacturing process.

405 Styles of Acting (3)

Techniques to equip the contemporary actor to deal more comfortably with the textual and stylistic problems of acting in period plays. Prerequisite: THTR 205 and 305.

410 Advanced Topics in Theatre (3)

Possible topics: improvisation, musical theatre, audition techniques, stage makeup, lighting and sound design, literary seminars.

430 Theatre Management (3)

The principles and practice of producing for the commercial stock, resident college, and community theatre. Areas of study may include theatrical unions, stage management, and grant writing.

445 Scene Design (3)

An in-depth introduction to scenic design for the stage from concept to rendering.

455 Costume Design (3)

The theory and practice of costume design, including design projects.

475 Stage Directing (3)

Emphasis on techniques and styles of directing for the stage. Readings, exercises, and directing project.

477 Playwriting II (3)

Principles of dramatic writing focusing on the full-length form. Experiments with a variety of techniques of composition including improvisation, historical research and oral history. Prerequisite: THTR 377.

480 Production Projects (3)

Planning and execution of a large-scale project. Majors select, analyze, design, direct and produce a one-act play during their senior year of study. This serves as the "capstone" senior comprehensive in Theatre.

490 Special Topics in Theatre Studies (1–3)

Seminars in theatre. Various topics.

497 Independent Study (1–3)

Research for the advanced student. Permission of the instructor. May be repeated.

499 Internship (1–3)

Practical off-campus experience in theatre-related field at an approved site. Jointly supervised by a faculty member and a representative from the sponsoring organization. Graded S/U.



Communicative Sciences and Disorders

Susan Latham, Department Chair
150 Madeleva Hall
574-284-4686

FACULTY

J. Essig, S. Latham, J. Lovett, S. Schneider, R. Tomenko

DEPARTMENT DESCRIPTION

The Communicative Sciences and Disorders major is designed to provide information about speech and language pathology and audiology to students who have interest in this field. Instruction in this program is balanced between the theoretical and the pragmatic. Students study the causes, characteristics, and therapies for various disorders of communication.

Most students select this major in preparation for further study of communicative disorders in graduate school. Admission to graduate programs in speech-language pathology and audiology are highly competitive, often requiring a minimal GPA of 3.4. Following graduate school, they may enter the field as speech-language pathologists or audiologists. Others choose the major to gather information that is beneficial to their professional and personal lives.

ADVANCED WRITING PROFICIENCY

The Advanced Writing Proficiency is fulfilled through successful completion of the clinical portfolio.

SENIOR COMPREHENSIVE

Successful completion of CSD 485, Clinical Practicum in CSD, satisfies the Senior Comprehensive requirement.

PROGRAM LEARNING OUTCOMES

Students will exhibit the knowledge and skills required in the discipline of Communicative Disorders:

- To provide a program that focuses on the study of both normal and disordered processes of speech, language, and hearing, and the application of such knowledge to the diagnosis and treatment of communication disorders, as well as the basic and applied scientific aspects of human communication sciences and disorders.
- To provide our students with an academic background necessary for graduate education and professional certification in speech language pathology and audiology.
- To provide our students with extensive and varied practicum experiences in the diagnosis and treatment of communication disorders.
- To provide our students with opportunities to be involved in research and to learn about various research methodologies and instrumentation.

- To provide our students with opportunities to become proficient in writing and speaking within the discipline.
- To systematically provide our students with structured service learning opportunities and help in integrating learning within the context of communicative disorders.

PROGRAM IN COMMUNICATIVE SCIENCES AND DISORDERS

Bachelor of Arts, Major in Communicative Sciences and Disorders—CSD (42 hours)

Highly Recommended to fulfill General Education Requirement (see advisor for details)

One Sophia Program approved Literature ENLT course	3 hours
One Sophia Program approved Natural Science BIO course	4 hours
One Sophia Program approved Natural Science PHYS course	4 hours

All of the following:

CSD 220	Introduction to Communicative Disorders	3 hours
CSD 230	Anatomy and Physiology of the Speech and Hearing Mechanism	3 hours
CSD 240	Phonetics	3 hours
CSD 310	Child Language Development	3 hours
CSD 330	Speech & Hearing Sciences	3 hours
CSD 334	Evaluation Procedures in Speech & Language Pathology	3 hours
CSD 340	Introduction to Audiology	3 hours
CSD 350	Speech Sound Disorders	3 hours
CSD 412	Clinical Methods and Supervised Observation	3 hours
CSD 485	CSD Clinical Practicum	3 hours

Required supporting courses:

PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
or PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours
PSYC 305	Lifespan Developmental Psychology	3 hours
PSYC 324	Statistics in Psychology	3 hours
or SOC 372	Sociological Statistics	3 hours

One of the following (3 hours minimum):

CSD 224	Sign Language	3 hours
CSD 490	Special Topics	3 hours
PSYC 325	Research Methods in Psychology	4 hours
PSY 43455	Psycholinguistics (at Notre Dame)	3 hours
PSY 43271	Autism (at Notre Dame)	3 hours

Other courses may be substituted by permission

Effective for the entering class of 2016:

In order to be officially accepted into the communicative sciences and disorders major at the end of the sophomore year, a student must have a cumulative GPA of 3.0 and a minimum prerequisite CSD GPA of 3.25 in the following courses: CSD 220, 230, 240, 310, and 330.

COMMUNICATIVE SCIENCES AND DISORDERS COURSES (CSD)

220 Introduction to Communicative Disorders (3)

A study of the causes, characteristics, and treatments of speech, language, and hearing disorders. Course content also includes speech and language development and suggestions for living and working with those who have communicative disorders.

224 Sign Language (3)

Introduction to basic sign language. American Sign Language syntax and vocabulary are emphasized as well as sign communication, which focuses on the native language of the Deaf. Appreciation and awareness of Deaf culture is a major consideration within the course.

230 Anatomy and Physiology of the Speech and Hearing Mechanism (3)

A survey of the anatomy and physiology for respiration, phonation, articulation, the nervous system, and hearing. Areas of study will include skeletal structures, muscles, tendons, nerves and circulation necessary for speech and hearing. Prerequisite: CSD 220.

240 Phonetics (3)

A study of the basic principles of speech production: anatomy and physiology of the speech mechanism, phonetic principles of the International Phonetic Alphabet, application of phonetic theory and dialects as represented by phonetics.

310 Child Language Development (3)

A study of the development of oral language communicative competence in infants, toddlers, and children. Course content focuses on the development of the linguistic domains of form (phonology, morphology, and syntax), content (semantics) and use (pragmatics). In addition, social, cognitive, and neurological aspects are addressed. Prerequisite: CSD 220.

330 Speech and Hearing Sciences (3)

An introduction to speech and hearing science, including acoustics, speech production, and instrumentation used in the study of speech and hearing science. Prerequisite: CSD 220.

334 Evaluation Procedures in Speech and Language Pathology (3)

This course provides the student with information about the process of evaluating and diagnosing speech-language disorders. A broad range of information and laboratory experience relevant to evaluation procedures in speech and language pathology is provided. Areas of emphasis include: the diagnostic process, collection of intake information, common assessment procedures, assessment in specific disorder areas, language sample collection and analysis, report writing, and standardized test administration. Prerequisites: CSD 220, 230, 240, and 310.

340 Introduction to Audiology (3)

This course is designed to familiarize the student with the field of audiology in general and provide the foundations for understanding the auditory system, performing and interpreting basic hearing tests as they relate to auditory disorders, and gaining an appreciation for the profession of audiology. Prerequisite: CSD 220

350 Speech Sound Disorders (3)

This course is designed to introduce you to the study of normal and disordered articulation. You will gain familiarity with traditional views of articulation disorders and their treatment as well as current treatment methods derived from the study of phonology. Provides the opportunity to develop and analyze therapy programs for speech sound disorders from a variety of etiologically defined groups. Prerequisites: CSD 240, 310, and 334.

412 Clinical Methods and Supervised Observation (3)

This course provides the student with information about clinical methods and intervention procedures for individuals with developmental and acquired communication disorders. In addition, a minimum of 25 supervised observation hours are required. Prerequisites: CSD 220, 230, 240, 310, 330, and 334.

485 CSD Clinical Practicum (3)

Provides clinical experience for students interested in speech and language pathology and audiology.
Prerequisite: CSD 220, 230, 240, 310, 330, 412, and either 334 or 340.

490 Special Topics (1-3)

Topics of special interest in communicative disorders not covered in the regular department offerings.
May be repeated with different topic.





Education

Nancy Turner, Department Chair
326 Madeleva Hall
574-284-4486

FACULTY

I. Chung, A. Gillan, K. Higgs-Coulthard, L. Li,
T. Suico, M. Traxler, N. Turner

DEPARTMENT DESCRIPTION

The mission of the Education Department is to develop reflective practitioners who are passionate, ethical school leaders, well prepared in the scholarship, methodology, and professionalism of teaching to successfully cultivate the diverse gifts of each student.

The Education Department seeks to prepare professional educators who have internalized the values of education and who have the passion and commitment to play a critical role in the development of children and society. Additionally, the department supports and encourages its students to explore leadership positions in education. Education students are expected to demonstrate excellence in scholarship and academic ability.

Graduates of the Education Department at Saint Mary's College will have the professional knowledge, skills, and dispositions required to meet the needs of students in today's diverse classrooms. The department is committed to developing beginning teachers who value diversity; are able to work for and support issues of social justice; are active against causes of alienation, poverty, and oppression; and support dignity within the profession and within the larger society.

Graduates will have a broad professional knowledge base that enables them to deliver effective instruction using a wide variety of methodologies in a manner that is student centered and focused on individual needs. Graduates will demonstrate compassion for the students and families they serve. They will conduct their professional practice in an ethical and moral manner. Graduates of the Education Department will be reflective practitioners who are able to analyze and grow from their teaching experiences throughout their professional careers.

TEACHER PREPARATION

The undergraduate teacher education program offers an Elementary Education major (grades K–6) and a Secondary Education minor (grades 5–12). The performance-based standards for the initial preparation of teachers are those recommended by the Office of Educator Licensing & Development, Indiana Department of Education

ADVANCED WRITING PROFICIENCY

Elementary Education candidates prepare two submissions to the Advanced Writing Proficiency Portfolio. Additional detailed information on the Advanced Writing Proficiency Portfolio is found in the AWP Guidelines available to students on Blackboard.

SENIOR COMPREHENSIVE

All candidates complete student teaching and the Education Portfolio at the Proficient level.

ACCREDITATION

All teacher education programs are approved by the Indiana Department of Education Office of Educator Licensing and Development and the National Council for Accreditation of Teacher Education (NCATE). For more information, see www.ncate.org.

NOTE: Specific course requirements for all license areas are in a period of transition because of changes in licensure being implemented by the Indiana Department of Education. Contact the Education Department for current updates.

EDUCATION DEPARTMENT TEACHER CANDIDATE STANDARDS (Learning Outcomes)

Standard 1: Student Development and Diversity

- A Saint Mary's College teacher candidate applies knowledge of student development, including issues of diversity to meet learner needs.

Standard 2: Learning Processes

- A Saint Mary's College teacher candidate uses her knowledge of how learning occurs to increase student learning.

Standard 3: Instructional Planning and Delivery

- A Saint Mary's College teacher candidate can plan and deliver learning experiences that are standards-based, data-driven, differentiated, tiered, culturally responsive, assessable, and grounded in current technologies.

Standard 4: Assessment

- A Saint Mary's College teacher candidate uses both formative and summative assessments to promote and monitor continuous student learning.

Standard 5: Learning Environment

- A Saint Mary's College teacher candidate can apply the factors that create a safe, healthy, supportive, and inclusive learning environment that respects cultural diversity and reflects high expectations using positive and supportive classroom management.

Standard 6: The Professional Environment

- A Saint Mary's College teacher candidate productively collaborates with diverse stakeholders to ensure and support learning, recognizing and advocating for job-embedded professional development.

Standard 7: Reading

- A Saint Mary's College teacher candidate can identify and define the foundations of literacy development grounded in scientifically-based reading instruction, as well as use developmentally appropriate practices of evidence-based instruction.

Standard 8: Content

- A Saint Mary's College teacher candidate demonstrates deep knowledge of the central concepts, tools of inquiry, and structure of the discipline(s) she teaches and uses that knowledge to create learning experiences that make these aspects of the discipline accessible and meaningful to learners.

PROGRAMS IN EDUCATION

Bachelor of Arts, Major in Elementary Education, K-6 —ELED (65 hours)

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 213	American Mosaic: Integrative Approaches to the Arts in Elementary/Middle School		2 hours
EDUC 215	Teaching Wellness in Elementary/Middle School		3 hours
EDUC 220	Applied Media and Instructional Technology		3 hours

EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School	field	3 hours
EDUC 240	General/Special Education Partnerships in Elementary/Middle School		3 hours
EDUC 301	Teaching Language Arts in Elementary/Middle School	field	3 hours
EDUC 302	Teaching Social Studies in Elementary/Middle School	field	3 hours
EDUC 303	Teaching Science in Elementary/Middle School	field	3 hours
EDUC 304	Teaching Reading in Elementary/Middle School	field	3 hours
EDUC 305	Teaching Mathematics in Elementary/Middle School	field	3 hours
EDUC 308	Children's Literature in Elementary/Middle School	field	3 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student	field	3 hours
EDUC 406	Reading Assessment and Intervention in Elementary/Middle School	field	3 hours
EDUC 472	Student Teaching in Elementary School		12 hours

Additional required courses

HIST 103	World Civilization I		3 hours
or HIST 104	World Civilization II		3 hours
HIST 201	U. S. History to 1865		3 hours
MATH 118	Patterns in Math for Elementary Teachers		3 hours
MATH 302	Math for Elementary Teachers		3 hours

Major in Elementary Education with Mild Intervention Licensure, K–6 — ELMI (77 hours)

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

EDUC 362	Positive Behavioral Support		3 hours
EDUC 365	Assessment Strategies for Exceptional Learners	field	3 hours
EDUC 368	Intervention Strategies in Reading and Other Content Areas	field	3 hours
EDUC 434	Collaboration and Consultation in Special Education	field	3 hours
EDUC 471	Student Teaching in the Elementary / Special Education Classroom (replaces EDUC 472)		12 hours

Major in Elementary Education with minor in Reading, P–12 —ELER (77 Hours)

In addition to the ELED requirements, all of the following are required (Leads to licensure in Reading):

EDUC 306	Multicultural Approaches to the Teaching of Reading		3 hours
EDUC 404	Content Area Literacy Instruction		3 hours
EDUC 481	Seminar in Reading		3 hours
EDUC 486	Practicum in Reading	field	3 hours

Minor in Early Childhood Education—ECED (15 hours)

This is a College minor, not a licensure program.

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 310	Introduction to Early Childhood Education		3 hours
EDUC 311	Curriculum and Assessment in Early Childhood Education		3 hours
EDUC 480	Seminar in Early Childhood Education		3 hours
EDUC 485	Practicum in Early Childhood Education	field	3 hours

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

Leads to licensure in English as a Second Language.

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 430	Foundations of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE)	field	3 hours
EDUC 432	Methods and Materials of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE)	field	3 hours
ENLT 304	History of the English Language		3 hours

One of the following:

ANTH 141	Culture and Society		3 hours
ANTH 253	Survey I: Culture and Language		3 hours
COMM 350	Intercultural Communication		3 hours
ICS 201	Introduction to Intercultural Studies		3 hours

One of the following (if pursuing ESL licensure along with Elementary or Secondary Education):

EDUC 477	Student Teaching in the Elementary/English as a Second Language Classroom		12 hours
EDUC 478	Student Teaching in the Secondary/English as a Second Language Classroom		12 hours

Minor in Secondary Education, 5–12 —EDUC (33 hours)

SECONDARY EDUCATION: LIST OF APPROVED MAJORS

Students planning to complete the Secondary Education minor must complete a major in one of the following content disciplines approved for Saint Mary's College: English; history (history majors must complete additional course work in political science and one of the following: sociology, psychology, economics); mathematics; political science (political science majors must complete additional course work in history and one of the following: sociology, psychology, economics); science (science majors must complete licensing requirements in one of the following areas: chemistry, life science); Spanish.

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 220	Applied Media and Instructional Technology		3 hours
EDUC 345	Curriculum and Assessment in Middle/High School	field	3 hours
EDUC 346	Literacy Strategies and Classroom Management in Middle/High School	field	3 hours
EDUC 350	Educational Psychology: Human Growth and Development of the Middle/High School Student	field	3 hours
EDUC 356	Educational Psychology: Educating Exceptional Learners in Middle/High School	field	3 hours

One of the following:

EDUC 474	Student Teaching in Middle/High School		12 hours
EDUC 475	Student Teaching in High School		12 hours

One of the following:

EDUC 443	Teaching Social Studies in Middle/High School	field	3 hours
EDUC 445	Teaching Modern Languages in Middle/High School	field	3 hours
EDUC 447	Teaching English in Middle/High School	field	3 hours
EDUC 449	Teaching Science in Middle/High School	field	3 hours
EDUC 451	Teaching Mathematics in Middle/High School	field	3 hours

Music Education P–12 (34 hours)

Students planning to complete the Music Education licensure program must complete the Bachelor of Music degree with a major in Music Education in addition to the requirements below.

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 240	General/Special Education Partnerships in Elementary/Middle School		3 hours
EDUC 345	Curriculum and Assessment in Middle/High School	field	3 hours
EDUC 350	Educational Psychology: Human Growth and Development of the Middle/High School Student	field	3 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student	field	3 hours
EDUC 476	Student Teaching in Elementary, Middle, and High School		12 hours
MUS 351	Elementary Music Methods	field	2 hours
MUS 453	Secondary Music Methods	field	2 hours

One of the following:

EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School	field	3 hours
EDUC 356	Educational Psychology: Educating Exceptional Learners in Middle/High School	field	3 hours

Visual Arts Education P–12 (39 hours)

Students planning to complete the Visual Arts Education licensure program must complete a major in Art in addition to the requirements below.

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 220	Applied Media and Instructional Technology		3 hours
EDUC 240	General/Special Education Partnerships in Elementary/Middle School		3 hours
EDUC 345	Curriculum and Assessment in Middle/High School	field	3 hours
EDUC 350	Educational Psychology: Human Growth and Development of the Middle/High School Student	field	3 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student	field	3 hours
ART 402	Teaching Art in the Elementary and Middle School	field	3 hours
ART 403	Teaching Art in the High School	field	3 hours
EDUC 476	Student Teaching in Elementary, Middle, and High School		12 hours

One of the following:

EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School	field	3 hours
EDUC 356	Educational Psychology: Educating Exceptional Learners in Middle/High School	field	3 hours

POLICIES FOR THE ELEMENTARY EDUCATION MAJOR AND SECONDARY EDUCATION MINOR

It is the student's responsibility to be aware of and meet the specific requirements and deadlines for the B.A. in Elementary Education or minor in Secondary Education. Students majoring in Elementary Education must also complete an additional licensure area or college minor. (Contact the Education Department for specific information.)

STEP I—General Education and Introduction to the Profession

Students must complete STEP I (Standards-Based Teacher Education Program) to be admitted to the Education Department.

- Achieve a cumulative 2.75 grade point average.
- Earn the Saint Mary's College Writing Proficiency.
- Complete EDUC 201 *Foundations for Teaching in a Multicultural Society* with a grade of B- or above.
- Complete the EDUC 201 field experience with a satisfactory evaluation.
- Demonstrate basic skills competency (Contact the Education Department for specific information).
- Submit an application to the department.
- Submit acceptable dispositions evaluations.

STEP II—Professional Studies and Content Preparation

Students must be admitted to the Education Department prior to beginning courses in STEP II.

- Maintain a cumulative 2.75 GPA.
- Complete all Education courses with a grade of C or above.
- Complete and submit the application for student teaching.
- Complete all required field experiences at a satisfactory level (minimum 5 hours per week) NOTE: Additional licensures require additional hours.
- Earn the Advanced Writing proficiency (Secondary Education minors complete the writing requirements in their major.)
- Complete requirements for the Education Portfolio at the Developing level.
- Maintain appropriate teaching dispositions.

STEP III—Integrated Studies

- Maintain a cumulative 2.75 grade point average.
- Complete all Education courses with a grade of C or above.
- Complete the year-long internship at a satisfactory level (fall-field/spring-student teaching).

NOTE: Student teachers are required to follow their assigned school calendars.

- Pass the state-approved licensing assessments.
- Demonstrate proficiency in student teaching assessments.
- Complete the Education Portfolio at the Proficient level.

NOTE: A student who enters the department late may request permission from the Chair to adjust her schedule of required Education courses if a 3.0 grade point average is achieved. Adjustments will be made on an individual basis for transfer students and for those who study abroad.

LICENSE TO TEACH IN INDIANA

Completion of Education courses does not guarantee a license to teach in Indiana.

To obtain a license to teach in Indiana, the student:

- Must have a cumulative 2.5 grade point average.
- Must have completed an additional licensure area or college minor in addition to the Elementary Education major **OR** the Secondary Education minor in addition to a college major approved for Saint Mary's College.
- Must obtain valid CPR-Heimlich Maneuver-AED from approved Indiana providers. (www.doe.in.gov/student-services/licensing/cpr-heimlich-maneuver-aed-certification)
- Must obtain valid certificate verifying Evidence-based Child Suicide Prevention.
- Must pass state-approved licensing assessments (Contact the Education Department for specific information.)
- **Submit application for Indiana licensure.**

LICENSE TO TEACH OUTSIDE INDIANA

Students who seek licensure in a state other than Indiana must assume responsibility to meet specific requirements for licensing in that state. Although Interstate Agreement Contracts exist between the state of Indiana and other states, some of these states have additional requirements. Students should consult the state's Department of Education, Teacher Licensure Office for specific requirements.

EDUCATION COURSES (EDUC)

100 Strategies for Academic Success (2)

This course is designed to provide comprehensive college level study skills that apply to academic and career success. Strategies and techniques are presented and integrated with the exploration of motivation and goal setting.

Note: EDUC 201 is a prerequisite for all Education courses.

201 Foundations for Teaching in a Multicultural Society (3)

This course is an introduction to teaching and learning in the educational system of the United States of America today. The essential background roles of history, governance, financing, philosophy, and law are set in a multicultural framework that considers the thematic question: What does it mean to be a teacher in a multicultural society? The thematic question is applied to the content topics of (1) culture, pluralism, and equality; (2) class; (3) ethnicity; (4) race; (5) gender; (6) exceptionality; (7) religion; (8) language, and (9) age. Explication of standards for teaching, outcomes-based performance assessment, and documentation of the scholarship of teaching are included. Thirty (30) hours of field experience are required.

213 American Mosaic: Integrative Approaches to the Arts in Elementary/Middle School (2)

Teacher candidates of Elementary and Middle School will develop knowledge, understanding, and the ability to use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary and middle school students. An exploration of culturally bound and created arts in the United States will be examined for their application and implementation into four content disciplines in the elementary and middle school curriculum. An emphasis will be placed on integrative and inclusive approaches to teaching and learning the arts. Prerequisite: EDUC 240 or with permission.

215 Teaching Wellness in Elementary/Middle School (3)

This course challenges teacher candidates to develop knowledge, understanding, and the ability to foster the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and the practice of skills that contribute to good health. Instructional strategies and skills will focus on health science and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary and middle school students. Emphasis will be placed on instructional activities that promote the development of healthy children. Prerequisite: EDUC 240 or with permission.

220 Applied Media and Instructional Technology (3)

Educational technology can enrich and enhance instructional experiences for both the teacher and student. This class combines theoretical, technical, and experiential components into a single pragmatic approach using technology in the classroom. The National Educational Technology Standards for Teachers (NETS*T,2007) will be used: (1) Facilitate and inspire student learning and creativity, (2) Design and develop digital-age learning experiences and assessments, (3) Model digital-age work and learning, (4) Promote and model digital-age citizenship and responsibility, and (5) Engage in professional growth and leadership.

NOTE: Courses that require a semester-long field experience (5 hours per week) are identified with *Field Experience. Transportation is required.

222 Introduction to English as a Second Language in Elementary/Middle School (3)

Introduction to English as a Second Language in Elementary/Middle School is intended for students who plan to teach in a regular classroom setting. This beginning level course examines the world of English as a Second Language (ESL), including linguistics, culture, ESL theories, and ESL methods. Prerequisite or Corequisite: EDUC 201.

230 Educational Psychology: Foundations of Special Education in Elementary/Middle School (3)

This course is designed to introduce the historical, philosophical, and legal aspects of providing instruction for exceptional learners in the elementary and middle school. Diagnosis and assessment of exceptionality and the etiology of differences in learning are included. The rights and responsibilities of parents, students, educators, and other professionals will be studied. *Field experience.

240 General/Special Education Partnerships in Elementary/Middle School (3)

The focus of this course will be on various approaches to general education and special education programming in the elementary and middle school, including full inclusion, consultation, and cross-categorical models. Particular emphasis will be placed upon the inclusive model and its implications for parents, students, teachers, and other professionals. Common elements of effective teaching such as lesson planning, questioning, and models of teaching as they apply to both general and special education populations will be explored.

301 Teaching Language Arts in Elementary/Middle School (3)

This course is designed to develop knowledge and understanding of teaching, learning, and assessment of all areas of literacy including reading, writing, speaking, listening, and thinking. Evidence-based best practices are examined through course readings and experiences.

Further insights are gained as learning experiences are planned and implemented in the field classroom. *Field experience.

302 Teaching Social Studies in Elementary/Middle School (3)

This course is designed to develop knowledge and understanding, and the ability to use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)—to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. *Field experience.

303 Teaching Science in Elementary/Middle School (3)

This course is designed for teacher candidates to develop their knowledge and understanding of the major concepts of physical, life, and earth and space science and to apply this knowledge in teaching at appropriate grade levels. Emphasis is directed at utilizing research-backed science teaching strategies to improving understanding of science concepts in elementary and middle school grades. Opportunities are provided to develop instructional materials, practice writing and teaching science lessons and/or units, apply appropriate technologies, and connect science concepts and processes to other areas of the elementary/middle school curriculum. *Field experience.

304 Teaching Reading in Elementary/Middle School (3)

This course is designed to provide a broad understanding of the foundations of reading development, instruction, and assessment grounded in scientifically based reading research. Knowledge, skills, and teaching strategies essential in implementing a balanced reading program and creating a literacy-rich classroom environment that supports the literacy development of all students are addressed. *Field experience.

305 Teaching Mathematics in Elementary/Middle School (3)

This course is designed to develop knowledge, understanding, and the ability to use major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data. Emphasis is directed at improving understanding of mathematical concepts in elementary and middle school grades while utilizing effective teaching strategies. Opportunity to develop materials, practice writing and teaching mathematics lessons and/or units, and apply mathematics-related technology for the classroom. Development of a personal philosophy of mathematics instruction, awareness of current issues and trends in mathematics and applications of mathematics in the world. *Field experience.

306 Multicultural Approaches to Teaching of Reading (3)

This course has been designed to assist the teacher in communication with children whose language and cultural backgrounds differ from the majority culture. The course offers practice in adjustment of teaching practices to accommodate differences in cultural values, in selection of teaching materials and techniques most appropriate for reading instruction, and in the development of positive and strong self concepts in children. A variety of cultures are studied, including African-American, Native American, Asian American, and Hispanic-American groups.

308 Children's Literature in Elementary/Middle School (3)

This course focuses on various genres of children's literature appropriate for integration in the elementary and middle school curriculum. Practical applications and experiences for extending literature will be provided. *Field experience.

310 Introduction to Early Childhood Education (3)

The theoretical and practical aspects of the development of young children, focusing on different learning theories and the needs of children from birth through age eight. The important educational roles and challenges of a professional educator and significant historical roots and current practices of different early childhood education programs will be studied in order to gain the knowledge, skills, and insights necessary to confidently and appropriately attain the goal of being a leader in educating young children, parents, and families.

311 Curriculum and Assessment in Early Childhood Education (3)

A study of the curriculum and instructional materials for young children from three through age eight. Special focus is given to planning developmentally appropriate curriculum and practice in which child-centered and integrated curriculum are used to support children's meaningful learning in socio-moral, cognitive, representational, and physical development.

325 Clinical Field Study (0)

This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

335 Clinical Field Study (0)

This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

345 Curriculum and Assessment in Middle/High School (3)

This course provides teacher candidates the opportunity to further define their role as teachers of adolescents in the middle and high school classroom. Through designing curriculum focused on big ideas that span time and culture, engaging, rigorous units will be constructed. Students will learn and use traditional, as well as authentic and performance-based assessment, as a way to teach diverse student populations. *Field experience.

346 Literacy Strategies and Classroom Management in Middle/High School (3)

Building on the knowledge and skills gained in EDUC 345, teacher candidates will learn how to address literacy issues, as well as how to tier and differentiate instruction in a well-managed middle/high school classroom. *Field experience.

350 Educational Psychology: Human Growth and Development of the Middle/High School Student (3)

This course will focus on the special issues facing middle and secondary school students. Motivation, classroom management techniques and test design are included within the framework of three approaches to adolescent psychology: behaviorism, cognitivism, and humanism. Discussion of several leading theories of moral development, cultural differences, and multicultural concepts will be covered. *Field experience.

352 Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student (3)

The primary purpose of this course is to examine the application of psychological theory to the teaching/learning process. Teacher candidates will study typical physical, social, emotional, and cognitive characteristics, various developmental stage theories, types of motivation, learning theories, teaching methodologies and classroom management strategies that have developed from them, and methods of measurement and evaluation. *Field experience.

356 Educational Psychology: Educating Exceptional Learners in Middle/ High School (3)

The focus of this course is on instructional strategies that meet the learning needs of the middle and high school student with disabilities. Special education legislation, programming, and the role of the general education teacher in providing interventions will be emphasized. The use of assessment information in order to provide appropriate services is a topic of discussion. *Field experience.

362 Positive Behavioral Support (3)

This course focuses on teaching and managing the learning environment for students with mild disabilities. Legal regulations regarding the implementation of functional behavioral assessment will be examined. Students will explore the specific components of this assessment and its use in formulating behavioral intervention plans, as well as strategies that foster and teach social skills to students with mild disabilities. Prerequisite: EDUC 240

365 Assessment Strategies/Exceptional Learners (3)

This course focuses on the referral and placement process for students with mild disabilities. Multiple forms of assessment and the mild disability teacher's role in administration will be examined. Emphasis will be placed on the selection, use and interpretation of various instruments, and use of assessment information in the identification and placement of students with mild disabilities. Exploration of the assessment process in relation to Individualized Educational Plans will be a specific focus. *Field experience. Prerequisites: EDUC 230, 240

368 Intervention Strategies in Reading and Other Content Areas (3)

Emphasis in this course is placed on teaching strategies that are shown to be successful with students who need mild curricular and instructional interventions. Multisensory Structured Language Education aligned with elements of scientifically based reading research will be a focus. Interventions in other content areas will be addressed with a highlight on evidence-based approaches. *Field Experience.

372 Education in Great Britain and Ireland (2-3)

This course focuses on the study of education in Great Britain and Ireland with appropriate discussions and lectures. Visits will be made to schools and teaching centers in Ireland, Scotland, and England. Conducted as a special summer offering only.

390 Special Topics (1-3)

An experimental, student or faculty initiated course on a topic not covered in detail in the regular curriculum. May be repeated.

404 Content Area Literacy Instruction (3)

The course focuses on evidence-based best practices related to content area literacy. Teacher candidates will develop a thorough understanding of the comprehension and analysis of informational and persuasive texts. Integration of reading and writing, critical reading, assessment, related literature, intervention and extension strategies, and ongoing progress monitoring will be emphasized.

406 Reading Assessment and Intervention in Elementary/Middle School (3)

This course is designed to enable teacher candidates to identify pupils who have difficulty reading regular class material and to prescribe an appropriate course of action for the remediation of the pupils' skills. Emphasis will be placed on the reading process and teaching methodologies, causes of reading difficulties, utilization of diagnostic materials and remedial techniques for all children. Spring semester only. *Field experience.

408 Fostering the Development of Culturally Responsive Teachers Through Experiential Learning (3)

This course provides pre-service teachers the opportunity to further define their role as teachers in a multicultural society. The course is based in the premise that when we understand our own culture, we can better understand the cultural backgrounds of our students. With that understanding in place, we can connect to our students and the community. Through the use of experiential learning in a setting beyond the Saint Mary's College community, students will have active, unscripted interactions with people and settings outside of their lived experience, interpreted through class discussions informed by course readings, guest speakers, and film.

425 Clinical Field Study (0)

This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

430 Foundations of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE) (3)

The course introduces the historical and cultural contexts of ESL/BBE, theories of second language acquisition (SLA), and resulting models of SLA, ESL, and BBE, with particular attention to current models, such as Dual Language Instruction. Students will examine successful ESL/BBE program elements. The teacher candidate must complete a pedagogical Standard American English (SAE) grammar component and an SAE phonology component at satisfactory levels. Analysis and evaluation of language samples of an ESL or a BBE student are also required. Fall semester only. *Field experience. Pre or Corequisites: ENLT 304, and one of the following: COMM 350, ICS 201, ANTH 141, or ANTH 253.

432 Methods and Materials of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE) (3)

In this course, teacher candidates learn about and practice effective methods of instructional delivery for ESL/BBE students. They analyze commercially prepared materials and engage in materials design, and teaching with those materials. They explore assessment issues in the ESL/BBE context. They find out various ways to enhance communication with ESL and BBE parents and communities. *Field experience. Spring semester only. Pre or Corequisite EDUC 430

434 Collaboration and Consultation in Special Education (3)

This course focuses on communication and collaborative partnerships that will contribute to success for the exceptional child across the full spectrum of services available for mild intervention. Emphasis is placed on the teacher's interaction with parents, other professionals, and agencies in the community. The components of effective team meetings for the purposes of assessment, evaluation, and programming will be explored. *Field experience. Prerequisites: EDUC 230, 240

443 Teaching Social Studies in Middle/High School (3)

This course provides an orientation to teaching techniques, learning strategies, and curriculum development for secondary social studies. Emphasis is placed on the subject matter content areas of social studies. Peer teaching, planning, and field work experiences offer the student occasions to create and facilitate learning opportunities; select, integrate, and adapt curriculum; analyze and evaluate primary and secondary resources from print and non-print media; and develop and practice teaching skills in his or her specific content areas(s). Fall semester only. *Field experience. Prerequisite: EDUC 345.

445 Teaching Modern Languages in Middle/High School (3)

The course focuses on the methodology of content-based second language instruction. It provides background in second language acquisition research, elaborates upon the concept of content-based second language instruction and presents methods and activities designed to develop language skills within a content-based instruction paradigm. Fall semester only. *Field experience. Prerequisite: EDUC 345. (Also listed as MODL 445.)

447 Teaching English in Middle/High School (3)

This course provides teacher candidates the opportunity to specifically apply their content knowledge in English to adolescents in the middle school and/or high school classroom. Through immersion in the design of curriculum units, instructional strategies, including reading, and traditional, as well as alternative and authentic assessments, they will learn to create effective learning experiences for diverse student populations. Fall semester only. *Field experience. Prerequisite: EDUC 345.

449 Teaching Science in Middle/High School (3)

The purpose of this course is to develop the necessary skills and techniques to become effective secondary science teachers. Teacher candidates will acquire a variety of: (1) foundational skills and concepts related to technology; (2) instructional strategies to adapt and plan instruction to meet student needs; (3) laboratory and field-based learning activities; (4) classroom management techniques to establish and maintain an environment conducive to learning science; and (5) techniques for assessing student outcomes. Fall semester only. *Field experience. Prerequisite: EDUC 345.

451 Teaching Mathematics in Middle/High School (3)

This course is designed to discuss current developments in contemporary mathematics, identify and apply principles of learning mathematical concepts and use a variety of methods in teaching mathematics at the secondary level. Teacher candidates will (1) plan instruction for a variety of ability levels; (2) plan a mathematics program for a multicultural setting; (3) locate and use a variety of materials for secondary mathematics; (4) write, teach, and evaluate mathematical concepts; (5) discuss a variety of alternative assessment methods and (6) participate in professional organizations. The course follows

guidelines for the preparation of teaching of mathematics set forth by NCTM and MAA. Fall semester only. *Field experience. Prerequisite: EDUC 345.

471 Student Teaching in Elementary/Special Education Classroom (12)

472 Student Teaching in Elementary School (12)

474 Student Teaching in Middle School/High School (12)

475 Student Teaching in High School (12)

476 Student Teaching in Elementary, Middle and High School (12)

477 Student Teaching in the Elementary/English as a Second Language Classroom (12)

478 Student Teaching in the Secondary/English as a Second Language Classroom (12)

Student teaching is a semester-long experience under the supervision of qualified cooperating teachers and a college supervisor. The experience includes observation, participation, full time teaching, and conferences. Student teachers will follow the calendar of the host school. The Education Portfolio is required. Submission of application for instructional license in the state of Indiana is recommended. Student teaching fee: \$120. Graded S/U.

480 Seminar in Early Childhood Education (3)

Students will investigate current research and practical issues in the field of early childhood education. Synthesizing experiences and implementing the information from investigations will be the focus of the teacher candidates' learning. Course structure allows for maximum individualization of learning, permitting them to pursue areas of interest within the field of study.

481 Seminar in Reading (3)

This course engages teacher candidates in investigations of recent research in the field of reading as well as policies and legislation that affect reading programs. Professional learning and leadership in reading will be a focus as candidates develop leadership skills that will enable them to collaborate effectively with others in promoting equity in access to literacy and in advocating for groups and individuals in the area of literacy. Course structure will allow for individualization of learning permitting students to pursue areas of interest within the field of study.

485 Practicum in Early Childhood Education (3)

Teacher candidates will have the opportunity to assess young children's academic readiness, abilities, and needs in order to plan, implement, and evaluate developmentally appropriate curriculum and instructional strategies in early childhood settings. Practicum settings provide candidates with opportunities to work with early childhood professionals, parents and various community resources to learn to teach the young children of our developmentally and culturally varied environment. *Field experience.

486 Practicum in Reading (3)

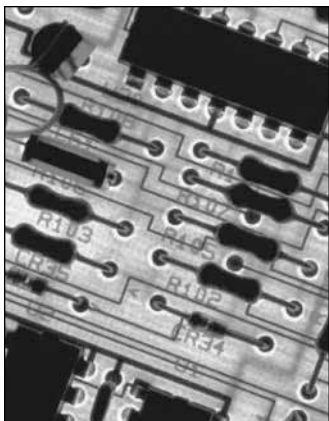
Teacher candidates will participate in planning and adapting instructional strategies and learning experiences to challenge and meet the diverse needs of all students. The use of assessment to inform differentiated instruction will be a focus. Scientifically based reading research including the role of phonemic awareness, phonics, vocabulary, fluency, and comprehension in reading development will be considered as well as evidence-based instructional practices that integrate literacy skills with content areas. *Field experience.

488 Practicum in Intercultural Education (1-6)

This practicum experience will offer teacher candidates the opportunity to integrate knowledge gained from course work and field experiences as they work with professionals in a practicum setting. Prerequisite: Admission to the Education Department, application, or permission of instructor.

497 Independent Study (1-3)

Students may carry independent study with an approved instructor. Content is dependent on student need and interest. Prerequisite: Approval of department chair.



Engineering

Toni Barstis, Program Director
168 Science Hall
574-284-4661

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

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

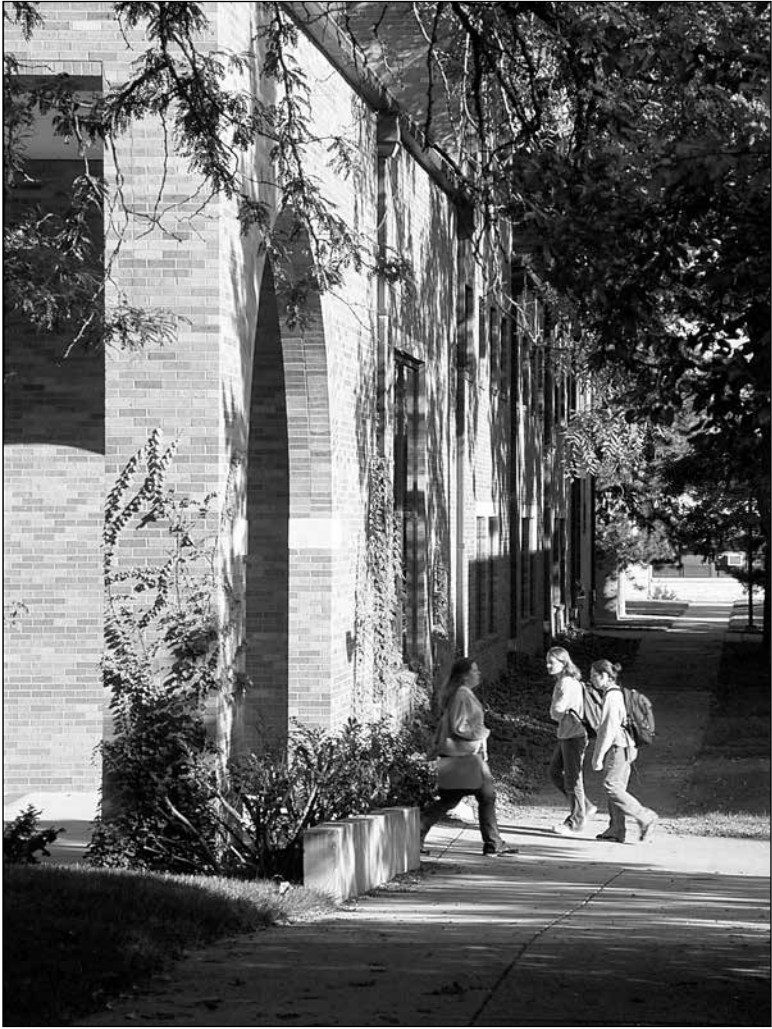
The dual degree program offers the options and flexibility to design a combination of majors that fits a student's individual interests. Some majors complement one another because the disciplines are similar:

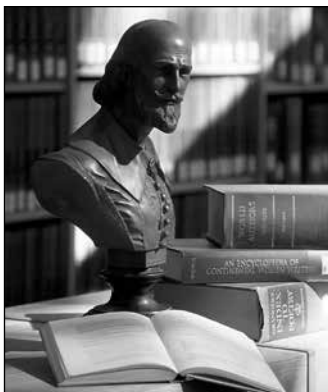
- Chemistry and chemical engineering.
- Mathematics and computer science engineering, civil engineering, electrical engineering, or mechanical engineering.

Other majors complement one another because they are different, such as philosophy or political science and civil engineering. For the student interested in the humanities or social sciences, creative combinations of liberal arts and engineering majors are possible. Although other majors within the BA or BS degrees might be possible, scheduling difficulties might require summer coursework.

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

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





English

Chris Cobb, Department Chair
221 Spes Unica Hall
574-284-4483

FACULTY

A. Alfonso-Forero, T. Bonnell, D. Bremyer,
J. Cardinale, R. Clark, C. Cobb, L. Haigwood,
Sr. E.M. Hooker, A. Moe

DEPARTMENT DESCRIPTION

Literature celebrates the diversity of the human imagination and the expressive resources of language. It delves into the most fundamental human concerns: the relationship between individuals and their communities, the complexities of moral choice, the climates of the heart and soul. By encouraging critical inquiry and a clear, effective writing style, the study of literature helps foster independent thought and broadens imaginative capacities. The English Department offers three degree programs: English Literature, English Writing, and a Double Major in English Literature and Writing. In addition, two minor programs are offered in English Literature and English Writing.

TEACHING PREPARATION

The English Department in conjunction with the Education Department offers courses leading to state licensing for English.

ADVANCED WRITING PROFICIENCY

Advanced Writing Proficiency in the major is demonstrated by a portfolio review.

SENIOR COMPREHENSIVE

English Literature (ENLT): Successful completion of ENLT 495, Senior Literature Seminar, satisfies the Senior Comprehensive requirement.

English Writing (ENWR): Successful completion of ENWR 495, Senior Writing Project, satisfies the Senior Comprehensive requirement.

The Double Major in English Literature and Writing (ENWR): Successful completion of either ENLT 495, Senior Literature Seminar, or ENWR 495, Senior Writing Project, satisfies the Senior Comprehensive requirement.

ENGLISH LITERATURE PROGRAM LEARNING OUTCOMES

Saint Mary's English literature majors and minors develop sophisticated skills in reading and writing, and broad knowledge of the arts of language. They engage with the aesthetics and social functions of literary texts. Specifically, a Saint Mary's English literature major learns

To Read

- Closely and critically, with a sensitivity to the uses of language and literary genre.
- Broadly and analytically, with an eye to the theoretical frameworks and interdisciplinaries.

To Write

- Clearly and concisely, observing the conventions of argument, citation, and grammar.
- Persuasively and contextually, developing a confident voice to articulate her own insights.

To Understand

- The historical development of British, American, and Global Anglophone literatures.
- The cultural diversity embodied in literatures in English and in translation.

To Recognize

- The influence of the Greek and Roman classics on subsequent literatures.
- The presence of Judeo-Christian concepts and ethics within literary texts.

To Appreciate

- The material production of texts through manuscript, print, and digital media.
- The literary value of non-textual media, such as oral traditions, theatrical performances, and films.

ENGLISH WRITING AND LITERATURE/WRITING PROGRAM LEARNING OUTCOMES

In addition to studying literature, Saint Mary's College majors and minors in Writing create a body of work through which they develop sophisticated skills in writing and collaborative revision. Specifically, a Saint Mary's English Writing major learns

To Apply

- The knowledge gained from the study of literature to the study of creative writing.

To Develop

- Style, voice, and craft by writing in a variety of literary genres including fiction, creative nonfiction, and poetry.

To Understand

- The aesthetics and theories of writing that underlie the work she reads and writes.

To Respond

- To her peers' creative works with thoughtful and informed criticism that supports the writer's process of revision.

To Consider

- And accommodate thoughtful criticism in the process of revising creative work.

PROGRAM IN ENGLISH

Bachelor of Arts, Major in English Literature—ENLT (27 hours)

All of the following:

ENLT 413	Shakespeare	3 hours
or ENLT 414	Shakespeare and the Power of Art	3 hours
or ENLT 415	Shakespeare and the World	3 hours
ENLT 495	Senior Literature Seminar	3 hours

One of the following or any course designated to fulfill pre-1700 British literature:

ENLT 378	Medieval Literature	3 hours
ENLT 379	16th/17th-Century British Literature	3 hours
ENLT 411	Chaucer	3 hours

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

ENLT 380	18th-Century British Literature	3 hours
ENLT 381	Romantic Movement	3 hours
ENLT 382	Victorian Literature	3 hours

One of the following or any course designated to fulfill 20th/21st -Century literature:

ENLT 335	Immigrant Women's Writing	3 hours
ENLT 377	American Literature 1945 to Present	3 hours
ENLT 383	20th-Century British Literature	3 hours

One of the following or any course designated to fulfill American literature:

ENLT 335	Immigrant Women's Writing	3 hours
ENLT 375	American Literature to 1865	3 hours
ENLT 376	American Literature 1865 to 1945	3 hours
ENLT 377	American Literature 1945 to Present	3 hours

One of the following or any course designated to fulfill literature of diversity:

ENLT 331	Gender and Sexuality in Literature	3 hours
ENLT 334	Postcolonial Women's Writing	3 hours
ENLT 335	Immigrant Women's Writing	3 hours
ENLT 370	Studies in American Literature (approved topics)	3 hours
ENLT 374	Studies in World Literature (approved topics)	3 hours

One of the following:

ENLT 203	Studies in Literature	3 hours
ENLT 204	Literature of Social Justice	3 hours
ENLT 205	Contemporary Women's Fiction	3 hours
ENLT 210	Shakespeare: Page, Stage and Screen	3 hours
ENLT 221	Children's Literature	3 hours
ENLT 231	Animals in Literature and Society	3 hours
ENLT 243	Greek Literature	3 hours
ENLT 262	Studies in Multiethnic Graphic Novel	3 hours
ENLT 266	Film Criticism	3 hours
ENLT 268	From Fiction to Film	3 hours
ENLT 275	Women and Success	3 hours
ENLT 281	British Literature: Beowulf to 1800	3 hours
ENLT 282	British Literature: 1800 to Present	3 hours
ENLT 283	Irish Literature	3 hours
ENLT 293	Chicana Literature	3 hours
ENLT 304	History of the English Language	3 hours
ENLT 305	Introduction to Linguistics	3 hours
ENLT 308	Arthurian Literature	3 hours
ENLT 331	Gender and Sexuality in Literature	3 hours
ENLT 334	Postcolonial Women's Writing	3 hours
ENLT 335	Immigrant Women's Writing	3 hours
ENLT 341	18th-Century British Novel	3 hours
ENLT 342	19th-Century British Novel	3 hours
ENLT 343	20th-Century British Novel	3 hours
ENLT 345	Development of the American Novel	3 hours
ENLT 357	Modern Poetry	3 hours
ENLT 359	American Poetry	3 hours
ENLT 361RM	Mythology	3 hours
ENLT 364	African Diaspora	3 hours
ENLT 365	African-American Literature	3 hours
ENLT 366	Critical Whiteness Studies	3 hours
ENLT 367	Women in Film	3 hours
ENLT 369	Literary Theory and Criticism	3 hours
ENLT 370	Studies in American Literature	3 hours
ENLT 371	Studies in European Literature	3 hours
ENLT 372	Studies in English Literature	3 hours
ENLT 373	Studies in Comparative Literature	3 hours
ENLT 374	Studies in World Literature	3 hours
ENLT 375	American Literature to 1865	3 hours
ENLT 376	American Literature 1865 to 1945	3 hours
ENLT 377	American Literature 1945 to Present	3 hours
ENLT 378	Medieval Literature	3 hours

ENLT 379	16th/17th-Century British Literature	3 hours
ENLT 380	18th-Century British Literature	3 hours
ENLT 381	Romantic Movement	3 hours
ENLT 382	Victorian Literature	3 hours
ENLT 383	20th-Century British Literature	3 hours
ENLT 384	Romantic Era Feminism	3 hours
ENLT 411	Chaucer	3 hours
ENLT 413	Shakespeare	3 hours
ENLT 414	Shakespeare and the Power of Art	3 hours
ENLT 415	Shakespeare and the World	3 hours
ENLT 417	Major Literary Figures (British)	3 hours
ENLT 419	Major Literary Figures (American and Other)	3 hours
ENWR 310	Introduction to Non-Fiction Prose	3 hours
ENWR 311	Introduction to Creative Writing	3 hours
ENWR 313	Journalism (cross listed with COMM 313)	3 hours
ENWR 315	Literary Nonfiction	3 hours
ENWR 317	Expository Writing	3 hours
ENWR 319	Classical Rhetoric	3 hours
ENWR 321	Fiction Writing	3 hours
ENWR 323	Poetry Writing	3 hours
ENWR 325	Playwriting (cross listed with THTR 325)	3 hours
ENWR 333	Magazine Writing (cross listed with COMM 333)	3 hours
ENWR 390	Special Topics in Advanced Writing	3 hours

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

All of the following:

ENWR 310	Introduction to Non-Fiction Prose	3 hours
or ENWR 311	Introduction to Creative Writing	3 hours
ENWR 317	Expository Writing	3 hours
or ENWR 319	Classical Rhetoric	3 hours
ENLT 413	Shakespeare	3 hours
or ENLT 414	Shakespeare and the Power of Art	3 hours
or ENLT 415	Shakespeare and the World	3 hours
ENWR 495	Senior Writing Project	3 hours

Two of the following:

ENWR 313	Journalism (cross listed with COMM 313)	3 hours
ENWR 315	Literary Nonfiction	3 hours
ENWR 317	Expository Writing	3 hours
ENWR 319	Classical Rhetoric	3 hours
ENWR 321	Fiction Writing	3 hours
ENWR 323	Poetry Writing	3 hours
ENWR 325	Playwriting (cross listed with THTR 325)	3 hours
ENWR 333	Magazine Writing (cross listed with COMM 333)	3 hours
ENWR 390	Special Topics in Advanced Writing	3 hours
ENWR 397/497	Independent Study	3 hours

One of the following or any other course designated to fulfill pre-1700 British literature:

ENLT 378	Medieval Literature	3 hours
ENLT 379	16th/17th-Century British Literature	3 hours
ENLT 411	Chaucer	3 hours

One of the following or any other course designated to fulfill 18th/19th-Century literature:

ENLT 380	18th-Century British Literature	3 hours
ENLT 381	Romantic Movement	3 hours
ENLT 382	Victorian Literature	3 hours

One of the following or any other course designated to fulfill 20th/21st-Century literature:

ENLT 335	Immigrant Women's Writing	3 hours
ENLT 377	American Literature 1945 to Present	3 hours
ENLT 383	20th-Century British Literature	3 hours

Bachelor of Arts, Double Major in English Literature and English Writing—ENLW (48 hours)

All of the following:

ENLT 413	Shakespeare	3 hours
or ENLT 414	Shakespeare and the Power of Art	3 hours
or ENLT 415	Shakespeare and the World	3 hours
ENWR 310	Introduction to Non-Fiction Prose	3 hours
or ENWR 311	Introduction to Creative Writing	3 hours
ENWR 317	Expository Writing	3 hours
or ENWR 319	Classical Rhetoric	3 hours
ENWR 495	Senior Writing Project	3 hours
or ENLT 495	Senior Literature Seminar	3 hours

One of the following or any course designated to fulfill pre-1700 British literature:

ENLT 378	Medieval Literature	3 hours
ENLT 379	16th/17th-Century British Literature	3 hours
ENLT 411	Chaucer	3 hours

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

ENLT 380	18th-Century British Literature	3 hours
ENLT 381	Romantic Movement	3 hours
ENLT 382	Victorian Literature	3 hours

Two of the following or any course designated to fulfill 20th/21st-Century literature:

ENLT 335	Immigrant Women's Writing	3 hours
ENLT 377	American Literature 1945 to Present	3 hours
ENLT 383	20th-Century British Literature	3 hours

One of the following or any course designated to fulfill American literature:

ENLT 335	Immigrant Women's Writing	3 hours
ENLT 375	American Literature to 1865	3 hours
ENLT 376	American Literature 1865 to 1945	3 hours
ENLT 377	American Literature 1865 to Present	3 hours

One of the following or any course designated to fulfill literature of diversity:

ENLT 331	Gender and Sexuality in Literature	3 hours
ENLT 334	Postcolonial Women's Writing	3 hours
ENLT 335	Immigrant Women's Writing	3 hours
ENLT 370	Studies in American Literature (approved topics)	3 hours
ENLT 374	Studies in World Literature (approved topics)	3 hours

Four of the following: (12 hours)

ENWR 313	Journalism (cross listed with COMM 313)	3 hours
ENWR 315	Literary Nonfiction	3 hours
ENWR 317	Expository Writing	3 hours
ENWR 319	Classical Rhetoric	3 hours
ENWR 321	Fiction Writing	3 hours
ENWR 323	Poetry Writing	3 hours
ENWR 325	Playwriting (cross listed with THTR 325)	3 hours
ENWR 333	Magazine Writing (cross listed with COMM 333)	3 hours
ENWR 390	Special Topics in Advanced Writing	3 hours
ENWR 397/497	Independent Study	1–3 hours

Minor in English Literature—ENLT (15 hours)

One of the following:

ENLT 210	Shakespeare: Page, Stage and Screen	3 hours
ENLT 413	Shakespeare	3 hours
ENLT 414	Shakespeare and the Power of Art	3 hours
ENLT 415	Shakespeare and the World	3 hours

One of the following or any course designated to fulfill pre-1700 British literature:

ENLT 378	Medieval Literature	3 hours
ENLT 379	16th/17th Century British Literature	3 hours
ENLT 411	Chaucer	3 hours

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

ENLT 380	18th-Century British Literature	3 hours
ENLT 381	Romantics	3 hours
ENLT 382	Victorians	3 hours

One of the following or any course designated to fulfill 20th/21st-Century literature:

ENLT 377	American Literature 1945 to Present	3 hours
ENLT 383	20th Century British Literature	3 hours

One of the following:

ENLT 203	Studies in Literature	3 hours
ENLT 204	Literature of Social Justice	3 hours
ENLT 205	Contemporary Women's Fiction	3 hours
ENLT 210	Shakespeare: Page, Stage and Screen	3 hours
ENLT 221	Children's Literature	3 hours
ENLT 231	Animals in Literature and Society	3 hours
ENLT 243	Greek Literature	3 hours
ENLT 262	Studies in Multiethnic Graphic Novel	3 hours
ENLT 266	Film Criticism	3 hours
ENLT 268	From Fiction to Film	3 hours
ENLT 275	Women and Success	3 hours
ENLT 281	British Literature: Beowulf to 1800	3 hours
ENLT 282	British Literature: 1800 to Present	3 hours
ENLT 283	Irish Literature	3 hours
ENLT 293	Chicana Literature	3 hours
ENLT 304	History of the English Language	3 hours
ENLT 305	Introduction to Linguistics	3 hours
ENLT 308	Arthurian Literature	3 hours
ENLT 331	Gender and Sexuality in Literature	3 hours
ENLT 334	Postcolonial Women's Writing	3 hours
ENLT 341	18th-Century British Novel	3 hours
ENLT 342	19th-Century British Novel	3 hours
ENLT 343	20th-Century British Novel	3 hours
ENLT 345	Development of the American Novel	3 hours
ENLT 357	Modern Poetry	3 hours
ENLT 359	American Poetry	3 hours
ENLT 361RM	Mythology	3 hours
ENLT 364	African Diaspora	3 hours
ENLT 365	African-American Literature	3 hours
ENLT 366	Critical Whiteness Studies	3 hours
ENLT 367	Women in Film	3 hours
ENLT 369	Literary Theory and Criticism	3 hours
ENLT 370	Studies in American Literature	3 hours

ENLT 371	Studies in European Literature	3 hours
ENLT 372	Studies in English Literature	3 hours
ENLT 373	Studies in Comparative Literature	3 hours
ENLT 374	Studies in World Literature	3 hours
ENLT 375	American Literature to 1865	3 hours
ENLT 376	American Literature 1865 to 1945	3 hours
ENLT 377	American Literature 1945 to Present	3 hours
ENLT 378	Medieval Literature	3 hours
ENLT 379	16th/17th-Century British Literature	3 hours
ENLT 380	18th-Century British Literature	3 hours
ENLT 381	Romantic Movement	3 hours
ENLT 382	Victorian Literature	3 hours
ENLT 383	20th-Century British Literature	3 hours
ENLT 384	Romantic Era Feminism	3 hours
ENLT 411	Chaucer	3 hours
ENLT 413	Shakespeare	3 hours
ENLT 414	Shakespeare and the Power of Art	3 hours
ENLT 415	Shakespeare and the World	3 hours
ENLT 417	Major Literary Figures (British)	3 hours
ENLT 419	Major Literary Figures (American and Other)	3 hours

Minor in English Writing—ENWR (15 hours)

One of the following:

ENWR 310	Introduction to Nonfiction Writing	3 hours
ENWR 311	Creative Writing	3 hours

One of the following:

ENWR 317	Expository Writing	3 hours
ENWR 319	Classical Rhetoric	3 hours

Three of the following:

ENWR 313	Journalism (cross listed with COMM 313)	3 hours
ENWR 315	Literary Nonfiction	3 hours
ENWR 317	Expository Writing	3 hours
ENWR 319	Classical Rhetoric	3 hours
ENWR 321	Fiction Writing	3 hours
ENWR 323	Poetry Writing	3 hours
ENWR 325	Playwriting (cross listed with THTR 325)	3 hours
ENWR 333	Magazine Writing (cross listed with COMM 333)	3 hours

ENGLISH (Literature) COURSES (ENLT)

103–104W Introduction to Language and Literature (3, 3)

Designed to develop skills in reading, thinking, and writing. Students may earn three literature hours and fulfill the writing proficiency requirement in this two-semester sequence.

106W Language and Literature (3.5)

A range of courses taught in tandem with “W” courses in other disciplines. Students may earn three literature hours and fulfill the writing proficiency requirement. May be repeated for credit.

109W Language and Literature (4)

A range of courses allowing students to earn three literature hours and fulfill the writing proficiency requirement. May be repeated for credit.

202 Jane Austen Dance (1)

An introduction to the dances of Jane Austen’s time (early 19th century). Students will learn the basic steps, patterns, and dance types (duple-minor longways, three- and four-couple sets, rounds, etc.). The class will finish with a ball.

203 Studies in Literature (3)

A range of courses offering further studies of interest, designed for students from a variety of majors. May be repeated.

203W Studies in Literature (3)

A literature course designed for students who need a second opportunity to fulfill the writing proficiency requirement.

204 Literature of Social Justice (3)

Readings among a range of literary texts which raise pointed questions about problems that hinder the creation of a more equitable society for all, including the failures of various nations or groups to realize economic fairness, political representation, personal freedoms, safety, and health for their people.

205 Contemporary Women's Fiction (3)

Readings of contemporary women writers since the 1960s.

210 Shakespeare: Page, Stage and Screen (3)

An exploration of the various ways in which Shakespeare's texts have been adapted for the theatrical stage and the silver screen.

221 Children's Literature (3)

The various narrative forms of the classic literature for children with special emphasis on myth, folktale, fairy tale, and short fiction. (Applies as a General Education elective only as a second English course.)

231 Animals in Literature and Society (3)

This interdisciplinary course explores how literature shapes and reflects human responses to nonhuman animals, using theoretical frameworks and direct experience of human-animal interactions to focus these explorations. This course responds to the transformation of human understanding of nonhuman animals as the older view of animals as instinct driven machines is replaced by new recognition of animal agency and culture. This transformation challenges us to take nonhuman animals more seriously in literature and society.

243 Greek Literature (3)

Homeric epic and Athenian tragedy; possible additional readings from other Greek literary genres or later adaptations of Greek literature.

262 Studies in Multiethnic Graphic Novel (3)

This course introduces students to graphic narrative as a form utilizing words (literature) and drawings (visual art) in combination. Focusing on works by multiethnic writers, it attends closely to the themes and issues surrounding cultural diversity and the manner in which discourses addressing these issues are represented in the texts.

266 Film Criticism (3)

An exploration of key cinematic elements, techniques, and genres designed to enhance students' appreciation of the art of film and to cultivate their abilities to think and write critically about films.

268 From Fiction to Film (3)

A study of how narratives evolve and transform when fiction is adapted for the silver screen. Emphasis is on literary and cinematic elements, techniques, and conventions. Formerly ENLT 366.

275 Women and Success (3)

The nature of success from a woman's perspective, drawn from a diversity of materials, including literary as well as historical texts, films and songs, critical and polemical essays, and documentary evidence.

281 British Literature: Beowulf to 1800 (3)

Readings through the medieval, Renaissance, and Enlightenment periods. Includes such authors as Chaucer, Spenser, Shakespeare, Milton, Donne, Behn, and Swift.

282 British Literature: 1800 to Present (3)

Readings through the Romantic, Victorian, modern and contemporary periods. Includes such authors as Blake, Wordsworth and other Romantics, Austen, the Brontes, Tennyson, and 20th-century poets.

283 Irish Literature (3)

A survey of Irish literature, from the Middle Ages to the twentieth century, with emphasis on the Irish Renaissance: Yeats, Synge, and Joyce.

293 Chicana Literature (3)

Works by contemporary Chicana writers such as Sandra Cisneros, Ana Castillo, Graciela Limón, and Cherrie Moraga.

304 History of the English Language (3)

The development of English from Anglo-Saxon times to the present; the influence of changing politics, economics, and thought patterns on language; and historical and contemporary attitudes toward the speaking and teaching of English.

305 Introduction to Linguistics (3)

A broad introduction to the principles and techniques of general linguistics; phonologic, morphologic, and syntactic analysis of language in general, with English as the focal language. (Does not apply as a General Education elective.)

308 Arthurian Literature (3)

An exploration of the myth of Arthur in the works of such authors as Malory, Chretien de Troyes, Beroul, Twain, Tennyson, and T.H. White.

331 Gender and Sexuality in Literature (3)

An exploration of the role that gender and sexuality play in the composition, content, structure, and/or reception of literary texts, with attention to the role of gender theory in guiding this exploration. Literary and theoretical materials grouped variously for each class. May be repeated with a different topic.

334 Postcolonial Women's Writing (3)

A study of significant examples of women's literature from Africa, South Asia, and the Caribbean written after the end of British colonialism with attention to their engagement with complicated histories of colonization and independence and to their contribution to an understanding of feminism that challenges Western perceptions.

335 Immigrant Women's Writing (3)

An exploration of recent immigrant and second generation women's writing in a variety of genres, engaging with enduring questions about self, community, family, social responsibility, and identity. The course will consider how immigrant women writers negotiate between their inherited cultural and artistic influences and American values and how gender complicates cultural difference.

341 18th Century British Novel (3)

A critical and historical study of the novel in Britain from Daniel Defoe to Jane Austen.

342 19th Century British Novel (3)

A critical and historical study of the novel in Britain from Jane Austen to Thomas Hardy.

343 20th Century British Novel (3)

A critical and historical study of the novel in Britain from Joseph Conrad to the present.

345 Development of the American Novel (3)

A critical and historical study of novels by such authors as Hawthorne, Melville, James, Fitzgerald, Hemingway, Faulkner, and Bellow.

357 Modern Poetry (3)

Trends in English, American, and Continental poetry since 1900.

359 American Poetry (3)

From the expansive celebrations of democracy by Whitman and his followers to the confessional disclosures of mid-20th-century poets, from the imagists to the Beat Poets, American voices and poetic movements are the focus of this course.

361RM Mythology (3)

A study of myth in literature, painting and sculpture (also listed as HUST 261 RM). Taught in Rome.

364 African Diaspora (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated.

365 African-American Literature (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated.

366 Critical Whiteness Studies (3)

In this interdisciplinary course, students will examine how the meaning of white skin privilege has changed over time and how various “non-White”/immigrant groups have “become white,” often through an assimilation process that involves embracing a racist ideology in which whiteness is privileged. This course will introduce students to the diverse range of work being done in critical whiteness studies, a new field that examines the meaning of whiteness (may also be listed as ICS and SOC).

367 Women in Film (3)

An exploration of the ways in which women as performers, writers, producers, directors and audience have shaped the movies. (Does not apply as a General Education elective.)

369 Literary Theory and Criticism (3)

Introduction to major theoretical writings concerning the nature of literature and the practice of criticism from Plato and Aristotle to the present.

370 Studies in American Literature (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated.

371 Studies in European Literature (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated.

372 Studies in English Literature (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated.

373 Studies in Comparative Literature (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated.

374 Studies in World Literature (3)

Works by authors from countries around the globe, many of whom raise issues ranging from personal and political identity to colonialism and economic development. May be repeated.

375 American Literature to 1865 (3)

Beginning with the Colonial experience, this survey of representative literary works from the early settlement of America to the Civil War emphasizes the Gothic and Transcendental aspects of American Romanticism. Major figures include Franklin, Emerson, Thoreau, Whitman, Poe, Hawthorne, Melville, and Dickinson.

376 American Literature 1865 to 1945 (3)

A survey of American literature from the end of the Civil War to 1945. This course emphasizes literary realism, naturalism, and impressionism, with particular attention to the works of the “Lost Generation” writers of the 1920s. Major figures include Twain, James, Crane, Dreiser, Wharton, Hemingway, Fitzgerald, Faulkner, Frost, and Stevens.

377 American Literature 1945 to Present (3)

A survey of recent fiction, drama, and poetry from the end of World War II to the present. This course emphasizes significant innovation and experimentation in literary forms by American authors who have responded to the cultural upheaval of the sixties and thereafter. Major figures may include Bellow, Barth, Vonnegut, Baldwin, Morrison, Walker, Albee, Heller, Sexton, and DeLillo.

378 Medieval Literature (3)

Selections from Chaucer, medieval drama, and lyrics (all the above read in Middle English); Breton lais, ballads, excerpts from Malory, and works of the Pearl poet.

379 16th/17th-Century British Literature (3)

Major works by Spenser, Shakespeare, and Milton; works by other dramatists and lyric poets, including women writers. Major topics include the Reformation, mythology, humanism, politics, and the double standard.

380 18th-Century British Literature (3)

The quest for new literary forms and new audiences, with emphasis on the Restoration stage, parody and satire, the novel and other prose experiments, and the emergence of professional women of letters. Behn, Pope, Finch, Swift, Johnson, Wollstonecraft, Austen and others.

381 Romantic Movement (3)

A survey of British Romantic literature and culture (1790–1837). Includes such authors as Blake, Byron, Coleridge, Keats, Radcliffe, Percy and Mary Shelley, Dorothy and William Wordsworth, and others.

382 Victorian Literature (3)

A survey of British literature and culture during the reign of Queen Victoria (1837–1901). Includes such authors as Arnold, Eliot, Browning, Dickens, Newman, and Tennyson.

383 20th-Century British Literature (3)

A survey of modern literature, with primary focus on literary experimentation and innovation. Conrad, Joyce, Yeats, Lawrence, Woolf, Eliot, and others.

384 Romantic Era Feminism (3)

An overview of late eighteenth- and early nineteenth-century feminist writings in social, political and historical context, with particular attention to Mary Wollstonecraft and her circle.

390/490 Special Topics Seminar in Literature (1–3)

A range of courses offering advanced literary study. May be repeated.

397/497 Independent Study (1–3)

May be repeated.

411 Chaucer (3)

The Canterbury Tales, *Troilus and Criseyde*, the dream visions, and lyrics.

413 Shakespeare (3)

Representative comedies, histories, tragedies, and romances, with emphasis on theatre.

414 Shakespeare and the Power of Art (3)

The study of a representative selection of Shakespeare's comedies, histories, tragedies, and romances with particular attention to historical analysis of the plays and to Shakespeare's interest in the power of art to change life.

415 Shakespeare and the World (3)

The study of a representative selection of Shakespeare's comedies, histories, tragedies, and romances with particular attention to historical analysis of the plays and to Shakespeare's engagement with contemporary social, political, and religious issues.

417 Major Literary Figures (British) (3)

Selected authors for each class. May be repeated.

419 Major Literary Figures (American and Other) (3)

Selected authors for each class. May be repeated.

495 Senior Literature Seminar (3)

Required of English Literature majors during the first semester of the senior year. Intensive seminar with a select number of texts, involving a research project which will draw upon the student's interpretive skill and her grasp of critical issues within literary and historical contexts. Successful completion of the Senior Seminar satisfies the comprehensive examination requirement for the B.A. Prerequisite: Senior standing as ENLT major.

ENGLISH (Writing) COURSES (ENWR)

201W Practical Writing (3)

This course will help students develop and refine the skills required for practical writing in college and careers. Students will compose frequent short writings as well as two in-class and three out-of-class essays, all revised to address clarity, correctness, and style issues.

251, 252 The Theory and Practice of Tutoring I, II (1,1)

This course is designed to provide you with a thorough understanding of the philosophy and practice of a college writing center—in particular, ours. Throughout the two semesters, we will discuss the theoretical foundations of a writing center that services the entire college community. We will also examine and engage in the daily tutoring practices that contribute to a successful writing center. Since good tutoring practice is informed by sound theory, we will spend much time making connections between the two. In the end, you will develop your own tutoring skills and strategies and deepen your knowledge about the role of the writing center within the Saint Mary's College community. ENWR 251 is a prerequisite for ENWR 252.

310 An Introduction to Non-Fiction Prose (3)

A comprehensive course in creative non-fiction, memoir writing, reporting, and feature writing.

311 An Introduction to Creative Writing (3)

A comprehensive course in the writing of short fiction, plays, and poems.

313 Journalism (3)

Techniques of news writing, editing, copy editing, feature writing, and newspaper makeup and publication (also listed as COMM 313). Prerequisite: Junior or senior standing or permission of instructor.

315 Literary Nonfiction (3)

This course provides opportunities for shaping literature from students' history and experience. The genres or kinds of writing produced will range widely, from family history, local stories and interviews to travelogues, personal and narrative essays.

317 Expository Writing (3)

Practice in informative writing to develop mastery of a clear, accurate style and of the basic types of factual writing.

319 Classical Rhetoric (3)

A course in written argument, based on the advice of rhetoricians from ancient times to the present, and a wealth of contemporary examples. Emphasis on generating and evaluating evidence, organizing a persuasive essay, and writing with clarity and force.

321 Fiction Writing (3)

Further experimentation and practice in fiction within a workshop environment. Students will build upon their experience and explore new techniques in working toward a confident voice.

323 Poetry Writing (3)

Further experimentation and practice in writing poetry within a workshop environment. Students will build upon their experience and explore new techniques in working toward a confident voice.

325 Playwriting (3)

Principles of writing for the stage. Emphasis on dramatic structure, character development, plot management, dialogue, and critical analysis (also listed as THTR 235).

333 Magazine Writing (3)

The rich field of periodical publications is the object of this course, which offers students an opportunity to try their hand at subject matters and voices both suitable to different magazine readerships and reflective of their own interests and opinions (also listed as COMM 333).

351, 352 The Theory and Practice of Tutoring III, IV (1,1)

In both ENWR 351 and 352, you will participate in ongoing, student-centered “Writing Workshops” during the course of the semester. You will collaborate with your Writing Center peers to design and present five hour-long presentations, each of which will focus on some aspect of the writing process from invention and brainstorming through to revision. Your audience for these presentations will be your peers at Saint Mary’s College. ENWR 252 is a prerequisite for ENWR 351. ENWR 351 is a prerequisite for ENWR 352.

390 Special Topics in Advanced Writing (1–3)

A range of courses offering specialized instruction in writing. May be repeated with different topic.

397/497 Independent Study (1–3)

May be repeated.

495 Senior Writing Project (3)

Required of English Writing majors and double majors (ENLW) during the first semester of the senior year. Successful completion of the Senior Writing Project satisfies the comprehensive examination requirement for the B.A. Prerequisite: Senior standing as ENWR or ENLW major.

GENERAL ENGLISH COURSES (ENGL)

498 Teaching Assistantship in English Writing or Literature (1–3)

May be repeated for credit.

499 Internship (1–3)

Practical experience in writing and/or editing at an approved site. Supervised by a faculty member and a representative from the sponsoring agency. Does not fulfill ENWR elective requirement for the major. May be repeated for up to three hours. Graded S/U. At least Junior standing and approval of department required.





Environmental Studies

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

PROGRAM DESCRIPTION

Many of the greatest challenges currently facing human society concern the strained relation of a resources-intensive global civilization to the ecological systems of the world on which it relies. Environmental Studies is an interdisciplinary field that has emerged in response to these challenges. Environmental Studies brings together natural science, social science, the humanities, and the professions to understand and solve complex environmental problems and conceptualize the workings of communities that are truly environmentally sustainable.

The Environmental Studies program offers students a formal academic program through which they can engage with environmental issues effectively by integrating skills and knowledge from many different disciplines. The minor in Environmental Studies is a flexible program that offers students the opportunity to integrate their environmental concerns with work in other fields of interest through independent, hands-on projects as well as through regular coursework.

ENVIRONMENTAL STUDIES PROGRAM LEARNING OUTCOMES

A student minoring in Environmental Studies will

- Demonstrate a thorough understanding of the processes and principles of natural phenomena underlying environmental problems and issues and the role of humans in them.
- Identify the theoretical and empirical connections between the natural environment and sustainability or social justice concerns, including the differential or unequal impact of environmental problems on groups distinguished by race, ethnicity, gender, class, and/or geography.
- Understand and analyze the cultural specificity of ideas and concepts concerning nature and the environment.
- Use appropriate multidisciplinary methods to identify, articulate, and critically evaluate environmental problems and their solutions.
- Develop interpersonal and organizational skills necessary for effective advocacy and engage in informed advocacy on environmental issues.
- Integrate and synthesize the knowledge and skills gained from different disciplines with respect to environmental issues.

PROGRAM IN ENVIRONMENTAL STUDIES

Minor in Environmental Studies—ENVS (16 hours)

All of the following:

ENVS 161	Introduction to Environmental Studies	3 hours
ENVS 171	Introduction to Environmental Science	3 hours
ENVS 495	Capstone Seminar	1 hour

Three of the following, drawn from at least two of the listed categories:

Category 1: Science

BIO 308	Vertebrate Natural History	4 hours
BIO 312	Evolution	3 hours
BIO 316	Conservation Biology	4 hours
BIO 323	Ecology	4 hours
BIO 324	Field Botany	4 hours
BIO 332	Ornithology	3 hours
PHYS 102	Intro Topics in Physics: 21st Century Energy	3 hours

Category 2: Policy, Ethics, Applications

ART 236	Sustainable Textiles	3 hours
GWS 240	Gender and Environmental Justice	3 hours
JUST 250	Christians in the World	3 hours
NURS 414	Community Health Nursing	5 hours
PHIL 254	Social Justice	3 hours
POSC 326	Global Environmental Politics	3 hours
SOC 203	Social Imaginations (approved sections)	3 hours
SOC 306	Consumer Society	3 hours

Category 3: Human Ecology

ANTH 141	People and Nature	3 hours
ANTH 253	Survey I: Culture and Language	3 hours
ANTH 254	Survey II: Human Prehistory	3 hours
ANTH 370	Native American Cultures	3 hours
ANTH 392	Topical Seminar in Cultural Anthropology (approved topics)	3 hours
ANTH 394	Topical Seminar in Archaeology (approved topics)	3 hours
ENLT 203	Studies in Literature (approved topics)	3 hours
ENLT 231	Animals in Literature and Society	3 hours
ENVS 331	Human Ecology and Spirituality	3 hours
HUST 103	Lives and Times (approved topics)	3 hours

ENVIRONMENTAL STUDIES COURSES (ENVS)

101 Sustainable Living (1)

A practical course that offers an introduction to making sustainable life choices. Topics considered may include food, gardening, electronics, recycling, transportation, renewable energy, home energy efficiency, community-building, spirituality, and more.

161 Introduction to Environmental Studies (3)

An interdisciplinary course on the systemic interaction of human beings with their environments. It identifies interests informing environmental decisions and introduces practices of environmental advocacy.

171 Introduction to Environmental Science (3)

An interdisciplinary course that investigates the study of our environment from a scientific perspective. We will focus on principles of the nature of science, matter, energy, water, and life in terms of biology, chemistry, and geology.

331 Human Ecology and Spirituality (3)

An examination of the relationship of spirituality and ecology within several religious traditions. Particular attention is given to Christianity so that we may study at least one tradition in some depth. The course considers both how human spiritual experience is shaped by its context within particular ecosystems and how religious traditions shape humans' relation to the biosphere. Prerequisite: RLST 101. ENVS 161 or 171 highly recommended.

495 Environmental Studies Capstone Seminar (1)

This capstone experience allows students to develop projects centered on a particular environmental issue of interest to the group. Prerequisite: Junior standing, ENVS 161, ENVS 171, and an additional course approved for the ENVS minor (may be taken concurrently).







Film Studies

Douglas E. Tyler, Program Coordinator
330 Moreau Center for the Arts
574 284-4621

PROGRAM DESCRIPTION

Film has become such a pervasive element in our cultural environment that we seldom critically examine the images that we see. The interdisciplinary program in film studies is intended to make students more

aware of the nuances and circumstances of film and film production. Students learn to view film as a multilayered text, as a sociopolitical and economic product, and as an aesthetic and expressive artistic medium.

Courses in film studies acquaint students with the vocabulary of film so that they can evaluate film in a sophisticated way. Students learn to think and write about film critically and examine how the medium affects them as viewers. They also learn about the social, political, economic, and legal conditions that shape the production, content, distribution, and access of films. Moreover, they become active participants in a hands-on approach to the process of artistic creativity involving visual media. The program aims to make students more perceptive and knowledgeable viewers and critics of the films of the past and of the future.

FILM STUDIES PROGRAM LEARNING OUTCOMES

Students in the minor upon completion of the program should:

- Be acquainted with the vocabulary of film as an expressive artistic medium.
- Be able to think and write critically about film as a text.
- Possess a deeper appreciation of how the film medium affects them.
- Understand the social, political, economic and legal conditions that shape mass media industries in general and the film industry in particular.
- Understand, in a discriminating manner, the effects of media on individuals, groups, and the larger culture.
- Allow as a whole, or in significant measure, for a creative and intellectual exploration of themes, concepts and content directly related to the process of filmmaking.
- Have a knowledge of the tools and techniques actively employed in the creation of cinematic artworks.
- Have acquired an appreciation of cinema as an art form.

PROGRAM IN FILM STUDIES

Minor in Film Studies—FILM (15 hours)

One course from each of the following three categories.

Two additional courses from any category.

Category 1: Film Interpretation/Criticism

These courses focus on the art and language of film. Courses are designed to encourage students to think and write critically about films as a text and to examine how the medium affects them.

ART 142	Introduction to Film History and Analysis	3 hours
ART 366	Cyberfeminism/New Media	3 hours
COMM 490	Special Topics: Masculinities in the U.S. Media	3 hours
ENLT 210	Shakespeare: Page, Stage and Screen	3 hours
ENLT 266	Film Criticism	3 hours
ENLT 268	From Fiction to Film	3 hours
ENLT 367	Women in Film	3 hours
HIST 321	The American West	3 hours
MLFR 420	French Cinema	3 hours
MLIT 320	Italian Cinema	3 hours
MUS 290	Music in Film	3 hours
POSC 350	Politics in Film	3 hours

Category 2: Political Economy of Film

These courses focus on the social, political, and legal conditions that shape the production/content/distribution/and access of films, and will enable students to better understand the structural and cultural factors influencing the types of films created with specific symbolic meanings.

COMM 210	Mass Communication: Past, Present, Future	3 hours
COMM 330	Critical Issues in Mass Communication	3 hours
COMM 383	Art and Entertainment Law	3 hours
SOC 382	Sociology of Popular Culture	3 hours

Category 3: Film Production/Visual Arts

These courses encourage students to be active participants in the imaginative and expressive faculties of the creative process and require a hands-on approach to the process of artistic creativity. They will better enable students to appreciate the technical and creative issues involved in cinematic production.

ART 103	2D Design	3 hours
ART 221	Photography I	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 224	Video Art	3 hours
ART 266	Introduction to New Media	3 hours
COMM 260	Digital Video Production	3 hours
COMM 486	Practicum/Production	3 hours
THTR 205	Introduction to Acting	3 hours



Gender and Women's Studies

Stacy Davis, Department Chair
164 E Spes Unica Hall
574-284-4700

FACULTY

S. Davis, S. Sapra, J. Wagman

DEPARTMENT DESCRIPTION

The Saint Mary's College department in Gender and Women's Studies encourages students to examine and analyze women's lives and constructions and performativities of genders. The program applies an inclusive and interdisciplinary approach to the study of women, gender identities, and sexualities. It is guided by feminist activism and feminist theoretical insight into different forms of power, inequality, and privilege. Students investigate the intersectionalities of gender, race, class, sexualities, and other identity categories from historical and contemporary transnational perspectives. The Gender and Women's Studies department embodies a commitment to women in all their diversities and reflects our conviction that women must actively define themselves and create knowledge.

GENDER AND WOMEN'S STUDIES STUDENT ACHIEVEMENT GOALS

Knowledge—students will recognize and explain:

- The history of feminist movements and women's contributions to knowledge and achievement.
- The intersectionalities of gender, race, class, sexualities, and other identity categories from historical and contemporary transnational perspectives.
- Feminist theoretical concepts and terminology.
- Constructions and performativities of genders and sexualities.

Skills—students will:

- Evaluate sources, analyze discourse, and consider context from a feminist perspective.
- Use feminist methodologies to conduct research about women, gender identities, and sexualities.
- Examine and critique cultural representations and claims about women, gender identities, and sexualities.
- Apply a feminist analysis in more than one discipline.

Agency—students will:

- Recognize the necessity of informed feminist advocacy for transformative change.
- Discern when and how to act as an ally on issues regarding women, gender identities, and sexualities.
- Work to resist oppression with regard to issues of gender, race, class, sexuality, ability, and ethnicity.

PROGRAM DESCRIPTION

Students who major or minor enroll both in courses housed in the Gender and Women's Studies program and in courses offered in other disciplines. A major or minor supports career choices in human services, activism and advocacy, education, law and public policy, business, and other fields calling for social and historical awareness, critical thinking, and engagement with social and cultural diversity.

Faculty who teach in Gender and Women's Studies represent departments throughout the College. They share a commitment to helping students in our women's college develop the skills to interpret and to analyze systems of oppression and ultimately, to work toward a more just society.

ADVANCED WRITING PROFICIENCY

Each student who completes this requirement in Gender and Women's Studies will write a senior research paper in GWS 497: Independent Study: Capstone, taken in the fall of the senior year. The paper will be a continuation of the research they began in GWS 360: Doing Feminism: Issues in Research and Practice, taken in the spring of the junior year.

SENIOR COMPREHENSIVE

Students who choose to complete their Senior Comprehensive requirement in Gender and Women's Studies will give an oral presentation of their senior research paper to Gender and Women's Studies faculty and students. The presentation will take place in the spring of the senior year.

Bachelor of Arts, Major in Gender and Women's Studies— GWS (25–28 hours)

NOTE: No more than one course in any department, with the exception of GWS.

The following:

GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 350	Feminist Theory	3 hours
GWS 360	Doing Feminism: Issues in Research and Practice	3 hours
GWS 497	Independent Study: Capstone	1 hour

One of the following:

The Gendered Body

ART 366	Cyberfeminism and New Media Practices	3 hours
ART 371	Topics in Art History and Criticism (approved topics)	3 hours
COMM 302	History and Criticism of Public Address	3 hours
COMM 420	Female Beauty	3 hours
COMM 490	Special Topics: Masculinities in American Media	3 hours
ENLT 384	Romantic Era Feminism	3 hours
GWS 220	Introduction to LGBTQ Studies	3 hours
HIST 410	Studies in Women's History	3 hours
MLSP 412	Golden Age Spanish Literature	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours
MLSP 429	Latin American Women Writers	3 hours
PSYC 402	Psychology of Women	3 hours
RLST 362	Becoming Women	3 hours
SOC 220	Introduction to LGBTQ Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 365	Social Construction of Gender	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours

One of the following:

Intersectionalities of Gender, Race, Class, Sexuality

BUAD 329	Gender and Race Issues in Management	3 hours
----------	--------------------------------------	---------

COMM 200	Interpersonal Communication	3 hours
COMM 369	Public Communication	3 hours
ENLT 331	Gender and Sexuality in Literature	3 hours
ENLT 334	Postcolonial Women's Writing	3 hours
ENLT 370	Studies in American Literature (approved topics)	3 hours
GWS 240	Gender and Environmental Justice	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 341	African-American History	3 hours
HUST 205	History of Famous Women	3 hours
JUST 301	The Quest for Human Rights	3 hours
MUS 342	Popular Music, Gender & Sexuality	3 hours
PHIL 243	Introduction to Feminist Philosophy	3 hours
POSC 301	The Quest for Human Rights	3 hours
PSYC 302	Psychology of Adult Development	3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
RLST 314	Hebrew Bible Prophets	3 hours
SOC 257	Sociology of Families	3 hours
SOC 360	Social Stratification: Class, Gender, Race	3 hours
SW 341	Sexuality Intimacy and Relationship	3 hours
THTR 378	Contemporary Women's Drama	3 hours

One of the following:

Transnational Perspectives on Gender

ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ENLT 203	Studies in Literature (approved topics)	3 hours
GWS 275	Global Women's Leadership	3 hours
GWS 333	Transnational Feminisms	3 hours
HIST 370	Modern European Women	3 hours
HIST 375	Women from the Global South	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 410	Studies in Women's History (selected topics)	3 hours
HIST 415	International Women's Movements	3 hours
POSC 333	Transnational Feminisms	3 hours
POSC 365	Gender & Politics	3 hours

Three of the following (7–9 hours):

ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ART 366	Cyberfeminism and New Media Practices	3 hours
ART 371	Topics in Art History and Criticism (approved topics)	3 hours
BUAD 329	Gender and Race Issues in Management	3 hours
COMM 302	History and Criticism of Public Address	3 hours
COMM 369	Public Communication	3 hours
COMM 420	Female Beauty	3 hours
COMM 490	Special Topics: Masculinities in American Media	3 hours
ENLT 203	Studies in Literature (approved topics)	3 hours
ENLT 331	Gender and Sexuality in Literature	3 hours
ENLT 334	Postcolonial Women's Writing	3 hours
ENLT 370	Studies in American Literature (approved topics)	3 hours
ENLT 374	Studies in World Literature (approved topics)	3 hours
ENLT 384	Romantic Era Feminism	3 hours
GWS 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 275	Global Women's Leadership	3 hours

GWS 290	Special Topics	1–3 hours
or GWS 390	Special Topics	1–3 hours
or GWS 497	Independent Study	1–3 hours
or GWS 499	Internship	1–3 hours
GWS 333	Transnational Feminisms	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 341	African-American History	3 hours
HIST 370	Modern European Women	3 hours
HIST 375	Women from the Global South	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 410	Studies in Women's History (selected topics)	3 hours
HIST 415	International Women's Movements	3 hours
HUST 205	History of Famous Women	3 hours
JUST 301	The Quest for Human Rights	3 hours
MLSP 412	Golden Age Spanish Literature	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours
MLSP 429	Latin American Women Writers	3 hours
MUS 342	Popular Music, Gender & Sexuality	3 hours
PHIL 243	Introduction to Feminist Philosophy	3 hours
POSC 301	The Quest for Human Rights	3 hours
POSC 333	Transnational Feminisms	3 hours
POSC 365	Gender & Politics	3 hours
PSYC 302	Psychology of Adult Development	3 hours
PSYC 402	Psychology of Women	3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
RLST 314	Hebrew Bible Prophets	3 hours
RLST 362	Becoming Women	3 hours
SOC 220	Introduction to LGBTQ Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 257	Sociology of Families	3 hours
SOC 360	Social Stratification: Class, Gender, Race	3 hours
SOC 365	Social Construction of Gender	3 hours
SW 341	Sexuality Intimacy and Relationship	3 hours
THTR 378	Contemporary Women's Drama	3 hours

Minor in Gender and Women's Studies—GWS (14 hours)

NOTE: No more than one course in any department, with the exception of GWS.

All of the following:

GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 350	Feminist Theory	3 hours

One of the following:

The Gendered Body

ART 366	Cyberfeminism and New Media Practices	3 hours
ART 371	Topics in Art History and Criticism (approved topics)	3 hours
COMM 302	History and Criticism of Public Address	3 hours
COMM 420	Female Beauty	3 hours
COMM 490	Special Topics: Masculinities in American Media	3 hours
ENLT 384	Romantic Era Feminism	3 hours
GWS 220	Introduction to LGBTQ Studies	3 hours
GWS 290*	Special Topics	1–3 hours
or GWS 390*	Special Topics	1–3 hours
or GWS 497*	Independent Study	1–3 hours
or GWS 499*	Internship	1–3 hours

GWS 360	Doing Feminism: Issues in Research and Practice	3 hours
HIST 410	Studies in Women's History	3 hours
MLSP 412	Golden Age Spanish Literature	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours
MLSP 429	Latin American Women Writers	3 hours
PSYC 402	Psychology of Women	3 hours
RLST 362	Becoming Women	3 hours
SOC 220	Introduction to LGBTQ Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 365	Social Construction of Gender	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours

One of the following:

Intersectionalities of Gender, Race, Class, Sexuality

BUAD 329	Gender and Race Issues in Management	3 hours
COMM 200	Interpersonal Communication	3 hours
COMM 369	Public Communication	3 hours
ENLT 331	Gender and Sexuality in Literature	3 hours
ENLT 334	Postcolonial Women's Writing	3 hours
ENLT 370	Studies in American Literature (approved topics)	3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 290*	Special Topics	1–3 hours
or GWS 390*	Special Topics	1–3 hours
or GWS 497*	Independent Study	1–3 hours
or GWS 499*	Internship	1–3 hours
GWS 360	Doing Feminism: Issues in Research and Practice	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 341	African-American History	3 hours
HUST 205	History of Famous Women	3 hours
JUST 301	The Quest for Human Rights	3 hours
MUS 342	Popular Music, Gender & Sexuality	3 hours
PHIL 243	Introduction to Feminist Philosophy	3 hours
POSC 301	The Quest for Human Rights	3 hours
PSYC 302	Psychology of Adult Development	3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
RLST 314	Hebrew Bible Prophets	3 hours
SOC 257	Sociology of Families	3 hours
SOC 360	Social Stratification: Class, Gender, Race	3 hours
SW 341	Sexuality Intimacy and Relationship	3 hours
THTR 378	Contemporary Women's Drama	3 hours

One of the following:

Transnational Perspectives on Gender

ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ENLT 203	Studies in Literature (approved topics)	3 hours
GWS 275	Global Women's Leadership	3 hours
GWS 290*	Special Topics	1–3 hours
or GWS 390*	Special Topics	1–3 hours
or GWS 497*	Independent Study	1–3 hours
GWS 333	Transnational Feminisms	3 hours
GWS 360	Doing Feminism: Issues in Research and Practice	3 hours
HIST 370	Modern European Women	3 hours
HIST 375	Women from the Global South	3 hours
HIST 383	Women in Africa and the Middle East	3 hours

HIST 410	Studies in Women's History (selected topics)	3 hours
HIST 415	International Women's Movements	3 hours
POSC 333	Transnational Feminisms	3 hours
POSC 365	Gender & Politics	3 hours

*Students may apply no more than 3 total hours from GWS 290, 390, 497, or 499 to the GWS minor.

Topics courses in various departments and other courses may be included when appropriate. A current list of Gender and Women's Studies courses is available from the department chair.

GENDER AND WOMEN'S STUDIES COURSES (GWS)

207 Introduction to Gender and Women's Studies (3)

This interdisciplinary course introduces students to the field of gender and women's studies. The course will enable students to understand how gender impacts their everyday lives, social institutions, and cultural practices both locally and globally. Additionally, students will examine the significance and meaning of one's gender identity in different historical periods, the history of feminist movements, and transnational perspectives on feminism. Students will also discuss how gender intersects with other identity categories such as 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.

220 Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies (3)

This course will provide an introduction to the interdisciplinary field of lesbian, gay, bisexual, transgender, and queer (LGBTQ) studies. The course will investigate the academic foundations of LGBTQ studies and the emergence and transformation of LGBTQ identities, cultural practices, and political movements, and the ways in which gender, race, ethnicity, and class have shaped same-sex sexuality in different historical periods, with an emphasis on the United States. Cross-listed with SOC 220.

240 Gender and Environmental Justice (3)

Environmental threats, gender inequity, and economic globalization have converged to give rise to powerful local and global environmental justice movements. The main purpose of this course is to provide a theoretical understanding and empirical perspective on the interconnections between the natural environment and social justice. That is, environmental hazards and illnesses will be understood in relation to race, class, and gender inequalities. One of the key concerns this course will examine is how certain groups of people are differentially impacted by environmental problems. For example, recent studies have shown that more toxic waste sites are built in communities of color, lead poisoning is more common among children of color, and the most dangerous uranium mining is done on Native American lands. In terms of gender, women do most of the domestic and agricultural work in the world, integrally relating them with environmental questions of health, food safety, and water quality. With a conceptual framework in place, we will focus on examining a series of environmental problems (industrial agriculture, the water crisis, global climate change, etc.) through a gendered lens. The course will end by looking at a range of transnational and local women-led environmental movements and the analytical insights they offer to development practitioners and policy-makers.

275 Global Women's Leadership (6)

The main goal of this class is to examine global women's leadership and contemporary transnational feminism in a variety of areas, ranging from political representation to violence against women, peace and security, and other such concerns. The course is designed to help you have a clearer understanding of women's leadership in diverse cultures and contexts and help you acquire the knowledge, skills, and practices necessary to develop your own leadership capacity. The seminar is designed for students to connect readings, assignments, and discussion to their experiential learning experiences, as well as their course requirements.

290 Special Topics (1-3)

Introductory level course in topics in Gender and Women's Studies not covered in the regular department offerings. May be repeated for credit with a different topic.

333 Transnational Feminisms (3)

In this course, we will discuss feminist analyses of gender, colonialism, and economic globalization. The first part of this course will consider a variety of feminist theoretical perspectives on the gendered, classed, and racialized dynamics of colonialism and globalization. Next, we will examine the particularities of women's lives globally and their different histories and social histories. Finally, we will look at some of the feminist transnational activism and mobilization around issues of conflict, environment, capitalism, and labor. Some of the questions we will consider are: How does globalization impacted existing (gender) inequalities? How does globalization trouble the "North-South" divide? What political, social, and economic ramifications does the outsourcing of reproductive labor have? (also listed as POSC 333).

350 Feminist Theory (3)

This course teaches a broad range of feminist theoretical approaches, including black feminist thought and critical race feminism, intersectionality, standpoint theory, queer theory, and transnational feminist theory. Prerequisite: GWS 207.

360 Doing Feminism: Issues in Research and Practice (3)

This course explores how feminist scholars challenge dominant theories of knowledge and methodologies employed in the social sciences and humanities. Some issues we will discuss in the course include subjectivity, intersectionality, reflexivity, definitions of sex and gender, and the place of gender, race, class, and citizenship in feminist research. Finally, we will analyze how feminist politics shape the kinds of questions we ask, the types of methods we use, and how we engage in ethical research partnerships with our informants. Class will include lecture, group activities, guest speakers, and student presentations to assist us in exploring, understanding, and practicing feminist methods used within Gender and Women's Studies. Prerequisite: GWS 207 and 350 or permission of instructor.

390 Special Topics (1-3)

Upper level course in topics in Gender and Women's Studies not covered in the regular department offerings. May be repeated for credit with a different topic.

497 Independent Study (1-3)

An opportunity for students to do independent study. Content dependent on student interests and background. Approval of Gender and Women's Studies Chair required.

499 Internship (1-3)

Practical off-campus experience in a Gender and Women's Studies-related field at an approved site. Jointly supervised by a faculty member and a representative from the sponsoring agency. Open to junior or senior Gender and Women's Studies majors or minors who have taken at least two Gender and Women's Studies courses. Must be approved by the Gender and Women's Studies department chair. A reflection paper appropriate to the nature of the internship will be required. Graded S/U. May be repeated for up to three hours.





Global Studies

Jill Vihtelic, Department Chair
364 Spes Unica Hall
574-284-4585

FACULTY

L. Elder, J. Vihtelic

CONCENTRATION COORDINATORS

M. Belanger, M. Derakhshani, L. Elder, J. Storme, M. Traxler, J. Zachman

DEPARTMENT DESCRIPTION

The department of Global Studies prepares students to fully participate in the worldwide community by applying disciplinary knowledge in cultural context. Global Studies offers an interdisciplinary major in Global Studies with eight possible concentrations. Students may also pursue a minor in Global Studies as well as in Anthropology.

Global Studies is an inter-disciplinary major in which students learn about the economic, historical, cultural, geographical, and political factors influencing global processes. The major is built around a core of globally oriented social science courses which provide a foundation for upper-level concentrations in which the student can take advantage of a wide array of curricula at Saint Mary's and tailor her major to her interests and future professional goals. Courses deal with topics as diverse as women in Africa and the Middle East; globalization and economic development; migration and diasporas; politics of multiculturalism; international trade and finance; European literature, history, and culture.

Global knowledge requires global experience and that experience is always deepened by the ability to communicate beyond a student's native language. A student in this major will be required to demonstrate competence in at least one World Language and to spend at least 5 weeks in college-sponsored study abroad programs, as explained on the following page.

The Global Studies Major will lay the foundation for careers in a wide range of globally oriented fields. These include opportunities with both public and private sector organizations as well as the vast and growing world of non-profit agencies, institutions and foundations, research centers, public interest groups, and non-governmental development agencies.

ADVANCED WRITING PROFICIENCY

Each student who completes this requirement in Global Studies will submit her written senior comprehensive project for evaluation.

SENIOR COMPREHENSIVE

A student who elects to complete her Senior Comprehensive requirement in Global Studies will carry out a research project grounded in a topic related to her area of concentration. She will develop and present a proposal during Senior Seminar in the fall of her senior year. The proposal will include a hypothesis or research question, the design of the study and methodologies to be used, significance of the question, and a bibliography. In the spring semester of senior year, Global Studies majors will make oral and written presentations of

their projects to a committee comprised of faculty teaching within the concentration areas and/or the Global Studies core disciplines.

WORLD LANGUAGE PROFICIENCY

Students must have an average grade of C+ (2.33/4.0) or better in Sophia Modern Language courses at the intermediate level for French, German, Italian, or Spanish and at the introductory level for Arabic or Chinese, or equivalent to be accepted into the Global Studies major. All students completing this major will demonstrate World language proficiency in one of the following ways:

- One language other than English at the Intermediate-mid Level (based on the ACTFL Proficiency Scale);
- Two languages other than English at the Intermediate-low Level. For a less-commonly taught language (e.g., Chinese and Arabic), the Novice-high Level is sufficient.
- If the student has not reached the specified proficiency level in her foreign language by the end of the spring semester of her junior year, she will fulfill the language requirement by taking one additional course in the language during her senior year.

STUDY OR INTERNSHIP ABROAD EXPERIENCE

All students completing this major must participate in a Saint Mary's College approved study abroad program/s. If a student is not able to participate in a semester length program, she may participate in summer and semester break programs totaling a minimum of five weeks.

E-PORTFOLIO

Each student will submit an E-Portfolio at the end of the Senior Seminar. It will contain the following items:

- Most recent language proficiency score
- Reflection on language learning in a Global Studies context
- One artifact (paper, video, journal, wiki, PowerPoint, etc.) from each of the Global Studies core courses. Each artifact submitted should include a brief description of the context, rationale, and what learning outcome(s) the assignment addressed.
- Reflection paper regarding study abroad experiences
- Resume
- Mini-conference presentation (part of the Senior Seminar)
- Global Perspective Inventory and National Identity Measure score and brief reflection
- Course mapping exercise
- Research proposal

UPPER LEVEL CONCENTRATIONS

When declaring this major in the second year, each student will select one of the following concentrations as a structure for the upper level electives she will take. An advisor will help design a plan that allows the student to complete the requirements in her remaining two years. Concentrations are available in the following topics:

- Anthropology — Coordinator, L. Elder
- Gender and Women's Studies — Coordinator, J. Zachman
- Global Business Administration — Coordinator, J. Vihtelic
- Global Economics — Coordinator, J. Vihtelic
- Intercultural Studies — Coordinator, M. Derakhshani
- International Development — Coordinator, M. Belanger
- International Higher Education Administration — Coordinator, M. Traxler
- Modern European Culture — Coordinator, J. Storme

GLOBAL STUDIES PROGRAM LEARNING OUTCOMES

- Students can analyze economic, historical, cultural, geographical, and political factors influencing global processes.
- Students demonstrate proficiency in:
 - a) one language other than English at the Intermediate-mid Level (based on the ACTFL Proficiency Scale); or
 - b) two languages other than English at the Intermediate-low Level of proficiency.
For a less-commonly taught language (e.g., Chinese and Arabic), the Novice-high Level is sufficient.
- Students can reflect critically upon how their interdisciplinary learning shapes their development as global citizens and professionals.

Additional Student Learning Outcomes for each Concentration:

Anthropology

- Students can articulate the core ideas in anthropology—of evolution, culture, structure, function, and relativism—in analyzing the intersection of cultural systems and global processes.
- Students can explain biological and cross-cultural approaches to global patterns of human behavior, social organization, and cultural ecology.
- Students can articulate the value of anthropological methods as applied to global research questions.

Gender and Women's Studies

- Students demonstrate knowledge of feminist theoretical concepts and terminology and integrate these concepts into their understanding of global issues.

Global Business Administration

- Students demonstrate knowledge of business functions and an understanding of the complexities introduced by global processes.

Global Economics

- Students demonstrate knowledge of global economic forces (i.e., trade, finance, migration, and information) and organizations.

Intercultural Studies

- Students identify ways in which intercultural contact has shaped patterns of behavior and critically examine the dynamics of intercultural interaction in different contexts.
- Students demonstrate knowledge of the roots of particular forms of privilege and subordination and locate and examine their own position relative to systems of privilege, disadvantage, and resistance.

International Development

- Students can analyze the forces which have created global inequalities and shaped development efforts.
- Students can analyze the impact of diverse development strategies for overcoming global inequalities.
- Students can reflect critically on their roles in confronting the challenges of development efforts.

International Higher Education Administration

- Students can apply concepts from intercultural communication, management, and experiential learning pedagogy to the design, implementation, administration, and evaluation of international education.

Modern European Culture

- Students demonstrate specific knowledge about European literature, history, and culture.

PREREQUISITES

Please note that many of the courses within Global Studies concentrations carry prerequisites not met through Global Studies requirements. These courses are noted with an asterisk (*). Please consult the departmental listing in the Bulletin for more details. All courses with the ML prefix require competence in the language in which the class is taught.

PROGRAM IN GLOBAL STUDIES

Bachelor of Arts, Global Studies—GLST (27–33 hours)

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

All of the following:

ANTH 253	Survey I: Culture and Language	3 hours
ECON 251	Principles of Macroeconomics	3 hours
HIST 104	World Civilization II	3 hours
POSC 206	International Politics	3 hours
or POSC 207	Comparative Politics	3 hours
GLST 495	Senior Seminar in Global Studies	3 hours

Anthropology Concentration (12–14 hours)

All of the following:

ANTH 254	Survey II: Human Prehistory	3 hours
ANTH 364	Ethnographic Methods	3 hours

Two of the following:

ANTH 320	Anthropology of Race and Racism	3 hours
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ANTH 392	Topics in Cultural Anthropology	3 hours
ANTH 394	Topics in Archaeology	3 hours
ANTH 435	Politics of Multiculturalism	3 hours
ANTH 497	Independent Study in Anthropology	3 hours
ANTH 499	Anthropological Internship	3 hours
BIO 312*	Evolution	3 hours
BIO 313*	Economic Botany	3 hours
BIO 316*	Conservation Biology	4 hours
BIO 320*	Parasitology	4 hours
BIO 323*	Ecology	4 hours
GWS/POSC 333	Transnational Feminisms	3 hours
HIST 415	International Women's Movements	3 hours
POSC 319	Politics of International Development	3 hours
POSC 326	Global Environmental Politics	3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Gender and Women's Studies Concentration (12 hours)

The following:

GWS 207	Introduction to Gender and Women's Studies	3 hours
---------	--	---------

Three of the following:

ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ENLT 331	Gender and Sexuality in Literature	3 hours
ENLT 334	Postcolonial Women's Writing	3 hours
GWS 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 275	Global Women's Leadership (only 3 hours may apply)	3 hours
GWS/POSC 333	Transnational Feminisms	3 hours
GWS 376	Chinese Women and Society	3 hours
HIST 370	A History of Modern European Women	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 408/POSC 365	Gender and Politics	3 hours
HIST 415	International Women's Movements	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours
MLSP 429	Latin American Women Writers	3 hours
PHIL 243*	Introduction to Feminist Philosophy	3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Note: GWS 275 may not be used toward more than one concentration.

Global Business Administration Concentration (18 hours)**All of the following:**

BUAD 201	Principles of Financial Accounting	3 hours
BUAD 221	Principles of Management	3 hours
BUAD 231	Principles of Marketing	3 hours
BUAD 312	Principles of Finance	3 hours
ECON 252	Principles of Microeconomics	3 hours

One of the following:

BUAD 349	Survey of International Business and Economics	2–3 hours
BUAD/MLFR 408	Culture of Business in the French-Speaking World	3 hours
BUAD 416	International Financial Management	3 hours
BUAD 422	International Management	3 hours
BUAD 432	International Marketing	3 hours
BUAD 447	International Business Law	3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Global Economics Concentration (12 hours)**All of the following:**

ECON 252	Principles of Microeconomics	3 hours
ECON 351	Intermediate Macroeconomics	3 hours
or ECON 352	Intermediate Microeconomics	3 hours
ECON 452	International Trade and Finance	3 hours

One of the following:

ECON 354	Economic Development	3 hours
ECON 356	Comparative Economic Systems	3 hours
ECON 357	Public Sector Economics	3 hours
ECON 358	Labor Economics	3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Intercultural Studies Concentration (12 hours)**The following:**

ICS 201	Introduction to Intercultural Studies	3 hours
---------	---------------------------------------	---------

One of the following Cultural Theory courses:

ANTH 320	Anthropology of Race and Racism	3 hours
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ANTH 435	Politics of Multiculturalism	3 hours
COMM 350	Intercultural Communication	3 hours
ENLT 374	Studies in World Literature: Contemporary Global Literature	3 hours
POSC 207	Comparative Politics	3 hours
PSYC 438*	Stereotyping and Prejudice	3 hours

One of the following Power and Privilege courses:

ENLT 334	Postcolonial Women's Writing	3 hours
ICS 366	Critical Whiteness Studies	3 hours
POSC 319	The Global Politics of International Development	3 hours
POSC 390	Special Topics in Political Science (approved topics)	3 hours
PSYC 438*	Stereotyping and Prejudice	3 hours

One from a category above or from the following (at least 3 hours):

ART 242	Art History Survey II	3 hours
ART 352	Contemporary Art	3 hours
BIO 270	Environments of Ecuador	3 hours
BIO 313*	Economic Botany	3 hours
BIO 320*	Parasitology	4 hours
BUAD 422*	International Management	3 hours
ENLT 203	Studies in Literature (approved topics)	3 hours
ENLT 331	Gender and Sexuality in Literature: (approved topics)	3 hours
ENLT 374	Studies in World Literature (approved topics)	3 hours
GWS 275	Global Women's Leadership (only 3 hours may apply)	6 hours
GWS 376	Chinese Women and Society	3 hours
HIST 220	East African History and Cultures	1 hour
HIST 383	Women in Africa and the Middle East	3 hours
HIST 384	Africa Since 1800	3 hours
HUST 203	Asian Influence on Western Literature	3 hours
BUAD/MLFR 408	The Culture of Business in the French-Speaking World	3 hours
MLFR 462	Francophone Cultures and Literature	3 hours
MLFR 491	Topics in French Studies (approved topics)	3 hours
MODL 315	English and the World	3 hours
PHIL 245	Non-Western Philosophy	3 hours
POSC 304	Latin American Politics	3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Note: GWS 275 may not be used toward more than one concentration.

Note: PSYC 438 may not be used to satisfy more than one category requirement.

International Development Concentration (12 hours)**All of the following:**

ECON 354*	Economic Development	3 hours
or POSC 319	The Global Politics of International Development	3 hours
HIST 384	Africa Since 1800	3 hours

Two of the following (at least 6 hours):

BUAD 447	International Business Law	3 hours
COMM 350	Intercultural Communication	3 hours
ECON 354*	Economic Development	3 hours
ECON 452*	International Trade and Finance	3 hours
ENLT 374	Studies in World Literature (approved topics)	3 hours
ICS 270	Experiential Learning (Honduras)	1–3 hours

HIST 383	Women in Africa and the Middle East	3 hours
MODL 315	English and the World	3 hours
POSC 304	Latin American Politics	3 hours
POSC 319	The Global Politics of International Development	3 hours
POSC 326	Global Environmental Politics	3 hours
POSC 346	The Politics of Globalization	3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

International Higher Education Administration Concentration (15 hours)

All of the following:

BUAD 221	Principles of Management	3 hours
COMM 350	Intercultural Communication	3 hours
EDUC 488	Practicum in Intercultural Education (through CWIL)	3 hours
ICS 201	Introduction to Intercultural Studies	3 hours

One of the following:

BUAD 305*	Accounting for Not-for-Profit Organizations	3 hours
BUAD 329	Gender and Race Issues in Management	3 hours
BUAD 416*	International Financial Management	3 hours
BUAD 422	International Management	3 hours
COMM 404	Non-Profit Public Relations Campaigns and Theory	3 hours
EDUC 201	Foundations for Teaching in a Multicultural Society	3 hours
MODL 315	English and the World	3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Modern European Culture Concentration (12 hours)

One of the following Literature courses:

ENLT 341	18th-Century British Novel	3 hours
ENLT 342	19th-Century British Novel	3 hours
ENLT 343	20th-Century British Novel	3 hours
ENLT 371	Studies in European Literature	3 hours
ENLT 380	18th Century British Literature	3 hours
ENLT 381	Romantic Movement	3 hours
ENLT 382	Victorian Literature	3 hours
ENLT 383	20th-Century British Literature	3 hours
ENLT 384	Romantic Era Feminism	3 hours
ENLT 417	Major Literary Figures (British)	3 hours
HUST 464*	Colloquium IV	3 hours
MLFR 203	French Language and Reading I	3 hours
MLFR 304	French Language and Reading II	3 hours
MLFR 453	18th-Century French Literature	3 hours
MLFR 454	19th-Century French Novel	3 hours
MLFR 455	19th-Century French Poetry	3 hours
MLFR 457	20th-Century French Novel	3 hours
MLIT 303/303RM	Introduction to Italian Literature I	3 hours
MLIT 304RM	Introduction to Italian Literature II	3 hours
MLIT 350	Italian Short Story	3 hours
MLIT 425	Italy on the Stage: 16th to 20th Centuries	3 hours
MLIT 430	Modern Italian Novel	3 hours
MLSP 320	Introduction to the Study of Spanish Literature	3 hours
MLSP 418	Survey of 19th and 20th-Century Spanish Literature	3 hours
MLSP 420	Contemporary Spanish Novel	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours

One of the following History courses:

HIST 348	Origins of Modern Europe	3 hours
HIST 359	Europe in the 19th Century: 1815–1914	3 hours
HIST 360	Europe in the 20th Century: 1914–Present	3 hours
HIST 366	History of England, 1600 to Present	3 hours
HIST 369	History of Revolutionary France	3 hours
HIST 370	A History of Modern European Women	3 hours
HIST 377	Russia	3 hours
HIST 382	Modern East/Central Europe	3 hours
HIST 422	Living with the Enemy	3 hours
HUST 462*	Cultural History IV: The Modern World	3 hours

One of the following Culture and Civilization courses:

HUST 462*	Cultural History IV: The Modern World	3 hours
MLFR 370	French Civilization (taken during study abroad)	3 hours
MLFR 408	The Culture of Business in the French-Speaking World	3 hours
MLFR 420	French Cinema	3 hours
MLFR 440	Contemporary France	3 hours
MLFR 491	Topics in French Studies (approved topics)	3 hours
MLIT 320	Italian Cinema 1945–1965	3 hours
MLIT 360	Italian Cultural Studies	3 hours
MLSP 316	Civilization of Spain	3 hours
MODL 315	English and the World	3 hours
PHIL 331	Descartes to Skepticism	3 hours
PHIL 332	Kant and His Critics	3 hours
PHIL 343	20th Century Philosophy	3 hours

* HUST 462 and 464 must be taken together. HUST 462 may not be used to satisfy more than one category requirement.

One of the following:

One additional course from one of the above	3 hours
Or an upper-level course taken by permission through an approved study abroad program	3 hours

Minor in Global Studies—GLST (18 hours)**STUDY OR INTERNSHIP ABROAD EXPERIENCE**

All students completing this minor must participate in at least 5 weeks of Saint Mary's College approved Study or Internship Abroad experience.

All of the following:

ANTH 253	Survey I: Culture and Language	3 hours
ECON 251	Principles of Macroeconomics	3 hours
HIST 104	World Civilization II	3 hours
POSC 206	International Politics	3 hours
or POSC 207	Comparative Politics	3 hours
Two from a single concentration above		6 hours

GLOBAL STUDIES COURSES (GLST)

100 Global Citizenship (1)

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

101 Corporate Social Responsibility in Global Context (3)

This Critical Thinking Seminar introduces students to the contemporary concepts, issues, and questions related to global business practice and corporate social responsibility.

495 Senior Seminar in Global Studies (3)

This is the culminating course in the Global Studies curriculum, serving to synthesize lessons learned from the previous courses. Course assignments will direct students to review, reflect on, and integrate the knowledge, skills, and attitudes gained from the curriculum; to apply that learning to debates about current global issues; and to articulate the research questions or goals that will drive their next steps in a career or graduate school.

499 Global Studies Internship (3)

Professional work experience with a global organization such as a business, governmental agency, or non-governmental organization in a specific concentration. The internship in Global Studies course may not be used to satisfy any major requirements. Graded S/U. Prerequisite: permission of department chair. Open to Global Studies majors only.





PROGRAM IN ANTHROPOLOGY

PROGRAM DESCRIPTION

The study of anthropology encourages students to develop a breadth of knowledge about human cultures and their physical and social environments, and an understanding of the diversity of human historical and contemporary experience.

The minor in anthropology provides an introduction to the four fields of anthropology and an overview of the research methodologies and the theoretical paradigms of the discipline. Required elective courses enable students to pursue their particular interests.

TEACHER PREPARATION

Courses in Anthropology contribute to the Education minor and licensing areas for English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE). ANTH 141 People and Nature or ANTH 253 Survey I: Culture and Language may be used to fulfill the requirements focused on culture for ESL/BBE.

Minor in Anthropology—ANTH (15–17 hours)

All of the following:

ANTH 253	Survey I: Culture and Language	3 hours
ANTH 254	Survey II: Human Prehistory	3 hours
ANTH 364	Ethnographic Methods	3 hours

Two of the following:

ANTH 142RM	Archaeology of Ancient Italy	3 hours
ANTH 320	Anthropology of Race and Racism	3 hours
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ANTH 392	Topics in Cultural Anthropology	3 hours
ANTH 394	Topics in Archaeology	3 hours
ANTH 435	Politics of Multiculturalism	3 hours
ANTH 497	Independent Study in Anthropology	1–3 hours
ANTH 499	Anthropological Internship	3 hours
ART 346	Museums and Cultural Politics	3 hours
BIO 270*	Environments of Ecuador	3 hours
BIO 312*	Evolution	3 hours
BIO 313*	Economic Botany	3 hours
BIO 316*	Conservation Biology	4 hours
BIO 320*	Parasitology	4 hours
BIO 323*	Ecology	4 hours
ENVS 171	Introduction to Environmental Science	3 hours
RLST 307	Leviticus and Numbers: Cultural Interpretations	3 hours

NOTE: Courses noted with an asterisk (*) carry prerequisites. Consult the departmental listing in the Bulletin for more details.

ANTHROPOLOGY COURSES (ANTH)

141 People and Nature (3)

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

142RM Archaeology of Ancient Italy (3)

Introduction to the presence of the Greeks and Etruscans on the Italian peninsula. Aspects of early Rome and Republican Rome. Final supremacy of Rome during the Empire. Historical and archaeological evidence of these periods is examined during field trips in Rome and to Tarquinia and Cerveteri, San Giovenale and Blera, Palestrina and Tivoli, Pompei, Capua, Cuma and Paestum. Taught in Rome.

253 Survey I: Culture and Language (3)

A survey of sociocultural anthropology and anthropological linguistics. The course takes a comparative approach to the study of culture. Topics include: family, kinship, and marriage; cultural ecology and economics; political organization; gender roles and socialization; religion and ritual; and culture change. Basic concepts, methods of research, and analytic perspectives are introduced.

254 Survey II: Human Prehistory (3)

A survey of physical anthropology and archaeology. The course follows an evolutionary approach to the development of human life and culture. Topics include: human genetics; comparative primatology; the fossil record; the emergence of human culture; and prehistoric and historic archaeology. Basic concepts, methods of research, and analytic perspectives are introduced.

320 Anthropology of Race and Racism (3)

An introduction to anthropological approaches to race and racism, this course explores why race persists as a powerful social force and cultural idea despite its fallacy as a biological concept. Topics covered include human biological diversity, racial hierarchies around the world, historical and contemporary intersections of race and sexuality, and racism in everyday language use.

346 Gender in Cross-Cultural Perspective (3)

This course introduces students to anthropological theories and methods for the critical analysis of gendered structures of inequality globally. By comparing culture specific ideas and practices, anthropology provides a unique lens for understanding the cultural construction of gender identity. As we explore gender identity cross-culturally, students will also discover their own culturally formed, taken for granted, notions of the role of gender. Topics explored include: the saliency of the categories man and woman; the relationships between race and gender; the role of colonialism and neocolonialism in the representation of gender, sex and sexuality; and the role of gender in the family and the household, the realm of religion and the world of work.

364 Ethnographic Methods (3)

An experiential learning course involving interaction with and analysis of people and social settings in the broader community of South Bend, this course provides practical experience in using ethnographic methodologies (including participant observation, interviews, and surveys) to gather information about cultural divides and also current community initiatives to effect transformation in South Bend. Prerequisites: ANTH 253 or 254 or permission of the instructor.

392 Topics in Cultural Anthropology (3)

The presentation of selected subjects in cultural anthropology not included in regular departmental offerings. The course content and format will be determined by student and faculty interest. Materials may be organized variously according to culture area, theme, or issue. Prerequisites established by the instructor. May be repeated with a different topic.

394 Topics in Archaeology (3)

The presentation of selected subjects in archaeology not included in regular departmental offerings. The course content and format will be determined by student and faculty interest. Materials may be organized variously according to culture area, theme, or issue. Prerequisite established by the instructor. May be repeated with a different topic.

435 Politics of Multiculturalism (3)

An advanced seminar that engages the critical study of multiculturalism around the world, this course explores debates for and against multicultural policies in liberal democracies. An extensive study of multicultural practices and ideologies will explore issues that include indigenous rights, group rights, democratic representation, cultural identity, neoliberalism, and language ideologies.

497 Independent Study in Anthropology (1–3)

Independent readings, individualized seminars, or field projects in selected areas designed to meet the special interests of advanced students. Prerequisites: 6 hours in ANTH, junior or senior status, and permission of the instructor.

499 Anthropological Internship (3)

Work in an approved anthropological setting such as a museum or research center under professional supervision. Graded S/U. Prerequisites: 9 hours in ANTH and permission of the department chair.





History

William Svelmoe, Department Chair
215 Spes Unica Hall
574-284-4051

FACULTY

K. Hamilton, E. Miguda, D. Stefancic,
W. Svelmoe, J. Wagman

DEPARTMENT DESCRIPTION

The goals of the Department of History are to illuminate the past and the creative contributions of humanity for our students; to clarify the issues of the present in the light of their historical origins; and to engage students in the critical process of gathering, analyzing, and interpreting historical information.

Previous graduates in history are engaged in a wide spectrum of activities in the business, professional, and academic worlds. Their careers range from finance to journalism, from insurance management to politics, from librarian and museum work to editing, from teaching on every level to the various fields within the legal profession.

TEACHER PREPARATION

The History Department in conjunction with the Education Department offers courses leading to state licensing for History/Social Studies.

ADVANCED WRITING PROFICIENCY

Before taking the Senior Seminar, history majors intending to fulfill their Advanced Writing Proficiency requirement in the History Department will submit a portfolio of representative papers written in their history courses for evaluation. They will be awarded the Advanced W upon successfully completing their senior research paper in the Senior Seminar HIST 495.

SENIOR COMPREHENSIVE

The Senior Comprehensive consists of an oral presentation based on the senior research paper from the Senior Seminar. The comprehensive research presentation will take place before the History Department during the second semester of the academic year.

HISTORY DEPARTMENT LEARNING OUTCOMES

- A Saint Mary's history major identifies and understands salient developments in world and United States history.
- A Saint Mary's history major 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 history major 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 history major analyzes how her assumptions about human identity have been influenced by her historical context, and how human identities have been constructed in history.

- A Saint Mary's history major researches topics of historical interest based upon critically assessed primary sources and significant secondary sources representing the state of knowledge in the field.
- A Saint Mary's history major constructs and critiques her own historical interpretations, based upon a substantial body of research and convincing use of appropriate historical evidence.
- A Saint Mary's history major presents her research and historical arguments in a clearly structured, convincing, and professionally acceptable manner in oral presentations.
- A Saint Mary's history major writes major research papers following the appropriate professional standards in the historical discipline. Her work displays a clear and convincing writing style and an appropriate understanding of grammar and the principles of writing composition. She writes research papers with a clearly stated thesis, reflecting her interpretation of her research, and a convincingly constructed logical argument in defense of that thesis. She articulates her argument and presents her evidence clearly.

Additional Student Learning Outcomes for Women's History

- A Saint Mary's history major with a concentration in women's history understands the history of feminist movements and women's contributions to knowledge and achievement.
- A Saint Mary's history major with a concentration in women's history understands the intersectionalities of gender, race, class, sexualities, and other identity categories from historical and contemporary transnational perspectives.
- A Saint Mary's history major with a concentration in women's history understands and can articulate feminist theoretical concepts and terminology.
- A Saint Mary's history major with a concentration in women's history evaluates sources, analyzes discourse, and considers context from a feminist perspective, using feminist methodologies to conduct research about women's history. She examines and critiques cultural representations and claims about women and gendered identities.
- A Saint Mary's history major with a concentration in women's history uses gender analysis to understand the complex ways in which race, class, religion, and gender come together in different historical moments and places to shape women's identities.

PROGRAM IN HISTORY

The department has long encouraged dual majors, combining history with another discipline. The interdepartmental major with humanistic studies may omit the course requirements of Division II.

Bachelor of Arts, Major in History, General—HIST (30–34 hours)

One of the following two-course sequences:

HIST 101-102	The Development of Western Civilization I, II	6 hours
HIST 103-104	World Civilization I, II	6 hours

Division I: United States History

All of the following:

HIST 201	United States History to 1865	3 hours
HIST 202	United States History Since 1865	3 hours

One of the following:

HIST 304	Colonial and Revolutionary History of the United States	3 hours
HIST 309	The Gilded Age, U.S. 1865–1898	3 hours
HIST 310	America Comes of Age, 1898–1929	3 hours

HIST 311	America in Crisis, 1932–1960	3 hours
HIST 312	Recent America: 1960 to the present	3 hours
HIST 321	The American West	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 331	The American South	3 hours
HIST 341	African-American History	3 hours
HIST 412	American Girlhoods	3 hours
HIST 416	History of Religion in America	3 hours
HIST 418	History of Death and Dying in the United States	3 hours

Division II: European History

One of the following:

HIST 342	History of Classical Greece	3 hours
HIST 343	Classical Rome	3 hours
HIST 344	Medieval Civilization	3 hours
HIST 345	Christianity and the Making of Europe	3 hours
HIST 347	Renaissance and the Reformation	3 hours
HIST 365	History of England to 1600	3 hours

One of the following:

HIST 348	Origins of Modern Europe	3 hours
HIST 349	Great Lives and Minds: From Renaissance to Enlightenment	3 hours
HIST 350	Great Lives and Minds: From Enlightenment to Existentialism	3 hours
HIST 359	Europe in the 19th Century: 1815–1914	3 hours
HIST 360	Europe in the 20th Century: 1914–Present	3 hours
HIST 366	History of England, 1600–Present	3 hours
HIST 369	History of Revolutionary France	3 hours
HIST 370	A History of Modern European Women	3 hours
HIST 371	The City in European History	3 hours
HIST 382	Modern East/Central Europe	3 hours
HIST 422	Living with the Enemy	3 hours

One of the following or another course from Division II listed above:

HIST 346	Christianity in the Modern World	3 hours
HIST 367	History of Ireland	3 hours
HIST 377	Russia	3 hours
HIST 413	Women in Revolutions	3 hours

Division III: Africa, Asia, Latin America, and the Middle East

Two of the following:

HIST 375	Women from the Global South	3 hours
HIST 376	Chinese Women and Society	3 hours
HIST 378	The Middle East	3 hours
HIST 379	The Indian Subcontinent	3 hours
HIST 380	Southeast Asia	3 hours
HIST 381	Far East	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 384	Africa Since 1800	3 hours
HIST 385	Latin America	3 hours
HIST 390/490	Special Topics in History (relevant topics)	1–3 hours
HIST 408	Gender and Politics	3 hours
HIST 415	International Women's Movements	3 hours

Students completing Advanced Writing Requirement and Senior Comprehensive in History must complete the following:

HIST 492	Research Methods	2 hours
HIST 495	Senior Seminar	2 hours

Bachelor of Arts, Major in History, Concentration in Women's History—WHIS (30–34 hours)

One of the following two-course sequences:

HIST 101-102	The Development of Western Civilization I, II	6 hours
HIST 103-104	World Civilization I, II	6 hours

Division I: United States History

All of the following:

HIST 201	United States History to 1865	3 hours
HIST 202	United States History since 1865	3 hours
HIST 324	History of Women in the U.S.	3 hours

Division II: European History

The following:

HIST 370	A History of Modern European Women	3 hours
----------	------------------------------------	---------

One of the following:

HIST 342	History of Classical Greece	3 hours
HIST 343	Classical Rome	3 hours
HIST 344	Medieval Civilization	3 hours
HIST 345	Christianity and the Making of Europe	3 hours
HIST 347	Renaissance and the Reformation	3 hours
HIST 365	History of England to 1066	3 hours

One of the following:

HIST 348	Origins of Modern Europe	3 hours
HIST 349	Great Lives and Minds: From Renaissance to Enlightenment	3 hours
HIST 350	Great Lives and Minds: From Enlightenment to Existentialism	3 hours
HIST 359	Europe in the 19th Century: 1815–1914	3 hours
HIST 360	Europe in the 20th Century: 1914–Present	3 hours
HIST 366	History of England, 1600–Present	3 hours
HIST 369	History of Revolutionary France	3 hours
HIST 371	The City in European History	3 hours
HIST 382	Modern East/Central Europe	3 hours
HIST 413	Women in Revolutions	3 hours
HIST 422	Living with the Enemy	3 hours

Division III: Africa, Asia, Latin America, and the Middle East

One of the following:

HIST 375	Women from the Global South	3 hours
HIST 376	Chinese Women and Society	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 390/490	Special Topics in History (relevant topics)	1–3 hours
HIST 408	Gender and Politics	3 hours
HIST 410	Studies in Women's History	3 hours
HIST 415	International Women's Movements	3 hours

Elective

One of the following:

HIST 341	African-American History	3 hours
HIST 375	Women from the Global South	3 hours
HIST 376	Chinese Women and Society	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 390/490	Special Topics in History (relevant topics)	1–3 hours
HIST 408	Gender and Politics	3 hours

HIST 410	Studies in Women's History (relevant topics)	3 hours
HIST 413	Women in Revolutions	3 hours
HIST 415	International Women's Movements	3 hours
HUST 205	History of Famous Women	3 hours

Students completing Advanced Writing Requirement and Senior Comprehensive in History must complete the following:

HIST 492	Research Methods	2 hours
HIST 495	Senior Seminar	2 hours

Minor in History, General—HIST (15 hours)

Two courses in any two of the three divisions; one course in the third division.

Division I: United States History

HIST 201	United States History to 1865	3 hours
HIST 202	United States History since 1865	3 hours
HIST 304	Colonial and Revolutionary History of the United States	3 hours
HIST 309	The Gilded Age, U.S. 1865–1898	3 hours
HIST 310	America Comes of Age, 1898–1929	3 hours
HIST 311	America in Crisis, 1932–1960	3 hours
HIST 312	Recent America: 1960 to the present	3 hours
HIST 321	The American West	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 331	The American South	3 hours
HIST 341	African-American History	3 hours
HIST 412	American Girlhoods	3 hours
HIST 416	History of Religion in America	3 hours
HIST 418	History of Death and Dying in the United States	3 hours

Division II: European History

HIST 342	History of Classical Greece	3 hours
HIST 343	Classical Rome	3 hours
HIST 344	Medieval Civilization	3 hours
HIST 345	Christianity and the Making of Europe	3 hours
HIST 346	Christianity in the Modern World	3 hours
HIST 347	Renaissance and the Reformation	3 hours
HIST 348	Origins of Modern Europe	3 hours
HIST 349	Great Lives and Minds: From Renaissance to Enlightenment	3 hours
HIST 350	Great Lives and Minds: From Enlightenment to Existentialism	3 hours
HIST 359	Europe in the 19th Century: 1815–1914	3 hours
HIST 360	The World in the 20th Century: 1914–Present	3 hours
HIST 365	History of England to 1600	3 hours
HIST 366	History of England, 1600–Present	3 hours
HIST 367	History of Ireland	3 hours
HIST 369	History of Revolutionary France	3 hours
HIST 370	Europe of Modern European Women	3 hours
HIST 371	The City in European History	3 hours
HIST 377	Russia	3 hours
HIST 382	Modern East/Central Europe	3 hours
HIST 413	Women in Revolutions	3 hours
HIST 422	Living with the Enemy	3 hours

Division III: Africa, Asia, Latin America, and the Middle East

HIST 375	Women from the Global South	3 hours
HIST 376	Chinese Women and Society	3 hours
HIST 378	The Middle East	3 hours

HIST 379	The Indian Subcontinent	3 hours
HIST 380	Southeast Asia	3 hours
HIST 381	Far East	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 384	Africa Since 1800	3 hours
HIST 385	Latin America	3 hours
HIST 408	Gender and Politics	3 hours
HIST 410	Studies in Women's History (approved topics)	3 hours
HIST 415	International Women's Movements	3 hours

Minor in History: American, European, or Third World—HIS2 (12 hours)

Twelve hours above the 100 level in the desired area.

Minor in Women's History—WHIS (12 hours)

All of the following:

HIST 324	History of Women in the United States	3 hours
HIST 370	History of Modern European Women	3 hours

One of the following:

HIST 375	Women from the Global South	3 hours
HIST 376	Chinese Women and Society	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 390/490	Special Topics in History (relevant topics)	1–3 hours
HIST 408	Gender and Politics	3 hours
HIST 410	Studies in Women's History	3 hours
HIST 415	International Women's Movements	3 hours

One of the following:

HIST 341	African-American History	3 hours
HIST 375	Women from the Global South	3 hours
HIST 376	Chinese Women and Society	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 390/490	Special Topics in History (relevant topics)	1–3 hours
HIST 408	Gender and Politics	3 hours
HIST 410	Studies in Women's History (relevant topics)	3 hours
HIST 413	Women in Revolutions	3 hours
HIST 415	International Women's Movements	3 hours
HUST 205	History of Famous Women	3 hours

HISTORY COURSES (HIST)

101 The Development of Western Civilization I (3)

The historical development of Europe from the Greco-Roman world to 1648. Emphasis is placed not only on the great individuals, but also upon the ideas and forces which helped to create the basic institutions of the Western world. Students are advised to take this course early in their careers in order that it might serve as a foundation for their other studies.

102 The Development of Western Civilization II (3)

Modern Europe from 1648 to present. Emphasis is placed not only on important individuals, but also upon the increasing complexity of the ideas and forces which have left a profound influence on our contemporary society. While students are encouraged to take both semesters of Western Civilization, it is not essential to have had HIST 101.

103 World Civilization I (3)

A study of human civilization from its origins to about 1500 A.D. The story of the human spirit arising from the primitive environs of the earliest societies to develop the ideas, institutions and tools that assured all humanity a meaningful existence will be told. The trials and triumphs of humanity everywhere will be highlighted through detailed discussions and audiovisual presentations about the

great civilizations of the past. While lectures and discussions will be within a chronological framework, emphasis will be on the rise and fulfillment of cultures and the people who created them.

104 World Civilization II (3)

A study of the modern world from about 1500 A.D. to the present. The great civilizations of Europe, America, Asia and Africa will be discussed with detailed descriptions and audio-visual presentations on the vast empires under which they thrived and the energetic leaders who created them. While lectures and discussions will be within a chronological framework, emphasis will be on the new developments in philosophy, religion, politics, arts, literature, ethics, society, and science and technology—all of which resulted in the creation of the world we live in today.

DIVISION I: UNITED STATES

201 United States History to 1865 (3)

This course will trace America from multiple beginnings—Native American, African, and European—through the major developments and events that led to the Civil War. It focuses on conquest, slavery, the development of colonial economies and societies, politics, culture, and the lived experiences of everyday women and men.

202 United States History Since 1865 (3)

What does it mean to be American? Whatever your answer to this question, chances are it is deeply connected to the themes and events we will discuss in this class. Starting with Reconstruction and ending in the late 20th century, the course will explore major political, social, and cultural transformations. Important themes include urbanization, immigration, consumerism, warfare and America's rise to global power, civil rights and other social movements, and political culture.

304 Colonial and Revolutionary History of the United States (3)

A study of the formation of the United States, with an emphasis on the European background, the foundation of colonies in North America, their political, economic, intellectual and social evolution, their war for independence and the creation of the U.S. Constitution.

309 The Gilded Age, U.S. 1865–1898 (3)

The South and the North as reconstructed with changed images after the Civil War. The traditional patterns of national life shifting into new political, social, economic, and international frames are studied.

310 America Comes of Age, 1898–1929 (3)

The emergence of the United States as an industrial giant and international power. Urbanization, economic maturity, progressivism, World War I, and the twenties are considered in a political, social and economic frame.

311 America in Crisis, 1932–1960 (3)

A study of the United States during the crucial periods of the Great Depression, World War II, and the onset of the Cold War. The impact of these crises on the American people and American institutions.

312 Recent America: 1960 to the Present (3)

A study of the events, crises, and developments in American history from the turbulent sixties to our own day. The transformation of an ebullient superpower to a nation struggling to recognize and cope with its own limitations.

321 The American West (3)

Americans are fascinated by their Western heritage, and cowboys and Indians are among our mythic heroes. Emphasis in this course is on the settlement and development of the American West and the role of the West in shaping the American character.

324 History of Women in the U.S. (3)

A study of how race, class, and gender come together to shape the identities of American women from Colonial times to the present.

331 The American South (3)

This course studies the history and culture of the southern region of the United States from its colonial origins through the late 20th century, and covers the broader categories of southern history such as

economics, politics, slavery and race relations, and society. In addition, various expressions of southern culture, such as literature, music, religion, and folklore will be explored.

341 African-American History (3)

This course examines African-American history since emancipation. We will read nonfiction and several fictive works on the Reconstruction, the Great War, the Great Migration, the feminist movements, Garveyism, the Harlem Renaissance, and the Civil Rights movement, among other topics. We will discuss the intersections of race with citizenship, gender, class, and sexuality, and we will draw on critical race theory and feminist theory. We will also examine what kinds of archival sources exist for writing African-American history, and we will discuss the varied debates that have shaped our national understanding of African-American history. Through the use of texts, primary sources, and 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.

412 American Girlhoods (3)

This course explores the meanings, experiences, conditions, and historical significance of girlhood in the United States. Prerequisites: HIST 201 or 202 or GWS 207, or permission of instructor.

416 History of Religion in America (3)

This course examines the impact that religion has had on American history and culture. The course emphasizes the role that religious subcultures have played and continue to play in shaping the lives of individuals and communities in this country.

418 History of Death and Dying in the United States (3)

In the United States, the practices and beliefs surrounding death and dying have a peculiar history. Our experience of death shifted from a familiar—both common and family-based—position to one of compartmentalized avoidance—hospitals and funeral homes, for instance. This course approaches the topic of American death and dying from a historical perspective. In the class, students will learn how particular aspects of death have changed in United States history: dying, preparation of bodies, funeral rituals, burials, cemeteries, commemorative markers, and mourning. We will also research the racial, ethnic, gender, and regional diversities of expressions surrounding death and dying.

DIVISION II: EUROPEAN

342 History of Classical Greece (3)

The story of ancient Greece from Minos to Alexander the Great with emphasis on the rivalry between Athens and Sparta. The class is a blend of social, political and military history with particular attention paid to the Golden Age of Pericles, the role of women in Greece, and Greek influence in Asia and Africa.

343 Classical Rome (3)

A critical analysis of the rise of Rome from an agricultural city-state to the urban center of the classical world. The purpose of the course is to show the influence of Rome, not only in laying the basis of Western civilization, but as the progenitor of the Byzantine Empire and the civilization to which it gave birth. In a word, the course deals with the origins of much of the world we live in.

344 Medieval Civilization (3)

The study and interpretation of the nature and contributions of medieval civilization to Western culture with a focus on social, religious, and cultural history.

345 Christianity and the Making of Europe (3)

The emergence of the Christian church in the Greco-Roman world with some emphasis on the Jewish tradition from which it developed. The Catholic church as the dominant influence in the Western world after the collapse of the Roman system and throughout the medieval period.

346 Christianity in the Modern World (3)

Conflicts with state absolutism since 1600, the Age of Reason, 19th-century revolutionary philosophies, and Christianity in the 20th-century.

347 Renaissance and Reformation (3)

The intellectual, cultural and artistic ferment of the 15th-century Europe that launched the modern era will be discussed, along with the deep religious divisions that occurred in the 16th century.

348 Origins of Modern Europe (3)

This seminar will explore the reshaping of early modern Europe through the political changes, new intellectual movements, advances in science and technology, and changes in economic and social conditions, that formed the fabric of European civilization in the seventeenth and eighteenth centuries.

349 Great Lives and Minds: From Renaissance to Enlightenment (3)

European intellectual history from the 13th through the 18th centuries, considered through the lives and works of important thinkers.

350 Great Lives and Minds: From Enlightenment to Existentialism (3)

European intellectual history from the 18th through the 20th centuries, considered through the lives and works of important thinkers.

359 Europe in the 19th Century: 1815–1914 (3)

Development and effects of nationalism, liberalism, industrialization, imperialism and socialism on forms of government and currents of thought.

360 Europe in the 20th Century: 1914–Present (3)

The two World Wars and subsequent efforts at achieving a just peace; the rise of the dictators; colonialism and its decline in Asia and Africa; the Cold War; the United States as a world power.

365 History of England to 1600 (3)

A survey of the early history of England, covering its Celtic origins to the Renaissance, focusing primarily on the cultural, social, political, and religious development of medieval England.

366 History of England, 1600 to Present (3)

A survey of modern England from the Stuart period to the present, this course integrates the social, political, religious, and cultural history of England as it becomes a dominant world power.

367 History of Ireland (3)

The history of Ireland beginning with the medieval background and the English domination to the modern period. Special emphasis will be given to the movements toward independence and the creation of Northern Ireland.

369 History of Revolutionary France (3)

Revolutionary France from 1750 to 1871. Political, social and cultural history of the Enlightenment, early attempts at reform, the middle class revolution, the Terror, Napoleon, the Restoration, revolutions in 1830 and 1848, Napoleon III, and the Second Republic.

370 A History of Modern European Women (3)

A study of how ethnicity, class, nationality, religion, and gender come together to shape the identities of modern European women.

371 The City in European History (1–3)

Studies of selected European cities during significant periods in the development of Western civilization. (When offered in Saint Mary's summer program, this course will be taught in the cities under consideration, e.g., London, Paris, Dublin.) May be repeated.

377 Russia (3)

The emergence of Russia as a state and a nation in the Middle Ages, Christianization of the country, its rise as a Western power in the 17th century, its role in the age of imperialism, the glory of the czars and their decline, the rise of Communist power in Russia, its emergence as a super-power, and its role in the Cold War and after.

382 Modern East/Central Europe (3)

The course primarily covers the history of Poland, Bohemia and Hungary from the French Revolution and Napoleon to the transition from communism at the end of the twentieth century. Other countries of the region are considered but less extensively. Topics included are the rise of nationalism, the struggles for independence, and the problem of inter-regional relations.

413 Women in Revolutions (3)

The purpose of this class is to look at revolutions and study how they impact on the lives and identities of individuals and groups. The emphasis of the class is on how women observe and participate in what is often a life altering experience. The readings come from women historians who give their take on the various revolutions.

422 Living with the Enemy (3)

How did Europeans respond to fascism? What would your response have been to live in Hitler's Europe? Who resisted? Who collaborated? What were their reasons, and what did they do? This course will be concerned with the European response to fascism. We will study the establishment, triumph, and failure of the natural rights tradition of Classical Liberalism in the West, and the major focus of the course will be on resistance, rescue, and collaboration in Occupied Europe and the Holocaust.

DIVISION III: AFRICA, ASIA, LATIN AMERICA, AND THE MIDDLE EAST

375 Women from the Global South (3)

The course begins by situating women from the global south in their historical context, and then explores diverse themes in the history of women in the regions that make up the global south, namely, Africa, Asia, and the Middle East. Selected topics will examine historical experiences of women from the global south and analyze their contemporary situations at both national and global levels. We explore and critique various dualisms: such as, self and other, civilized and primitive, developed and developing, east and west, south and north, traditional and modern. Other themes to be discussed will include historical developments around class, race, and gender in the 21st century and how these shape the modern experiences of women in the global south.

376 Chinese Women and Society (3)

This course introduces the history of Chinese women and current social issues in China. Students will gain knowledge about Chinese culture, and skills to compare the development and cross-cultural issues of Chinese and American women as well as global/transnational/international feminism. Topics covered include race, gender and class issues in China as well as concerns for social justice for women in the world. (Also listed as GWS 376.) Prerequisite: GWS 207 or ICS 201 or permission of instructor.

378 The Middle East (3)

From the rise of Islam to the Ottoman Empire in the 19th and 20th centuries and the emergence of the modern Middle Eastern states.

379 The Indian Subcontinent (3)

The emergence of one of the world's oldest and greatest civilizations in the Indian subcontinent and its religious, cultural, economic and artistic contributions to the world will be discussed, along with the modern developments that led to the creation of three independent nations, India, Pakistan, and Bangladesh, and their contemporary situations.

380 Southeast Asia (3)

The rise and development of great civilizations in Sri Lanka, Indonesia, Cambodia, Thailand, Burma, Malaysia, Laos and Vietnam will be studied along with recent and contemporary events in these countries.

381 Far East (3)

An introductory survey of the Chinese and Japanese civilizations with emphasis on cultural aspects: philosophy, art, literature, poetry, and music.

383 Women in Africa and the Middle East (3)

This course provides a variety of perspectives, new directions/interpretations and debates on contemporary history of women in Africa and the Middle East in their struggle for empowerment.

384 Africa Since 1800 (3)

The course examines the major political, economic, and cultural developments of Africa since 1800, including significant external forces, internal developments, and how Africa attempts to cope with forces of change.

385 Latin America (3)

A study of the history and culture of Latin America.

408 Gender and Politics (3)

This course will combine theoretical and empirical analysis of gender as a political issue. Case studies will permit comparative analysis of the diverse ways in which gender emerges as a political issue within distinct social, economic, cultural, and political contexts. The course will also assess the value of gender analysis in the field of political science (also listed as POSC 365).

415 International Women's Movements (3)

This course will provide students with the ability to understand, critique and comparatively analyze the politics of the international women's movements. Through case studies concerns and challenges facing the international women's movements and feminist movements in the 21st century will be discussed.

OTHER ELECTIVES

220 East African History and Cultures (1)

This course will focus on the diverse history and cultures of contemporary East African countries. Any positive and productive encounter with East Africa calls for sensitivity to and familiarity with both its achievements and contributions to global history, as well as with the challenges that the region faces. Special emphasis will be placed on issues facing the region, which will arise from the impact of colonization or forces such as poverty that influence access to health care and education.

261 Contemporary Affairs (2)

Current domestic and international affairs and their historical roots. Recommended as an elective for non-majors.

280 History Study Tours (1-3)

This course is intended to enrich the student's knowledge of a particular region of the world by combining the advantage of both travel to the historic sites and lectures pertaining to the background of the area. Normally one credit hour will be given with additional hours of credit possible if the student elects to do additional work under the direction of the instructor. May not be applied to the major.

390 Special Topics in History (1-3)

This course presents selected topics chosen by the professor which are not included in the regular departmental offerings. May be repeated.

397 Independent Study (1-3)

Provides an opportunity for properly qualified students to do independent study. Content dependent on student background and interests. Approval of the department chair is required. May be repeated.

399 Internship (1-3)

Practical off-campus experience with an approved history-related institution. Jointly supervised by a faculty member and a representative of the sponsor. Graded S/U. Prerequisites: Junior standing and permission of the department chair. May be repeated.

401, 402 The Making of Europe: Medieval Christendom (3, 3)

(For description see HUST 321, 322)

405, 406 Age of Religious Division: Age of Revolutions and World Wars (3, 3)

(For description see HUST 461, 462)

400 Topics in the History of Slavery (3)

Topics in the history of slavery with materials grouped variously for each class by theme or historical period.

410 Studies in Women's History (3)

Women's history materials grouped variously for each class by theme or historical period.

425 History of Women in Science (3)

This course offers an historical perspective on women in the natural, social, applied, and formal sciences, as well as in medicine. We will look at the ways in which women have pursued scientific knowledge, the domestic circumstances and personal relationships that either aided or inhibited their work, and the social and cultural factors that established an environment sometimes hostile to women in science.

495 Senior Seminar (2)

In the Senior Seminar, majors completing their Advanced Writing Requirement in the History Department will complete an original research paper based on primary and secondary source interpretation. Students may write on a subject of their choice and are encouraged to identify a potential topic before the beginning of the semester.





Humanistic Studies

Philip Hicks, Department Chair
148 Spes Unica Hall
574-284-4487

FACULTY

L. Williamson Ambrose, P. Hicks, J. Shinnors

DEPARTMENT DESCRIPTION

We often divide the liberal arts into different disciplines (for example, history, literature, philosophy) in order to make teaching and studying them easier. In truth, they interconnect, which means that it is impossible to obtain a thorough knowledge of one without at least some knowledge of the others.

Founded in 1956, the interdisciplinary program in Humanistic Studies presents the liberal arts as a unified, interrelated body of knowledge. It explores the various elements that have molded and expressed Western culture by interweaving the study of history, literature, philosophy, theology, and art so that the student perceives the shape of Western culture as a whole.

The program consistently stresses Christianity's dynamic role in forming Western thought, society, and art. To broaden the student's cultural perspective, the program also recognizes the vital contributions of non-Western and non-Christian societies. Works by and about women receive special notice as well.

To develop skills in critical and creative thinking, reading, writing, and speaking, students meet in small classes that stress reading and discussion. They write often and in a variety of styles. Over the years, our graduates have successfully used their education as a preparation for a broad range of careers, including law, education, business, communications, the creative arts, and health care.

ADVANCED WRITING PROFICIENCY

The Senior Comprehensive exam is used to assess the College's Advanced Writing Proficiency requirement. A student may fulfill her advanced writing requirement in Humanistic Studies, even when she fulfills her comprehensive requirement in another department, by submitting a portfolio of her written work early in her last semester in the program.

SENIOR COMPREHENSIVE

The Senior Comprehensive exam in Humanistic Studies is a long essay, written in a senior's spring semester, exploring the interrelation between the history and literature of selected eras of Western culture.

HUMANISTIC STUDIES STUDENT LEARNING OUTCOMES FOR THE MAJOR

- The student can identify the plot, characters, and major themes of selected landmarks in European literature since Greco-Roman antiquity and compare these works to one another.

- The student can identify the major themes in European intellectual, political, artistic, and religious history since Greco-Roman antiquity, based on primary and secondary sources.
- The student can employ aspects of critical thinking, namely, asking searching questions of course materials, evaluating the relevance of individual facts and texts to larger themes, distinguishing between analysis and summary, and showing originality and insight in her interpretations.
- The student can solve intellectual problems posed by the subject matter in the major by designing and implementing research projects that investigate those problems.
- The student determines the extent of her information need and obtains, evaluates and uses information effectively with an understanding of economic, legal, ethical, and social issues surrounding information use.
- The student can speak with clarity, organization, and supporting evidence, and listen with attentiveness and sympathy.
- The student can write with precision and style in a variety of academic genres and can organize her thoughts around a central thesis supported by evidence.
- The student can synthesize examples, facts, issues, or theories from literature, history, and art into a coherent whole.

HUMANISTIC STUDIES STUDENT LEARNING OUTCOMES FOR THE MINOR

- The student can identify the plot, characters, and major themes of selected landmarks in at least one epoch of European literature since Greco-Roman antiquity.
- The student can identify the major themes in at least one epoch of European intellectual, political, artistic, and religious history since Greco-Roman antiquity, based on primary and secondary sources.
- The student can employ aspects of critical thinking, namely, asking searching questions of course materials, evaluating the relevance of individual facts and texts to larger themes, distinguishing between analysis and summary, and showing originality and insight in her interpretations.
- The student can speak with clarity, organization, and supporting evidence, and listen with attentiveness and sympathy.
- The student can write with precision and style in a variety of academic genres and can organize her thoughts around a central thesis supported by evidence.
- The student can synthesize examples, facts, issues, or theories from literature, history, and art into a coherent whole.

PROGRAM IN HUMANISTIC STUDIES

Bachelor of Arts, Major in Humanistic Studies—HUST (24 hours)

All of the following taken in sophomore or junior year:

HUST 321	Cultural History I: Ancient and Medieval Culture	3 hours
HUST 322	Cultural History II: Medieval and Renaissance Culture	3 hours
HUST 323	Colloquium I: Ancient and Medieval Literature	3 hours
HUST 324	Colloquium II: Medieval and Renaissance Literature	3 hours

All of the following taken in junior or senior year:

HUST 461	Cultural History III: Early-Modern Culture	3 hours
HUST 462	Cultural History IV: Modern Culture	3 hours
HUST 463	Colloquium III: Early-Modern Literature	3 hours
HUST 464	Colloquium IV: Modern Literature	3 hours

Minor in Humanistic Studies—HUST (15 hours)

Three of the following (nine hours):

HUST 103	Lives and Times	3 hours
HUST 197	Myth, Legend, and History	3 hours
HUST 203	Asian Influence	3 hours
HUST 205	History of Famous Women	3 hours
HUST 212	High Society	3 hours
HUST 261RM	Mythology	3 hours
HUST 292	Greek and Roman Culture	3 hours
HUST 321	Cultural History I: Ancient and Medieval Culture	3 hours
HUST 322	Cultural History II: Medieval and Renaissance Culture	3 hours
HUST 323	Colloquium I: Ancient and Medieval Literature	3 hours
HUST 324	Colloquium II: Medieval and Renaissance Literature	3 hours
HUST 390/490	Special Topics	1–3 hours
HUST 461	Cultural History III: Early-Modern Culture	3 hours
HUST 462	Cultural History IV: Modern Culture	3 hours
HUST 463	Colloquium III: Early-Modern Literature	3 hours
HUST 464	Colloquium IV: Modern Literature	3 hours

Two of the following (if not taken above):

HUST 321	Cultural History I: Ancient and Medieval Culture	3 hours
HUST 322	Cultural History II: Medieval and Renaissance Culture	3 hours
HUST 323	Colloquium I: Ancient and Medieval Literature	3 hours
HUST 324	Colloquium II: Medieval and Renaissance Literature	3 hours
HUST 461	Cultural History III: Early-Modern Culture	3 hours
HUST 462	Cultural History IV: Modern Culture	3 hours
HUST 463	Colloquium III: Early-Modern Literature	3 hours
HUST 464	Colloquium IV: Modern Literature	3 hours

DOUBLE MAJORS/MINORS

Many students combine a major in Humanistic Studies with a major or minor in another discipline such as economics, English, political science, history, philosophy, psychology or religious studies. With careful planning, students have double-majored in the fine arts, science, or business.

HUMANISTIC STUDIES COURSES (HUST)

103 Lives and Times (3)

This introductory course explores the interaction of people from the past with their cultural milieu through a study of works that have cultural or historical importance.

197 Myth, Legend, and History (3)

This course studies the ways people talk about their past through myths, legends, and history by focusing on subjects such as the Trojan War, King Arthur, Joan of Arc, and the sinking of the Titanic, among others.

203 Asian Influence on Western Literature (3)

An introduction to the cultures of India, China and Japan through their influence on Western writers, thinkers and artists. Texts include books about the East written by Westerners and also translations of Asian literature.

205 History of Famous Women (3)

This course looks at the lives of women such as Joan of Arc, Elizabeth I, and Abigail Adams, and places them in the tradition of exceptional women. It examines that tradition as a form of both women's history and feminist argument, from Roman antiquity to the present.

212 High Society (3)

A social and cultural history of European aristocracy and monarchy from medieval times to the present.

261RM Mythology (3)

A study of myth in literature, painting and sculpture. Taught in Rome. (Also listed as ENLT 361RM)

292 Greek and Roman Culture (3)

This course looks at the main elements of Greek and Roman culture through a variety of works: historical, philosophical, and literary. Special attention is paid to the role of women in Greek and Roman society.

321 Cultural History I: Ancient and Medieval Culture (3)

A political, intellectual, and artistic history, from Greco-Roman antiquity to the High Middle Ages, focused on Europe with special attention paid to the role of Christianity. Topics include the “golden age” of Athens, the cultural influence of the Roman Empire, the rise of Christianity, monasticism, the world of the warrior aristocracy, the medieval world view, the rise of royal government, the twelfth-century cultural revolution, and Gothic architecture. Corequisite: HUST 323.

322 Cultural History II: Medieval and Renaissance Culture (3)

A political, intellectual, and artistic history, from the Late Middle Ages to the Italian Renaissance, focused on Europe with special attention paid to the role of Christianity. Topics include the Black Death and its impact, the power of Italian city-states, Renaissance humanism, the cult of the individual, the discovery of the New World, and the evolution of Renaissance art. Corequisite: HUST 324.

323 Colloquium I: Ancient and Medieval Literature (3)

Major literary works from Greco-Roman antiquity to the High Middle Ages. Readings may include Homer's *Odyssey*, Sophocles's *Antigone*, Virgil's *Aeneid*, Augustine's *Confessions*, the Koran, *The Song of Roland*, and *The Romance of Tristan*. Corequisite: HUST 321.

324 Colloquium II: Medieval and Renaissance Literature (3)

Major literary works from the Late Middle Ages to the Renaissance. Readings may include *The Travels of Marco Polo*, Dante's *Divine Comedy*, Petrarch's *My Secret*, *Sir Gawain and the Green Knight*, Chaucer's *Canterbury Tales*, Boccaccio's *Decameron*, and Castiglione's *Book of the Courtier*. Corequisite: HUST 322.

390/490 Special Topics (1–3)

Topics in Humanistic Studies not covered in regular department offerings. May be repeated for credit with a different topic.

461 Cultural History III: Early-Modern Culture (3)

A political, intellectual, and artistic history, from the Northern Renaissance to the Age of Napoleon, focused on Europe with special attention paid to the role of Christianity. Topics include the Reformation, English constitutional history, baroque culture, the Enlightenment, and the French Revolution. Corequisite: HUST 463.

462 Cultural History IV: Modern Culture (3)

A political, intellectual, and artistic history, from the nineteenth century to the present, focused on Europe with special attention paid to the role of Christianity. Topics include ideology in the age of industry, the modernist movement, the world wars, the Cold War, and the post-modern outlook. Corequisite: HUST 464.

463 Colloquium III: Early-Modern Literature (3)

Major literary works, from the Northern Renaissance to the Age of Napoleon. Readings may include Erasmus's *Praise of Folly*, More's *Utopia*, Montaigne's *Essays*, Shakespeare's *Othello*, de Lafayette's *Princess de Clèves*, Voltaire's *Candide*, and Wollstonecraft's *Vindication of the Rights of Woman*. Corequisite: HUST 461.

464 Colloquium IV: Modern Literature (3)

Major literary works, from the nineteenth century to the present. Readings may include Romantic poetry, Turgenev's *Fathers and Sons*, Freud's *Civilization and Its Discontents*, Woolf's *To the Lighthouse*, Camus's *The Plague*, and Allende's *The House of the Spirits*. Corequisite: HUST 462.

497 Independent Study (1–3)

Independent study for outstanding students. May be repeated.

499 Internship (1–3)

Practical experience in a field related to Humanistic Studies. Graded S/U. May be repeated.



Intercultural Studies

Mana Derakhshani, Coordinator
122 Spes Unica Hall
574-284-4058

FACULTY

L. Elder, M. Derakhshani

PROGRAM DESCRIPTION

Today's students will live and work within an increasingly multicultural world. Intercultural Studies offers students a challenging program of courses on the theme of intercultural contact, systems of power and privilege, and inter-group dynamics. The program is designed to help students understand the shifting boundaries of culture, nation, race, ethnicity, and institutional structures that shape contemporary social life. Because this program encourages analysis and reflection upon the dynamics of intercultural interaction in many contexts, students will find that Intercultural Studies complements work within their major area of study and is relevant to their professional interests.

The goal of the program in Intercultural Studies is to foster an academic community in which challenging and important questions can be addressed. The program allows students to discuss their ideas and concerns with fellow students from different cultural backgrounds and academic disciplines who share an interest in learning about issues of race, cultural difference, and ethnic identity. The minor consists of an interdisciplinary series of courses that challenge a monocultural perspective from a position of privilege.

INTERCULTURAL STUDIES PROGRAM LEARNING OUTCOMES

Upon completing the minor, students will be able to:

- Demonstrate knowledge about the relationship between culture and identity.
- Identify ways in which intercultural contact has shaped patterns of behavior.
- Analyze and critically examine the dynamics of intercultural interaction in different contexts.
- Demonstrate knowledge of the roots of particular forms of privilege and subordination and locate and examine her own position relative to systems of privilege, disadvantage, and resistance.

PROGRAM IN INTERCULTURAL STUDIES

There is no major in Intercultural Studies, however any student interested in a degree in this field may major in Global Studies with a concentration in Intercultural Studies (see page 207).

Minor in Intercultural Studies—ICS (15 hours)

All ICS courses focus on the interaction and dynamics between individuals and/or societies from different identity groups and require students to examine, reassess, and/or better understand their identity in terms of culture and/or power and privilege. Only one course in any academic discipline may be taken in each category, with the exception of ICS courses.

The following:

ICS 201	Introduction to Intercultural Studies	3 hours
---------	---------------------------------------	---------

One of the following:

Theory of Culture

A student in a Theory of Culture course will acquire tools for understanding the role of culture in human life and seeing the cultural dimensions of her world, and she will learn how to carry out informed comparative analysis. While the concept of culture will be present in all ICS courses, those which can be used to satisfy this requirement will be characterized by a deeper theoretical focus on the process of cultural formation both individually and collectively.

ANTH 253	Culture and Language	3 hours
ANTH 320	Anthropology of Race and Racism	3 hours
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ANTH 392	Topics in Cultural Anthropology (approved topics)	3 hours
ANTH 435	Politics of Multiculturalism	3 hours
COMM 350	Intercultural Communications	3 hours
ENLT 370	Studies in American Literature (approved topics)	3 hours
ENLT 374	Studies in World Literature: Contemporary Global Literature	3 hours
POSC 207	Introduction to Comparative Politics	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
RLST 307	Leviticus and Numbers	3 hours

One of the following:

Theory of Power and Privilege

Classes in this category will analyze the roots of particular forms of privilege and subordination, examine how they have evolved and changed over time, investigate how they operate, and give each student an opportunity to locate and examine her own position in systems of power and privilege. While these concepts will be present in most if not all ICS courses, those which can be used to satisfy this requirement will be characterized by deeper theoretical focus on systems of power and privilege.

ENLT 334	Postcolonial Women's Writing	3 hours
GWS 333	Transnational Feminisms (cross-listed with POSC)	3 hours
HIST 410	Studies in Women's History (approved topics)	3 hours
ICS 366	Critical Whiteness Studies (cross-listed with ENLT/SOC)	3 hours
POSC 319	Politics of the Third World	3 hours
POSC 360	Politics of Race	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255*	Race, Ethnicity, and Identity in the U.S.	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 360*	Social Stratification: Class, Gender, and Race	3 hours

Two or more from the above categories or the following (6 hours):

ANTH 141	People and Nature	3 hours
ART 242	Art History Survey II	3 hours
ART 352	Contemporary Art	3 hours
BIO 270	Environments of Ecuador	3 hours
BIO 313*	Economic Botany	3 hours
BIO 320*	Parasitology	4 hours
BUAD 329*	Race and Gender Issues in Management	3 hours
BUAD 422*	International Management	3 hours
EDUC 201	Foundations for Teaching in a Multicultural Society	3 hours
ENLT 203	Studies in Literature (approved topics)	3 hours
ENLT 293	Chicana Literature	3 hours
ENLT 331	Gender and Sexuality in Literature: (approved topics)	3 hours
ENLT 365	African-American Literature	3 hours
ENWR 390	Special Topics in Advanced Writing: Travel Writing	3 hours
GWS 275	Global Women's Leadership	3 hours
HIST 324	History of Women in America	3 hours
HIST 341	African-American History	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 384	History of Africa Since 1800	3 hours
HUST 203	Asian Influence on Western Literature	3 hours
ICS 250	Intercultural Engagement Through Study Abroad	1 hour
ICS 270	Honduras Service Learning	1 hour
ICS 290/390/490	Special Topics	1–3 hours
ICS 305	Analysis of Study Abroad	3 hours
ICS 310	Diversity Dialogues	1 hour
ICS 397/497	Independent Study	1–3 hours
ICS 399	Internship	1–3 hours
MLCH 280	Chinese Society and Culture	3 hours
MLFR 408*	The Culture of Business in the French-Speaking World	3 hours
MLFR 462*	Francophone Cultures and Literature	3 hours
MLFR 491*	Topics in French Studies (approved topics)	1–3 hours
MUS 243	Introduction to Latin American Music	3 hours
MUS 275	Global Music	3 hours
NURS 414*	Community Health Nursing	5 hours
PHIL 245	Non-Western Philosophy	3 hours
PHIL 254	Social Justice	3 hours
POSC 304	Latin American Politics	3 hours
PSYC 381*	Clinical Psychology	3 hours
RLST 225	Reading the Hebrew Bible in Jewish and Christian Terms	3 hours
RLST 355	African-American Theologies	3 hours
RLST 380	World Religions and Christianity	3 hours
SW 342	Intercultural Leadership Development	3 hours

**Courses may be taken only by students majoring in the discipline or by students who can demonstrate adequate knowledge to the course instructor.*

Selected courses taken through Saint Mary's College affiliated program in Seville, Spain may also apply to the minor. Topics courses in various departments and other courses may be included when appropriate.

INTERCULTURAL STUDIES COURSES (ICS)

201 Introduction to Intercultural Studies (3)

An introduction to Intercultural Studies through an examination of 1) the relationship between culture and identity, 2) patterns of behavior and attitudes engendered by intercultural contact, 3) systems of power and privilege, and 4) expressions of identity. The course emphasizes the necessity of intercultural skills in the pluralistic society of the United States in the 21st century. It also fosters an understanding of different perspectives through the study of texts which voice the viewpoints and histories of various identity groups within the United States.

250 Intercultural Engagement Through Study Abroad (1)

Intercultural Engagement is an on-line course offered to students enrolled in a study abroad program; it is designed to help develop intercultural competence by engaging students in critical reflection and analysis of their experience of living abroad. Graded H/S/U. Corequisite: enrollment in a study abroad program.

270 Honduras Service Learning (1 or 3)

This experiential course will combine reflection and analysis of the causes of poverty and underdevelopment while traveling and doing service projects in Honduras. Graded H/S/U.

305 Analysis of Study Abroad (3)

Students reflect on and integrate their learning from studying abroad by generating their own data through reflective writing and standardized assessments; analyzing and comparing their findings with other students'; surveying existing theories and data on this kind of learning/growth; bringing their data into dialogue with the larger field; and examining connections between learning abroad and the rest of their Saint Mary's education, their intercultural interactions here, and their future goals. Prerequisite: Participation in a study abroad program, and permission of instructor.

310 Diversity Dialogues (1)

Diversity Dialogues uses the framework of a "study circle" to conduct a series of structured conversations that deal with questions of race and identity and ways that participants might bring change to their local setting. The study circles that form the basis of this course will include both students and members of the campus and local communities, insuring a wide range of experiences and insights on the subject of race. Respect for each other's ideas and allowing everyone a fair hearing are hallmarks of the study circle approach; the process of building relationships between members of the group is as important as the issues discussed. The study circle is small-group democracy in action; all viewpoints are taken seriously, and each member has an equal opportunity to participate. Graded S/U.

366 Critical Whiteness Studies (3)

In this interdisciplinary course, students will examine how the meaning of white privilege has changed over time and how various "non-White"/immigrant groups have "become white," often through an assimilation process that involves embracing a racist ideology in which whiteness is privileged. This course will introduce students to the diverse range of work being done in critical whiteness studies, a new field that examines the meaning of whiteness. May be cross-listed with ENLT.

290, 390, 490 Special Topics (1-3)

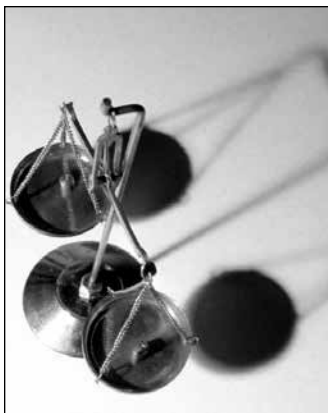
Topics of special interest in Intercultural Studies not covered in the regular offerings of the program. May be repeated with different topic.

397, 497 Independent Study (1-3)

This course is designed to provide upper-level students the opportunity to examine intercultural issues using a framework and content of their own design. Prerequisite: ICS 201 or permission of advisor.

399 Internship (1-3)

Community-based experience in an intercultural studies related field at an approved site. Jointly supervised by a faculty member and a representative from the sponsoring agency. Must be approved by the Director of the Intercultural Studies Program. Student will submit a reflection paper appropriate to the nature of the internship within two weeks of the end of the internship. Graded S/U.



Justice Education

Adrienne Lyles-Chockley, Coordinator
102 Spes Unica Hall
574-284-4534

FACULTY
A. Lyles-Chockley

PROGRAM DESCRIPTION

Justice education has always been an integral part of Saint Mary's mission. The college's goal is to educate women of character who are knowledgeable about contemporary social issues and committed to a vision of justice inspired by Christian tradition. A formal academic program is available to all students through an interdisciplinary minor in justice studies that examines historical and contemporary justice issues. By design, the minor is structured so that theory, experience, reflection, and commitment are related.

JUSTICE EDUCATION LEARNING OUTCOMES

- A student with a minor in Justice Education will develop an understanding of a variety of perspectives on justice and peace, and be able to analyze the political, economic, and social systems leading to injustice and conflict.
- A student with a minor in Justice Education will engage with the experience of those disenfranchised locally and/or globally from at least one disciplinary perspective.
- Students with a minor in Justice Education will be able to identify and apply the basic principles of Catholic Social Teaching.
- Students with a minor in Justice Education are able to constructively respond to unjust situations and conditions on a personal and/or systemic basis.

PROGRAM IN JUSTICE EDUCATION

Student-Designed Major

Given the interdisciplinary nature of justice studies, a superior student may design a specific program of study which uses justice as a framework and organizes her specific concerns. Interested students must declare their intentions by the spring semester of sophomore year and submit a proposal with the help and advice of a faculty sponsor. Plans for fulfilling the Senior Comprehensive and Advanced Writing Proficiency will be described in the proposal.

Minor in Justice Education—JUST (15 hours)

The following:

JUST 250	Christians in the World	3 hours
----------	-------------------------	---------

One of the following:

PHIL 254	Philosophy of Social Justice	3 hours
RLST 236	Faith in Action	3 hours
RLST 240	Catholic Social Thought	3 hours

At least three of the following (9 hours):

BUAD 346	Personal Ethics and Corporate Culture	3 hours
ECON 354	Economic Development	3 hours
ENLT 204	Literature of Social Justice	3 hours
ENLT 293	Chicana Literature	3 hours
ENLT 374	Studies in World Literature	3 hours
ENLT 390/490	Special Topics Seminar in Literature (relevant topics)	1–3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 333	Transnational Feminisms (cross-listed with POSC)	3 hours
JUST 260	Social Thought and the American Worker	3 hours
JUST 301	The Quest for Human Rights	3 hours
JUST 305	Church and the City	3 hours
JUST 320	Faith and Justice	3 hours
PHIL 243	Introduction to Feminist Philosophy	3 hours
PHIL 245	Non-Western Philosophy	3 hours
PHIL 250	Philosophy and Disabilities	3 hours
PHIL 254	Philosophy of Social Justice (if not taken for the requirement above)	3 hours
PHIL 352	Political Philosophy	3 hours
POSC 301	The Quest for Human Rights	3 hours
POSC 304	Latin American Politics	3 hours
POSC 314	Political Participation	3 hours
POSC 319	Politics in the Third World	3 hours
POSC 324	American Civil Liberties	3 hours
POSC 360	Politics of Race	3 hours
PSYC 354	Social Ecology	1–3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
RLST 236	Faith in Action (if not taken for the requirement above)	3 hours
RLST 240	Catholic Social Thought (if not taken for the requirement above)	3 hours
RLST 352	Religion and Politics	3 hours
RLST 355	African-American Theologies	3 hours
SOC 203	Social Problems	3 hours
SOC 255	Race, Ethnicity, and Identity in the U.S.	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 350	Diverse Childhoods	3 hours
SOC 360	Social Stratification: Class, Gender, Race	3 hours
SW 334	Social Welfare Policy and Service	3 hours

Other courses may be substituted by permission

JUSTICE EDUCATION COURSES (JUST)

200 People and Justice (1)

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

250 Christians in the World (3)

A seminar in social analysis which integrates theology and issues of justice with the study of specific social and economic problems in local and universal contexts. There is an emphasis on the biblical and ethical foundations of the church’s concern for justice; strategies for achieving social justice

that are interdisciplinary and structural are highlighted. Experiential and community-based learning opportunities are incorporated into the course.

290 Special Topics in Justice Education (1–3)

Introductory level course in topics in Justice Education not covered in the regular department offerings. May be repeated for credit with a different topic.

301 The Quest for Human Rights (3)

This course discusses the history of conceptions of rights. It also looks at the strategies involved in political debates about rights, including: whether the debate should focus on rights as opposed to power or responsibility or obligation; whether or not to use phrases like “human rights;” whether or not the rights should be listed in a document; who decides what the rights are; what are the sources of these rights; and how competing rights claims are to be adjudicated (also listed as POSC 301).

305 The Church and the City (1)

Church and the City is an experiential course that explores the role of people of faith in combating poverty and injustice in our local community. Direct engagement with community leaders provides perspective and analysis of specific social justice issues, and through dialogue and site visits during a 48-hour immersion experience, students gain firsthand exposure to community concerns and innovative solutions to those problems. Graded S/U.

310 Diversity Dialogues (1)

Diversity Dialogues uses the framework of a “study circle” to conduct a series of structured conversations that deal with questions of race and identity and ways that participants might bring change to their local setting. The study circles that form the basis of this course will include both students and members of the campus and local communities, insuring a wide range of experiences and insights on the subject of race. Respect for each other’s ideas and allowing everyone a fair hearing are hallmarks of the study circle approach; the process of building relationships between members of the group is as important as the issues discussed. The study circle is small-group democracy in action; all viewpoints are taken seriously, and each member has an equal opportunity to participate. (Also listed as ICS 310).

320 Faith and Justice (3)

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

346 Personal Ethics and Corporate Culture (3)

Systematic analysis and evaluation of business values, ethical climates of corporate cultures, and the moral issues encountered in business practice. Students develop an ethical framework for future decision making through cases, reading and discussions. (Also listed as BUAD 346.)

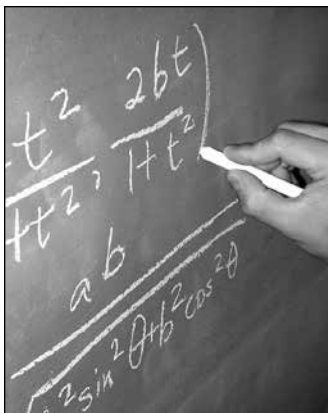
397 Independent Study (3)

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

499 Internship (1–3)

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





Mathematics and Computer Science

Joanne R. Snow, Department Chair
331 Madeleva Hall
574-284-4491

PROGRAM IN MATHEMATICS

FACULTY

S. Cox, C. Hoover, K. Kuter, E. Misiolek, C. Peltier, M. Porter, E. Skubak Wolf, J. Snow, B. Vajiac

DEPARTMENT DESCRIPTION

Mathematics is a human activity that throughout history has occupied thinking people. It is an intellectual process requiring creativity, analysis, logic, decision-making, synthesis of ideas, and communication. Mathematics exists in and for itself but also provides the technical basis for problem-solving in a wide variety of fields. The Saint Mary's graduate equipped with a strong mathematical background will be in the enviable position of being able to utilize her expertise in areas where rigorous thought and precision of results are necessary.

The courses in mathematics are offered for those studying the subject as part of a liberal education; for majors as a preparation for graduate studies, careers in business, or industry; and for those who intend to teach mathematics. In addition to the Major in Mathematics, we offer three tracks for those with special interests. The Statistics and Actuarial Mathematics Major is a sequence of courses giving the student experience in model-building and is recognized by the Society of Actuaries as a pre-actuarial program. The Computing and Applied Mathematics Major enables those students with a strong interest in computer science to pursue an integrated program of mathematics and computer science. A Teacher Concentration Major enables the student to obtain secondary school certification in the State of Indiana.

TEACHER PREPARATION

The Mathematics Department encourages students to prepare for teaching on all levels. Through the Teacher Concentration, courses are provided which enable mathematics majors to fulfill Indiana secondary teaching certification requirements. Students interested in secondary teaching are counseled within the Department to add professional education courses to their mathematics major program. Elementary education students may take courses leading to a college mathematics minor (15 hours) or a double major in mathematics and elementary education.

ADVANCED WRITING PROFICIENCY

The purpose of this requirement is to nurture the development of mathematical writing in order to deepen the student's understanding of mathematics and to enable the student to communicate mathematical ideas to a range of audiences. Sophomores are expected

to demonstrate proficiency in expository mathematics by the submission of an acceptable portfolio. Juniors are expected to demonstrate proficiency in technical or analytical mathematical writing by the submission of an acceptable portfolio. Seniors demonstrate their ability to write mathematics by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.

SENIOR COMPREHENSIVE

Mathematics majors, in Pro-Seminar (MATH 496), study independently a mathematical topic of their choice and work with a faculty advisor. They present their work in a series of talks in the seminar. The project culminates in a paper and a formal announced talk presenting the major results. This final presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT LEARNING OUTCOMES

- The graduate will demonstrate depth and breadth of knowledge of mathematical concepts, methods, reasoning, and language.
- The graduate will be able to engage in independent learning, application, and problem solving.
- The graduate will be able to communicate her ideas and the results of her work, both orally and in writing, with clarity and precision.
- The graduate will recognize the importance of social and ethical issues in professional settings.
- The graduate will be prepared for a career path that requires mathematical understanding.
- The graduate will be prepared to be a contributing member of a problem solving team.
- The graduate will utilize appropriate technology for analysis and problem solving.
- The graduate will have developed an appreciation for the power and beauty of mathematics.

Bachelor of Science: Major in Mathematics—MATH (60 hours)

All of the following:

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

Two full-year sequences (one of which must be either Analysis or Algebra):

MATH 335-336	Differential Equations II & Numerical Analysis	6 hours
MATH 341-342	Analysis I, II	6 hours
MATH 345-346	Probability, Statistics	6 hours
MATH 353-354	Abstract Algebra I, II	6 hours

Six additional hours at the 300-400 level (above 302):

CPSC 315	Simulation: Theory and Application	3 hours
or CPSC 328	Data Structures	3 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours

MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 372	Stochastic Models	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours
MATH 490	Special Topics	1–3 hours
MATH 497	Independent Study	1–3 hours

At least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:

BIO 153-154	Foundations of Biology I, II	8 hours
CHEM 121-122	Principles of Chemistry I, II	8 hours
PHYS 217-218	Physics I, II	8 hours
or PHYS 221-222	General Physics I, II	10 hours

Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed.

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

All of the following:

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

Two full-year sequences (one of which must be either Analysis or Algebra):

MATH 335-336	Differential Equations II & Numerical Analysis	6 hours
MATH 341-342	Analysis I, II	6 hours
MATH 345-346	Probability, Statistics	6 hours
MATH 353-354	Abstract Algebra I, II	6 hours

Six additional hours at the 300-400 level (above 302):

CPSC 315	Simulation: Theory and Application	3 hours
or CPSC 328	Data Structures	3 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 372	Stochastic Models	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours

MATH 490	Special Topics	1–3 hours
MATH 497	Independent Study	1–3 hours

Bachelor of Science: Major in Statistical and Actuarial Mathematics —SAM (60 hours)

All of the following:

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

All of the following:

MATH 252	Theory of Interest	3 hours
345Probability		3 hours
MATH 346	Statistics	3 hours
MATH 372	Stochastic Models	3 hours

One of the following full-year sequences:

MATH 341-342	Analysis I, II	6 hours
MATH 353-354	Abstract Algebra I, II	6 hours

Three additional hours at the 300-400 level (above 302):

CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 372	Stochastic Models	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours
MATH 490	Special Topics	1–3 hours
MATH 497	Independent Study	1–3 hours

At least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:

BIO 153-154	Foundations of Biology I, II	8 hours
CHEM 121-122	Principles of Chemistry I, II	8 hours
PHYS 217-218	Physics I, II	8 hours
or PHYS 221-222	General Physics I, II	10 hours

Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed.

Recommended courses for students who plan to sit for the Actuarial exams:

BUAD 201	Principles of Financial Accounting	3 hours
BUAD 312	Principles of Finance	3 hours
BUAD 313	Investments	3 hours

ECON 251	Principles of Macroeconomics	3 hours
ECON 252	Principles of Microeconomics	3 hours

Bachelor of Arts: Major in Statistical and Actuarial Mathematics—SAM (41–45 hours)

All of the following:

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

All of the following:

MATH 252	Theory of Interest	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 372	Stochastic Models	3 hours

One of the following full-year sequences:

MATH 341-342	Analysis I, II	6 hours
MATH 353-354	Abstract Algebra I, II	6 hours

Three additional hours at the 300-400 level (above 302):

CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 372	Stochastic Models	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours
MATH 490	Special Topics	1–3 hours
MATH 497	Independent Study	1–3 hours

Recommended courses for students who plan to sit for the Actuarial exams:

BUAD 201	Principles of Financial Accounting	3 hours
BUAD 312	Principles of Finance	3 hours
BUAD 313	Investments	3 hours
ECON 251	Principles of Macroeconomics	3 hours
ECON 252	Principles of Microeconomics	3 hours

Bachelor of Science: Major in Computing and Applied Mathematics—CAM (59–64 hours)

All of the following:

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours

MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

Four of the following:

MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours

Four of the following:

CPSC 307	C and Assembly Language	3 hours
CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

At least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:

BIO 153-154	Foundations of Biology I, II	8 hours
CHEM 121-122	Principles of Chemistry I, II	8 hours
PHYS 217-218	Physics I, II	8 hours
or PHYS 221-222	General Physics I, II	10 hours

Bachelor of Arts Major in Computing and Applied Mathematics—CAM (44–49 hours)

All of the following:

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

Four of the following:

MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours

MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours

Four of the following:

CPSC 307	C and Assembly Language	3 hours
CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

Bachelor of Science: Major in Mathematics, Teacher Concentration—MATT (60 hours)

All of the following:

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

All of the following:

MATH 339	Discrete Mathematics	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 361	Geometry	3 hours

One of the following:

MATH 341	Analysis I	3 hours
MATH 354	Abstract Algebra II	3 hours

At least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:

BIO 153-154	Foundations of Biology I, II	8 hours
CHEM 121-122	Principles of Chemistry I, II	8 hours
PHYS 217-218	Physics I, II	8 hours
or PHYS 221-222	General Physics I, II	10 hours

Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed.

Bachelor of Arts: Major in Mathematics, Teacher Concentration—MATC (38–42 hours)

All of the following:

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

All of the following:

MATH 339	Discrete Mathematics	3 hours
MATH 345	Probability	3 hours

MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 361	Geometry	3 hours

One of the following:

MATH 341	Analysis I	3 hours
MATH 354	Abstract Algebra II	3 hours

Minor in Mathematics—MATH (15–19 hours)

One of the following:

MATH 105	Elements of Calculus I	3 hours
MATH 131	Calculus I	4 hours
MATH 133	Theory and Application of Calculus	4 hours

Two of the following:

MATH 108	Elements of Linear Algebra	3 hours
or MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 114	Introduction to Statistics	3 hours
or MATH 345	Probability	3 hours
MATH 209	Introduction to Cryptology	3 hours
or MATH 211	Elementary Number Theory	3 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 251	Principles of Operations Research	3 hours
MATH 252	Theory of Interest	3 hours
MATH 335	Differential Equations II	3 hours
or MATH 336	Numerical Analysis	3 hours
MATH 361	Geometry	3 hours
CPSC 207	Computer Programming	3 hours

Two of the following (MATH 104 allowed with departmental approval):

MATH 106	Elements of Calculus II	3 hours
MATH 108	Elements of Linear Algebra	3 hours
MATH 110	Modern Geometries	3 hours
MATH 114	Introduction to Statistics	3 hours
MATH 118	Patterns in Mathematics for Elementary Teachers	3 hours
MATH 132	Calculus II	4 hours
MATH 209	Introduction to Cryptology	3 hours
MATH 211	Elementary Number Theory	3 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 241	Statistical Applications	3 hours
MATH 251	Principles of Operations Research	3 hours
MATH 252	Theory of Interest	3 hours
MATH 272	Women in Mathematics	3 hours
MATH 302	Mathematics for Elementary School Teachers	3 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours

MATH 372	Stochastic Models	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours

Minor in Mathematics/Computer Science—MTHC (21–25 hours)

All of the following:

CPSC 207	Computer Programming	3 hours
----------	----------------------	---------

Two of the following:

CPSC 307	C and Assembly Language Programming	3 hours
CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

One of the following:

MATH 105	Elements of Calculus I	3 hours
MATH 131	Calculus I	4 hours
MATH 133	Theory and Application of Calculus	4 hours

Two of the following:

MATH 108	Elements of Linear Algebra	3 hours
or MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 114	Introduction to Statistics	3 hours
or MATH 345	Probability	3 hours
MATH 209	Introduction to Cryptology	3 hours
or MATH 211	Elementary Number Theory	3 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 251	Principles of Operations Research	3 hours
MATH 252	Theory of Interest	3 hours
MATH 335	Differential Equations II	3 hours
or MATH 336	Numerical Analysis	3 hours
MATH 361	Geometry	3 hours

One of the following:

MATH 106	Elements of Calculus II	3 hours
MATH 108	Elements of Linear Algebra	3 hours
MATH 110	Modern Geometries	3 hours
MATH 114	Introduction to Statistics	3 hours
MATH 118	Patterns in Mathematics for Elementary Teachers	3 hours
MATH 132	Calculus II	4 hours
MATH 209	Introduction to Cryptology	3 hours
MATH 211	Elementary Number Theory	3 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 241	Statistical Applications	3 hours
MATH 251	Principles of Operations Research	3 hours
MATH 252	Theory of Interest	3 hours
MATH 272	Women in Mathematics	3 hours
MATH 302	Mathematics for Elementary School Teachers	3 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours

MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 372	Stochastic Models	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours
CPSC 307	C and Assembly Language Programming	3 hours
CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

MATHEMATICS COURSES (MATH)

100 Problem-Solving Strategies in Mathematics (3)

Intensive study of the problem-solving process. Algebraic, patterning, modeling and geometric strategies are explored. Includes a review of basic algebra skills and concepts necessary for problem solving. Consent of the Department is required. This does not fulfill the Mathematical Arts requirement of the Sophia Program.

102 Liberal Arts Mathematics (3)

Mathematical modeling through the use of graph theory. Topics include graphs, directed graphs, trees, matchings and network flows. Designed primarily for first year college students.

103 Precalculus (3)

This course studies polynomial, rational, exponential, logarithmic, and trigonometric functions from the symbolic, numeric, and graphical perspectives. The emphasis on these concepts will provide solid preparation for a college-level calculus course. This does not fulfill the Mathematical Arts requirement of the Sophia Program.

104 Finite Mathematics (3)

Set theory, counting techniques, probability, random variables, expected value, variance, standard deviation, and linear programming.

105–106 Elements of Calculus I, II (3,3)

Introduction to differential and integral calculus designed primarily for liberal arts students and those in the professional programs. Limits are treated intuitively. Emphasis on applications. MATH 105 is prerequisite for MATH 106.

108 Elements of Linear Algebra (3)

Matrices, systems of equations, determinants, eigenvalues, linear transformations, vector spaces. Emphasis on applications. Prerequisite: MATH 104 or 105.

110 Modern Geometries (3)

Finite geometries. Transformational geometry with an introduction to fractals. Euclidean geometry, including classical constructions. Non-Euclidean geometries, including hyperbolic and/or projective geometry. Prerequisite: MATH 104 or 105.

114 Introduction to Statistics (3)

Introduction to basic sampling and experimental design. Basics of probability, random variables, and probability distributions. Sampling distributions. Estimation and hypothesis testing for means and proportions. Statistical software will be used. Prerequisite: MATH 104 or 105 or equivalent.

118 Patterns in Mathematics for Elementary Teachers (3)

Problem solving and strategies; properties of whole numbers, integers, rational numbers, and real numbers; algorithms and computation; elementary number theory. The course follows the recommendations of the Mathematical Association of America and the National Council of Teachers of Mathematics for the training of elementary teachers. Prerequisite: One Mathematical Arts Sophia Program course.

131–132 Calculus I, II (4, 4)

Algebraic and transcendental functions; limits; continuity; derivatives; maxima and minima; concavity; related rates; Taylor polynomials; Mean Value Theorem; anti-differentiation; Riemann sums; the Fundamental Theorem of Calculus; techniques of integration; sequences and series. The course is based on graphical, numerical, and symbolic points of view. Graphics calculators are used throughout the course. Prerequisite: At least four years of high school mathematics. MATH 131 is a prerequisite for MATH 132.

133 Theory and Application of Calculus (4)

This course is designed for students who have completed a full year of calculus in high school and have mastered the mechanics of differentiation and integration. The basic concepts of a two-semester college calculus sequence, including limits, derivatives, integrals, sequences and series, will be explored in depth. The emphasis of the course is on understanding the theory of calculus and constructing mathematical models. Prerequisite: A minimum score of 3 on the AP Calculus exam or permission of instructor.

209 Introduction to Cryptology (3)

This course builds on mathematical ideas from number theory, probability and linear algebra. The course studies various ciphers such as Hill, Vigenere, RSA, DES. Prerequisite: Either MATH 105, 118, or 131.

211 Elementary Number Theory (3)

Basic number theoretic concepts are studied, with an emphasis on writing proofs. Divisibility; primes; Euclid's algorithm and its consequences; linear diophantine equations; residue classes; linear congruences; arithmetic functions. Applications of number theory to computer science (cryptography, complexity of computations). Prerequisite: MATH 118 or 131.

225 Foundations of Higher Mathematics (3)

Set theory, logic, relations, functions, and an introduction to abstract mathematical structures, with an emphasis on reading and writing mathematical proofs. Prerequisite: one calculus course or permission of instructor.

231 Calculus III (4)

Three-dimensional space: parametric equations, lines, planes, vectors, dot product, cross product. Polar coordinates. Functions of several variables: partial derivatives, linear approximation, gradient, directional derivatives, maxima, minima, chain rule. Multiple integrals. Vector Calculus (including Green's Theorem and Stokes' Theorem). Prerequisite: MATH 132 or MATH 133.

241 Statistical Applications (3)

Sampling studies, design of experiments, hypothesis testing, analysis of variance, regression and correlation, regression modeling, time series. Introduction to operations research: queuing, systems analysis, quality assurance, acceptance sampling. Emphasis on applications to business and economic decision making. MATH 241 is also listed as BUAD 341. Prerequisite: MATH 114 with a grade of "C" or higher.

251 Principles of Operations Research (3)

An introduction to Operations Research—quantitative models used in management decision-making. The course will focus on the models as tools with computer software used extensively for problem solving and assignments. Case studies are used. MATH 251 is also listed as BUAD 427. Prerequisite: One year of Calculus or MATH 114.

252 Theory of Interest (3)

Mathematical theory of interest, Annuities, Amortization Schedules, Yield rates, and Sinking Funds. Prerequisite: Two semesters of Calculus or equivalent or permission of the instructor.

272 Women and Mathematics: Seminar (3)

This course has three major components: an overview of the history of mathematics, the lives and contributions of selected women mathematicians throughout history, and the experiences of women in the contemporary mathematical community. In our general exploration of history, we focus on the development of mathematical ideas and the contributions made by various cultures and individuals. Among the historical figures studied in depth are Hypatia, Maria Agnesi, Sophie Germain, Sofia Kovaleskaia, Emmy Noether, Julia Robinson. The course will examine the ways in which the views of the modern mathematical community and the broader society discourage or encourage the participation of women and other under-represented groups in mathematics.

302 Mathematics for Elementary School Teachers (3)

Review of basic properties of the real number system. Foundations of Euclidean geometry with additional study of transformational geometry. Elementary probability and statistics. This course meets for two hours of class instruction and has a two-hour laboratory component. Recommendations of MAA and NCTM are continued. Prerequisite: Two MATH courses including MATH 118 with a grade of C or higher in MATH 118.

326 Linear Algebra and Differential Equations (4)

Linear systems; linear independence; matrix algebra; determinants; vector spaces including subspaces, dimension, rank, change of bases; linear transformations; eigenvalues and eigenvectors; inner product; orthogonality; and Gram-Schmidt. An introduction to differential equations, including first order linear, separable, and exact; second order with constant coefficients and variation of parameters, reduction of order, and undetermined coefficients. Applications included. Prerequisites: MATH 231.

335 Differential Equations II (3)

A study of methods for solving higher order linear ordinary differential equations, linear first order systems, and boundary value problems for the heat and wave equations. Analysis of nonlinear systems of first order ordinary differential equations using approximation by linear systems, numerical solutions and phase portraits. The course will use mathematical software to solve differential equations and systems of differential equations symbolically, numerically and graphically. Prerequisite: MATH 326.

336 Numerical Analysis (3)

Computer arithmetic and algorithm convergence. Solutions of equations, polynomial interpolation, numerical differentiation and integration. Ordinary differential equations, numerical approximations of solutions to initial value problems. Error analysis. Prerequisite: MATH 132 or MATH 133.

339 Discrete Mathematics (3)

Introduction to graph theoretic and combinatoric models: planar graphs; circuits; spanning trees; network flows; counting; generating functions; recurrence relations. Prerequisites: MATH 225 and CPSC 207.

341–342 Analysis I, II (3, 3)

Construction of the reals; Sequences; Real valued functions of a single real variable: continuity, uniform continuity, sequences and series of functions, uniform convergence, differentiation, integration. Prerequisites: MATH 225 and 231. MATH 341 is a prerequisite for MATH 342.

345 Probability (3)

A calculus-based approach to probability theory. Topics include probability spaces, classical theory, random variables, discrete and continuous distributions, multivariate distributions, transformations of random variables, random sampling, the law of large numbers, the central limit theorem and moment generating functions. Prerequisite: MATH 231 or equivalent.

346 Statistics (3)

Topics include sampling distributions, estimation, theory of estimators, test of hypotheses, analysis of variance, regression and correlation analysis, time series, experimental design, modeling and decision criteria. The use of statistical analysis in decision problems is stressed. Prerequisite: MATH 345 or equivalent.

349 Topics in Actuarial Mathematics II (2)

A structured and collaborative approach to preparing for the Financial Mathematics actuarial exam. In a particular, a review of the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows. Also an introduction to financial instruments, including derivatives and the concept of no-arbitrage. Prerequisite: MATH 252.

353–354 Abstract Algebra I, II (3, 3)

Basic algebraic systems: groups, rings, and fields. Homomorphisms and factor groups, rings. Polynomial rings and field extensions. Applications, including symmetry groups and algebraic coding theory. Prerequisite: MATH 225 and 326. MATH 353 is a prerequisite for MATH 354.

361 Geometry (3)

Historical and formal development of Euclidean and non-Euclidean geometries; role of axiom systems; congruence, parallelism, measurement. Prerequisite: MATH 225.

362 Topology (3)

Basic concepts of point set topology, including separation axioms, connectedness, compactness and continuous mapping. Prerequisite: MATH 231.

372 Stochastic Models (3)

Stochastic models of contingent payment, survival, frequency, severity and ruin. Compound distribution models. Emphasis on application to actuarial models. Prerequisite: MATH 345.

381 Mathematical Modeling (3)

In this course, students study the modeling process with application from difference equations, probability, dynamical systems, optimization, and simulation. Students will design, develop, implement, evaluate, and present mathematical models using real data for observable phenomena. Prerequisites: MATH 231, 326, and 345.

438 Mathematical Programming (3)

Topics include model building; classical optimization; linear programming; non-linear programming. Prerequisite: MATH 231, MATH 326 and junior or senior status.

490 Special Topics (1-3)

Topics in Mathematics not covered in the regular department offerings. May be repeated for credit with a different topic.

496 Pro-Seminar (2)

Student presentation of selected topics. Prerequisite: Permission of the department chair.

497 Independent Study (1-3)

Provides properly qualified students with an opportunity for independent study and careful consideration from an advanced standpoint of selected topics in undergraduate mathematics. Prerequisite: Permission of the department chair.

499 Internship in Mathematics (1-3)

Professional work experience in mathematics or statistics with a business or organization.

PROGRAM IN COMPUTER SCIENCE

FACULTY

E. Misiolek



PROGRAM DESCRIPTION

Courses in computer science are designed to educate students of the liberal arts in computer literacy; to provide computer programming instruction for students of mathematics, science, business and social science; and to establish a solid foundation in computer software theory and practice for students of all disciplines. The courses are taught by the Mathematics Department. The College offers a major in Computing and Applied Mathematics that combines mathematics and computer science (see Mathematics), a major in Management Information Systems that combines business and computer science (see Business Administration and Economics) and two minors outlined below.

Minor in Computer Science—CPSC (15–16 hours)

All of the following:

CPSC 207	Computer Programming	3 hours
----------	----------------------	---------

Four of the following:

CPSC 307	C and Assembly Language Programming	3 hours
CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

COMPUTER SCIENCE COURSES (CPSC)

102 Spreadsheets (1)

This course introduces the student to an integrated spreadsheet application. Topics covered include: cell formulas and built-in functions, formatting, charting, templates, “what-if” analysis, macros and integration of spreadsheet data into a word processor. Graded S/U.

103 Introduction to Computers (2)

This course includes a brief history of computing, uses of computers in society and ethical issues in computing. Students learn to use a database application as they create and manipulate tables, forms, queries, reports, macros and other database objects.

207 Computer Programming (3)

This course explores program development and design with objects; the designs are implemented in a commonly used, current programming language. The emphasis is on designing, writing, and correcting programs. Topics include the internal organization of the computer, procedures and functions, elementary data structures, and techniques of problem solving. No previous experience with computers is required. The course is focused around a weekly two-hour laboratory and provides in-depth programming experience.

307 C and Assembly Language Programming (3)

This course is designed to deepen a student's understanding of how a computer works by studying the C programming language and how it interfaces with assembly language. A weekly laboratory provides experience in controlling the behavior of the computer in ways not possible in higher level languages. Topics include computer organization, assemblers, loaders, link editors, and memory management. Prerequisite: CPSC 207 or equivalent.

308 Electronic Communications (3)

This introduction to data communications examines the fundamentals of network architecture including layers, protocols, client/server model, file transfers, and other low-level communications issues. Students will experience hands-on internet related programming including web page development using HTML, CSS, interactive pages with JavaScript, CGI programming, and distributed execution using Java. Prerequisites: CPSC 207 or permission of instructor.

315 Simulation: Theory and Application (3)

Theory of computer simulation, including applications of discrete models of industrial and management systems. Topics include probability distributions, random number generation, queuing, design, and analysis of simulation experiments. Includes significant use of simulation software. Prerequisites: CPSC 207 and either MATH 114 or 345.

328 Data Structures (3)

This course introduces the concepts and techniques of structuring data for complex problems, and provides experience in accessing and processing this data. An object-oriented paradigm is used throughout the course. The course is designed especially for students who will choose a career in information technology. Prerequisite: CPSC 207.

417 Systems Analysis and Design (4)

This course includes a study of systems, particularly those which lend themselves to computer representation, a study of systems analysis and design, and the completion of a major systems project done in a team environment. The project will involve the analysis of an actual system problem, the writing of a system proposal to solve the problem, the presentation of the proposal to the users of the system, and the design and construction of a prototype to implement the proposal. Prerequisite: CPSC 207 or permission of instructor.

429 Database Systems (3)

This course is a study of the concept of a database, basic data concepts and data organization, the relational data model, object-oriented databases and database design and implementation. Students will complete a semester-long project done in a team environment. Prerequisite: CPSC 207 or permission of instructor.

497 Independent Study (1-3)

Provides properly qualified students with an opportunity for independent study and careful consideration from an advanced standpoint of selected topics in computer science. Departmental approval required. May be repeated.

499 Internship in Computer Science (1-3)

Professional work experience in computer science with a business or organization.





Modern Languages

Jennifer Zachman, Department Chair
159n Regina Hall
574-284-5377

FACULTY

C. Cervantes, M. Derakhshani, M. Hahn,
R. Kingcaid, M. Mochon, R. Morse,
J. Storme, U. Taccheri, J. Zachman

DEPARTMENT DESCRIPTION

The Department of Modern Languages offers Bachelor of Arts in Spanish. It also offers a program for minors in French, Italian, and Spanish. The Department offers General Education language courses at the introductory and intermediate levels. Languages offered within the Sophia General Education program include Arabic, Chinese, French, German, Italian, and Spanish. French, German, Italian, and Spanish are taught at the introductory and intermediate levels, and Arabic and Mandarin Chinese at the introductory level. Saint Mary's students may continue the study of Arabic, Chinese, and German beyond the introductory or intermediate level at the University of Notre Dame.

At the introductory and intermediate levels, the program of Modern Languages aims to develop the skills of listening, speaking, reading, and writing in the target language. Class discussion and activities in the Language Learning Center supplement a thorough foundation in language structure. Cultural aspects of the various countries are emphasized in order to foster the student's appreciation of cultural diversity and interest in international affairs.

The aim of the advanced courses is twofold: to broaden and deepen the student's knowledge of the literature, culture, and history of the country or countries studied; and to foster aesthetic appreciation of and critical engagement with representative works.

Students planning to major in Spanish, or minor in French, Italian, or Spanish, are encouraged to study abroad with one of the affiliated College programs, or under any plan approved by the department. They should see their major advisor about which courses taken abroad will satisfy major or minor requirements.

FOREIGN LANGUAGE PLACEMENT

The language requirement, competency in a modern language, may be fulfilled by completing two semesters of the same language at the appropriate level.

- For students continuing a language they have already studied in high school, the department will advise placement into all levels based on the results of the foreign language placement exam.
- Students who choose to complete their General Education requirement in Modern Languages by enrolling in the language they studied in high school (at 111-112 level or higher or equivalent) will receive four additional elective credit hours upon successful completion of their two-semester requirement in their first year.

TEACHER PREPARATION

The Modern Languages Department in conjunction with the Education Department offers courses leading to state licensing for Spanish.

ADVANCED WRITING PROFICIENCY

The College’s Advanced Writing requirement in the major will be fulfilled by the successful completion of the major portfolio.

SENIOR COMPREHENSIVE

The Senior Comprehensive examination will provide the major with the opportunity to demonstrate knowledge in her field by means of written and oral examination.

MODERN LANGUAGES DEPARTMENT STUDENT LEARNING OUTCOMES

Communication Skills

- Demonstrates an intermediate proficiency according to the ACTFL guidelines in a minimum of three skills by the completion of her major.
- Demonstrates continued progress in language proficiency as she advances through the major.

Critical Thinking Skills

- Demonstrates intercultural understanding by recognizing and analyzing cultural misconceptions and the influence of her own cultural identity on her interaction with others.
- Demonstrates the ability to analyze and interpret complex texts and artifacts intended for native speakers within their cultural and/or historical context.

Knowledge

- Explains the practices of the culture/s and describes how these cultural practices compare to her own.
- Explains the principal features of cultural identity and the culture/s of the language.
- Identifies the cultures’ significant literary movements, genres, and works.
- Identifies the cultures’ significant artistic production.

PROGRAMS IN MODERN LANGUAGES

Individual programs for those spending a semester or a year abroad are carefully planned with the student’s academic advisor and/or foreign study advisor.

Bachelor of Arts, Major in Spanish—MLSP (24 hours)

The following:

MLSP 320	Introduction to the Study of Spanish Literature	3 hours
----------	---	---------

One of the following:

MLSP 210	Advanced Grammar/Composition	3 hours
MLSP 212	Composition	3 hours

One of the following:

MLSP 316	Civilization of Spain	3 hours
MLSP 317	Latin American Civilization	3 hours

One of the following:

MLSP 410	Medieval Spanish Literature	3 hours
MLSP 412	Golden Age Spanish Literature	3 hours
MLSP 416	Don Quixote	3 hours

One of the following:

MLSP 418	Survey of 19th and 20th-Century Spanish Literature	3 hours
MLSP 420	Contemporary Spanish Novel	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours

Two of the following:

MLSP 425	Latin American Regional Novel	3 hours
MLSP 426	Constructing Contemporary Latin America	3 hours
MLSP 427	Contemporary Latin American Narrative	3 hours
MLSP 429	Latin American Women Writers	3 hours
MLSP 431	Latin American Poetry	3 hours

One of the following:

MLSP 316	Civilization of Spain	3 hours
MLSP 317	Latin American Civilization	3 hours
MLSP 410	Medieval Spanish Literature	3 hours
MLSP 412	Golden Age Spanish Literature	3 hours
MLSP 416	Don Quixote	3 hours
MLSP 418	Survey of 19th and 20th-Century Spanish Literature	3 hours
MLSP 420	Contemporary Spanish Novel	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours
MLSP 425	Latin American Regional Novel	3 hours
MLSP 427	Contemporary Latin American Narrative	3 hours
MLSP 429	Latin American Women Writers	3 hours
MLSP 431	Latin American Poetry	3 hours
MLSP 490	Special Topics	3 hours
MLSP 497	Independent Study (when appropriate)	1–3 hours

Minor in French—MLFR(12 hours)**The following:**

MLFR 203	French Language and Reading I	3 hours
----------	-------------------------------	---------

Two of the following:

MLFR 304	French Language and Reading II	3 hours
MLFR 305	Advanced French Composition	3 hours
MLFR 306	Advanced French Conversation	3 hours
MLFR 370	French Civilization (taken during study abroad)	3 hours

One of the following:

MLFR 408	The Culture of Business in the French-Speaking World	3 hours
MLFR 420	French Cinema	3 hours
MLFR 440	Contemporary France	3 hours
MLFR 452	17th-Century French Literature	3 hours
MLFR 453	18th -Century French Literature	3 hours
MLFR 454	19th-Century French Novel	3 hours
MLFR 455	19th-Century French Poetry	3 hours
MLFR 457	20th-Century French Novel	3 hours
MLFR 462	Francophone Cultures and Literature	3 hours
MLFR 491	Topics in French Studies	3 hours
MLFR 497	Independent Study (when appropriate)	1–3 hours

Minor in Italian—MLIT (12 hours)

Two of the following:

MLIT 210 (or 210RM)	Italian Language and Literature	3 hours
MLIT 306	Advanced Italian Conversation and Composition	3 hours
MLIT 310	Advanced Italian Grammar	3 hours

Two of the following:

MLIT 210 (or 210RM)	Italian Language and Literature	3 hours
MLIT 303 (or 303RM)	Introduction to Italian Literature I	3 hours
MLIT 304RM	Introduction to Italian Literature II	3 hours
MLIT 306	Advanced Italian Conversation and Composition	3 hours
MLIT 310	Advanced Italian Grammar	3 hours
MLIT 320 (or 320RM)	Italian Cinema 1945–1965	3 hours
MLIT 340	Italian Renaissance	3 hours
MLIT 350	Italian Short Story	3 hours
MLIT 360	Italian Cultural Studies	3 hours
MLIT 410	Dante and the Italian Middle Ages	3 hours
MLIT 425	Italy on Stage	3 hours
MLIT 430	Modern Italian Novel	3 hours
MLIT 490 (or 490RM)	Special Topics (when appropriate)	3 hours
MLIT 497 (or 497RM)	Independent Study (when appropriate)	1–3 hours

Minor in Spanish—MLSP (15 hours)

Five courses from the following:

MLSP 208	Spanish Conversation	3 hours
MLSP 210	Advanced Grammar/Composition	3 hours
MLSP 212	Spanish Composition	3 hours
MLSP 316	Civilization of Spain	3 hours
MLSP 317	Latin American Civilization	3 hours
MLSP 320	Introduction to the Study of Spanish Literature	3 hours
MLSP 410	Medieval Spanish Literature	3 hours
MLSP 412	Golden Age Spanish Literature	3 hours
MLSP 416	Don Quixote	3 hours
MLSP 418	Survey of 19th and 20th-Century Spanish Literature	3 hours
MLSP 420	Contemporary Spanish Novel	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours
MLSP 425	Latin American Regional Novel	3 hours
MLSP 427	Contemporary Latin American Narrative	3 hours
MLSP 429	Latin American Women Writers	3 hours
MLSP 431	Latin American Poetry	3 hours
MLSP 490	Special Topics	3 hours
MLSP 497	Independent Study (when appropriate)	1–3 hours

TESOL Preparation Program (12 hours)

TESOL or Teaching English to Speakers of Other Languages is a field of study and training that prepares individuals to teach English in a non-English speaking context. The TESOL profession is a response to the growing role of English as a world language. The TESOL Preparation Program develops knowledge of theories and methods of language teaching, as well as practical skills relevant to teaching English as a world language. The TESOL Preparation Program provides professional credentials recognized both nationally and internationally, but it does not provide certification to teach in the K–12 context within the United States.

All of the following (offered each summer):

ENLT 305	Introduction to Linguistics	3 hours
MODL 315	English and the World	3 hours
MODL 451	Teaching English as a New Language	3 hours
MODL 499	Internship	3 hours

ADVANCED PLACEMENT EXEMPTION

Eight college hours in French, German, or Spanish are granted to entering students who receive a grade of four (4) or above on the Advanced Placement Examination or a score of 5 on the International Baccalaureate examination. Entering students scoring 640 or above in French or 630 or above in German and Spanish on the SAT II Modern Language Examination are exempted from the College foreign language requirement but receive no college credit. Entering students scoring 58 or above on the CLEP Modern Language Examination receive four college hours, which satisfy one semester of the language requirement.

INTERNATIONAL PROGRAMS

Saint Mary's is affiliated with the center for Spanish Studies Abroad in Seville, Spain, San Juan, Puerto Rico, and Córdoba, Argentina, for Spanish-language study. The College is also affiliated with the Université Catholique de l'Ouest in Angers, France, for students studying French abroad, Al Akhawayn University in Ifrane, Morocco, for Arabic and/or French, and the University of Nanjing or East China Normal University in Shanghai, China for Chinese. Students of German may apply for study at the University of Innsbruck, Austria. (See also pages 52–58.)

Study abroad in an immersion program, including our affiliated programs in Angers, Córdoba, Seville, San Juan, Innsbruck, and Nanjing, requires previous study of the language. Prior study of Italian at Saint Mary's is strongly recommended for students participating in the Saint Mary's College Rome Program. It is possible to study in Angers, Innsbruck, Morocco, San Juan, and Shanghai without any previous study of the specific country's language/s since there are courses offered in English at these programs, although prior study of the country's language/s is strongly recommended. Students should consult with their academic advisor in the Modern Languages Department or with the Chair of Modern Languages regarding the specific foreign language study requirement for any of the affiliated programs.

ARABIC COURSES (MLAR)

101–102 Introductory Arabic I, II (4, 4)

This two-semester sequence is an introduction to the Arabic language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Arabic and Islamic cultures. Strongly recommended for study abroad in Morocco. Students who have earned high school credits in Arabic enroll in this sequence on the basis of a placement exam.

103–104 Arabic Conversation and Reading I, II (1-2, 1-2)

Designed to develop the ability to hold everyday conversation in Arabic and to introduce the student to Arabic cultures. Strongly recommended for study abroad in Morocco.

CHINESE COURSES (MLCH)

101–102 Introductory Mandarin Chinese I, II (4, 4)

This two semester sequence is an introduction to Mandarin Chinese for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Chinese cultures. Strongly recommended for prospective students of Saint Mary's China Summer Program and China Semester Programs in Shanghai and Nanjing. Required for participation in the Nanjing, China Program. Students who have earned high school credits in Mandarin Chinese enroll in this sequence on the basis of a placement exam.

103–104 Mandarin Chinese Conversation and Reading I, II (1-2, 1-2)

Designed to develop the ability to hold everyday conversation in Mandarin Chinese and to introduce the student to Chinese culture. Strongly recommended for prospective students of Saint Mary's China Summer Program and China Semester Program.

FRENCH COURSES (MLFR)

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

101–102 Introductory French I, II (4, 4)

This two-semester sequence is an introduction to the French language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to French and Francophone cultures. Strongly recommended for study abroad in Morocco. Students who have earned high school credits in French enroll in this sequence on the basis of a placement exam.

111–112 Intermediate French I, II (4, 4)

This two-semester sequence is designed to develop an intermediate-level proficiency in French focusing on all four skills: speaking, reading, listening, and writing. Emphasis is also placed on French and Francophone cultures. Students enroll in this sequence on the basis of a placement exam. MLFR111 is required for study abroad in Angers, France.

NOTE: Minimum prerequisite for all 200 and 300 level course listings: MLFR 111–112 or equivalent, or permission of the department.

203 French Language and Reading I (3)

Designed to continue the development of the four skills: speaking, listening, reading, and writing. This course will combine language practice with a content focused on contemporary social and cultural issues within France and the Francophone world. This course serves as entry into the French minor sequence of courses.

304 French Language and Reading II (3)

Building on and continuing the development of the four skills—speaking listening, reading, and writing—acquired in MLFR 203, this course will combine language practice with a survey of French and Francophone historical and literary texts from the Middle Ages to the present. This is the second course in the entry sequence into the French minor sequence of courses.

305 Advanced French Composition (3)

Designed to develop the student's writing skills through the practice of writing as process and the study of French structure and vocabulary. Various themes, styles, and types of composition are considered. May be repeated once for credit if taken during study abroad.

306 Advanced French Conversation (3)

Designed to develop the accuracy and fluency of the student's spoken French. May be repeated once for credit if taken during study abroad.

351 French Phonetics (3)

Theoretical and corrective. Special attention will be given to each student's pronunciation problems identified at the beginning of the course. Offered as an independent, computer-based tutorial.

370 French Civilization (3)

Overview of French history and current social and political trends.

NOTE: Minimum prerequisite for all 400-level course listings in French: any 300-level MLFR course or equivalent, or permission of the department.

408 The Culture of Business in the French-Speaking World (3)

Offers extensive reading practice in a variety of content areas such as business, economics, political science, and social sciences, and acquaints students with the culture of business as well as the sociopolitical climate of these countries. Students will read and discuss magazine and newspaper articles, and excerpts from books on issues in the French-speaking world. Topics may include: the environment, unemployment and social services, trade relations, immigration, natural resources and their exploitation, women in the work force. Taught in French (also listed as BUAD 408).

420 French Cinema (3)

This course provides an overview of the development of French cinema from its origins to the present. Through readings and film screenings, students will learn about major French and Francophone filmmakers. In addition students will acquire analytical skills specific to the filmic genre as well as the vocabulary and language skills to discuss cinema in French.

440 Contemporary France (3)

French cultural identity and contemporary social and economic issues are studied through their historical background and web-based media sources.

452 17th-Century French Literature (3)

Readings and analysis of works from the Classical Age of French literature with emphasis on tragedy, comedy, and the beginnings of the novel.

453 18th-Century French Literature (3)

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

454 19th-Century French Novel (3)

Readings and analysis of representative novels from the Romantic through the Realist periods, with emphasis on the theory and development of narrative prose.

455 19th-Century French Poetry (3)

The evolution of French poetry from the Romantics to the Symbolists, with special attention to the works of Hugo, Baudelaire, Rimbaud, and Mallarmé.

457 20th-Century French Novel (3)

Reading and analysis of selected fiction of the 20th century, with special attention to women writers and contemporary works.

462 Francophone Cultures and Literature (3)

Acquaints students with the beauty and the diversity of the cultures and literature of French-speaking regions outside of Europe. Through lectures, novels, poetry and films, students discover Francophone

culture from sociological, political, and artistic points of view. Authors and works from North Africa, West Africa, the Caribbean, and/or Quebec may be included.

491 Topics in French Studies (3)

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

497 Independent Study (1–3)

Provides qualified advanced students with an opportunity for independent study and research. May be repeated for credit with a different topic.

499 Internship (1–3)

Practical experience in a position that requires the use of French on a regular basis. Position may be in a variety of fields. A reflection paper appropriate to the nature of the internship must be submitted by the end of the semester. Requires a faculty supervisor. Graded S/U. Prerequisite: Junior or Senior standing and permission of the department.

GERMAN COURSES (MLGR)

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

101–102 Introductory German I, II (4, 4)

This two-semester sequence is an introduction to the German language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Germanic cultures. Strongly recommended for students interested in the English language program in Innsbruck, Austria. Students who have earned high school credits in German enroll in this sequence on the basis of a placement exam.

111–112 Intermediate German I, II (4, 4)

This two-semester sequence is designed to develop an intermediate-level proficiency in German focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Germanic cultures. MLGR 111–112 is required for participation in the immersion study abroad program in Innsbruck, Austria. Students enroll in this sequence on the basis of a placement exam.

123–124 Intermediate German Conversation and Reading I, II (1, 1)

Designed to develop speaking and reading skills for intermediate-level students and those planning to study in Innsbruck. Prerequisite: MLGR 101.

ITALIAN COURSES (MLIT)

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

101–102 Introductory Italian I, II (4, 4)

This two-semester sequence is an introduction to the Italian language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Italian cultures. Strongly recommended for prospective students of the Saint Mary's College Rome Program. Students who have earned high school credits in Italian enroll in this sequence on the basis of a placement exam.

103–104 Italian Conversation and Reading I, II (1, 1)

Designed to develop the ability to hold everyday conversation in Italian and to introduce the student to Italian culture. Strongly recommended for prospective students of the Saint Mary's College Rome program.

111 Intermediate Italian (4)

This course is a continuation of MLIT 101–102 and is designed to develop an intermediate proficiency in Italian focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Italian culture. Prerequisite: MLIT 102 or equivalent, or the requisite score on the Italian

placement exam, or permission of the department. Required for students who have completed MLIT 101-102 and who have been accepted into the Saint Mary's College Rome Program.

123 Intermediate Italian Conversation I (1)

Designed to develop conversational Italian and to explore Italian culture. Strongly recommended for prospective students of the Saint Mary's Rome program. Required for students enrolled in MLIT 111 who have been accepted into the Rome Program.

NOTE: Minimum prerequisite for all 200 and 300 level course listings: MLIT 111 or equivalent or permission of the department.

210 Italian Language and Literature (3)

Designed to introduce the student to the basic literary genres while expanding upon the language skills acquired in MLIT 111 Intermediate Italian.

303 Introduction to Italian Literature I (3)

In this survey of Italian literature, students read selections of the most representative works written in Italy between the 12th and the 17th centuries. While sharpening their reading skills on authors such as St. Francis, Petrarch, Castiglione, Michelangelo, Machiavelli or Galileo, students learn about the most important historical events and cultural issues that contributed to shaping Italian lives during their times, thus developing a basic familiarity with six centuries of Italian history, literature, and culture.

306 Advanced Italian Conversation and Composition (3)

Designed to develop the accuracy and fluency of the student's spoken and written Italian. Writing skills will be developed through the practice of writing as process and the study of Italian vocabulary and structure. May be repeated once for credit if taken during study abroad.

310 Advanced Italian Grammar (3)

The primary objective of this course is to review the most salient and difficult points of Italian grammar. Prerequisite: MLIT 112 or MLIT 210 or equivalent or permission of the department.

320 Italian Cinema, 1945–1965 (3)

An overview of Italian cinematography during the two decades following WW II, with special emphasis on the masterpieces of Rossellini, De Sica, Visconti, Fellini, Antonioni, and Pasolini.

340 The Italian Renaissance (3)

This course offers the student an overview of the greatest achievements of the Italian Renaissance and its impact on European learning in the areas of philosophy, political science, historiography, commerce and banking, anatomy and medicine, exploration, music, art, architecture, and literature.

350 Italian Short Story (3)

An introduction to the Italian short story.

360 Italian Cultural Studies (3)

Designed to give students an understanding of modern Italian culture, and the formation of national values through the study of meaningful historical developments from 1870 to the present and an analysis of "high" and "popular" culture.

NOTE: Minimum prerequisite for all 400-level course listings in Italian: any 200-level or 300-level MLIT course or equivalent or permission of the department.

410 Dante and the Italian Middle Ages (3)

In this course students read some of the most fascinating texts of Italian medieval literature: the works that Dante Alighieri and other founders of the Italian literary tradition wrote between the 12th and the 14th centuries. Students will gain an understanding of medieval Italian literature, culture, and history through close reading and in-depth analysis of these supremely rich texts and through the discussion of the most perceptive and influential critical readings of these world masterpieces.

425 Italy on the Stage: 16th to 20th Centuries (3)

This course offers the student an overview of the major achievements of the Italian theatre and opera and its impact on European theatre, literature, musical renderings, and staging innovations.

430 Modern Italian Novel (3)

This course focuses on the Italian novels that exemplify the distinctive literary movements from Romanticism to the present.

470 Topics in Italian Literature (3)

An intensive study of a literary movement, theme, genre, or author. May be repeated for credit with a different topic.

497 Independent Study (1-3)

Provides qualified advanced students with an opportunity for independent study and research. May be repeated for credit with a different topic.

499 Internship (1-3)

Practical experience in a position that requires the use of Italian on a regular basis. Position may be in a variety of fields. A reflection paper appropriate to the nature of the internship must be submitted by the end of the semester. Requires a faculty supervisor. Graded S/U. Prerequisite: Junior or Senior standing and permission of the department.

TAUGHT IN ROME (RM)

101-102RM Introductory Italian I, II (4, 4)

This two-semester sequence is an introduction to the Italian language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Italian culture. Students who have earned high school credits in Italian enroll in this sequence on the basis of a placement exam.

111-112RM Intermediate Italian I, II (4, 4)

This two-semester sequence is designed to develop an intermediate-level proficiency in Italian focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Italian culture. Prerequisite: MLIT 102 or equivalent or the requisite score on the Italian placement exam or permission of the Counselor of the Rome Program.

125-126RM Lectures and Guided Tours (1, 1)

Rome and environs.

203RM Contemporary Italian Problems (3)

The development of Italian political institutions in the post-World War II period with special emphasis on the roles of Italian political parties, and a review of Italian economic problems in the recent period. Prerequisite: MLIT 111 or equivalent (also listed as POSC 203RM).

210RM Italian Language and Literature (3)

Designed to introduce the student to the basic literary genres while expanding upon the language skills acquired in MLIT 111 Intermediate Italian.

303RM Introduction to Italian Literature I (3)

In this survey of Italian literature, students read selections of the most representative works written in Italy between the 12th and the 17th centuries. While sharpening their reading skills on authors such as St. Francis, Petrarch, Castiglione, Michelangelo, Machiavelli or Galileo, students learn about the most important historical events and cultural issues that contributed to shaping Italian lives during their times, thus developing a basic familiarity with six centuries of Italian history, literature, and culture.

304RM Introduction to Italian Literature II (3)

In this survey of Italian literature, students read selections of the most representative works written in Italy between the 18th and 21st centuries. While sharpening their reading skills on authors such as Foscolo, Manzoni, Leopardi, Verga, Pirandello or Calvino, students learn about the most important historical events and cultural issues that contributed to shaping Italian lives during their times, thus developing a basic familiarity with three centuries of Italian history, literature, and culture.

320RM Italian Cinema, 1945–65 (3)

An overview of Italian cinematography during the two decades following WW II, with special emphasis on the masterpieces of Rossellini, De Sica, Visconti, Fellini, Antonioni, and Pasolini.

490RM Special Topics (1–3)

Subject matter chosen after consultation with students concerned. May be repeated for credit using different topics.

497RM Independent Study (1–3)

Provides qualified advanced students with opportunity for independent study and research. May be repeated for credit with a different topic.

SPANISH COURSES (MLSP)

Note: introductory, elementary, and intermediate language courses are restricted to first-year students. Sophomores, juniors, and seniors are admitted by permission of the department.

101–102 Introductory Spanish I, II (4, 4)

This two-semester sequence is an introduction to the Spanish language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Hispanic cultures. Students who have earned high school credits in Spanish enroll in this sequence on the basis of a placement exam.

107 Elementary Spanish for the Health Care Professions (3)

This course provides an introduction to the Spanish medical terminology for Health Care Professionals, including the vocabulary and grammar necessary for communicating with Spanish-speaking patients in the most common medical situations. Prerequisite: MLSP 102.

111–112 Intermediate Spanish I, II (4, 4)

This two-semester sequence is designed to develop an intermediate-level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Hispanic cultures. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain and 111-112 or 115-116 is required for study abroad in Cordoba, Argentina. Students enroll in this sequence on the basis of a placement exam.

115–116 Intermediate Spanish for Heritage Speakers I, II (4, 4)

This two-semester sequence is designed to develop an intermediate-level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing, but with increased attention given to reading, writing, and grammar, as appropriate to heritage speakers. Emphasis is also placed on Hispanic cultures. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain and 111-112 or 115-116 is required for study abroad in Cordoba, Argentina. Only heritage speakers who receive the requisite score on the Spanish placement exam may enroll in this sequence.

NOTE: Minimum prerequisite for all 200 and 300 level course listings: MLSP 105–106, 111–112, 113–114, 115–116 or equivalent or permission of the department.

208 Spanish Conversation (3)

Designed to develop the accuracy and fluency of the student's spoken Spanish. May be repeated once for credit if taken during study abroad.

210 Advanced Grammar/Composition (3)

A thorough review of the more challenging grammatical aspects of the Spanish language is applied to the development of writing skills.

212 Spanish Composition (3)

Designed to develop the student's writing skills through the practice of writing as process and the study of Spanish structure and vocabulary. Various themes, styles, and types of composition are considered. May be repeated once for credit if taken during study abroad.

316 Civilization of Spain (3)

An introduction to Spanish civilization through a study of significant aspects of its history, literature, art, and thought.

317 Latin American Civilization (3)

The development of Latin America from pre-Colombian civilizations to the present. While lectures and discussions will be within a historical and chronological framework, emphasis will be on major social, economic, political, artistic, and ideological developments of Latin American countries.

320 Introduction to the Study of Spanish Literature (3)

An analysis of narrative and dramatic techniques and poetic devices to introduce Spanish majors and minors to the study and appreciation of Spanish and Latin American literature.

NOTE: Minimum prerequisite for all 400 level course listings: MLSP 320 or equivalent, or permission of the department.

410 Medieval Spanish Literature (3)

A panoramic study of the emergence of Spanish poetry, prose, and drama within their sociohistorical context, extending from the 11th to the end of the 15th century.

412 Golden Age Spanish Literature (3)

A panoramic study of the development of Spanish poetry, prose, and drama within their sociohistorical context, extending from the 16th to the end of the 17th century.

416 Don Quixote (3)

A study of Cervantes' masterpiece. Attention is given to the author's experimentation with the various literary genres of the time as he creates the first modern novel.

418 Survey of 19th and 20th-Century Spanish Literature (3)

This survey of representative literary works includes readings from different literary movements such as Romanticism, Realism, the Generation of 1898, Modernism, the Generation of 1927, and contemporary trends.

420 Contemporary Spanish Novel (3)

The study of the novel in Spain in the 20th century.

424 Contemporary Spanish Women Writers (3)

While focusing on reading and analysis of literary production by Spanish women writers of the 20th century, the course also explores the changing status of women in Spain, examining issues of personal identity, feminist discourse, changing gender roles, and literary movements.

425 Latin American Regional Novel (3)

A study of representative works of the novel of the Mexican Revolution, the regional novel and other novelistic trends.

426 Constructing Contemporary Latin America (3)

This course is an introduction to the history, politics, and cultures of the geopolitical region known as Latin America. This class will explore the region's historical, political, economic, and cultural significance in today's world. Studying the constructs of Latin America from the time of colonial encounters to the movements of independence and their post-colonial legacies, students will examine relevant historical and contemporary issues regarding colonialism, nation-state formation, neoliberalism, and globalization, immigration and the so-called war on drugs through an interdisciplinary approach that includes films, literature, history, and politics. In addition to considering the processes of democratization, students will analyze sociopolitical phenomena such as dictatorships, the rise of populism, and guerrilla movements, among others. Finally, students will examine the political struggles of ethnic movements to address long-standing gender and racial inequalities.

427 Contemporary Latin American Narrative (3)

A study of selected novels and short stories by the most influential Latin American writers of the 20th century.

429 Latin American Women Writers (3)

Readings of works of women writers from a range of literary texts (novels, short stories, dramas, poems, essays) which raise questions about the female discourse vs. the dominant male canon of Latin American culture.

431 Latin American Poetry (3)

A study of the most important movements, literary trends, and poets from Modernism to the present, including Agustini, Cardenal, Darío, Guillén, Martí, Mistral, Paz, and Vallejo.

470 Topics in Spanish/Latin American Literature (3)

An intensive study of a literary movement, theme, genre, or author. May be repeated for credit with a different topic.

497 Independent Study (1–3)

Provides qualified advanced students with an opportunity for independent study and research. May be repeated for credit with a different topic.

499 Internship (1–3)

Practical experience in a position that requires the use of Spanish on a regular basis. Position may be in a variety of fields. A reflection paper appropriate to the nature of the internship must be submitted by the end of the semester. Requires a faculty supervisor. Graded S/U. Prerequisite: Junior or Senior standing and permission of the department.

MODERN LANGUAGES IN TRANSLATION CHINESE (MLTC)

280 Modern and Contemporary Chinese Society and Culture (3)

This course offers an introduction to the modern history of China and its contemporary society. Students will gain knowledge about the historical facts, cultural changes, diverse ethnicities, women/gender issues, as well as its unique cultural heritage. Students explore the diverse culture of China while also considering race, gender, and class issues as well as concerns for social justice.

MODERN LANGUAGES IN TRANSLATION FRENCH (MLTF)

130 Love, Sex, and Marriage in French Literature (3)

A Critical Thinking Seminar that studies French Literature in translation with a thematic focus on love, sex, and/or marriage from the Renaissance to the 19th-Century.

MODERN LANGUAGES IN TRANSLATION SPANISH (MLTS)

135 Women Making Mischief: Theatre and Performance as Protest in the Spanish-Speaking World (3)

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 U.S.) as we examine the works of these dramatists and performers and the ways in which their work highlights and criticizes injustice, violence, and oppression.

MODERN LANGUAGE COURSES (MODL)

315 English and the World (3)

English and the World examines the globalization of the English language and its implications for English language teaching. The course considers the fundamental structure of the more dominant varieties of world Englishes and considers the social and linguistic processes that shape them as well as the kinds of political issues that can surround them. Finally, the course examines the globalization of Western culture.

445 Teaching Modern Languages in Middle/High School (3)

Introduces students to language acquisition theory and its implications for the classroom. Topics covered include development of student competency in each of the four skills (reading, listening, speaking, writing), the teaching of culture, and the use of authentic materials. This course is organized around the National Standards and includes familiarization with the ACTFL Proficiency Guidelines. Recommended for any language major, especially those considering teaching as a profession, as well as

those students considering graduate study. Taught in English. Fall semester only. Prerequisite: EDUC 345 or permission of instructor. (Also listed as EDUC 445.)

450 New Language Acquisition (3)

New Language Acquisition introduces students to second language acquisition, that is, the processes of becoming multilingual and the nature of pluralinguistic competence. Through guided exploration of the field's key scholarship, problem solving, and their synthesis with practical experience in teaching English, students will learn what conditions enhance a speaker's successful use of a new language and how to establish and sustain those conditions. Prerequisite: ENLT 305 and MODL 315.

451 Teaching English as a New Language (3)

Teaching English as a New Language acquaints students with meta strategies and guiding principles for language instruction by which, as language teachers, they might design, implement, and reflect productively on their own teaching acts. Students are oriented to the history of language teaching and its key theoretical shifts. Students will do supervised language teaching, write and reflect on that teaching with classmates and a mentor, and maintain a perspective of language learning as a dynamic whole. Prerequisite: ENLT 305, MODL 315, and MODL 450. May be taken concurrently with MODL 450.

499 Internship (3)

Experience teaching English to speakers of other languages in an on-campus or off-campus context, including teaching for CWIL programs, for local, national, or international agencies, for English language schools or for international school systems. The internship can be completed through a teaching or a teaching assistant position. Students will need to provide reports from their on-site supervisor and a written reflection on their teaching experience to the instructor of record for MODL 499 who will serve as the required faculty supervisor. Graded S/U. Prerequisite: Junior or Senior standing and permission of the department.



Music

Nancy Menk, Department Chair
309 Moreau Center for the Arts
574-284-4633

FACULTY

D. Farmer, E. McManus, N. Menk,
Z. Munn, L. Thomas

DEPARTMENT DESCRIPTION

The Department of Music offers courses to all students and, to its majors, the B.A. in Music and the B.M. in Music Education. A music minor is also available. Saint Mary's College is an accredited institutional member of the National Association of Schools of Music.

TEACHER PREPARATION

The Music Department in conjunction with the Education Department offers courses leading to state licensing for Music through the Bachelor of Music degree in Music Education. (See also: Visual Arts and Music Education, page 169.)

ADVANCED WRITING PROFICIENCY

The Advanced Writing Proficiency requirement in the Department of Music has two components:

- In conjunction with her senior comprehensive, the student will write a formal research paper based on the topic of her senior comp. It will be due at the conclusion of the Senior Seminar.
- A composition, arrangement, or transcription written for Digital Media in Music or for Orchestration/Arranging. Computer notation and laser printing of the score are required. Both the project itself and its notation will be assessed. The faculty must approve the selection of the work to be submitted.

SENIOR COMPREHENSIVE

The Music Senior Comprehensive is a research project that combines musical analysis with an understanding of music in its historical and cultural context to explain the genesis of a piece or pieces of music. The student will present this theoretical and historical analysis to the faculty and students in the Department of Music. Students must complete both the four semester theory sequence and the two semester music history sequence before taking Senior Seminar (MUS 495), which prepares students for the Music Senior Comprehensive.

MUSIC DEPARTMENTAL LEARNING OUTCOMES

Knowledge Acquisition and Integration of Learning

The Saint Mary's College Music Major:

- Can explain the characteristics of western classical music over time, including the development of standard repertoire and musical style.
- Correctly utilizes the essential elements of musical structure and notation.
- Develops abilities in both solo and ensemble performance.

- Has a basic knowledge of world music cultures.
- Can apply theoretical analysis to musical compositions.
- Can explain artifacts of music in a wider cultural and historical context.
- Is able to critically evaluate her own music biases and investments.
- The Saint Mary's Music Education Major demonstrates an understanding of music teaching methodologies.

Skills: Musical, Cognitive, and Communicative

The Saint Mary's College Music Major:

- Employs various aspects of critical thinking—interpretations, analysis, evaluation, inference, explanation, and self-regulation—in her intellectual work.
- Communicates effectively about music in both oral and written formats.
- Demonstrates the following basic musicianship skills: conducting, composing, creating manuscripts and computerized scores, and basic keyboard and aural proficiencies.
- Improves her solo and ensemble performance skills throughout her academic career.
- Critically evaluates the musical aspects of a performance.
- Develops the abilities and discipline to learn music independently.
- The Saint Mary's Music Education Major is able to teach music in a classroom setting and lead an ensemble rehearsal effectively.

PROGRAM IN MUSIC

Bachelor of Arts, Major in Music— MUS (39 hours)

The following courses, and the Instrument/Voice and Ensemble applied areas are required.

All of the following B.A. Music core courses:

MUS 100	Recital Forum		0 hour
MUS 181	Fundamentals of Music		3 hours
MUS 182	Diatonic Materials		3 hours
MUS 182L	Diatonic Materials	lab	1 hour
MUS 209	Digital Media in Music		3 hours
MUS 271	Music History I: Antiquity–1750		3 hours
MUS 272	Music History II: 1750–Present		3 hours
MUS 275	Global Music		3 hours
or MUS 341	Latin American Music		3 hours
MUS 281	Chromatic Materials		3 hours
MUS 281L	Chromatic Materials	lab	1 hour
MUS 282	20th Century Materials: Form Analysis		3 hours
MUS 282L	20th Century Materials: Form Analysis	lab	1 hour
MUS 365	Conducting I		2 hours
MUS 495	Senior Seminar		2 hours

A minimum of 2 hours and 2 semesters on the same instrument from the following:

Instrument/voice applied area

MUS 111-411	Piano	1–2 hours
MUS 112-412	Organ	1–2 hours
MUS 113-413	Harpsichord	1–2 hours
MUS 114-414	Voice	1–2 hours
MUS 115-415	Violin	1–2 hours
MUS 116-416	Viola	1–2 hours
MUS 117-417	Cello	1–2 hours

MUS 118-418	Double Bass	1–2 hours
MUS 119-419	Percussion	1–2 hours
MUS 120-420	Flute	1–2 hours
MUS 121-421	Oboe	1–2 hours
MUS 122-422	Clarinet	1–2 hours
MUS 123-423	Bassoon	1–2 hours
MUS 124-424	Saxophone	1–2 hours
MUS 125-425	Trumpet	1–2 hours
MUS 126-426	French Horn	1–2 hours
MUS 127-427	Trombone	1–2 hours
MUS 128-428	Baritone Horn	1–2 hours
MUS 129-429	Tuba	1–2 hours
MUS 130-430	Harp	1–2 hours
MUS 131-431	Guitar	1–2 hours

A minimum of 2 hours and 2 semesters of class piano:

MUS 102	Class Piano — proficiency	1 hour
---------	---------------------------	--------

A minimum of 2 hours and 2 semesters of ensemble credit from the following:

Ensemble applied area

MUS 201	Collegiate Choir	1 hour
MUS 203	Women's Choir	1 hour

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

A minimum of 2 hours and 2 semesters of chamber music, one of which may be MUS 205:

MUS 202	Chamber Music Experience	1 hour
MUS 205	Madrigal Singers	1 hour

Bachelor of Music, Major in Music Education—MUSE (60 hours)

All of the following:

MUS 100	Recital Forum		0 hour
MUS 181	Fundamentals of Music		3 hours
MUS 182	Diatonic Materials		3 hours
MUS 182L	Diatonic Materials	lab	1 hour
MUS 209	Digital Media in Music		3 hours
MUS 250	Vocal Techniques		1 hour
or MUS 451	Vocal Pedagogy		2 hours
MUS 251	Woodwind Techniques		1 hour
MUS 252	String Techniques		1 hour
MUS 254	Brass Techniques		1 hour
MUS 255	Percussion Techniques		1 hour
MUS 271	Music History I: Antiquity–1750		3 hours
MUS 272	Music History II: 1750–Present		3 hours
MUS 275	Global Music		3 hours
or MUS 341	Latin American Music		3 hours
MUS 281	Chromatic Materials		3 hours
MUS 281L	Chromatic Materials	lab	1 hour
MUS 282	20th Century Materials: Form Analysis		3 hours
MUS 282L	20th Century Materials: Form Analysis	lab	1 hour
MUS 351	Elementary Music Methods		2 hours
MUS 362	Orchestration/Arranging		2 hours
MUS 365	Conducting I		2 hours
MUS 366	Conducting II		2 hours
MUS 453	Secondary Music Methods		2 hours
MUS 495	Senior Seminar		2 hours

A minimum of 7 hours and 7 semesters on the same instrument from the following:

Instrument/voice applied area

MUS 111-411	Piano	1–2 hours
MUS 112-412	Organ	1–2 hours
MUS 113-413	Harpsichord	1–2 hours
MUS 114-414	Voice	1–2 hours
MUS 115-415	Violin	1–2 hours
MUS 116-416	Viola	1–2 hours
MUS 117-417	Cello	1–2 hours
MUS 118-418	Double Bass	1–2 hours
MUS 119-419	Percussion	1–2 hours
MUS 120-420	Flute	1–2 hours
MUS 121-421	Oboe	1–2 hours
MUS 122-422	Clarinet	1–2 hours
MUS 123-423	Bassoon	1–2 hours
MUS 124-424	Saxophone	1–2 hours
MUS 125-425	Trumpet	1–2 hours
MUS 126-426	French Horn	1–2 hours
MUS 127-427	Trombone	1–2 hours
MUS 128-428	Baritone Horn	1–2 hours
MUS 129-429	Tuba	1–2 hours
MUS 130-430	Harp	1–2 hours
MUS 131-431	Guitar	1–2 hours

A minimum of 2 hours and 2 semesters of class piano:

MUS 102	Class Piano — proficiency	1 hour
---------	---------------------------	--------

A minimum of 5 hours and 5 semesters of ensemble credit from the following:

Ensemble applied area

MUS 201	Collegiate Choir	1 hour
MUS 203	Women's Choir	1 hour

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

A minimum of 2 hours and 2 semesters of chamber music, one of which may be

MUS 205:

MUS 202	Chamber Music Experience	1 hour
MUS 205	Madrigal Singers	1 hour

Minor in Music—MUS (17 hours)

All of the following:

MUS 181	Fundamentals of Music	3 hours
MUS 182	Diatonic Materials	3 hours
MUS 182L	Diatonic Materials	lab 1 hour

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

MUS 164	Creating Music: Introductory Music Composition	3 hours
MUS 241	Music Appreciation	3 hours
MUS 271	Music History I: Antiquity–1750	3 hours
MUS 272	Music History II: 1750–Present	3 hours
MUS 275	Global Music	3 hours
MUS 281	Chromatic Materials	3 hours
MUS 281L	Chromatic Materials	lab 1 hour
MUS 282	20th Century Materials: Form Analysis	3 hours
MUS 282L	20th Century Materials: Form Analysis	lab 1 hour
MUS 341	Latin American Music	3 hours
MUS 342	Popular Music, Gender & Sexuality	3 hours

Four hours from the instrument/voice or ensemble applied areas on page 274.



ENTRANCE AUDITIONS FOR MUSIC MAJORS

Students wishing to pursue a music degree at Saint Mary's College are encouraged to visit campus to audition for the department and take a lesson from the appropriate applied instrument instructor. An audio or video recording is also acceptable.

RECITALS AND FORUMS

All music majors must attend recitals sponsored by the department, including a weekly forum, which consists of student recitals or presentations by faculty members and guest artists. A list of the specific events for which attendance is required will be distributed at the beginning of each semester.

BASIC PIANO PROFICIENCY

All music majors must pass the components of the Piano Proficiency Examination by the time of graduation. The exam is given each semester at the time of performance juries, and is heard and evaluated by members of the music faculty. To pass the proficiency exam, students must be able to do the following:

Play all major and harmonic minor scales, hands separately, two octaves, with correct fingering; play the progression I-IV-V-I in the left hand in up to three sharps and three flats in major and minor keys; play two prepared piano pieces from the standard pedagogical repertoire; harmonize two given melodies.

Students pursuing the Bachelor of Music degree in Music Education are also required to: Play and sing *Happy Birthday* in F Major; play the progression I-IV-V-I in all major and minor keys; learn the accompaniment to a solo song and perform it with a singer; play a chromatic sequence for warm-ups (arpeggiated tonic chords ascending chromatically).

ACADEMIC MUSIC COURSES (MUS)

100 Recital Forum (0)

A weekly class of student performances and forums presented by faculty and guest lecturers-performers. (Required each semester for Music majors.)

150 Voices in Time (3)

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

164 Creating Music: Introductory Music Composition (3)

This will be a project-based class in which students create five pieces using a different musical basis for each one: motives, structure, chords, process, and gestures. A limited number of very clear musical models will be studied for each project, and appropriate musical skills will be developed as needed in order to imagine, notate, and perform each project. Students will gain basic functionality in traditional, digital, and pictorial notation, a working knowledge of Finale and GarageBand software, skills in music performance, and experience articulating and writing about their musical intentions and results. The class can accommodate students with little or no background in music as well as more experienced students and music majors. The skills learned will be particularly useful to those interested in sound design in theatre, arts collaborators, dancers, teachers, music composers, and those who would like to understand music from the vantage point of the creator. The course counts toward the Music Minor.

181 Theory I: Fundamentals of Music (3)

Theory 1 is for students at the beginning of their theory studies - those with an incomplete grasp of the fundamentals of music. It is a study of the organizational principles inherent in pitch and rhythm, with an emphasis on the notation and analysis of these in written symbols. Both conceptual understanding and facility in use are developed in such areas as clefs, octave designation, intervals, triads, inversion, tonality, transposition, harmonic motion and harmonization, motives, and simple form. Elementary singing, piano, and conducting skills are developed in order to strengthen understanding of the principles of music. Theory 1 is required for the music major and minor and is a designated LO1 course.

182 Theory II: Diatonic Materials (3)

Deals primarily with diatonic materials in the common practice period (1600–1900), emphasizing part writing, analysis, and composition within that framework. Form at the phrase level is studied. Prerequisite: MUS 181 or consent of instructor.

182L Theory II Lab (1)

Aural skills including singing, hearing, and listening analyses. Specific assignments in Practica Musica (software) will be made on a weekly basis. Corequisite: MUS 182.

209 Digital Media in Music (3)

Students will increase their knowledge of how current digital media interacts with the field of music, and in particular will develop their digital skills in music notation, digital audio/sequencing, and video recording/editing, supported by hands-on projects, presentations, and field trips. The course is intended for all music majors, both Music Ed. and BA. Two units will allow individualized focus on topics most relevant to each student's interests and career goals, including specialized software, computer-assisted instruction and online courses, and website design. The Indiana P-12 Developmental Standards and the ISTE.NETS (International Society for Technology in Education National Educational Technology Standards for Students) performance indicators will provide the basis for Music Education majors to evaluate software, online resources, and digital sharing and communication, as well as for the design of all individual projects. Required for all music majors. Fulfills the EDUC 220 requirement for Music Education Majors. Prerequisite MUS 181.

241 Music Appreciation (3)

Survey and study of forms and styles of music literature from early music to the 20th century; listening is emphasized.

242 American Popular Music (3)

A study of popular musics in America from around 1840 to the present day, including popular song, blues, jazz, rock 'n roll, and folk song. Approach is both from a historical viewpoint, placing this music in a broad cultural context, and an exploration of the aesthetic qualities of the various styles. Listening is emphasized.

250 Vocal Techniques (1)

Studies in vocal physiology, tone production, diction, and related materials designed to develop teaching of singing and performance skills in the classroom. Designed for music education majors, but open to all students; music reading, however, is essential.

251 Woodwind Techniques (1)

Studies in the instruments, fingerings, tone production, materials, and pedagogy for woodwind instruments. Designed for music education majors, but open to all students; music reading, however, is essential.

252 String Techniques (1)

Studies in the instruments, fingerings, tone production, materials, and pedagogy for stringed instruments. Designed for music education majors, but open to all students; music reading, however, is essential.

254 Brass Techniques (1)

Studies in the instruments, fingerings, tone production, materials, and pedagogy for brass instruments. Designed for music education majors but open to all students; music reading, however, is essential.

255 Percussion Techniques (1)

Studies in techniques and pedagogy of marching band and orchestral percussion instruments: snare drum, drum kit, melodic percussion, timpani, and auxiliary percussion. Designed for music education majors but open to all students; music reading, however, is essential.

264 Beginning Composition Class (2)

Introduction to original composition. All work will be completed in class under careful supervision of the instructor and with frequent readings by class members. Each of three to four projects focuses on aspects of music other than pitch organization: speaking piece, unpitched percussion piece, graphic notation/improvisation piece. Finale computer notation is introduced in the first project and used extensively throughout the course. Most compositions will be performed on department recitals. Graded S/U. Prerequisite: MUS 181.

271 Music History I: Antiquity–1750 (3)

A survey of art music in Western civilization from the Greeks through the Medieval, Renaissance, and Baroque periods. Prerequisite: MUS 182 or permission of instructor.

272 Music History II: 1750–Present (3)

A survey of the major developments in the history of Western Classical music from the Enlightenment to the present. The course will consider the cultural and social resonances of the repertoires in question. Through written assignments and in-class discussions we will explore the intersections of the music and aesthetics, politics, and gender. Prerequisite: MUS 182 or permission of instructor.

275 Global Music (3)

A study of music traditions beyond Western art music. Musics of Native Americans, African-Americans, the Orient, and Latin America will be explored in readings, recordings, videos, and films. The translation of some of these musics to, and their impact on, American culture will be investigated. A field project will be required of each student.

281 Theory III: Chromatic Materials (3)

Deals primarily with chromatic materials in the common practice period (1600-1900), emphasizing part writing, analysis, and composition within that framework. Also included are standard tonal forms and a first experience in presenting an analysis. Prerequisite: MUS 182.

281L Theory III Lab (1)

Aural skills related to issues in Theory III: singing, hearing, listening analyses, chord progressions involving secondary functions and modulation, and score reading. Specific assignments in *Practica Musica* (software) will be made on a weekly basis. Corequisite: MUS 281.

282 Theory IV: 20th Century Materials; Form Analysis (3)

Theory IV develops analytical and compositional skills appropriate for understanding late 19th century music, in which tonality is stretched and broken down, and subsequent “post-tonal” developments in the 20th and 21st century. Guided practice in analysis applications to music from a variety of musical periods will serve to synthesize and focus skills and concepts learned throughout the theory sequence, and will develop the students’ ability to formulate and solve problems of analysis that arise in music not previously encountered.

282L Theory IV Lab (1)

Aural skills related to issues in Theory IV: performance and hearing exercises that incorporate pitch and rhythmic material from the 20th century, and the consolidation of tonal hearing. Specific assignments in *Practica Musica* (software) will be made on a weekly basis. Corequisite: MUS 282.

290 Special Topics (2–3)

Subjects not in the regular curriculum will be offered from time to time under this title. May be repeated with different emphasis.

295 Vocal Diction I (1)

Introduces students to the symbols and sounds of the International Phonetic Alphabet, applying the system to rules of English and German diction for singers.

296 Vocal Diction II (1)

A review of the International Phonetic Alphabet and study of Italian and French diction for singers.

341 Latin American Music (3)

This course is an introduction to modern Latin American music. Four regional styles in a specific social and historical context will be covered. Each case study will begin with an overview of the modern history of the corresponding country or region, and then explore the musical style through readings, sound recordings and film.

342 Popular Music, Gender & Sexuality (3)

This course studies popular music as a space in which gender and sexuality are performed. The course is structured as a series of case studies illustrating a wide range of popular music styles (including Broadway musicals, heavy metal, folk music, boy bands) and the performance of a rainbow of gender and sexual identities (including heterosexual femininity and masculinity, gay and lesbian identities, and queer subjectivities).

351 Elementary Music Methods (2)

Teaching methods and materials for music education in grades P–8 with an emphasis on Orff, Kodaly, and Dalcroze techniques. Study of teaching techniques for grades 6–8, including the problems of the male changing voice and beginning instrumentalists. Open only to music education majors and elementary education majors with music endorsement.

362 Orchestration/Arranging (2)

Units on instrumentation and choral and instrumental arranging. Extensive use of computer notation and playback and substantial time in the computer lab outside of class. Most projects are read by department ensembles, and attendance at some evening rehearsals is required. Prerequisite: MUS 282.

364 Intermediate Composition Class (2)

A continuation of work begun in the first semester class but with increased emphasis on pitch organization. Three projects deal with limited pitch sets, counterpoint, contrast, and idiomatic writing for selected instruments: the counterpoint/ contrast project, the five-note project, the student generated project. Finale computer notation is used extensively. Much of the work is completed in class, but there will be more independent work than in Beginning Composition. Most compositions will be performed in department recitals. Prerequisite: MUS 264 or permission of instructor.

365 Conducting I (2)

A study of basic conducting gestures, patterns, and concepts. Prerequisite: MUS 282.

366 Conducting II (2)

Conducting techniques as applied to choral and instrumental ensembles. Emphasis on score preparation. Prerequisite: MUS 365.

451 Vocal Pedagogy (2)

Designed to introduce to the prospective voice teacher various vocal methods and repertoire for all levels of instruction. Students will learn basic vocal physiology, different methodologies of vocal pedagogy, techniques of teaching vocal technique, and the art of choosing repertoire for the student. Emphasis is placed on the practical aspects of teaching and includes supervised practice teaching of beginning students selected for this course.

452 Piano Pedagogy (2)

This course is directed toward the prospective piano teacher and those who have already had some teaching experience. The curriculum is designed to heighten an appreciation of the complexities encountered in a teaching career. Students are encouraged to develop individual teaching tenets in an effort to develop professional attitudes toward keyboard education. Emphasis is placed on the practical aspects of teaching and includes supervised practice teaching of beginning students selected for this course.

453 Secondary Music Methods (2)

Methods and materials for performance organizations and for the non-performance curricula in grades 9–12. Open to music education majors only.

464 Composition Lessons (1–3)

Individual study of composition in a private lesson format. Projects are planned in consultation with the instructor, based on the student's interests, goals, and abilities, as well as the number of credit hours elected. Prerequisite: MUS 364 and permission of instructor. May be repeated for credit.

479–480 Applied Music Literature I, II (2, 2)

Selected studies designed to acquaint students with the literature of their applied major. Offered as needed.

481 The Composer (2)

Advanced theoretical analysis and historical study of the music of one or more composers. May be repeated with different emphasis.

495 Senior Seminar in Music (2)

This required seminar course for senior music majors prepares students for their comprehensive research project in music. Through class sessions and one-on-one meetings, the course guides students in finding a topic and appropriate sources, pursuing independent research and preparing a capstone presentation. Prerequisites: MUS 282, and 282L, or permission of instructor.

497 Independent Study (1–3)

Independent study conducted under the supervision of a faculty member with the approval of the department chair. May be repeated.

APPLIED MUSIC COURSES

Each applied course is divided into levels based on technical and musical achievement. (See department chair for detailed descriptions of level expectancies.) The assignment of level is based on a jury examination by the music faculty. Jury examinations are given at the end of each semester.

Applied music instruction is open to all students with approval of the department chair. Music majors and students with previous study will be given preference over beginning students, who should enroll in class instruction, if possible. Credit for applied music is variable: 1 hour for 30-minute private lessons; two hours for 50-minute private lessons. All applied music courses may be repeated for credit, however, a jury examination must be presented to attain a new level.

Each semester of study, the music major must satisfactorily pass an evaluation by a faculty jury in the major area in which she is taking private lessons. The jury evaluation by the faculty will consist of a rating, a level assignment, and written comments which will be mailed to the student at the end of the semester. Jury results may be discussed in a private conference with the student and her applied teacher. The final semester grade will be determined by the individual instructor. Jury examinations are optional at the end of a semester in which a student has given a solo recital.

CLASS LESSONS (MUS)

101 Class Piano — Beginners (1)

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

102 Class Piano — Proficiency (1)

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

103 Class Voice (1)

Primarily for the beginning student who wishes to pursue singing for personal improvement and/or the teaching of singing in the classroom. Prerequisite: Audition with the instructor.

104 Class Guitar (1)

Group guitar instruction for those beginning the instrument and/or interested in using the guitar as a teaching aid.

PRIVATE LESSONS SPECIAL FEES

- 50-minute private lesson each week: \$500 per semester
- 30-minute private lesson each week: \$300 per semester

PRIVATE LESSONS

Piano 111, 211, 311, 411
Organ 112, 212, 312, 412
Harpsichord 113, 213, 313, 413
Voice 114, 214, 314, 414
Violin 115, 215, 315, 415
Viola 116, 216, 316, 416
Cello 117, 217, 317, 417
Double Bass 118, 218, 318, 418
Percussion 119, 219, 319, 419
Flute 120, 220, 320, 420
Oboe 121, 221, 321, 421
Clarinet 122, 222, 322, 422
Bassoon 123, 223, 323, 423
Saxophone 124, 224, 324, 424
Trumpet 125, 225, 325, 425
French Horn 126, 226, 326, 426
Trombone 127, 227, 327, 427
Baritone Horn 128, 228, 328, 428
Tuba 129, 229, 329, 429
Harp 130, 230, 330, 430
Guitar 131, 231, 331, 431

200 Stagecraft (1)

A performance class which explores a variety of technical and interpretive approaches to solo performance. With recital preparation in mind, historical performance practice, text interpretation, movement characterization, and stage presence will be explored. Attendance at off-campus events may be required. Students must be enrolled in private lessons concurrently. May be repeated for credit.

ENSEMBLE COURSES

Ensembles, including band and orchestra at the University of Notre Dame, are open to all students by audition as electives. Varied credit of 0–1 hour may be elected. May be repeated.

201 Collegiate Choir (1)

A women's choir that performs primarily on campus. Goals include developing excellent individual and group tone quality, working toward clear and proper diction, and strengthening aural and music reading abilities. Performs quality women's repertoire, both sacred and secular, in 2 to 4 parts.

202 Chamber Music Experience (1)

Instrumental/vocal ensemble open by audition to students from Saint Mary's and Notre Dame. Performances may include readings of student compositions. Fulfills the chamber music requirement for music majors. (Offered as needed.)

203 Women's Choir (1)

The College's select women's ensemble. Performs music of all periods with an emphasis on new music. Regularly commissions and records new works. National concert tours every other year. Regular performances with the South Bend Symphony Orchestra. Hosts the annual High School Women's Choir Festival.

204 Opera Workshop (1)

Preparation for operatic scene recitals and full productions. Open by audition to all students of Saint Mary's College and Notre Dame.

205 Madrigal Singers (1)

Small vocal ensemble open by audition to members of the Women's Choir. Presents annual Christmas Madrigal Dinners. Fulfills the chamber music requirement for music majors.

208 Vocal Coaching (1)

For singers and accompanists preparing degree recital, or major opera/musical theatre role.



Nursing Science

Linda Paskiewicz, Director
1 Havican Hall
574-284-4680

FACULTY

T. Anderson, M. Grady, E. Harmeyer, T. Keresztes, J. Mwose, G. Osunnuga,
L. Paskiewicz, A. Peacock-Johnson, M. Wcisel, M. Welle

DEPARTMENT DESCRIPTION

The curriculum includes four years of study designed to provide the student with a foundation in the liberal arts as well as the knowledge and skills needed to function as a professional nurse upon graduation. Liberal arts courses are prerequisite to or concurrent with the professional studies and are arranged so that these two components are mutually supportive.

The nursing program is accredited by Indiana State Board of Nursing (ISBN) and The Commission on Collegiate Nursing Education (CCNE). The curriculum adopts the educational guidelines set forth by the American Association of Colleges of Nursing and the Essentials of Baccalaureate Education for Professional Nursing Practice. Graduates earn a Bachelor of Science degree with a major in nursing and have the educational background required to apply for graduate programs in nursing.

Consistent with College policy, intended nursing students petition for admission to the nursing major during the spring of the sophomore year. (See criteria for acceptance below.) Transfer students will be evaluated on an individual basis. Students who wish to transfer from other nursing programs must meet the standards required for regularly enrolled students.

Upon successful completion of the degree requirements, the student is eligible to apply for the National Council Licensure Examination (NCLEX-RN) for licensure as a registered professional nurse. Students may choose to take the examination for registration in any state or territory in the U.S.

Nursing students are required to adhere to all policies and procedures as published in this Bulletin as well as those stated in the official Department of Nursing Science Student Handbook.

In order to maintain the quality and integrity of the nursing program, the Department of Nursing Science reserves the right to update and/or revise departmental policy.

ADVANCED WRITING PROFICIENCY

Advanced Writing Proficiency is evaluated within the major during the senior year. A designated paper is submitted for review and is evaluated for demonstration of professional writing proficiency. The Department of Nursing Science requires use of the current style manual of the American Psychological Association for all course assignments as well as the advanced writing proficiency paper.

SENIOR COMPREHENSIVE EXAM

Satisfactory completion of a comprehensive examination in the major is required. It is typically administered during the final semester of the senior year. This exam is a computer-based program and simulates the NCLEX-RN licensure examination.

NURSING SCIENCE PROGRAM LEARNING OUTCOMES

Based on the mission and philosophy of the Saint Mary’s Department of Nursing Science program, the outcomes for the graduate of the Saint Mary’s College Department of Nursing Science are:

- Integrate a broad liberal arts, spiritually-based education within the Catholic tradition with the promotion of health and well-being for people of diverse backgrounds and cultures.
- Provide relationship-centered, state-of-the-art nursing care to individuals, families, groups, and communities that is informed by professional nursing standards.
- Integrate scholarly inquiry and evidence-based research into professional nursing practice.
- Utilize leadership principles and management strategies to influence health care quality and health policy within care delivery systems.
- Employ communication and collaboration skills to develop effective teams and partnerships with diverse individuals, families, groups, communities, and members of the health care team.
- Utilize critical thinking skills and disciplinary knowledge in clinical decision-making and evaluation of nursing practice.
- Engage in the processes of self-evaluation, life-long learning, professional practice, social justice, and service.

PROGRAM REQUIREMENTS

Bachelor of Science, Major in Nursing—NURS (85–86 hours)

Criteria for acceptance into the nursing major include a cumulative GPA of 2.5 in all general education (non-science) courses. Additionally, the student must earn a minimum prerequisite science GPA of 2.80. Course grades for BIO 141, 142, 216, 224, CHEM 118, NUR 225 and 227 are included in this calculation. In the event that there are more than 56 qualified students petitioning for admission to the nursing major, the 56 students with the highest prerequisite science GPAs will be admitted. Cumulative GPA will be the deciding factor when prerequisite science GPAs of those competing for the final space in the major are identical.

All of the following prerequisite courses must be completed at Saint Mary’s College (exceptions for transfer students on a case by case basis). Minimum GPA of 2.80 required (26 hours):

BIO 141	Human Anatomy and Physiology I	4 hours
BIO 142	Human Anatomy and Physiology II	4 hours
BIO 216	Microbiology	4 hours
BIO 224	Pathophysiology	3 hours
CHEM 118	Integrated General, Organic and Bio-Chemistry	5 hours
NURS 225	Health Assessment	3 hours
NURS 227	Foundations of Nursing Practice	3 hours

All of the following:

NURS 307	Psychiatric Mental Health Nursing	5 hours
NURS 310	Nutrition for Health and Healing	2 hours
NURS 321	Nursing Care of the Adult—Acute	5 hours

NURS 323	Perinatal Nursing	5 hours
NURS 330	Nursing Care of the Adult —Chronic	5 hours
NURS 334	Pharmacotherapeutics	3 hours
NURS 385	Nursing Research	2 hours
NURS 410	Nursing Care of the Adult—Advanced	5 hours
NURS 414	Community Health Nursing	5 hours
NURS 415	Nursing Leadership	5 hours
NURS 426	Child Health Nursing	5 hours

Required Supporting Courses

MATH 114	Introduction to Statistics	3 hours
PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
or PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours
PSYC 305	Lifespan Developmental Psychology	3 hours
or SW 235	Human Behavior and the Social Environment	3 hours
or PSYC 301	Developmental Psychology (alternate)	4 hours

One of the following:

SOC 153	Sociological Imaginations	3 hours
SOC 203	Social Problems	3 hours
SOC 204	Social Psychology	3 hours
SOC 220	Contested Masculinities	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the United States	3 hours
SOC 257	Sociology of Families	3 hours

NURSING COURSES (NURS)

225 Health Assessment (3)

This course uses didactic and simulated clinical experiences to develop a beginning skill level to conduct a comprehensive health assessment with adults in various settings. The course emphasizes the integration of observations, systematic data collection, and effective communication in performing client-centered health assessments that includes risk assessment and risk reduction. Fine art is used to support the development of observation and assessment skills. Prerequisite: Sophomore standing with at least a grade of C in BIO 141 and 142.

227 Foundations of Nursing Practice (3)

This course uses the nursing process, interpersonal communication, critical thinking, and safety as foundational concepts for the provision of essential skills for nursing practice with individuals. Nursing skills related to physiologic health processes, mobility, comfort, infection, protection, fatigue, sleep oxygenation, and elimination are emphasized. The course builds on knowledge gained through the liberal arts and sciences to encourage the delivery of nursing care to promote and/or maintain health in the context of the experience of the individual in a variety of settings. Prerequisite: Sophomore standing with at least a grade of C in NURS 225.

307 Psychiatric/Mental Health Nursing (5)

This theory and clinical course focuses on the care of persons of various ages across the lifespan with psychiatric/mental health disorders. The course applies the nursing process within a multi-disciplinary team approach. Emphasis is on the therapeutic use of self with individuals, families, and groups in an acute psychiatric care setting. Students in clinical placements utilize communication skills, mental health assessment, and various therapeutic interventions. Prerequisites: Nursing major and junior standing. Corequisite or successful completion of NURS 334.

310 Nutrition for Health and Healing (2)

This course is designed to support the integration of evidence-based nutrition science content with the lived experience of food choices of individuals, families, and communities. Students will build on their knowledge of chemistry, biology, psychology and relevant research evidence to apply concepts of nutrition science to wellness, health promotion and disease management in nursing practice. The



impact of obesity on wellness and health outcomes, intercultural competence, and social responsibility are emphasized. Students will gain experience with the role and meaning of food through integrative learning activities in the community. Prerequisite: Nursing major and junior standing.

321 Nursing Care of the Adult—Acute (5)

This theory and clinical course focuses on the assessment and management of persons with acute medical and surgical conditions. Peri-operative care of the patient and family is emphasized. The ethical, spiritual, psychosocial, and economic impact of the peri-operative experience on the patient and family is explored. Application of scientific principles and decision-making skills are emphasized as students care for persons with acute health conditions in medical-surgical settings. Prerequisite: Nursing major and junior standing. Corequisite or successful completion of NURS 334.

323 Perinatal Nursing (5)

This theory and clinical course provides a foundation of nursing knowledge in the care of women in all phases of the perinatal period. A family-centered approach is emphasized throughout the course. Human development concepts are a central focus of the course. Embryologic and neonatal concepts are emphasized in the nursing care of the normal and high-risk neonate. Current women's health issues are incorporated in the course. Legal and ethical dimensions specific to the perinatal family are explored. Relevant research findings are acknowledged as basic to establishing and advancing the field of perinatal nursing. The course includes application of specific concepts, principles, and theories in various perinatal settings. Decision-making skills and independent functioning are emphasized. Prerequisite: Nursing major and junior standing. Corequisite or successful completion of NURS 334.

330 Nursing Care of the Adult—Chronic (5)

This theory and clinical course focuses on the assessment and management of persons with chronic health conditions. The ethical, spiritual, psychosocial, and economic impact of chronic illness on the patient and family is explored. Application of scientific principles and decision-making skills are emphasized as students care for persons with chronic health conditions in acute care and community settings. In addition, concepts related to palliative and end-of-life care are introduced and applied during the clinical experience. Prerequisite: Nursing major and junior standing. Corequisite or successful completion of NURS 334.

334 Pharmacotherapeutics (3)

This theory course introduces the study of pharmacology as an understanding of the interactions between drugs and the physiological, psychological, and pathological processes which occur in the body. Major drug classes and individual drugs are studied with an emphasis on the application of pharmacologic principles to the clinical setting. Prerequisite: Nursing major and junior standing.

385 Nursing Research (2)

This course examines essential concepts, principles, and techniques utilized in scientific inquiry and evidence-based practice. The research process is systematically introduced with an emphasis on its application to nursing practice. Prerequisites: Nursing major and junior standing.

410 Nursing Care of the Adult—Advanced (5)

The theory and clinical course utilizes the nursing process in caring for persons with multi-system complex health conditions in an acute care environment. Critical thinking, decision-making, and professional accountability are emphasized throughout the course. Students will gain experience with critical care concepts and advanced technology in the clinical setting. Prerequisites: Nursing major and senior standing.

414 Community Health Nursing (5)

This theory and clinical course broadens the concepts of community health nursing introduced across the curriculum and integrates them into a meaningful whole. Emphasis is placed on increasing the student's self-awareness, communicating effectively, and meeting the community health needs of families and groups. Health education, health promotion, and illness prevention are stressed as strategies for meeting the health needs of population aggregates. Analysis of the health care delivery system includes the impact of political, legal, social, and cultural influences on the health of clients. Public health nursing issues, such as communicable diseases, environmental hazards, and occupational exposures are discussed. Prerequisites: Nursing major and senior standing.

415 Nursing Leadership (5)

This theory and clinical course introduces the student to the theories and concepts of management and leadership within the nursing profession. Current economic, political, professional, and social issues that affect the nursing profession are explored. The leadership skills of delegation, priority setting, problem-solving, and time management are emphasized throughout the course. The ability to analyze and apply the concepts of leadership and management are provided through clinical experiences. This course provides the beginning of the transition process from student to professional nurse. Prerequisites: Nursing major and senior standing.

426 Child Health Nursing (5)

This theory and clinical course focuses on assessment and management of well, acutely ill, chronically ill, and special needs children and their families. The effect the child's illness has on the family in hospital or community settings is emphasized. Principles of growth and development, nutrition, pharmacology, and ethics are reinforced and expanded. Decision-making and independent learning are emphasized. Research as it relates to theory and practice is discussed and applied. Prerequisite: Nursing major and senior standing.

NURSING ELECTIVE COURSES (NURS)

222 Women's Health (3)

Non-nursing majors only. Designed to explore the concept of health and its significance for women. Focuses on the identification of factors affecting women's health and necessary behaviors to maintain optimum health. Women's responsibilities and leadership in health awareness and health practices will also be emphasized.

486 Intercultural Nursing Practicum in Primary Health Care (5)

This course provides students the opportunity to study the health care system in other countries. Emphasis is placed on the experiential opportunity to work in a primary care clinic. Assessment of the health care delivery system includes the effects of cultural, social, economic, and political influences on the health care delivery system and health of clients. Public health issues such as communicable diseases and environmental hazards are investigated.



497 Independent Study (1-2)

Independent readings, seminar discussions, and related clinical experience in selected areas of interest. Readings and experiences are generally supplemental to, not a substitute for, content and learning experiences provided in regular course offerings. Prerequisite: Senior level standing and permission of the instructor and department chair. May be repeated.





Philosophy

George Trey, Department Chair
160 Spes Unica Hall
574-284-4547

FACULTY

P. Fleming, P. Sayre, G. Trey, M. Waddell, M. Zwart

DEPARTMENT DESCRIPTION

The program in philosophy introduces students to basic issues concerning knowledge, reality, and values in both classical Western thought and in contemporary critiques of the classical tradition. It attempts to help each student develop her philosophical thought in reflective, independent, and responsible ways.

ADVANCED WRITING PROFICIENCY

At the end of their junior year, philosophy majors intending to fulfill their Advanced Writing Proficiency requirement in philosophy submit a portfolio for evaluation. The Advanced W must be awarded at this time if the student is to pursue the thesis option for her Senior Comprehensive. Those students not awarded the Advanced W on the basis of their portfolios must pursue the exam option and submit an Advanced W paper written under the direction of a faculty advisor. Successful completion of the Advanced W paper along with the comprehensive exam constitutes successful completion of the Advanced W.

SENIOR COMPREHENSIVE/ADVANCED WRITING PROFICIENCY

Majors who do their Senior Comprehensive in philosophy may either write a thesis or take an exam. Those pursuing the thesis option receive three credit hours (PHIL 496) and are eligible for honors. The exam consists of a three hour examination on questions designed specifically for each student on the basis of her course work.

PHILOSOPHY DEPARTMENT LEARNING OUTCOMES

The curriculum and requirements are designed to achieve the following goals:

- To cultivate a community of inquiry that gives careful attention to the examination of our deepest assumptions about the world and our place in it.
- To provide those who join us in this community with an opportunity to explore the history of both our own and of other philosophical traditions, bringing the riches of those traditions to bear in addressing, both compassionately and critically, the pressing needs of the day.
- To support and aid those engaged in this exploration as they develop their capacities to think clearly about complex problems and to communicate those thoughts with precision and style.
- To foster an appreciation for all the unpredictable twists and turns that are part of any genuinely intellectual endeavor—an appreciation that will carry one on meaningfully through life with all its unexpected outcomes.

PROGRAM IN PHILOSOPHY

Bachelor of Arts, Major in Philosophy—PHIL (27 hours)

All of the following: (18 hours)

PHIL 110	Introductory Philosophy	3 hours
or PHIL 235	Philosophy of Human Existence	3 hours
or PHIL 245	Philosophy of World Cultures	3 hours
or PHIL 247	Philosophy of Religion	3 hours
or PHIL 252	Philosophy of Art	3 hours
or PHIL 253	Philosophy of Politics	3 hours
PHIL 220	Introduction to Logic	3 hours
PHIL 230	Socrates to Scholasticism	3 hours
PHIL 331	Descartes to Skepticism	3 hours
PHIL 332	Kant and His Critics	3 hours
PHIL 495	Senior Seminar: New Methods in Philosophy	3 hours

Two of the following, one from each of the following groups (one must be a 300 level course):

Metaphysics and Epistemology

PHIL 243	Introduction to Feminist Philosophy	3 hours
PHIL 245	Philosophy of World Cultures	3 hours
PHIL 247	Philosophy of Religion	3 hours
PHIL 340	Jewish, Christian and Islamic Philosophers in Dialogue	3 hours
PHIL 341	Mind, Knowledge, and Reality	3 hours
PHIL 343	20th Century Philosophy	3 hours
PHIL 345	Philosophy of Language	3 hours
PHIL 348	Philosophy of Science	3 hours

Value Theory

PHIL 250	Philosophy and Disabilities	3 hours
PHIL 251	Business Ethics	3 hours
PHIL 252	Philosophy of Art	3 hours
PHIL 253	Philosophy of Politics	3 hours
PHIL 254	Social Justice	3 hours
PHIL 255	Medical Ethics	3 hours
PHIL 354	Ethics	3 hours
PHIL 355	Philosophy of Law	3 hours

One of the following:

PHIL 333	19th Century Philosophy	3 hours
PHIL 334	Philosophy of Thomas Aquinas	3 hours
PHIL 341	Mind, Knowledge, and Reality	3 hours
PHIL 343	20th Century Philosophy	3 hours
PHIL 345	Philosophy of Language	3 hours
PHIL 348	Philosophy of Science	3 hours
PHIL 354	Ethics	3 hours
PHIL 355	Philosophy of Law	3 hours
PHIL 390	Special Topics	3 hours
PHIL 410	Philosophers of Consequence	3 hours
PHIL 496	Senior Thesis	6 hours

Minor in Philosophy—PHIL (15 hours)

All of the following:

PHIL 110	Introductory Philosophy	3 hours
or PHIL 235	Philosophy of Human Existence	3 hours
or PHIL 245	Philosophy of World Cultures	3 hours

or PHIL 247	Philosophy of Religion	3 hours
or PHIL 252	Philosophy of Art	3 hours
or PHIL 253	Philosophy of Politics	3 hours
PHIL 220	Introduction to Logic	3 hours

One of the following:

PHIL 230	Socrates to Scholasticism	3 hours
PHIL 331	Descartes to Skepticism	3 hours
PHIL 332	Kant and His Critics	3 hours

Two of the following:

PHIL 233	Philosophy of Gender	3 hours
PHIL 235	Philosophy of Human Existence	3 hours
PHIL 236	American Philosophy	3 hours
PHIL 243	Introduction to Feminist Philosophy	3 hours
PHIL 245	Philosophy of World Cultures	3 hours
PHIL 247	Philosophy of Religion	3 hours
PHIL 250	Philosophy and Disabilities	3 hours
PHIL 251	Business Ethics	3 hours
PHIL 252	Philosophy of Art	3 hours
PHIL 253	Philosophy of Politics	3 hours
PHIL 254	Social Justice	3 hours
PHIL 255	Medical Ethics	3 hours
PHIL 290	Special Topics	3 hours
PHIL 333	19th Century Philosophy	3 hours
PHIL 334	Philosophy of Thomas Aquinas	3 hours
PHIL 341	Mind, Knowledge, and Reality	3 hours
PHIL 343	20th Century Philosophy	3 hours
PHIL 345	Philosophy of Language	3 hours
PHIL 348	Philosophy of Science	3 hours
PHIL 354	Ethics	3 hours
PHIL 355	Philosophy of Law	3 hours
PHIL 390	Special Topics	3 hours
PHIL 410	Philosophers of Consequence	3 hours
PHIL 495	Senior Seminar: New Methods in Philosophy	3 hours

PHILOSOPHY COURSES (PHIL)

INTRODUCTORY COURSES

The following survey courses are offered regularly for students who are fulfilling Sophia requirements or initiating the study of philosophy.

110 Introductory Philosophy (3)

Readings and discussions designed to introduce the student to the major areas and problems of philosophy through a study of the writings of classical and contemporary thinkers. (4 semester hours when taught as writing proficiency). There are no prerequisites for this course.

233 Philosophy of Gender (3)

An investigation of how gender construction has influenced how philosophy has been done and received historically, exploring how past and present thinkers view reality, knowledge and the good through the lens of gender identity (and the intersections of gender and other identities, including race, class and sexuality). There are no prerequisites for this course.

235 Philosophy of Human Existence (3)

A study of important European philosophers from the 19th and 20th centuries who are associated with the existentialist movement. There are no prerequisites to this course.

245 Philosophy of World Cultures (3)

A study of representative selected texts from Asian, African, Native American, or other alternative philosophical traditions. There are no prerequisites for this course.

247 Philosophy of Religion (3)

An investigation of the major philosophical issues in religious thought as posed by both critics and advocates. Special attention is paid to the relation between religious faith and knowledge. There are no prerequisites to this course.

252 Philosophy of Art (3)

A study of both traditional and contemporary philosophical theories concerning beauty, the nature of aesthetic experience, principles of criticism, and the function and character of creativity in the arts. There are no prerequisites to this course.

253 Philosophy of Politics (3)

A study of theories of society and the state which may include classical, contemporary, feminist, or ethnic visions of real and ideal community.

NOTE: Unless noted otherwise, completion of the Philosophical Worldviews Sophia Program requirement is prerequisite to the courses below.

220 Introduction to Logic (3)

A study of the theories and techniques of formal logic in its traditional and contemporary forms.

230 Socrates to Scholasticism (3)

A study of the Greek origins of Western philosophy, with special attention to Plato and Aristotle and their impact on medieval thought. Class discussions throughout the term are grounded in a close reading of primary source texts.

236 American Philosophy (3)

A study of representative American philosophies, including those emerging from classical European traditions, American women philosophers, and African American and Native American thinkers.

243 Introduction to Feminist Philosophy (3)

An inquiry into the meaning of gender and its philosophical implications. Questions of identity, knowledge, ethics, race, and global responsibility will be considered both from historical and contemporary perspectives.

250 Philosophy and Disabilities (3)

This course explores questions raised by the existence of various kinds of disability. What is it like to experience disabilities? How do we understand disabilities? What ethical problems are raised by disabilities, and how do we respond to these problems?

251 Business Ethics (3)

A study of the moral issues raised by contemporary business practices.

254 Social Justice (3)

A philosophical study of problems of justice in the contemporary world.

255 Medical Ethics (3)

A philosophical inquiry into moral issues that arise in modern medicine. Some of the issues to be considered include euthanasia, abortion, care for the dying, patients' rights, limits on medical rights, limits on medical experimentation with human beings, defining death, and the patient-therapist relationship.

290/390 Special Topics (1–3)

Topics in Philosophy not covered in regular departmental offerings. May be repeated for credit with a different topic.

331 Descartes to Skepticism (3)

A study of major themes in 17th and 18th century Western philosophy beginning with Descartes and tracing the development of modern thought through Hume. Class discussions throughout the term are grounded in a close reading of primary source texts.

332 Kant and His Critics (3)

A careful reading of Kant accompanied by a study of critical responses to his philosophy. The aim is an understanding of Kant's philosophy as a whole and its relevance to contemporary thought. Prerequisite: Sophia Philosophical Worldviews and PHIL 331.

333 19th Century Philosophy (3)

A study of philosophical questions emerging in the wake of the enlightenment, examining the implications for religion, politics, history, and reason.

334 Philosophy of Thomas Aquinas (3)

This course develops the philosophy of Thomas Aquinas both as a dialectical method and with respect to a philosophical issue. The issues, which vary from time to time depending on timeliness and student interest, include Aquinas's theory of natural law, natural theology, and the theory of human nature and knowledge.

340 Jewish, Christian, and Islamic Philosophers in Dialogue (3)

In this course we will study the writings of several important medieval philosophers—Avicenna, al-Ghazali, Averroes, Maimonides, and Thomas Aquinas—on subjects including the existence of God, the attributes of God, creation, providence, the relationship between faith and reason, prophecy, divine naming, and so forth. In addition to striving to understand the content of these philosophers' writings, we will also cultivate an appreciation of 1) ways in which these writers' philosophies were shaped by their faiths and in particular by the scriptures of their respective religions (viz., the Torah, the Qur'an, and the Bible), 2) the historical development of philosophical ideas about the aforementioned subjects throughout this period, and most importantly 3) ways in which philosophical and theological influences extended across faith traditions, creating fruitful exchanges among Islamic, Jewish, and Christian cultures.

341 Mind, Knowledge, and Reality (3)

A critical investigation of traditional and contemporary theories of mind along with questions concerning the origin, nature, and validity of human knowledge.

343 20th Century Philosophy (3)

A study of significant contemporary intellectual movements on the continent of Europe, in Great Britain and America since World War II, e.g., phenomenology, post-structuralism, analytic philosophy, and neo-pragmatism.

345 Philosophy of Language (3)

A critical investigation of both analytic and continental theories of language with an emphasis on questions of meaning, reference, and interpretation.

348 Philosophy of Science (3)

An investigation of the meaning and use of scientific concepts and methods.

354 Ethics (3)

A study and critique of selected ethical theories with some application to current moral issues.

355 Philosophy of Law (3)

The philosophy of law considers the relation of law to justice. This course examines legal positivism, social contract, and natural law as accounts of the links between law and justice, including their role in contemporary understanding of the U.S. Constitution.

410 Philosophers of Consequence (3)

An in-depth study of the work of one or two important philosophers who will be selected on the basis of instructor preference and student interest. Secondary literature may be consulted but the bulk of the reading will be primary sources.

495 Senior Seminar: New Methods in Philosophy (3)

An intensive study of new methods and thinkers in philosophy. Both primary and secondary texts may be consulted.

496 Senior Thesis (3)

An independent study under the supervision of a faculty advisor who guides the writing of a major paper.

497 Independent Study (1–3)





Physical Education

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

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 against 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 toward graduation. Graded S/U.

The following courses are available each semester:

PE 050	Belles for Fitness
PE 050	High Intensity Training (H.I.T.)
PE 050	Personal Fitness Instruction
PE 050	Pilates
PE 050	Piloga
PE 050	Spinning
PE 050	TRX/Cross Training
PE 050	Yoga
PE 050	Zumba





Political Science

Marc Belanger, Department Chair
348 Spes Unica Hall
574-284-5263

FACULTY

M. Belanger, A. Cavender, P. Pierce,
S. Sapra, S. Savage

DEPARTMENT DESCRIPTION

The study of political science examines the relations of people and organizations as they seek to order their world. Special attention is paid to the development of explanations of the political process and to the effect of politics on social life and social values.

At Saint Mary's College the study of politics emphasizes two concerns: the basic characteristics of politics and the theories and methods for the rigorous analysis of political phenomena. To satisfy these concerns the departmental program provides a wide variety of courses in the traditional subfields of political science: American politics and law; comparative politics; international politics; and political theory. Second, students are encouraged to experience politics directly in the world's "laboratory" of political activity. Opportunities for experiential learning exist in certain courses, in the Washington Semester program, and through the department's internship program.

Graduates of the department enter a wide variety of careers. Majors routinely enter law schools and paralegal programs, business schools, and graduate schools in public administration, international politics, and political science. They begin careers as legislative aides, public administrators, teachers, journalists, or managers in the private sector.

TEACHER PREPARATION

The Political Science Department in conjunction with the Education Department offers courses leading to state licensing for History/Social Studies.

ADVANCED WRITING PROFICIENCY

Political science majors satisfy their Advanced Writing Proficiency requirements by submitting a satisfactory portfolio of papers written in political science courses.

SENIOR COMPREHENSIVE

The Senior Comprehensive consists of a major research paper which may be completed on campus or on the Washington Semester program. Washington Semester theses must be reviewed and approved by department faculty.

POLITICAL SCIENCE DEPARTMENT LEARNING OUTCOMES

- Students will learn to identify and examine the underlying philosophical terms and concepts which shape politics.
- Students will gain knowledge about the political institutions of United States and other nations and will be able to utilize this knowledge to identify, explain and compare political outcomes.

- Students will be able to identify the subfields of political science and understand and evaluate the goals, perspectives, approaches, and research methods of each subfield – political thought, comparative politics, American politics, and international relations.
- Students will gain knowledge about the diverse research methods used by political scientists, be able to evaluate the relative merits of these approaches, and effectively use some of them to carry out political research.

PROGRAM IN POLITICAL SCIENCE

Bachelor of Arts, Major in Political Science—POSC (27 hours)

All of the following:

POSC 201	American Politics	3 hours
POSC 204	Political Thought	3 hours
POSC 206	International Politics	3 hours
POSC 207	Comparative Politics	3 hours
POSC 210	Research Methods in Political Science	3 hours

Four of the following (12 hours):

American Politics and Law

POSC 307	Introduction to American Law	3 hours
POSC 313	Mass Media and Public Opinion	3 hours
POSC 314	Political Participation	3 hours
POSC 315	Political Parties and Interest Groups	3 hours
POSC 320	Congress and the Legislative Process	3 hours
POSC 322	The Presidency	3 hours
POSC 323	The U.S. Constitution	3 hours
POSC 324	American Civil Liberties	3 hours
POSC 325	American Political Development	3 hours
POSC 355	Public Administration	3 hours

Comparative Politics

POSC 203RM	Contemporary Italian Problems	3 hours
POSC 304	Latin American Politics	3 hours
POSC 329	Middle East Politics	3 hours
POSC 330	Comparative Politics Proseminar	3 hours
POSC 360	The Politics of Race	3 hours
POSC 365	Gender and Politics	3 hours
POSC 370	Democratization	3 hours

International Politics

POSC 316	International Law and Organization	3 hours
POSC 319	The Global Politics of International Development	3 hours
POSC 326	Global Environmental Politics	3 hours
POSC 333	Transnational Feminisms	3 hours
POSC 346	The Politics of Globalization	3 hours
POSC 416	United States Foreign Policy	3 hours

Political Theory

POSC 301	The Quest for Human Rights	3 hours
POSC 341	Politics and Religion	3 hours
POSC 342	American Political Thought	3 hours
POSC 344	Catholic Political Thought	3 hours
POSC 350	Politics and Film	3 hours

Other courses

POSC 390	Special Topics in Political Science	1–3 hours
----------	-------------------------------------	-----------

Minor in Political Science—POSC (15 hours)

Three of the following (9 hours):

POSC 201	American Politics	3 hours
POSC 204	Political Thought	3 hours
POSC 206	International Politics	3 hours
POSC 207	Comparative Politics	3 hours
POSC 210	Research Methods in Political Science	3 hours

Two of the following (6 hours):

American Politics and Law

POSC 307	Introduction to American Law	3 hours
POSC 313	Mass Media and Public Opinion	3 hours
POSC 314	Political Participation	3 hours
POSC 315	Political Parties and Interest Groups	3 hours
POSC 320	Congress and the Legislative Process	3 hours
POSC 322	The Presidency	3 hours
POSC 323	The U.S. Constitution	3 hours
POSC 324	American Civil Liberties	3 hours
POSC 325	American Political Development	3 hours
POSC 355	Public Administration	3 hours

Comparative Politics

POSC 203RM	Contemporary Italian Problems	3 hours
POSC 304	Latin American Politics	3 hours
POSC 329	Middle East Politics	3 hours
POSC 360	The Politics of Race	3 hours
POSC 365	Gender and Politics	3 hours
POSC 370	Democratization	3 hours

International Politics

POSC 316	International Law and Organization	3 hours
POSC 319	The Global Politics of International Development	3 hours
POSC 326	Global Environmental Politics	3 hours
POSC 333	Transnational Feminisms	3 hours
POSC 346	The Politics of Globalization	3 hours
POSC 416	United States Foreign Policy	3 hours

Political Theory

POSC 301	The Quest for Human Rights	3 hours
POSC 341	Politics and Religion	3 hours
POSC 342	American Political Thought	3 hours
POSC 344	Catholic Political Thought	3 hours
POSC 350	Politics and Film	3 hours

Other courses

POSC 390	Special Topics in Political Science	1–3 hours
----------	-------------------------------------	-----------

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

POSC 151	Political Issues
POSC 160	Global Political Issues
POSC 290	Model UN
POSC 495/496	Senior Thesis I, II
POSC 497	Independent Study
POSC 499	Internship in Politics

WASHINGTON SEMESTER PROGRAM

The department participates in a program designed to let students spend a semester in Washington, D.C. studying the operations of the national government. The program, a cooperative arrangement between over 100 colleges and the American University, features seminars, an internship, and a supervised research project. Acceptance in the program is restricted to political science majors with at least a 2.5 cumulative GPA. Completion of POSC 201, 210 (and for Foreign Policy, Peace and Conflict Resolution, and International Law and Organization programs POSC 206) are prerequisites for candidacy. Selection is based on the quality of the student's work in the department and the soundness of the proposed research project. The department makes the final determination concerning acceptance into the program. Completion of the program fulfills two of the elective courses in the major, and the research project can fulfill the senior thesis requirement.

ROME PROGRAM

The department participates in the educational programs of Saint Mary's Rome campus by offering a course in political science taught in Rome. The course (POSC 203 RM) serves as upper-level elective credit in political science. (See page 55.)

INTERNATIONAL STUDY

Students may elect to attend other international study programs with institutional approval. The department reserves the right to approve international study courses that students wish to apply to major or minor requirements, up to a maximum of six hours. Current programs with approved courses include Spain, France, India, South Africa, Australia and Ireland.

POLITICAL SCIENCE COURSES (POSC)

INTRODUCTORY COURSES

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

151 Political Issues (3)

An analysis of various political ideas, systems, issues, and/or phenomena designed to introduce students to political thinking.

160 Global Political Issues (3)

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

ADVANCED INTRODUCTORY COURSES

All of the following courses are required for majors in political science, and are open to students in other majors. The courses are offered every other semester.

201 American Politics (3)

This course serves as an introductory survey of the major principles, institutions, processes, functions, and behavioral patterns of the American political system. It helps students to develop a broad, diverse, and articulate base of knowledge and understanding of American politics and government.

204 Political Thought (3)

The evolution of Western political theories surveyed through a discussion of leading political thinkers and their values.

206 International Politics (3)

An introduction to the theories which attempt to explain the ways nations interact with each other, and an application of these theories to selected problems of the contemporary international scene.

207 Comparative Politics (3)

An introduction to the use of theory, analytic concepts, and evidence to compare political history, processes, institutions, and outcomes in select nation-states.

210 Research Methods in Political Science (3)

An introduction to the principle research methods used by political scientists. You will learn and understand the key terms used in the scientific method and how they are applied to both quantitative and qualitative political analysis.

ELECTIVE COURSES

The elective courses are grouped by subfield, but students are free to select any course in any subfield if prerequisites are fulfilled. Normally these courses are taught every other year.

I. AMERICAN POLITICS AND LAW

307 Introduction to American Law (3)

A study of American law examining the Common Law tradition, federal and state court systems, criminal and civil law and procedure, and current legal issues. Prerequisites: junior or senior standing.

313 Mass Media and Public Opinion (3)

A study of the nature and development of public opinion focusing on the socializing role of the family, school, and the workplace. Special attention is given to the mass media and new media as a socializing agents. Prerequisite: POSC 201.

314 Political Participation (3)

A study of various forms of political participation, their causes, and their impact on democratic rule in the United States. Differences between elections and related conventional participation and other unconventional methods of participation are discussed. Prerequisite: POSC 201.

315 Political Parties and Interest Groups (3)

An examination of the structure and behavior of American parties and interest groups and their impact on public policy. Prerequisite: POSC 201.

320 Congress and the Legislative Process (3)

An analysis of the structure, processes, and behavior of the United States Congress as a representative institution. Prerequisite: POSC 201.

322 The Presidency (3)

The course focuses on the role of the American president in the political system, including the expectations of the Constitution and public about the role of the president, presidential selection, presidential achievements, and uses of power. Prerequisite: junior or senior standing.

323 The U.S. Constitution (3)

A study of the interpretation of the Constitution by the U.S. Supreme Court, with emphasis on the judicial interpretation of presidential and congressional powers, judicial review, federalism, the role of government in the economy, and a broad survey of individual rights. Prerequisite: junior or senior standing.

324 American Civil Liberties (3)

An examination of the Bill of Rights and the Western concept of natural rights. After the Bill of Rights is analyzed in general, a specific topic will be examined, such as freedom of religion, freedom of speech, or due process rights. Prerequisite: junior or senior standing.

325 American Political Development (3)

A study of how certain American political eras introduced new political ideas, movements, policies, and institutional changes, such as the 1930s, 1960s, and 1980s. Prerequisite: Junior or senior standing. May be repeated with a different instructor.

355 Public Administration (3)

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

II. COMPARATIVE POLITICS

203RM Contemporary Italian Problems (3)

The development of Italian political institutions in the post-World War II period with special emphasis on the roles of Italian political parties, and a review of Italian economic problems in the recent period (also listed as MLIT 203RM). Taught in Rome.

304 Latin American Politics (3)

A study of politics and political institutions in selected Latin American states with special attention to problems of development and institution-building. Prerequisite: POSC 207 or permission of instructor.

329 Middle East Politics (3)

A study of politics and relationships of Middle Eastern countries with emphasis on the contemporary situation. Prerequisite: POSC 206 or 207.

330 Comparative Politics Proseminar (3)

The course will examine the major methodological “schools” of thought and approaches including rational choice, institutional, historical, political economy, and game theory analysis. It is designed to be of particular interest to students who are considering writing their Senior Thesis on a topic in comparative politics. Prerequisite: POSC 207.

360 The Politics of Race (3)

This course will examine the political uses of race as a social and political idea through comparative study of selected case studies from around the world. The course will emphasize the diverse ways race has been used to build political power.

365 Gender and Politics (3)

This course will combine theoretical and empirical analysis of gender as a political issue. Case studies will permit comparative analysis of the diverse ways in which gender emerges as a political issue within distinct social, economic, cultural, and political contexts. The course will also assess the value of gender analysis in the field of political science (also listed as HIST 408).

370 Democratization (3)

This course will use a wide range of case studies to analyze the complex factors shaping the formation and consolidation of democratic governments within diverse political, cultural, and historical conditions. Special attention will be paid to the issues of gender and globalization. Prerequisite: POSC 207 or permission of instructor.

III. INTERNATIONAL POLITICS

316 International Law and Organization (3)

A study of the nature and scope of international law; the various types of international organizations, their goals and functions; and international regimes. Prerequisite: POSC 206.

319 The Global Politics of International Development (3)

A comparative analysis of the process of political and socioeconomic development in selected political systems of Asia, Africa, and Latin America.

326 Global Environmental Politics (3)

This course introduces students to major global environmental problems and to the negotiations, treaties, and diplomacy regarding attempts to solve them. Topics we will focus on include social pressure groups, population pressures, biodiversity, climate change, epistemic communities, regimes, global and regional environmental governance, trade and the environment, sustainable development, environmental refugees, bio-safety, and energy.

333 Transnational Feminisms (3)

In this course, we will discuss feminist analyses of gender, colonialism, and economic globalization. The first part of this course will consider a variety of feminist theoretical perspectives on the gendered, classed, and racialized dynamics of colonialism and globalization. Next, we will examine the particularities of women's lives globally and their different histories and social histories. Finally, we will look at some of the feminist transnational activism and mobilization around issues of conflict, environment, capitalism, and labor. Some of the questions we will consider are: How does globalization

impact existing (gender) inequalities? How does globalization trouble the “North-South” divide? What political, social, and economic ramifications does the outsourcing of reproductive labor have?

346 The Politics of Globalization (3)

This course seeks to understand the major theoretical perspectives on International Political Economy (IPE) and their implications for policy. After a brief introduction to the field of IPE, we will spend a few weeks tracing the historical evolution of the global political economy. We will then examine a range of different problems in the global economy: the internationalization of production, the challenges of international development, the North-South Gap, and the 2008 financial and economic crises.

416 United States Foreign Policy (3)

An analysis of the internal and external factors which influence the formulation and execution of the foreign policy of the United States. Major concepts and problems of foreign policy are discussed. Prerequisite: sophomore, junior, or senior standing.

IV. POLITICAL THEORY AND METHODOLOGY

301 The Quest for Human Rights (3)

This course discusses the history of conceptions of rights. It also looks at the strategies involved in political debates about rights (also listed as JUST 301).

341 Politics and Religion (3)

This course engages students in thinking critically about the relationship between religion and politics in the U.S. and in selected other countries. How religion and politics ought to relate, and how they relate in actual practice will be considered.

342 American Political Thought (3)

This course is a survey of American political thought that takes a historical approach, considering representative writings from each of the major periods in the history of political thought in the United States.

344 Catholic Political Thought (3)

A survey of Catholic political thought that considers the work of authors ranging from St. Augustine to John Courtney Murray and that examines issues such as the relationship between reason and revelation, the proper relationship between religious and civil authority, the dignity of the human person, and the necessary political implications of that dignity. Prerequisite: POSC 204. RLST 225 and 232 recommended.

350 Politics and Film (3)

In Politics and Film, students will learn how to identify, understand, analyze, and communicate political ideas as portrayed and presented in films. While most of the films, readings, and class discussions focus on American politics, some content will pertain to the political science fields of political theory, international relations, and comparative politics.

V. OTHER COURSES

290 Model UN (1)

This course is designed to provide an introduction to the structure, activities and procedures of the United Nations, as well some of the central features and challenges of international law and diplomacy. Student will represent a UN member at the American Model UN Conference. May be repeated for credit.

390 Special Topics in Political Science (1–3)

The presentation of selected subjects of special relevance not included in regular departmental offerings. Prerequisite determined by instructor.

495–496 Senior Thesis I, II (1, 1)

Tutorial provided on the writing of the senior thesis. Graded S/U.

497 Independent Study (1-3)

Specialized research supervised in a tutorial setting. No more than six hours of independent study in any one department may be used to meet graduation requirements. Independent study does not fulfill elective requirements for majors or minors.

499 Internship in Politics (1-3)

Supervised field work in an agency of government. Open only to junior or senior majors who have completed POSC 201, 217, and two elective courses in the department. It does not fulfill elective requirements for majors or minors. Graded S/U.





Pre-Med/ Pre-Health Professions

Nancy Nekvasil, Program Director/Advisor
268 Science Hall
574-284-4673

PROGRAM DESCRIPTION

Saint Mary's College is a great place to complete "Pre-Health Professions" courses in order to prepare for admission into any number of Graduate Health Professions programs. The strength of the Saint Mary's liberal arts curriculum and the rigor of the science courses taught by Saint Mary's faculty are ideal for preparing students to study in a graduate health professions discipline following college. Whether a student desires to pursue study in Human Medicine, Veterinary Medicine, Dentistry, Physical Therapy, Optometry, Occupational Therapy, Pharmacy, Physician Assistant Studies, Public Health, or a less popular field, Saint Mary's can help guide the student in curricular planning in order to complete prerequisite courses for application to these health-related programs. Every student will have an assigned advisor for course selection throughout her College career, and she can also consult with Dr. Nekvasil, Pre-Health Professions Advisor.

Students can enter a Health Professions Graduate program from a completed major in any discipline at Saint Mary's College. The most popular major is biology followed by chemistry/biochemistry, but students have also gone on to these programs from majors in music and psychology. Regardless of major, students should strive for a cumulative GPA of 3.5 or better with science grades of 3.6 or better to be competitive.

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.

PROGRAM IN PRE-MED/PRE-HEALTH PROFESSIONS

One year of biology with labs:

BIO 153-154	Foundations of Biology I, II	8 hours
-------------	------------------------------	---------

One year of general chemistry with labs:

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

One year of organic chemistry with labs:

CHEM 221-222	Organic Chemistry I, II	8 hours
--------------	-------------------------	---------

NOTE: some programs no longer require the second semester of organic chemistry

One semester of biochemistry (now required of many programs):

CHEM 324	Biochemistry (no lab)	3 hours
----------	-----------------------	---------

One year of math:

MATH 131/132	Calculus I, II	8 hours
or MATH 114/133	Introduction to Statistics/Theory and Application of Calculus	7 hours
or MATH 133/225	Theory and Application of Calculus/ Foundations of Higher Mathematics	7 hours

One year of physics:

PHYS 217/218	Physics I, II	8 hours
or PHYS 221/222	General Physics I, II	10 hours

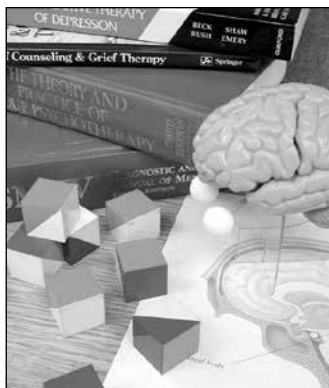
One year of English (not all schools)**Courses in psychology and sociology (6–9 hours)**

All graduate health professions programs require an admission test in spring of the junior year or fall of the senior year if a student desires to enter the program immediately following graduation from college. 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.

The MCAT (required for medical school) requires at least one course in psychology and one in sociology (dealing with human behavior) as well as biochemistry. Other programs require anatomy and physiology. Some programs also want a course or demonstrated proficiency in communications. Students can get all these courses/requirements at Saint Mary's College, but some classes may have prerequisites, so students should plan ahead! The student's advisor and/or Dr. Nekvasil can help with these details.

Health Professions programs are interested in students who have demonstrated leadership, good time management skills, and an interest in people. Because all students at Saint Mary's are women, all leadership positions are filled by women! The Senior Comprehensive requirement, which is found in all departments at Saint Mary's College, is highly esteemed among Health Professions Graduate programs. Study abroad and opportunities for shadowing or volunteering are also highly valued and are recommended as part of the undergraduate experience at Saint Mary's.





Psychology

Bettina Spencer, Department Chair
326W Spes Unica Hall
574-284-4163

PSYCHOLOGY FACULTY

T. Aubele-Futch, K. Chambers, C. Pittman,
A. Russell, B. Spencer, R. Stoddart

DEPARTMENT DESCRIPTION

Psychology is devoted to the study of individuals, particularly of their behavior and mental processes. In studying individuals, psychologists employ scientific methods and gather empirical evidence. Students of psychology learn to employ these methods to think critically and creatively about human behavior, develop strong problem-solving skills, and learn to apply new knowledge to social and personal problems.

The Department of Psychology offers students a representative and balanced exposure to the theories, methods, findings, and issues in psychology. Through their coursework, students are introduced to the major perspectives that predominate in psychology today, including the biological, learning, cognitive, developmental, sociocultural, and psychodynamic perspectives. Students have the opportunity to work with faculty on their research, to conduct their own independent research projects and to complete supervised field experiences and internships.

TEACHER PREPARATION

The Psychology Department in conjunction with the Education Department offers courses leading to Indiana licensing in social studies secondary education.

ADVANCED WRITING PROFICIENCY

The Advanced Writing Proficiency requirement in psychology is designed to foster the development of a wide range of psychological writing skills and styles, including the following: the analysis and synthesis of research literature using scientific (i.e., APA style) writing; case study descriptions of child and adult development; report of a scientific research project and structured lab observations; personal reflections on the intersection of theory, research, and person experiences; reasoned position papers using empirical evidence to support the student's argument. Students complete a designated set of papers to demonstrate competence in various writing skills and proficiency in specific styles of psychological writing.

SENIOR COMPREHENSIVE

Psychology majors may complete one of two types of Senior Comprehensive projects in psychology: an extensive review of the literature on a psychological topic, or an empirical research study that the student proposes and conducts independently. Students present their senior comprehensive projects to the psychology faculty and their peers. Satisfactory completion of the PSYC 495 class, their projects, and presentations, satisfies the senior comprehensive requirement.

PSYCHOLOGY DEPARTMENT STUDENT LEARNING OUTCOMES

- Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- Students will demonstrate competence in psychological writing and oral presentations. They will describe human behavior with clarity; construct, defend, and criticize arguments effectively; and employ evidence appropriately.
- Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Students will respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.
- Students will demonstrate information competence and the ability to use computers and other technology for research, statistical analysis, and communication.
- Students will understand the nature and impact of culturally diverse environments on human behavior and can respond as an agent of change.
- Students will emerge from the major with self-knowledge as well as realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

PROGRAM IN PSYCHOLOGY

Bachelor of Arts, Major in Psychology—PSYC (35 hours)

Highly Recommended to fulfill General Education Requirements

MATH 104	Finite Mathematics	3 hours
BIO 103-104	Biology & Human Values I & II	8 hours
or BIO 153-154	Foundations of Biology I & II	8 hours

One of the following:

PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours

All of the following:

PSYC 301	Developmental Psychology	4 hours
PSYC 324	Statistics in Psychology	3 hours
PSYC 325	Research Methods in Psychology	4 hours
PSYC 339	Introduction to Neuroscience	3 hours
PSYC 495	Senior Seminar in Psychology	3 hours

Two of the following:

PSYC 319	Cognitive and Behavioral Therapies	3 hours
PSYC 323	Psychology of Personality	3 hours
PSYC 326	Abnormal Psychology	3 hours
PSYC 381	Clinical Psychology	3 hours

Two of the following:

PSYC 332	Animal Learning and Cognition	3 hours
or PSYC 342	Historical Roots of Modern Psychology	3 hours
PSYC 337	Social Psychology	3 hours
PSYC 364	Cognitive Psychology	3 hours

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

PSYC 302	Psychology of Adult Development and Aging	3 hours
PSYC 304	Psychology of Child and Family in Contemporary Society	3 hours
PSYC 305	Lifespan Developmental Psychology	3 hours
PSYC 349	Sensation and Perception	3 hours
PSYC 355	Psychology and Poverty	3 hours
PSYC 360	Psychology and the Law	3 hours
PSYC 362	Psychological Testing and Measurement	3 hours
PSYC 386	Practicum in Clinical and Community Psychology	3 hours

PSYC 389	Practicum in Teaching Psychology	1–3 hours
PSYC 390	Special Topics in Psychology	1–3 hours
PSYC 402	Psychology of Women	3 hours
PSYC 403	Psychology of Adolescence	3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
PSYC 485	Independent Research in Psychology	1–3 hours
PSYC 497	Independent Study in Psychology	1–3 hours

Minor in Psychology—PSYC (18 hours)

One of the following:

PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours

One of the following:

PSYC 301	Developmental Psychology	4 hours
PSYC 339	Introduction to Neuroscience	3 hours

One of the following:

PSYC 319	Cognitive and Behavioral Therapies	3 hours
PSYC 323	Psychology of Personality	3 hours
PSYC 326	Abnormal Psychology	3 hours

One of the following:

PSYC 332	Animal Learning and Cognition	3 hours
or PSYC 342	Historical Roots of Modern Psychology	3 hours
PSYC 337	Social Psychology	3 hours
PSYC 364	Cognitive Psychology	3 hours

Two of the following:

PSYC 301	Developmental Psychology	4 hours
PSYC 302	Psychology of Adult Development and Aging	3 hours
PSYC 304	Psychology of Child and Family in Contemporary Society	3 hours
PSYC 305	Lifespan Developmental Psychology	3 hours
PSYC 319	Cognitive and Behavioral Therapies	3 hours
PSYC 323	Psychology of Personality	3 hours
PSYC 324	Statistics in Psychology	3 hours
PSYC 325	Research Methods in Psychology	4 hours
PSYC 326	Abnormal Psychology	3 hours
PSYC 332	Animal Learning and Cognition	3 hours
PSYC 337	Social Psychology	3 hours
PSYC 339	Introduction to Neuroscience	3 hours
PSYC 342	Historical Roots	3 hours
PSYC 349	Sensation and Perception	3 hours
PSYC 355	Psychology and Poverty	3 hours
PSYC 360	Psychology and the Law	3 hours
PSYC 362	Psychological Testing and Measurement	3 hours
PSYC 364	Cognitive Psychology	3 hours
PSYC 381	Clinical Psychology	3 hours
PSYC 386	Practicum in Clinical and Community Psychology	3 hours
PSYC 389	Practicum in Teaching Psychology	1–3 hours
PSYC 390	Special Topics in Psychology	1–3 hours
PSYC 402	Psychology of Women	3 hours
PSYC 403	Psychology of Adolescence	3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
PSYC 485	Independent Research in Psychology	1–3 hours
PSYC 497	Independent Study in Psychology	1–3 hours

PSYCHOLOGY COURSES (PSYC)

156 Introduction to Psychology: Culture and Systems (3)

An introductory survey of theories, topics, and applications in psychology. Course covers a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 156 course is organized around systems of thought and social science concepts that identify biological, psychodynamic, cognitive, behavioral, and sociocultural approaches to psychological topics. Students will recognize the impact of human diversity, and learn that psychological explanations vary across populations and contexts. A student cannot earn credit for both PSYC 156 and 157.

157 Introduction to Psychology: Science for the Citizen (3)

An introductory survey of theories, topics and applications in psychology. Courses cover a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 157 course emphasizes social science methodology and, therefore, students will conduct basic studies to address psychological questions using appropriate research methods. A student cannot earn credit for both PSYC 156 and 157.

223 Human Relations: Theory and Practicum (1)

Interpersonal communications skills in a developmental framework are presented, stressing conflict resolution, crisis intervention, as well as issues commonly faced by college-age women. Prerequisite: concurrent status as an R.A. or student government leader.

301 Developmental Psychology (4)

A study of the psychological development of the normal individual from conception through adolescence. Consideration is given to topics such as heredity and environment, learning, perception, cognition, and neurological, social, and emotional development using an ecological systems perspective. In labs, students are introduced to the research and assessment methods used by psychologists who work with and study children. Prerequisite: PSYC 156 or 157.

302 Psychology of Adult Development and Aging (3)

A seminar course that focuses on personality development from late adolescence through old age. Emphasis is placed on the changing personal growth issues which the developing adult faces. The course follows Erikson's stages, and includes the following topics: identity development, Jung's individuation theory of adult personality development, midlife crises, intergenerational relationships, and an examination of similarities and differences in men's and women's development. Prerequisites: PSYC 156 or 157 and 301 or permission of the instructor.

304 Psychology of Child and Family in Contemporary Society (3)

This course focuses on emerging family structures, their effect on children, and ways of supporting children's development in contemporary society. Topics include historical transformations in definitions of families; divorced, single-parent and blended families; lesbian and gay families, cultural and ethnic diversity in families; working women and dual-career families; family stressors; daycare; and government policies about families. Prerequisites: PSYC 156 or 157 and 301 or permission of the instructor.

305 Lifespan Developmental Psychology (3)

A study of the basic sequences and processes of human development from the prenatal period through death. Emphasis is on the unique nature of the Lifespan approach to studying development, examining continuities and discontinuities, the interaction of nature and nurture, and age-related and nonnormative influences on development. Prerequisite: PSYC 156 or 157.

319 Cognitive and Behavioral Therapies (3)

A survey of principles, methods, issues, and applications in the cognitive and behavioral therapies. Topics and applications in areas such as applied behavior analysis, cognitive behavior therapy, exposure therapy, and dialectical behavior therapy are included. Prerequisite: PSYC 156 or 157.

323 Psychology of Personality (3)

Discussion of major contemporary theories of personality including the psychoanalytic, behavioristic, cognitive, humanistic, and information-processing theories and the research emerging from these theories. Prerequisite: PSYC 156 or 157.

324 Statistics in Psychology (3)

An introduction to concepts and procedures involved in various research methods common to psychology as well as the statistical procedures appropriate to each. Both critical thinking skills and statistical computations are emphasized. Prerequisite: PSYC 156 or 157. Completion of the Sophia Mathematical Arts requirement is highly recommended.

325 Research Methods in Psychology (4)

Students are introduced to the design, replication, analysis, and reporting of research, using both experimental and correlational methods. Students acquire skills in critical thinking and experience with computer programs in statistics. Prerequisite: PSYC 324. Completion of at least one 300-level Psychology class is recommended.

326 Abnormal Psychology (3)

An introduction to the major questions, issues, perspectives, and findings in contemporary abnormal psychology. Major disorders and their classification in DSM-V are discussed. Causes and treatment of disorders from psychological, biological, and sociocultural models are reviewed. Prerequisites: PSYC 156 or 157 and 323 or 301 or permission of the instructor.

332 Animal Learning and Cognition (3)

A study of major theoretical approaches and issues in the area of learning, with an emphasis on animal learning. Topics include: operant and classical conditioning, biological constraints, and animal cognition. Prerequisite: PSYC 156 or 157.

337 Social Psychology (3)

Social psychology critically studies how certain situations and the presence of others can influence our everyday lives. The course examines how our self-perceptions, attitudes, and impressions are affected by society; how and why we stereotype others; the phenomena of conformity, obedience, and group think; aggression and altruism; and finally, how we are influenced by our culture and the media. Prerequisite: PSYC 156 or 157.

337L Social Psychology Lab (1)

Students are introduced to research methods in social psychology. Groups will engage in a variety of predesigned projects and will complete a project of their own design. Corequisite: PSYC 337.

339 Introduction to Neuroscience (3)

An introduction to methods and techniques employed in neuroscience. Corequisite: PSYC 339.

339L Introduction to Neuroscience Lab (.5)

An introduction to the biological bases of behavior. Emphasis is placed on a firm grasp of neuroanatomy, neurophysiology, and the essentials of neurochemistry and neuropharmacology, in order that the ways in which the nervous system produces behavior and thought and interacts with the environment may be appreciated. Additional topics include: sensory systems, learning and memory, the physiological bases of behavioral disorders, and consciousness. Prerequisite: PSYC 156 or 157.

342 Historical Roots of Modern Psychology (3)

A seminar devoted to discussion of persistent issues in psychology, with an emphasis on connections between contemporary questions and both their historical roots and continuing philosophical dimensions. Readings will emphasize original source material. Prerequisites: PSYC 156 or 157 and either one additional three-credit psychology course, or permission of the instructor.

349 Sensation and Perception (3)

A look into the process by which we understand and interpret the world around us through our senses. Our nervous system then interprets and alters this information, given our experience, surroundings, and attention or biases, in the process called perception. Prerequisite: PSYC 339.

355 Psychology and Poverty (3)

Psychology has much to say about the impact of poverty on individuals. How does the stress of housing and food insecurity affect the family and children of those in poverty? Why are people resistant to supporting social programs that might result in a better life for those now living in poverty? This course will examine the problem through academic discussion and through conversations with those living in and fighting poverty with the goal of creating a broader understanding of this social problem. Prerequisite: Sophia Program Social Science I.

360 Psychology and the Law (3)

This course examines how psychology has impacted and informed the law, as well as how psychological opinion differs from the law. Law and legal practice may have as much to do with the people who are interpreting or administering the laws as with the legal doctrines under consideration. This fact constitutes one of the compelling reasons to examine psychological aspects of law. Prerequisite: PSYC 156 or 157.

362 Psychological Testing and Measurement (3)

An introduction to the history, theory, administration, and interpretation of psychological tests, including tests of intelligence, personality, achievement, and interests. Prerequisites: PSYC 156 or 157 and 324.

364 Cognitive Psychology (3)

A survey of contemporary theories and research on the acquisition, retention, and use of knowledge as well as processes involved in thinking. Topics include perception, attention, memory, language, imagery, cognitive development, reasoning, problem solving, creativity, and artificial intelligence. Prerequisite: PSYC 156 or 157.

381 Clinical Psychology (3)

An introduction to clinical psychology as a helping profession, with a focus on interviewing skills and on facilitating the development of a supportive, nondirective relationship. Topics include: a client-oriented model of helping, identifying and clarifying problems, and formulating strategies for change. Prerequisites: PSYC 326 or permission of the instructor.

386 Practicum in Clinical and Community Psychology (3)

Students receive supervised experience in a community setting and meet once a week as a group to discuss and evaluate their experiences and to relate them to topics in clinical psychology. Prerequisites: PSYC 381 and permission of the instructor.

389 Practicum in Teaching Psychology (1-3)

Qualified students take responsibility for leading class discussions and preparing instructional and evaluative materials for selected psychology courses under the supervision of the instructor. Prerequisites: PSYC 156 or 157, junior standing, and permission of the instructor. May be repeated.

390 Special Topics in Psychology (1-3)

An experimental, student or faculty initiated course on a topic not covered in detail in the regular curriculum. Students of demonstrated academic ability and maturity may initiate a course on a topic of their choice provided that they have secured a faculty sponsor in advance who will act as an advisor for and participant in the course. Student-initiated courses require the submission of an acceptable proposal prior to registration. Recent PSYC 390 topics have included: Anxiety Disorders, Psychology of Prejudice, and Science and the Self. Prerequisites: PSYC 156 or 157 and permission of the instructor.

402 Psychology of Women (3)

An examination of the experience of women from various psychological perspectives. Topics include the biological, social, interpersonal, and cognitive factors involved in gender identity, gender roles, and gender differences. Students reflect on and discuss the material from an objective and analytical point of view in addition to a personal point of view reflecting personal values and experience. Prerequisites: junior standing, PSYC 323 or permission of the instructor.

403 Psychology of Adolescence (3)

This course provides an overview of the theories and empirical studies examining biological, cognitive, emotional, and social transitions associated with adolescent behavior and psychosocial development. Prerequisite: PSYC 156 or 157 or permission of the instructor.

437 Psychology of Violence (3)

This course will cover many aspects of the psychology of violence. Students will read classic and modern psychological journal articles, paired with memoirs and films, in order to better understand the processes that contribute to, or reduce, violence from the individual to the larger scale. Prerequisite: PSYC 337 or permission of the instructor.

438 Stereotyping and Prejudice (3)

This course will examine issues of stereotyping and prejudice from a social psychological perspective. Using a mix of quantitative journal articles, novels, and films, students will identify and explore why people stereotype, how prejudices form, the effects of prejudice, how to combat stereotyping, and how members of disadvantaged groups can psychologically protect themselves against the negative effects of stigma. Students should have an understanding of social psychology or have taken a course in research methods. Prerequisite: PSYC 337 or permission of the instructor.

485 Independent Research in Psychology (1–3)

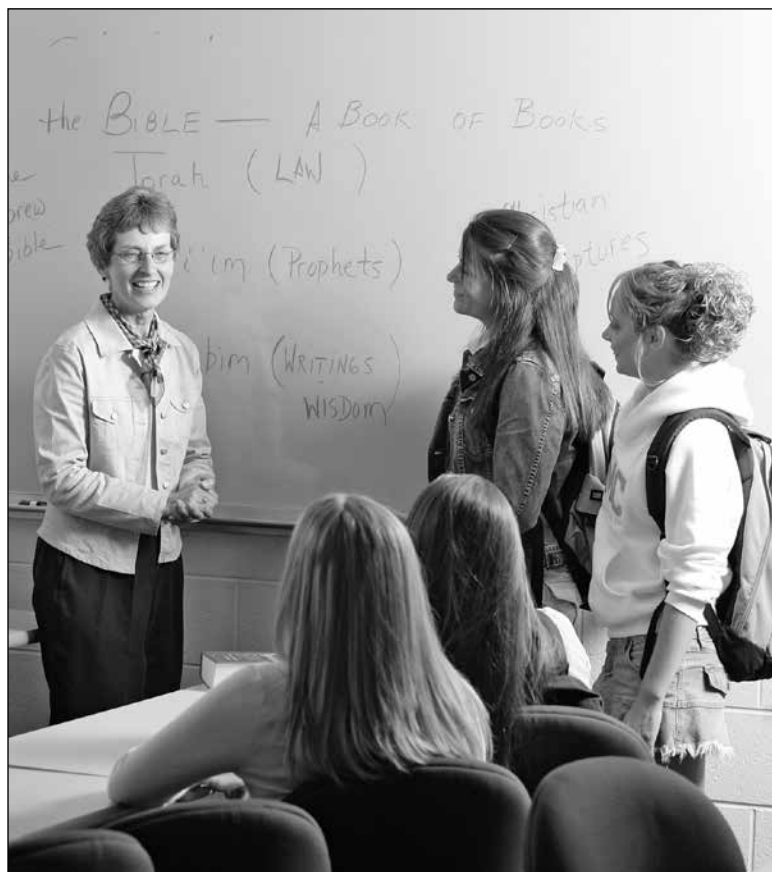
The student designs and conducts an empirical study on a problem of her choice and writes up her research in a standard research report format. Prerequisites: PSYC 156 and 324, submission of an acceptable proposal prior to registration, and permission of the instructor. May be repeated for a maximum of six hours.

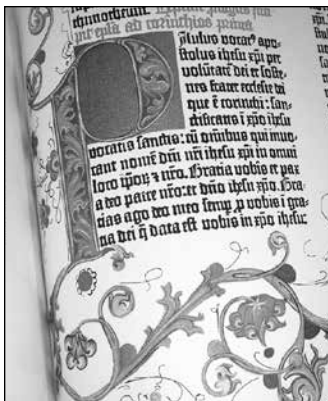
495 Senior Seminar in Psychology (3)

A required seminar course for senior psychology majors designed as a capstone experience and an opportunity for students to contribute to the discourse of psychology. Two sections of the course are offered, focusing on either an empirical study or a comprehensive literature review. In addition to seminar readings and discussion, students either develop an empirical study and write a report which demonstrates their ability to conduct and present research on a psychological topic of interest; or examine a topic from a psychological standpoint and write a comprehensive literature review that persuasively presents their own perspective on the topic. Students present their projects both to their class, and to the psychology faculty and other students. Successful completion of the seminar project and the formal presentation satisfies the comprehensive examination requirement for the B.A. in Psychology. Prerequisites: Senior psychology major status, PSYC 324/325, and three other 300-level PSYC classes.

497 Independent Study in Psychology (1–3)

Intensive and critical reading culminating in a paper in an area that supplements regular course offerings. Alternatively, students can complete an internship, provided that they are prepared by previous relevant course completion. Prerequisites: PSYC 156 or 157, submission of an acceptable proposal prior to registration, and permission of the instructor.





Religious Studies

Kurt Buhring, Department Chair
156 Spes Unica Hall
574-284-4929

FACULTY

K. Buhring, S. Davis, J. Fotopoulos, A. Houck,
J. Incandela, P. Kaminski, T. Martin

DEPARTMENT DESCRIPTION

The program in Religious Studies invites students to explore the big questions about life, death, love, sin, freedom, grace, peace, justice, God, and the human community. Christianity, and specifically the Catholic tradition, are the focuses of the Religious Studies program. Courses not only explore the religious dimensions of life but also endeavor to cultivate the skills and methods necessary to the study of religion and theology. The content and skills fostered in Religious Studies courses enable students to understand and appropriate their own religious tradition.

ADVANCED WRITING PROFICIENCY

A student completing the Advanced Writing Proficiency requirement in Religious Studies assembles a portfolio of three papers demonstrating her ability to read theological literature with sensitivity, rigor, and understanding, and to engage in theological writing with insight, clarity, and persuasion.

SENIOR COMPREHENSIVE

Students who major in Religious Studies take a two-part comprehensive examination in their final year. The exam tests the student's breadth of knowledge in Religious Studies and her facility in theological reflection. One part covers historical materials, texts, and issues (up to 1950); the second examines contemporary sources (1950 to present). Each test consists of three essays. Students prepare their bibliography in consultation with their academic advisor and then work with two members of the faculty to discuss the texts and prepare their responses. Students may use any books or articles relevant to the exam while taking it.

LEARNING OUTCOMES FOR THE MAJOR AND MINOR IN RELIGIOUS STUDIES

A major or minor in Religious Studies does the following:

- Reads critically and analyzes texts pertaining to the study of religion, whether sacred, classical, or contemporary.
- Explains ways in which historical and cultural contexts affect the development of religious traditions.
- Articulates and defends her own line of interpretation and criticism regarding religious questions and texts pertaining to religion.
- Synthesizes examples, facts, issues, or theories within her studies in religious studies and theology, as well as articulates connections, where appropriate, to what she has learned in her other areas of study.

- Identifies some of the major figures, central issues of debate, and most important schools of thought in the field of religion and the discipline of theology; accurately articulates the positions they express; and explains their significance.
- Understands and uses specialized language accurately in analyzing, critiquing, and developing arguments.

PROGRAM IN RELIGIOUS STUDIES

Bachelor of Arts, Major in Religious Studies—RLST (27 hours)

The following:

RLST 101	Introducing Religious Studies	3 hours
----------	-------------------------------	---------

One of the following:

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

One course from each of the following areas:

Biblical Studies

RLST 304	Historical Jesus: The Quest for Jesus of Nazareth	3 hours
RLST 307	Leviticus and Numbers: Cultural Interpretations	3 hours
RLST 308	Paul and His Times	3 hours

Historical Theology

RLST 325	Great Theologians	3 hours
RLST 445	Historical Theology	3 hours

Theory of Theology

RLST 370	Aquinas' Search for God: Faith Meets Philosophy	3 hours
RLST 406	Ways of Doing Theology	3 hours

Systematic Theology

RLST 315	Free and Responsible: Grace and the Human Condition	3 hours
RLST 318	Heaven and Hell	3 hours
RLST 355	African-American Theologies	3 hours
RLST 457	Systematic Theology Seminar	3 hours

Ethical Studies

RLST 352	Religion and Politics	3 hours
RLST 458	Theological Ethics Seminar	3 hours

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

RLST 312	Theologies of Love	3 hours
RLST 314	Reading and Interpreting Hebrew Bible Prophets	3 hours
RLST 321	The Mystics	3 hours
RLST 339	Religion and Literature	3 hours
RLST 351	Religion and Science	3 hours
RLST 362	Becoming Women	3 hours
RLST 380	World Religions and Christianity	3 hours

RLST 381	Islam: Beliefs, Practices, and Current Events	3 hours
RLST 390	Special Topics	3 hours
RLST 476	Theology for Ministry I: Theory	3 hours

Minor in Religious Studies—RLST (15 hours)

The following

RLST 101	Introducing Religious Studies	3 hours
----------	-------------------------------	---------

One of the following:

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

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

RLST 213	Experiencing God	3 hours
RLST 225	Reading the Hebrew Bible in Jewish and Christian Terms	3 hours
RLST 228	Christian Holiness	3 hours
RLST 232	Introduction to the New Testament	3 hours
RLST 233RM	Christian Moral Life I	3 hours
RLST 234RM	Contemporary Moral Life II	3 hours
RLST 236	Faith in Action	3 hours
RLST 240	Catholic Social Thought	3 hours
RLST 251	The Christian Tradition	3 hours
RLST 261	Catholic Faith and Life	3 hours
RLST 290	Special Topics	3 hours
RLST 304	Historical Jesus: The Quest for Jesus of Nazareth	3 hours
RLST 307	Leviticus and Numbers: Cultural Interpretations	3 hours
RLST 308	Paul and His Times	3 hours
RLST 312	Theologies of Love	3 hours
RLST 314	Reading and Interpreting Hebrew Bible Prophets	3 hours
RLST 315	Free and Responsible: Grace and the Human Condition	3 hours
RLST 318	Heaven and Hell	3 hours
RLST 321	The Mystics	3 hours
RLST 325	Great Theologians	3 hours
RLST 339	Religion and Literature	3 hours
RLST 351	Religion and Science	3 hours
RLST 352	Religion and Politics	3 hours
RLST 355	African-American Theologies	3 hours
RLST 362	Becoming Women	3 hours
RLST 370	Aquinas' Search for God: Faith Meets Philosophy	3 hours
RLST 380	World Religions and Christianity	3 hours
RLST 381	Islam: Beliefs, Practices, and Current Events	3 hours
RLST 390	Special Topics	3 hours
RLST 406	Ways of Doing Theology	3 hours
RLST 445	Historical Theology	3 hours
RLST 457	Systematic Theology Seminar	3 hours
RLST 458	Theological Ethics Seminar	3 hours
RLST 476	Theology for Ministry I: Theory	3 hours

RELIGIOUS STUDIES COURSES (RLST)

101 Introducing Religious Studies (3)

This course introduces students to the study of religion and theological inquiry. Through a variety of sources it explores the meaning of religion in personal and cultural life.

102 Religion in Communities (1)

An introduction to several religious traditions practiced in the South Bend area and the skills needed to reflect on how our own beliefs and expectations shape our understanding of others.

191 The Greco-Roman World and Christian Origins (3)

This course functions together with a study program in Greece. Students will also meet for nine hours of classroom instruction and orientation before departure to Greece. The remainder of the course will occur while traveling to and within Greece. Students will study the origins of early Christianity in Greece during the first century C.E. in light of Greco-Roman culture and history. Students will examine ways in which ancient cultural patterns, symbols, values, and embodied artifacts of the Greco-Roman world shaped early Christianity in Greece and that movement's unique Christian assemblies by investigating Greco-Roman religions, politics, gender issues, social status, daily life, city planning, architecture, art, economy, and ancient travel. The course is organized around daily excursions to various archaeological sites in Greece that will allow students to probe the cultural and historical realities of Greco-Roman antiquity and their influence on early Christianity.

213 Experiencing God (3)

An exploration of the ways people come to know the divine through their own experience. This course will focus on works in which people reflect on their experience of the divine, and it will also consider works in which scholars seek to understand religious experience from different perspectives.

225 Reading the Hebrew Bible in Jewish and Christian Terms (3)

This course is a study of the Bible as a foundation for Jewish and Christian theology and the relationship between the two faith traditions. It will focus on the Hebrew Bible and how some of its texts and themes are utilized and reinterpreted in the New Testament.

228 Christian Holiness in History and Culture (3)

This course examines a broad array of Christian practices, techniques and ideas about holiness.

232 Introduction to the New Testament (3)

This course examines the Christian biblical writings giving attention to their social-historical, literary, and theological characteristics. The New Testament texts are situated within the respective Jewish Palestinian and Greco-Roman contexts of Jesus and his early followers. Attention is given to compositional issues and to the subsequent transmission of these writings.

233RM Christian Moral Life I (3)

This course treats various topical issues in the area of Christian moral theology. It will have two principal parts besides an overall introduction. The first part will explain the various relevant factors in making moral decisions in the life of the Christian. The second part will deal with more thematic issues in the area of biomedical ethics. Taught in Rome.

234RM Contemporary Moral Life II (3)

This course continues the ethical reflection initiated in RLST 233 and applies some of the criteria to the areas of theological, social, and sexual ethics. However, RLST 233 is not a prerequisite for this course. Taught in Rome.

236 Faith in Action (3)

This course examines the faith, practices, and theories of influential American Christian activists who exemplify a variety of approaches to the Christian quest for justice. It seeks to understand how a commitment to justice can grow out of Christian faith.

240 Catholic Social Thought (3)

What is the Church's proper role in social and political life? What insight does the Roman Catholic tradition offer in the face of ever more difficult moral quandaries? This course examines the

foundational elements of the Church's social tradition and their application to contemporary issues such as poverty and homelessness, health care, the environment, capital punishment, war, and the beginning and end of life, and may focus on the impact of such issues on women inside and outside the Church, as well as on the relationship between one's role as believer and one's role as citizen.

251 The Christian Tradition (3)

An examination of the sources and development of Christianity's central teachings. Consideration of the history and contemporary understandings of those aspects of the faith of prime importance: God, Christ, the Church, the Christian life. What does it mean to be part of the Christian tradition? How can we understand its richness and diversity?

261 Catholic Faith and Life (3)

A study of basic doctrinal beliefs, moral values, and worship in the Catholic Church. Primarily an introduction to a theological understanding of these issues, the course also considers practical implications for personal and social life.

290 Special Topics (3)

The presentation of selected general education topics not covered in regular departmental 200 level courses. May be repeated for credit with a different topic.

NOTE: Courses at the 300-400 level are open only to those Saint Mary's and Notre Dame students who have already satisfied their General Education requirement.

304 Historical Jesus: The Quest for Jesus of Nazareth (3)

This course will examine the life, message, and mission of the historical Jesus of Nazareth. Students will study the historical context in which Jesus lived, investigate the ancient sources which provide the data for reconstructing the life of the historical Jesus, and make use of historical-critical scholarly methods.

307 Leviticus and Numbers: Cultural Interpretations (3)

This course is a study of the third and fourth books in the Torah or Pentateuch. These biblical books will be read in conversation with biblical criticism and cultural anthropology.

308 Paul and His Times (3)

This course introduces students to the life, letters, and beliefs of Paul's own writings within their social-historical contexts. Students also become familiar with diverse positions in Pauline studies by reading contemporary scholarship.

312 Theologies of Love (3)

A study of various theological approaches to the concept and lived reality of love and loving—God, human persons, and the world of nature and culture. Different sorts of human love are explored: the love of friendship, married love, parental and filial love, love of one's work, etc. Excerpts are read from classical and contemporary theologians, a few mystics, and some current social activists.

314 Reading and Interpreting Hebrew Bible Prophets (3)

This course is a study of the fifteen prophetic books of the Hebrew Bible, written from the 8th century BCE to approximately the 4th century BCE. The books will be read in conversation with contemporary work on methods of biblical interpretation, particularly feminist criticism.

315 Free and Responsible: Grace and the Human Condition (3)

This course explores the God-human relationship which the Christian tradition describes as grace. It studies contemporary expressions of God's action, human freedom, and responsibility. It also explores classical texts and Church teaching on the relationship of grace to sin, salvation, and the meaning of history.

318 Heaven and Hell (3)

This course offers an interdisciplinary introduction to eschatology, the branch of Christian theology that deals with what are traditionally known as the last things—death, judgement, heaven, and hell. The class will focus on the ways theologians and artists have wrestled with understanding and depicting the afterlife.

321 The Mystics (3)

This course explores the wisdom of the Christian mystics and the significance of this wisdom for theology and religious studies. Different themes occur in various semesters, e.g., women mystics, medieval mystics, Spanish mystics, etc.

325 Great Theologians (3)

In a given semester, the work of a few Christian theologians is studied according to selected themes in their writings. Choice of the specific theologians is determined according to the expertise of available faculty and expressed interest of majors. Seminar format.

338 Studies in Theology and Film (1)

This course focuses on selected theological themes in films. Students learn to think critically, discover and discuss theological themes in a variety of cinematic presentations. May be repeated for credit with a different theme. Graded: S/U. Prerequisites: RLST 101 and a 200-level RLST course. This course does not count toward the major or minor.

339 Religion and Literature (3)

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

351 Religion and Science (3)

This course explores the relationship between religion and science, and addresses questions raised by the religion/science debate and seeks ways to relate better the wisdom gained by science and religion.

352 Religion and Politics (3)

This course examines ethical issues at the intersection of religion and politics. It explores topics such as the function and limits of secular authority for religious communities, the possible imperative for religious claims to enter the public sphere, and how various competing religious claims may be adjudicated effectively. Prerequisite: Junior/Senior standing or permission of instructor.

355 African-American Theologies (3)

This course will be an engagement with various forms of African-American theologies. Our focus will be on ways in which African-Americans have conceived of the three persons of the Christian Trinity, both constructively and critically. We will also consider ways in which social, historical, cultural, and political contexts relate to developing theologies.

362 Becoming Women (3)

This course examines Christian theological positions about women and sexuality as these positions have functioned in history and have affected Church teaching on the role of women in society. It uses interdisciplinary, interfaith discussions to highlight the importance of constructive theological reflection on contemporary issues facing women.

370 Aquinas' Search for God: Faith Meets Philosophy (3)

This course, based in the writings of Saint Thomas Aquinas, pursues the mysteries of faith with the fascination of reason. Topics to be addressed include the existence and attributes of God, God's relationship to the world's evil, and the delicate balance between faith and reason.

380 World Religions and Christianity (3)

What do non-Christian religions say about ultimate reality and the meaning of life? How should Christians regard the beliefs and practices of non-Christians? A survey of selected non-Christian theologies and Christian responses.

381 Islam: Beliefs, Practices, and Current Events (3)

This course will be an engagement with Islam. We will examine Muslim beliefs and practices, as well as ways that Islam impacts current events. We will explore the roots of the Muslim tradition, different ways of being Muslim, the status of women in Islam, and the relationship between violence and Islam, among other topics. We will also consider ways in which the social, historical, cultural, and political contexts relate to Islam.

390 Special Topics (1–3)

The presentation of selected subjects of special relevance not included in regular department offerings. May be repeated with different topic.

406 Ways of Doing Theology (3)

Reflection on the methods and standards used by Christian thinkers to develop appropriate and credible theologies when faced with the most pressing issues in contemporary Christian life.

445 Historical Theology (3)

This course is an exercise in Historical Theology that identifies classical theologians and classical texts from the Christian tradition—especially from the early Church, the Middle Ages, and the Reformation. This course explores selected classical texts, in context, as a way of understanding the evolution of Christian doctrine and as a way of informing the work of theology.

457 Systematic Theology Seminar (3)

A study of systematics, correlating major theological themes, and doctrinal issues such as Christology, ecclesiology, sin and grace, sacraments.

458 Theological Ethics Seminar (3)

A study of basic issues for Christian ethical reflection, such as the status of norms, the meaning of natural law, doctrine of person and human action, and the nature of moral argument.

476 Theology for Ministry I: Theory (3)

A study of issues, foundations, and theologies which shape contemporary catechetical ministries. Special attention to the psychology of religious learning and to themes in biblical, moral, and doctrinal theology which characterize contemporary Catholic thinking.

486 Theology for Ministry II: Practicum (1–3)

Supervised ministry or teaching of religion in a local parish or school is the basis for a weekly reflection seminar and for readings. Prerequisite: RLST 476. This practicum does not count as one of the two required electives for the RLST major or minor.

497 Independent Study (1–3)

May be repeated.





Social Work and Gerontology

Frances Bernard Kominkiewicz, Department Chair
250 Spes Unica Hall
574-284-4515

PROGRAM IN SOCIAL WORK

FACULTY

J. Burke, F. Kominkiewicz, L. Sanchez

PROGRAM DESCRIPTION

The Social Work program offers a program of study that emphasizes a holistic perspective on human behavior, social life, and cultural systems. By examining issues within their social and cultural contexts, courses in the department offer students the opportunity to increase their awareness of the multifaceted influences on human life and action, and to learn to analyze social issues and cultural forms from a critical and comparative perspective. The program is nationally accredited by the Council on Social Work Education.

Graduates of the Social Work Program will possess theoretical and practice competencies required of the professional social worker and will have integrated the underlying values of the profession. Content areas emphasized within the social work curriculum include: human behavior and the social environment; research; values and ethics; diversity; populations at risk; social and economic justice; social welfare policy and services; practice approaches; and field practicum. The degree offered is a Bachelor of Arts.

ADVANCED WRITING PROFICIENCY

To fulfill the College's Advanced Writing Proficiency requirement, each student is evaluated through materials presented during her senior year.

SENIOR COMPREHENSIVE

The Senior Comprehensive in Social Work is fulfilled by the Senior Comprehensive Portfolio, which demonstrates the student's competency in the required curriculum areas. Because of the professional nature of the Social Work major, a student who plans to complete a dual major in Social Work and another discipline may do so only on the condition that she completes the SW 495 and the Social Work Senior Comprehensive Portfolio.

SOCIAL WORK PROGRAM LEARNING GOALS

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.

- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.

NOTE: Visit www.cswe.org for more information.

PROGRAM IN SOCIAL WORK

Bachelor of Arts in Social Work—SW (60 hours)

All of the following:

SW 202	Intro to Social Work	3 hours
SW 235	Human Behavior and the Social Environment I	3 hours
SW 236	Human Behavior and the Social Environment II	3 hours
SW 331	SW Practice I: Micro Methods	3 hours
SW 332	SW Practice II: Mezzo Methods	3 hours
SW 333	SW Practice III: Macro Methods	3 hours
SW 334	Social Welfare Policy and Service	3 hours
SW 340	Working with Diverse Populations	3 hours
SW 430	Social Work Research Methods	3 hours
SW 486-487	Social Work Field Practicum I & II	6/6 hours
SW 488-489	Social Work Field Practicum Seminar I & II	2/2 hours
SW 495	Integrative Seminar	1 hour
Senior Comprehensive Portfolio and Oral Examination		

Required Supporting Courses (a passing grade is required in supporting courses)

BIO 105	Cells to Self	4 hours
or BIO 106	Mendel, Darwin, and the World We Live In	4 hours
PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
or PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours
MATH 114	Introduction to Statistics	3 hours
or PSYC 324	Statistics in Psychology	3 hours
or SOC 372	Sociological Statistics	3 hours

Two of the following: Other courses may be substituted with permission from the student's departmental advisor.

SW 341	Relationships, Intimacy, and Sexuality Across the Lifespan	3 hours
SW 342	Intercultural Leadership Development	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 361	Budgeting and Financial Management for Health and Human Services Administration	3 hours
SW 362	Perspectives in Gerontology	3 hours
SW 363	Grant Writing for Health and Human Services Administration	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours
SW 390	Special Topics in Social Work	3 hours
SW 484	Social Work Research Methods and Statistical Concepts I	3 hours
SW 485	Social Work Research Methods and Statistical Concepts II	3 hours

Minor in Social Work—SW [except Nursing and Psychology majors] (15 hours)

All of the following:

SW 202	Intro to Social Work	3 hours
--------	----------------------	---------

SW 235	Human Behavior and the Social Environment I	3 hours
SW 340	Working With Diverse Populations	3 hours

Two of the following:

SW 236	Human Behavior and the Social Environment II	3 hours
SW 334	Social Welfare Policy and Service	3 hours
SW 341	Relationships, Intimacy, and Sexuality Across the Lifespan	3 hours
SW 342	Intercultural Leadership Development	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 361	Budgeting and Financial Management for Health and Human Services Administration	3 hours
SW 362	Perspectives in Gerontology	3 hours
SW 363	Grant Writing for Health and Human Services Administration	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours

Minor in Social Work—SW *[students in Nursing and Psychology majors]*
(15 hours)

All of the following:

SW 202	Intro to Social Work	3 hours
SW 236	Human Behavior and the Social Environment II	3 hours
SW 340	Working with Diverse Populations	3 hours

Two of the following:

SW 334	Social Welfare Policy and Service	3 hours
SW 341	Relationships, Intimacy, and Sexuality Across the Lifespan	3 hours
SW 342	Intercultural Leadership Development	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 361	Budgeting and Financial Management for Health and Human Services Administration	3 hours
SW 362	Perspectives in Gerontology	3 hours
SW 363	Grant Writing for Health and Human Services Administration	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours
SW 390	Special Topics in Social Work	3 hours

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

Minors should also consult with their Social Work advisors as early as possible and must be accepted into the minor in Social Work course of study by application to the Department of Social Work and Gerontology. The Council on Social Work Education does not accept the minor in Social Work as meeting the requirements for preparation for entry-level generalist social work practice. A minor in Social Work can enter the major in Social Work through an application process to the Department of Social Work and Gerontology, allowing the major to use her Social Work coursework toward advanced standing in the M.S.W. graduate school education.

DOUBLE MAJORS/MINORS

Courses taken outside the major may be chosen to complement the Social Work major or to provide the student with a second area of concentration.

LICENSURE FOR SOCIAL WORK PRACTICE

The Social Work Program at Saint Mary's College is accredited as a baccalaureate degree program by the Council on Social Work Education that qualifies students for state licensure examinations.

ADVANCED STANDING IN M.S.W. GRADUATE PROGRAMS

Students are encouraged and recommended to pursue the M.S.W. and the Ph.D. degrees in Social Work. By completing the Social Work major, students may be eligible for advanced standing in nationally recognized graduate schools that actively recruit graduating Social Work seniors from this professional program. Advanced standing in M.S.W. programs allows student to complete their graduate M.S.W. degrees in one instead of two years through completing two to three semesters of graduate M.S.W. education.

SOCIAL WORK FIELD PLACEMENTS

The Social Work Program mentors women into career trajectories for leadership in a variety of fields, including psychotherapy with children and families, medical social work, law and social policy, administration, international social work, organizational social work, gerontology, community social work, school social work, and government social work. The field practicum is completed in the senior year at a local social service organizational setting. Practicum placements may include:

- Congressional Office
(Office of Joe Donnelly)
- U.S. Senate Office
- Mayor's Office
- Charles Martin Youth Center
- Local school corporations
- Saint Joseph Regional Medical Center
- YWCA
- Oaklawn Hospital and Mental Health Center
- REAL Services, Indiana
- Ombudsman Program
- Hope Ministries
- South Bend Heritage Foundation
- Ryan's Place
- Family Justice Center
- Memorial Prenatal Clinic
- Youth Service Bureau



SOCIAL WORK COURSES (SW)

202 Introduction to Social Work (3)

This course is an introduction to the knowledge and skills of the generalist practice of social work. It includes an examination of the history, principles, practice, research, and literature in the social welfare field. Theoretical and professional foundations, diverse client systems, areas of practice, contemporary social policies, and social work values are examined. The student is given opportunities to visit community agencies.

235 Human Behavior and the Social Environment I (3)

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

236 Human Behavior and the Social Environment II (3)

This course examines human behavior and the social environment using the generalist social work theoretical framework to explain the interactions of communities, organizations, and society. Special emphasis is given to the biological, social, psychological, cultural, and spiritual factors that affect human behavior within these macro systems. Pre or corequisite: SW 235.

331 Social Work Practice I: Micro Methods (3)

The basic class in social work helping methods, this course applies the generalist approach to social work practice with individuals and families. Discussion of case studies with emphasis on systems theory and the ecological method. While this course focuses on micro level practice, the methods introduced are applicable to all types of social work practice. Prerequisite: social work major; pre or corequisite: SW 202 and 235.

332 Social Work Practice II: Mezzo Methods (3)

This focus of this course is the generalist approach to problem solving and intervention practices at the small and large group levels, introducing the function and role of the social worker in these settings. The class examines the dynamics that occur when clients with common concerns are brought together for the purpose of helping one another. Prerequisite: social work major and SW 202; pre or corequisite: SW 235.

333 Social Work Practice III: Macro Methods (3)

This course introduces the function and role of the social worker in organizations, communities, and societies. While many of the processes used in micro, mezzo, and macro practice are similar, there are unique features involved in the macro context which are examined and illustrated. Organizational and community theories are linked to practice applications. Prerequisites: social work major and SW 202; pre or corequisite: SW 235, 236.

334 Social Welfare Policy and Service (3)

Development of social welfare policy and service in response to changing social conditions. Focuses on the theory, history, scope, nature, organization, and implementation of current programs on local, state, and federal levels and in the private sector. Prerequisite: social work major or permission of instructor.

340 Working with Diverse Populations (3)

This course is designed to increase student knowledge of diversity in individuals, families, groups, communities, organizations, and societies. Addressing issues and exploring values necessary for successful interaction with diverse individuals, their families, and the communities and organizations with which they interact. Groups to be addressed include ethnic, racial, cultural, religious; socio-economic/class distinctions; individuals with physical, mental and emotional challenges; women; older adults and youth; and sexual orientation. Designated theoretical frameworks that explain the interaction in the social systems of diverse individuals, families, groups, communities, organizations, and societies will be discussed. The course also focuses on the relationship between diversity issues and human behavior, including prejudice and discrimination. Specific frameworks will be explored to understand the relationship between diversity and cultural, historical, biological, social, psychological, and spiritual variables.

341 Relationships, Intimacy and Sexuality Across the Lifespan (3)

This course is designed to increase student learning in relationships through a discussion of sexuality and intimacy. Students will address these topics through knowledge of the biological, social, spiritual, and psychological aspects of relationships, sexuality, and intimacy. Knowledge of and competence in understanding populations-at-risk who are experiencing issues with intimacy, sexuality, and relationships will be explored.

342 Intercultural Leadership Development (3)

This course provides students with an opportunity to develop leadership skills using a community based learning model. Students will participate in leadership learning experiences in community social service organizations. Leadership skills will be increased through actively participating with community leaders involved in a wide variety of programs that target services for populations at risk and diverse groups.

360 Health and Human Services Administration (3)

This course is a real world introduction to the administration of health and human service organizations. Learn how to effectively manage interdisciplinary, interdepartmental, and inter-organizational situations in and among health and human services organizations through real life and applicable learning techniques, such as case scenarios. Examine the principles and practices of health and human services administration including ethics and values, leadership styles, theories of health and human services administration, and policies related to the management of health and human services are examined. Diverse client systems and developing sensitivity and understanding of various cultural, ethnic, socioeconomic, and spiritual backgrounds of individuals and groups in health and human services are emphasized.

361 Budgeting and Financial Management for Health and Human Services Administration (3)

This is an introductory module designed for students who have little or no background in budgeting and financial management. The focus of this course is on the budget process for health care and human service organizations. Participants are exposed to specific techniques of health care and human service organization budgeting and variance analysis. The objectives for this course are for participants to improve their understanding of the budget process as it applies to health care and human service organizations and to learn valuable specific techniques of budgeting and variance analysis. Students learn to create, execute and analyze the basic types of budgets used in public, non-profit, and for-profit organizations. The course will teach specific tools using the case method and exercises. The course covers budget analysis, budget formulation, budget execution, budget strategies, evaluation of operating and capital budgets, and cost accounting. Special emphasis is placed on gerontological health and human services financial management.

362 Perspectives in Gerontology (3)

This course provides an overview of issues related to older adults and their families and constitutes a core course for the interdisciplinary course of study of gerontology at this College. It examines the nature of the aging process, the ways in which persons adapt to changes, and the ways in which the interventions/services may assist with these adaptations. Special emphasis is given to the ways in which physical, social, and psychological factors interact to impact how persons age. The needs and issues encountered by older persons both within the community and in institutional settings will be examined. Work with caregivers will be considered. Students will examine ways to work with individuals, families, and groups. The course includes material addressing special populations and ethical issues.

363 Grant Writing for Health and Human Services Administration (3)

This is an introductory module designed for students who have little or no background in grant writing. The focus of this course is on the grant writing process for health care and human service organizations. Specific techniques of health care and human service organization grant writing are presented. The objectives for this course are for participants to improve their understanding of the grant writing process as it applies to health care and human service organizations and to learn valuable specific techniques of grant writing. Students learn to research, create, and analyze the grant writing process in health and human service organizations. Special emphasis is placed on gerontological health and human services grant writing.

365 DSM-5 and Mental Health Issues Across the Lifespan (3)

This course will focus on the application of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) for assessing and understanding mental health issues affecting human behavior across the lifespan with children, adolescents, adults, and families. Students will learn models of DSM-5 assessment to evaluate human functioning across the lifespan with emphasis on women and gender, vulnerable and diverse populations, and mezzo-macro issues.

370 Family Violence and Sexual Abuse Issues (3)

This course introduces students to issues of family violence and sexual abuse across the lifespan. The different types of family violence and sexual abuse will be discussed, including domestic violence, international violence against women, rape, courtship violence and date rape, sexual assault, cultural issues related to abuse, bullying, school violence and abuse, child physical abuse, child sexual abuse, abuse against parents, elder abuse, sexual harassment, and abuse among vulnerable populations. Ethics and values, as well as criminal justice issues regarding family violence and sexual abuse, are emphasized. The history, policy, effects, and practice regarding family violence and sexual abuse will also be examined.

379 Interviewing Methods (3)

A workshop course designed to assist students in learning interviewing techniques. Discussion and practical exercises will be used as well as video and audio facilities. Identification, observation, understanding, knowledge, demonstration, and student practicing of interviewing methods are utilized. Prerequisite: junior or senior status or permission of the instructor.

390 Special Topics in Social Work (1-3)

A seminar focusing upon a selected area of interest in social work. Topics may include such areas as social stress, death and dying, poverty, mental illness, drug addiction, women in society, occupations and professions, conflict, education, social psychiatry, criminal justice. May be repeated for credit with a different topic and the consent of the advisor. Prerequisite: SW 202 or permission of the instructor.

397 Independent Study in Social Work (1-3)

Independent readings and seminar discussions in selected areas of interest. This course is not intended as a substitute for an existing course. May be repeated with a different topic for a maximum of six hours, only three of which apply to the hours required for the social work major. Prerequisites: Nine hours in SW, junior or senior status, and permission of the instructor and the Social Work program director.

430 Social Work Research Methods (3)

This course is designed to familiarize the student with various forms of research methods utilized in the social work discipline, including survey, single subject design, content analysis, field observation, participant observation, participatory research, historical research, and comparative analysis. Course material will focus on the types and application of research used in generalist social work practice including needs assessment, program evaluation, practice evaluation, and grant writing. Qualitative and quantitative analysis is utilized as well as statistical software, including SPSS. Prerequisite: SOC 372 or PSYC 201 or MATH 114. Corequisite: SW 486.

484 Social Work Research Methods and Statistical Concepts I (3)

Social Work Research Methods and Statistical Concepts I is designed to provide a foundation for research competencies and statistics in social work practice. The course focuses upon knowledge of qualitative and quantitative research methods, a significant component of practice knowledge. Practice and program effectiveness, imperative in social work practice, will be addressed. Students will learn to understand and apply social work research and basic statistical concepts in order to analyze the quality of research studies, to evaluate their own practice, and to conduct evidence-based research. SPSS is introduced. Ethical aspects of research are considered in terms of the values of the social work profession.

485 Social Work Research Methods and Statistical Concepts II (3)

Social Work Research Methods and Statistical Concepts II helps students achieve basic research methodology and statistics skills to achieve social work competence in research design, data collection, and data analysis. SPSS is applied. Students learn to analyze exemplary social work research and present research projects that build theoretical and methodological knowledge appropriate for social work education. Students will review basic statistical methods (descriptive and inferential statistics; measures of association), and become familiar with basic parametric and nonparametric techniques.

486 Social Work Field Practicum I (1–6)

Professionally supervised agency placement for the student so she may relate classroom learning to the practice setting. This experience provides the student with an opportunity to integrate knowledge, values, and practice, to deepen her understanding, and to develop proficiencies for beginning professional practice.

A minimum of 400 hours of direct field experience is required for the major in social work. Graded S/U. Corequisite: SW 488. Prerequisites: SW 331, 332, 333, and 334. Fee: \$10 per credit hour.

487 Social Work Field Practicum II (1–6)

Professionally supervised agency placement for the student so she may relate classroom learning to the practice setting. This experience provides the student with an opportunity to integrate knowledge, values, and practice, to deepen her understanding, and to develop proficiencies for beginning professional practice.

A minimum of 400 hours of direct field experience is required for the major in social work. Graded S/U. Corequisite: SW 489. Prerequisites: SW 430, 486, 495. Fee: \$10 per credit hour.

488 Practicum Seminar I (2)

A seminar designed to help the student integrate knowledge, practice approaches, and social work values and ethics from course work and field experience. The field placement is the focus for discussion and analysis. Growing self-awareness and a beginning frame of reference for professional practice are emphasized. Corequisite: SW 486. Prerequisites: SW 331, 332, 333, 334.

489 Practicum Seminar II (2)

A seminar designed to help the student integrate knowledge, practice approaches, and social work values and ethics from course work and field experience. The field placement is the focus for discussion and analysis. Growing self-awareness and a beginning frame of reference for professional practice are emphasized. Corequisite: SW 487. Prerequisites: SW 430, 488, 495.

495 Integrative Seminar (1)

The social work program comprehensive seminar providing the student an opportunity to examine, in detail, her integration of the knowledge, values, and skills of the profession. Seminar presentations, discussions, and papers are required of each student. Prerequisites: Declared Social Work major, senior status, and permission of the Social Work program director.

497 Independent Research in Social Work (1–3)

Specialized research in social work supervised in a tutorial setting. Only six hours in independent work, including SW 397, may apply to the hours required in social work for the major. Prerequisite: Nine hours in SW, junior or senior status, and permission of the instructor and Social Work program director.

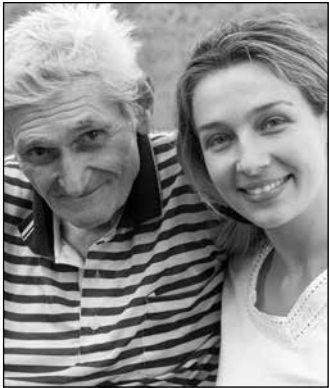
PROGRAM IN GERONTOLOGY

FACULTY

J. Burke

PROGRAM DESCRIPTION

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



GERONTOLOGY PROGRAM LEARNING OUTCOMES

- Articulates and applies an understanding of aging processes, including:
 - Demographic changes
 - Diversity in later life
 - Normal physical and psychological changes with aging
 - Preventive health care
 - Treatment of major age-related diseases.
- Explain and apply the following:
 - The various models and theories in gerontology
 - Practical implications of theories
 - Healthcare and social policies related to aging.
- Analyze and apply knowledge of policy and practice issues related to ethics and values in settings serving older adults and their families.
- Articulate an awareness of professional opportunities in gerontology.

PROGRAM IN GERONTOLOGY

Minor in Gerontology—GERO (15 hours)

All of the following:

GERO 201	Gerontology: Services and Policies	3 hours
SW 362	Perspectives in Gerontology	3 hours

Three of the following:

GERO 320	Alzheimer's Disease	3 hours
PHIL 255	Medical Ethics	3 hours
PSYC 302	Psychology of Adult Development	3 hours
SOC 257	Sociology of Families	3 hours
SW 361	Budgeting and Financial Management for Health and Human Services Administration	3 hours
SW 363	Grant Writing for Health and Human Services Administration	3 hours
SW 341	Relationships, Intimacy, and Sexuality Across the Lifespan	3 hours

NOTE: Other courses (including independent studies and internships within your major) may be substituted by permission

GERONTOLOGY COURSES (GERO)

201 Gerontology: Services and Policies (3)

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

320 Alzheimer's Disease and Related Dementias (3)

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





Sociology

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

FACULTY

S. Alexander, M. Kanieski, L. Wang

DEPARTMENT DESCRIPTION

Sociologists are interested in people's behaviors as social beings; thus the field of sociology ranges from the analyses of individual social behaviors, such as family relationships, criminal activities, shopping and consumption patterns, or religious affiliation—to the study of global social processes—such as the impact of multinational mass media, colonialization, war, or immigration patterns. The Department of Sociology offers a variety of courses, seminars, research opportunities, and internship experiences that foster each student's acquisition of a sociological perspective. A sociological perspective incorporates four central aspects:

- The link between an individual's experience and larger social groups and institutions.
- The impact of social structures on individuals and/or groups that includes both micro and macro-level social processes.
- The value of empirical evidence for understanding social phenomena.
- The ability to effectively communicate the sociological perspective to others.

The sociological perspective provides students with a solid background for understanding human behavior, particularly as it is shaped by social factors such as socioeconomic class, gender, race, ethnicity, religion, nationality, sexual identity, and/or age. The sociology curriculum prepares students for a career in which knowledge about social behavior or conducting scientific research on social behavior is essential. Additionally, students interested in continuing their education in either a graduate program in sociology or in a professional program are prepared for a post-baccalaureate study.

TEACHERS PREPARATION

The Sociology Department in conjunction with the Education Department offers courses leading to state licensing for History/Social Studies.

ADVANCED WRITING PROFICIENCY

To fulfill the College's Advanced Writing Proficiency requirement, each student completing the senior seminar course submits her written senior comprehensive project for evaluation.

SENIOR COMPREHENSIVE

To fulfill the College's Advanced Writing Proficiency requirement, each student completing SOC 495 Senior Seminar submits her written Senior Comprehensive project for evaluation.

SOCIOLOGY DEPARTMENT LEARNING OUTCOMES

The link, in C. Wright Mills' terms, between private troubles and public issues, or the individual's experience and larger social processes

Students are able to articulate the connection between individuals' lives and larger social forces (e.g. individual's poverty is related to a social force such as racism) and/or social structural conditions (e.g. individual's poverty is related to underfunded educational institution).

- For students to evaluate current social conditions whether at the local, national, or global level including social inequalities such as poverty, racism, sexism, and/or homophobia.
- For students to discern the current level of human needs that is typically provided by social institutions such as education, employment, healthcare, legal representation, political access, and/or technology access.
- For students to develop the knowledge to respond as an informed agent of change by acquiring research skills necessary for change including the ability to locate and access pertinent social science data.

The impact of social structure on individuals and/or groups that includes both micro- and macro-level social processes

Students are able to articulate how social structures (e.g. families, education, mass media, justice system, economy, politics) impact individuals or groups (class, race, ethnicity, gender, sexual identity) using various theoretical frameworks (e.g. Marxism, Functionalism).

- For students to exhibit sound knowledge of the formation of human identities such as gender identity, racial identity, ethnic identity, social class identity, sexual identity, or family identity.
- For students to understand the development and functioning of diverse cultures (e.g. ethnic groups or nationality groups) and social groupings (e.g. social classes or family units).
- For students to recognize the effect that social group differences such as gender, religion, values, culture and privilege can have on the ways that people interpret and act in the world.
- For students to demonstrate the ability to look at issues from multiple perspectives, including various sociological theoretical perspectives including Conflict Theory, Structural-Functionalism, Symbolic Interaction, and Postmodern/Multicultural Theories.

The value of empirical evidence for understanding social phenomenon

Students are able to demonstrate how to locate, interpret, and/or produce empirical data about social phenomenon (e.g. poverty, inequality based on race, ethnicity, and gender).

- For students to develop critical thinking skills based upon the scientific logic of objectivity including the ability to acquire and evaluate pertinent empirical information in order to develop an informed hypothesis or theory.
- For students to engage in the qualitative interpretation of texts and artifacts (e.g. advertisements, films, or music lyrics) through content analysis methodology in order to discern implicit themes.
- For students to evaluate empirical data, both quantitative and qualitative, including sampling technique, sample size, variables selected, and interpretation of data.

- For students to develop the skills for investigative problem solving, including the ability to design and conduct an empirically-based research project using social scientific methodology (e.g. survey, interview, content analysis, observation, etc.)
- For students to acquire quantitative reasoning including social statistics in order to measure and/or describe social variables and to use computerized statistical packages such as SPSS.
- For students to demonstrate information literacy, more specifically media literacy, in order to access, analyze, evaluate and create media (e.g. texts, films, lyrics, websites, etc.) in a variety of forms.

Students demonstrate the ability to effectively communicate the sociological perspectives

Students are able to professionally present sociology research to a general audience.

- For students to present written sociological research findings in a clear manner including appropriate citations, sociological language, and professional tone.
- For students to orally present their ideas or research findings to an audience including the use of appropriate handouts, PowerPoints, or other visual displays.

PROGRAM IN SOCIOLOGY

Bachelor of Arts, Major in Sociology—SOC (34 hours)

All of the following:

SOC 153	Sociological Imaginations	3 hours
SOC 203	Social Problems	3 hours
or SOC 204	Social Psychology	3 hours
SOC 319	Social Theories	3 hours
SOC 371	Applied Sociological Statistics	1 hour
SOC 372	Sociological Statistics	3 hours
SOC 384	Sociological Research Methods	3 hours
SOC 495	Senior Seminar	3 hours

Two of the following:

Category 1: Social Institutions within the Social Structures

SOC 257	Sociology of Families	3 hours
SOC 306	Consumer Society	3 hours
SOC 340	Juvenile Deviance	3 hours
SOC 370	Medical Sociology	3 hours
SOC 373	Crime and Society	3 hours
SOC 382	Sociology of Popular Culture	3 hours

Two of the following:

Category 2: Social Relationships: Structures of Power and Oppression

SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the United States	3 hours
SOC 330	Gender and Law	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 350	Diverse Childhoods	3 hours
SOC 360	Social Stratification: Class, Gender, and Race	3 hours
SOC 365	Social Construction of Gender	3 hours

One of the following (3 hours):*Category 3: Sociology Electives*

SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the United States	3 hours
SOC 257	Sociology of Families	3 hours
SOC 306	Consumer Society	3 hours
SOC 330	Gender and Law	3 hours
SOC 340	Juvenile Deviance	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 350	Diverse Childhoods	3 hours
SOC 360	Social Stratification: Class, Gender, and Race	3 hours
SOC 365	Social Construction of Gender	3 hours
SOC 370	Medical Sociology	3 hours
SOC 373	Crime and Society	3 hours
SOC 382	Sociology of Popular Culture	3 hours
SOC 390	Special Topics	3 hours
SOC 485	Research Tutorial	3 hours
SOC 497	Independent Study in Sociology	1–3 hours
SOC 499	Sociological Internship	1–6 hours

Minor in Sociology—SOC (15 hours)**One of the following:**

SOC 153	Sociological Imaginations	3 hours
SOC 203	Social Problems	3 hours

One of the following:*Category 1: Social Institutions within the Social Structures*

SOC 257	Sociology of Families	3 hours
SOC 306	Consumer Society	3 hours
SOC 340	Juvenile Deviance	3 hours
SOC 370	Medical Sociology	3 hours
SOC 373	Crime and Society	3 hours
SOC 382	Sociology of Popular Culture	3 hours

One of the following:*Category 2: Social Relationships: Structures of Power and Oppression*

SOC 204	Social Psychology	3 hours
SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the United States	3 hours
SOC 330	Gender and Law	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 350	Diverse Childhoods	3 hours
SOC 360	Social Stratification: Class, Gender, and Race	3 hours
SOC 365	Social Construction of Gender	3 hours

Two of the following (if not used above):*Category 3: Sociology Electives*

SOC 153	Sociological Imaginations	3 hours
SOC 203	Social Problems	3 hours
SOC 204	Social Psychology	3 hours

SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the United States	3 hours
SOC 257	Sociology of Families	3 hours
SOC 306	Consumer Society	3 hours
SOC 330	Gender and Law	3 hours
SOC 340	Juvenile Deviance	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 350	Diverse Childhoods	3 hours
SOC 360	Social Stratification: Class, Gender, and Race	3 hours
SOC 365	Social Construction of Gender	3 hours
SOC 370	Medical Sociology	3 hours
SOC 373	Crime and Society	3 hours
SOC 382	Sociology of Popular Culture	3 hours
SOC 390	Special Topics	3 hours
SOC 485	Research Tutorial	3 hours
SOC 497	Independent Study in Sociology	1–3 hours
SOC 499	Sociological Internship	1–6 hours

SOCIOLOGY COURSES (SOC)

153 Sociological Imaginations (3)

A general survey of the basic concepts and processes necessary for an understanding of society, culture, groups, institutions, and social behavior. The applications of the discipline are emphasized to encourage the student to appreciate the utility of the sociological approach.

203 Social Problems (3)

This course focuses on some of the phenomena which have been identified as social problems in the United States. Among the issues discussed are poverty, gender and racial stratification, hyper-consumerism, changing family structures, inequality in the educational system, health care issues, the work environment, drug abuse, and crime. Particular attention will be given to the role of the social structure in the creation and perpetuation of social problems, and how social problems are interrelated.

204 Social Psychology (3)

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

220 Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies (3)

This course will provide an introduction to the interdisciplinary field of lesbian, gay, bisexual, transgender, and queer (LGBTQ) studies. The course will investigate the academic foundations of LGBTQ studies and the emergence and transformation of LGBTQ identities, cultural practices, and political movements, and the ways in which gender, race, ethnicity, and class have shaped same-sex sexuality in different historical periods, with an emphasis on the United States. Cross-listed with GWS 220.

222 Contested Masculinities (3)

This course is an introduction to various forms of masculinity, how masculinities are constructed and performed by individuals, and how individual performativities create larger social and cultural understandings of masculinity in specific historical, social, and cultural settings.

230 Social Inequalities in Education (3)

The social processes of education and schooling as an agent of socialization will be examined and critiqued. Both the structural and cultural barriers that lead to unequal access and opportunities into this social institution as experienced by different subcultures will be explored and analyzed.

255 Race, Ethnicity, and Identity in the U.S. (3)

This course assesses the social, political, historical, and demographic outcomes of intergroup relations in the United States. Dominant-minority relations are analyzed in relation to the other. Particular focus is given to past and current social policy and dimensions of social inequality.

257 Sociology of Families (3)

This course will examine family life through the lens of the sociological perspective. Students will study topics such as family roles, mate selection, marriage, and divorce. Contemporary issues facing families such as balancing work and family, parenting, aging, and abuse will be explored. Additionally, students will examine how families are shaped by economics, politics, and culture. Finally, students will consider how families reflect inequalities of gender, sexuality, race, and class.

306 Consumer Society (3)

This course covers readings by both classic and contemporary sociologists and other social critics who have analyzed consumer society. The goal is to deepen the students' critical analyses of the reasons for and impacts of consumerism on a personal, societal, cultural, and global level. Additionally, students will learn about the strategies to resist consumerism and how social activists are working to reconceptualize the ways in which Americans shop, produce and buy food, use energy and transportation, and view mass media. Prerequisites: SOC 153 or a 200 level SOC course.

319 Social Theories (3)

This course focuses on various theoretical perspectives offered by classical and contemporary social theorists. Covering the period from classical European social thought of the late 1800s to contemporary theory, students will acquire a fundamental understanding of social theory. By focusing on how differences in socioeconomic background, race, gender, sexual orientation, nationality, etc., shape the types of theories one develops about society, students will have a greater appreciation of the diversity of social theory in conceptualizing society(ies) and culture(s). Prerequisites: SOC 153 and a 200 level SOC course.

330 Gender and Law (3)

The goal of this course is to explore the intersection of gender and the construction, application, and outcomes of laws and policies (both civil and criminal) in our society, including a historical and prospective application of the sociological perspective on gendered legal systems. Prerequisites: SOC 153 or a 200 level SOC course or GWS 207.

340 Juvenile Deviance (3)

This course provides an examination of the changing definitions of deviance and then applies those definitions to children and adolescents. Different models of dealing with juvenile delinquency are also examined in the context of differing definition and culturally variant power distributions. Prerequisites: SOC 153 or a 200 level SOC course.

345 Sociology of Poverty (3)

Poverty is a significant social problem in our world today. Students will be introduced to the leading debates within the sociology of poverty. In this course, we will consider the measurement of poverty, competing explanations for poverty, and possible solutions to poverty. Prerequisites: SOC 153 or a 200 level SOC course or SW 202.

350 Diverse Childhoods (3)

This course explores the sociology of childhood using a cross-cultural perspective. The social construction of children and childhood will be examined. Topics considered include historical constructions of childhood, sociological theories of socialization, race, class and gender diversity, children's peer cultures, and cultures of parenting. Prerequisites: SOC 153 or a 200 level SOC course.

360 Social Stratification: Class, Gender, Race (3)

This course will identify and investigate the following topics: general principles of stratification, theoretical explanations by which inequality emerges and is maintained, the relationship between class and other forms of inequality in the United States especially gender, race, and social hierarchy changes over time. Particular attention is given to the role of women in various socioeconomic locations. Prerequisites: SOC 153 or a 200 level SOC course or GWS 207.

365 Social Construction of Gender (3)

Drawing upon sociological and feminist perspectives, this course examines the ways in which gender, as a social construct, shapes the lives of women and men, and how larger social institutions influence one's gendered experiences. Included is an examination of the diversity of gendered experiences due to social and cultural factors such as class, race, ethnicity, sexual identity, nationality, and historical period. Prerequisites: SOC 153 or a 200 level SOC course or GWS 207.

370 Medical Sociology (3)

The course focuses on a sociological approach to the study of medical phenomena, including the nature of illness behavior and distribution of disease; the social psychological dimensions of the patient-physician relationship; the socialization of the medical professional; the social organization of medical care delivery systems; the development of international public health programs; and the social context of death and dying in American society. Prerequisites: SOC 153 or a 200 level SOC course.

371 Sociological Statistics Lab (1)

Students will learn to create a dataset, work with secondary data, and use a computerized statistical package such as SPSS to analyze data. Pre- or corequisite: SOC 372.

372 Sociological Statistics (3)

Statistics deals with the quantitative methods used for measurement and description of social variables, building up to the analysis of associations between variables. The place of statistics in research and theory testing is emphasized. The class includes training in the use of computerized statistical packages such as SPSS. Prerequisite: Completion of Sophia LO1: Mathematical Arts or permission of the instructor.

373 Crime and Society (3)

As an introduction to the topic of criminology, this course examines crime as a social problem within American society. Particular attention is given to the nature and function of law in society, theoretical perspectives on crime, victimology, sources of crime data, the social meaning of criminological data, and the various societal responses to crime. These topics are addressed through specialized readings, discussion, and analysis. Prerequisites: SOC 153 or a 200 level SOC course.

382 Sociology of Popular Culture (3)

This course examines contemporary theories about popular culture. Particular attention is given to the symbiotic relationship between popular culture and political economy, and to the impact of American popular culture on both American society and on the emerging global culture. Prerequisites: SOC 153 or a 200 level SOC course.

384 Sociological Research Methods (3)

The course is designed as an analysis of the process of social research, in terms of problem definition, research design, data sources, and methods of data analysis. Specifically, students are exposed to several types of research methods: survey, content analysis, field research, and historical comparative research. In addition, students will be developing their own research projects. Pre or corequisites: SOC 372 and 12 hours in SOC, or permission of the instructor.

390 Special Topics in Sociology (1-3)

A seminar focusing upon a selected area of interest in sociology. Topics may include such areas as sociology through film, feminist theory, women in society, political sociology, death and dying, poverty, mental illness, social psychiatry, peace studies, sociology of law, criminal justice, juvenile delinquency, etc. This course may be repeated for credit with a different topic and the consent of the advisor. Prerequisite: Nine hours in SOC.

485 Research Tutorial (1-3)

The research tutorial program is designed to permit students to learn various aspects of research by working with a faculty member on his/her current research. Projects will entail exposure to a variety of research forms and procedures. All participants must have a 3.0 average, a minimum of 12 hours completed in the department, and must have been selected by a faculty member. May be repeated with a different topic for a maximum of six credit hours, only three of which apply to the hours required for a major in the department. Graded S/U. Prerequisites: 12 hours in SOC, junior or senior status and permission of both the instructor and the department chair.

495 Senior Seminar (3)

As the capstone course for Sociology majors, this seminar requires students to build upon previous work in sociology, especially its central themes, theoretical perspectives, research methods, and substantive findings by conducting an original project to fulfill the requirement for the senior comprehensive. The project can be an original research study, or a theoretical analysis. A major paper is completed and presentation/defense of the work occurs at the end of the term. Prerequisites: 12 hours in SOC, junior or senior status and permission of both the instructor and the department chair.

497 Advanced Independent Study in Sociology (1-3)

Independent readings and seminar discussions in selected areas of interest. Readings are generally intended as a supplement or complement to regular course offerings. This course is not intended as a substitute for an existing course. May be repeated with a different topic for a maximum of six credit hours. Only six credits of independent study (including 297) may be earned in the department. Prerequisite: 12 hours in SOC, junior or senior status, and permission of the instructor and the department chair.

499 Sociology Internship (1-6)

A service learning experience in an approved sociological setting under professional supervision. Graded S/U. Prerequisite: 12 hours in SOC.



Saint Mary's College Board of Trustees 2015–2016

OFFICERS

Mary L. Burke '85

Chair

Thomas E. Black, Jr.

Vice Chair

Catherine Hammel Frischkorn '75

Secretary

Gretchen A. Flicker '93

Treasurer

MEMBERS

Sister Alma Mary Anderson, CSC '65

Russell L. Blackwell

Michael E. Cahill

M. Suzanne Scherer Calandra '72

Elizabeth R. Culligan '72

William W. Cushwa

Allison Danhof '16

Stacy Davis

Angela McDonald Fisher '91

Thomas P. Fitzgerald

Sister Mary Louise Full '65

Delia Garcia '93

Sister Michelle Germanson, OP

Sister Judith Hallock, CSC '65

Michael R. Leep

Rev. Edward A. Malloy, CSC

Carol Ann Mooney '72

Hon. Anne Meagher Northup '70

Sister Mary Ann Pajakowski, CSC '69

Patricia Wiedner Purcell '69

Sister Kathleen Reilly, CSC '65

Sister Agnes Anne Roberts, CSC '51

Michael F. Schmitt

Mary Pat Seurkamp

David L. Taiclet

Beth Lichtenfels Veihmeyer '77

Kenneth Velo

Kelly Walsh '01

Sister Veronique Wiedower, CSC '70

Trustee Emeritae/Emeriti

Sister Rachel Callahan, CSC '62

Joyce McMahon Hank '52

William J. Schmuhl, Jr.

OFFICERS OF THE COLLEGE

Carol Ann Mooney '72

President

Patricia Ann Fleming

*Provost and Senior Vice President
for Academic Affairs*

Susan K. Bolt

*Vice President for Finance
and Administration*

Mona C. Bowe

Vice President for Enrollment Management

Karen A. Johnson

Vice President for Student Affairs

Shari M. Rodriguez

Vice President for College Relations

Judith R. Fean

Vice President for Mission

ADMINISTRATION

Constance Adams '08, M.S.W.

Director, Violence Against Women

Alexander Bauer, M.Ed.

Admission Counselor

Jacqueline Bauters '04, M.S.

Cross Country Coach, Athletics

Richard Baxter, B.F.A.

Director, Campus and Community Events

Michael Boehm, B.S.

Chief Information Officer

Susan Bolt, M.B.A.

Vice President, Finance and Administration

Mona Carrandi Bowe, B.S.

Vice-President, Enrollment Management

Ben Bowman

Director, Facilities

Laura Brandenburg, B.F.A.

Director, Advancement Services

Anita Brandon, B.S.

Programmer Analyst

Sarah Braun '08, M.B.A.

Admission Counselor

Aaron Bremyer, M.A.

Director, Writing Center

Kathleen Brown, M.B.A.

Director, Financial Aid

Stephanie Brown '05, B.A.

Associate Director, Admission

Tracya Brown, B.S.

Programmer Analyst

Shannon Buchmann '01, B.B.A.

Student Accounts Manager

Erika Buhring, Ph.D.

Director, Office for Civic and Social Engagement

Stephanie Burke, B.S.

Assistant Director, Reunion Giving

Kathleen Carlson, M.S.M.

Director, Purchasing

Adaline Cashore '70, B.A.

Director, Donor Relations

Karen Chambers, Ph.D.

Coordinator, Ireland On-campus Program

Cheng Chen, M.S.

Assistant Director, Web Communications

Gina Christiana, M.S.W.

Counselor, Counseling Center

Kelly Courington '14, B.A.

Assistant Director, Phonathon

Terra Cowham, M.Ed.

*Assistant Director, International Student/
Scholar Services and English Language School*

Susan Dampeer '72, B.A.

Special Assistant to the President

Angela Delfine, B.A.

Hall Director, Holy Cross

Mana Derakhshani, Ph.D.

*Associate Director, Center for Women's
Intercultural Leadership*

Patricia Doyle, B.M.

Director, Corporate/Foundation Relations

Merideth Drudge '00, B.A.

Networking/System Administrator

Wanda Dudley, B.S.

Assistant Director, Admission

Valerie Efta, B.A.

Assistant Director, Admission

Michelle Egan '93, B.A.

Associate Director, Center for Spirituality

Erica Emanuel, B.A.

Budget Analyst

Judith Fean, M.A.

Vice President, Mission

Mary Firtl, B.F.A.

Senior Graphic Designer

Patricia Ann Fleming, Ph.D.

*Provost and Senior Vice President,
Academic Affairs*

Daniel Flowers, M.A.

Director, Institutional Research

Jayne Fogle, B.A.

Director, Learning Tree

Janet Fore, M.L.S.

Director, Cushwa-Leighton Library

Elizabeth Fourman '97, M.S.N.

Director, Women's Health

Diane M. Fox, M.A.

Director, Student Success

Melissa Fruscione, J.D.

Associate Director, Graduate Admission

Heather Frey, B.A.

Director, Annual Fund

Sarah Gallagher Dvorak '99, M.A.

Director, Admission

David Garipey

Director, Security

Iris Giamo, M.A., M.Ed

Specialist for Students with Disabilities

Jack Gibbs, B.A.

Programmer/Analyst

Colleen Golden, '12, B.A.

Admission Counselor

Ashley Hall, M.Ed.

Assistant Director, Residence Life

Kathleen Hausmann, B.A.

Coordinator, Student Computing

Jennifer Henley, M.A.

*Basketball Coach, Director of Intramurals,
Assistant Director, Athletics*

James Herschel, M.B.A.

Controller

Vickie Hess, Ph.D.

Dean of Faculty

Steve Hideg, B.S.E.

Integrated Technologies, Programmer Analyst

Cynthia Horton-Cavanaugh, B.S.N.

Nurse

Brittany House, M.Ed.

Director, Student Involvement

Bonnie Howard, B.G.S.

Microcomputer Support Specialist

Kathleen Hussey '80, B.A.

Director, Major Gifts

Joseph M. Incandela, Ph.D.

Associate Dean of Faculty

Melissa Jackson, B.A.

Assistant Director, Annual Giving

Emily James, M.S.

Director, Major Gifts

Stacie Jeffirs, M.S.

Director, Career Crossings Office

Gloria Jenkins, M.A.

Director, Multicultural Services

Jessica Johnson, B.A.

Campaign Communications Assistant

Karen Johnson, M.A.

Vice President, Student Affairs

Pam Johnson

Assistant Registrar

Heather Jolly '05, M.A.

Assistant Director, Alumnae Relations

Joni Kanzler, M.L.S.

Director, Research for Development

Anne Knauf '14, B.B.A.

Admission Counselor

Jason Kolean, M.S.

Trainer, Athletics

Elizabeth Koultourides '93, B.A.

Director, Development

John Kovach, B.G.S.

Archivist

Jessica Krassow, B.A.

Assistant Director, Financial Aid

Mark Kubacki

Superintendent, Grounds

April Lane, M.A.

Assistant Director, 1st Year Studies

Adrienne Latson, B.A.

Staff Writer

Kenneth Lavery, B.B.A.

Director of Marketing Services

Veronica Lebbin, B.S.N.

Nurse

Amy Long, M.A.

Lacrosse Coach, Athletics

Ann Mason '08, B.A.

Assistant Director, External Events

Brian Matve, M.A.

Research Analyst

Joan McClendon, M.A.

Associate Project Director, — WEI

Sarah Miesle '07, B.A.

Director, Sports Information

Daniel Miller, B.A.

Director, Web/Interactive Communications

Peggy Miller, B.S.

Chemical Hygiene Officer

Carol Ann Mooney '72, J.D.

President

Kimberly Moore, B.S.

Golf Coach, Athletics

Jeff Noel, B.S.

Report Writer

Todd Norris, M.A.

Registrar

Richard Nugent, Jr., J.D.

College Counsel

Gwen O'Brien, B.S.

Director, Media Relations

Kara O'Leary '89, M.S.A., M.A.

Executive Director, Alumnae and College Relations

Samira Payne, M.Ed.

Assistant Director, Office for Civil and Social Engagement

John Pearson, CSC, M.T.S., J.D.

Campus Minister-Priest

Kristina Pendley, M.A.

Clinical Director, Counseling Center

Lisa Peppers '87, B.A.

Assistant Director, Internal Events

Rachel Piontek '10, B.A.

Assistant Director, Admission

Portia Prebys '66, Ph.D.

Director, Rome Program

Selvin Quire, Jr., B.A.

Assistant Director, Financial Aid

Marilyn Rajski

Director, Building Services

Shari Rodriguez, B.S.

Vice President, College Relations

Lindsay Romeo, B.A.

Admission Counselor

Kathleen Saville, M.ED.

Director, Instructional Technology

Julie Schroeder-Biek '88, B.A.

Director, Athletics

Hong Shaddy, Ph.D.

Director, Instructional and Support Technology for Graduate Programs

Martha Smith, B.S.

Project Director — WEI

Thomas Smith, B.A.

Director, Major Gifts

Curt Sochocki, A.D.

Senior Graphic Designer

Sondra Solloway '07, M.L.S.

Research Analyst

Austin Stahly, B.S.

Manager, Energy and Facilities Projects

James Stano, M.A.

Assistant Director, Career Crossings Office

Janielle Tchakerian, M.ED.

Assistant Vice President, Director, Residence Life and Community Standards

Sally Thomas, M.S.W.

Hall Director, Le Mans

Susan Trawitz

Microcomputer Support Specialist

Susan Vanek '70, M.A.

Associate Dean for Advising, Director, 1st Year Studies

Rita Patricia Veron, M.S.

Associate Director, Admission

Jill Vihtelic, M.B.A.

Coordinator, European Study Abroad

William Waymouth

Head, Media Center

Kalyn Whitaker, B.S.

Assistant Director, Arts and Education Programs

Regina Wilson, M.Div., M.M.

Assistant Director, Campus Ministry

Daniel Woods, M.S.

Compliance Officer, Security

Jennifer Wright, M.S.

Senior Academic Advisor, 1st Year Studies

Siqin Yang, Ph.D.

Director, Global Education

Jacquelyn Zales, B.A.

Admission Counselor

Bruno Zovich, M.S.

Director, Administrative Computing

FACULTY

Mark Abram-Copenhaver

Associate Professor of Theatre

B.A., Lycoming College;

M.F.A., Illinois State University.

Susan Alexander

Professor of Sociology

B.A., M.A., Illinois State University;

Ph.D., Southern Illinois University.

Ann Marie Alfonso-Forero

Assistant Professor of English

B.A., Boston University;

M.A., and Ph.D., University of Miami.

Laura Williamson Ambrose

Associate Professor of Humanistic Studies

B.A., Rutgers University;

Ph.D., University of Michigan.

Tracy Anderson

Associate Professor of Nursing

B.S.N., M.S.N., University of Michigan;

Ph.D., Johns Hopkins University.

Sister Kathleen M. Antol, BVM

Assistant Professor (Emerita) of Chemistry

B.A., Mundelein College;

M.S., University of Missouri;

Ph.D., Texas Woman's University.

Teresa Aubele-Futch

Assistant Professor of Psychology

B.S., Southampton College;

Ph.D., Stony Brook University.

Marne L. Austin

Assistant Professor of Communication Studies

B.A., Northern Arizona University;

M.A., University of New Mexico;

Ph.D., Bowling Green State University.

Don S. Balka

Professor (Emeritus) of Mathematics

B.S., Missouri Valley College;

M.S. Indiana University;

M.S., Saint Francis College;

Ph.D., University of Missouri.

Dale A. Banks

Associate Professor (Emeritus) of Education

B.A., Central Methodist College;

M.A., Webster University;

Ph.D., Southern Illinois University.

Toni Barstis

Professor of Chemistry; Coordinator,

Engineering

B.S., Aquinas College;

M.S., Ph.D., University of Michigan.

Susan Baxter

Senior Lecturer in Communication Studies

Director, Writing Program

B.S., Seton Hill University;

M.F.A., Indiana University-Bloomington.

J. Philip Bays

Professor (Emeritus) of Chemistry

B.A., Northwestern University;

Ph.D., University of Wisconsin.

Matthew Becker

Assistant Professor of Chemistry

B.S., Emporia State University;

M.S., Ph.D., University of Notre Dame.

Joseph Marc Belanger*

Associate Professor of Political Science

B.A., University of California, Santa Cruz;

Ph.D., University of Massachusetts.

Joseph J. Bellina, Jr.

Professor (Emeritus) of Physics

B.A., Ph.D., University of Notre Dame.

Ian Bentley

Assistant Professor of Physics

B.S., New Mexico Institute of Mining
and Technology;
M.S., Ph.D., University of Notre Dame.

Linda Berdayes

Associate Professor (Emerita)

of Communication Studies

B.S.W., M.A., Ph.D., The Ohio State
University.

Melissa B. Bialko

Professional Specialist in Costume Design

B.A., Ashland University;
M.F.A., The Ohio State University.

Tiffany Johnson Bidler

Assistant Professor of Art

B.A., Vassar College;
M.A., Ph.D., University of Minnesota.

Theodore M. Billy

Professor (Emeritus) of English

B.A., King's College;
M.A., Ph.D., State University of New York
at Binghamton.

Thomas F. Bonnell

Professor of English

B.A., Saint Olaf College;
M.A., Ph.D., University of Chicago.

Aaron Bremyer

Adjunct Instructor; Director, Writing Center

B.S.E., M.A., Emporia State University;
A.B.D., University of Connecticut.

Dionne Bremyer

Assistant Professor of English

B.S., Florida State University;
M.A., Rhode Island College;
Ph.D., Georgia State University.

Kurt Buhning*

Associate Professor of Religious Studies

B.A., Grinnel College;
M.A., University of Chicago;
Ph.D., University of Chicago Divinity School.

JoAnn M. Burke

Associate Professor of Social Work;

Coordinator, Gerontology

B.S.N., University of Cincinnati;
M.S.S., Ph.D., Bryn Mawr College.

Marcia Burns

Librarian (Emerita)

B.A., Marycrest College;
M.A.L.S., Rosary College.

Eugene A. Campanale

Associate Professor (Emeritus) of Education

A.B., M.A., University of Notre Dame;
Ed.D., Indiana University.

Joseph Cardinale

Assistant Professor of English

B.A., State University of New York;
M.F.A., University of Massachusetts;
A.B.D., University of Hawaii Manoa.

Sister Amy L. Cavender, CSC

*Associate Professor of Political Science;
and Director of the Center for Academic
Innovation*

B.A., Gustavus Adolphus College;
M.A., Ph.D., University of Notre Dame.

John J. Cerngul, CPA

*Assistant Professor of Business Administration
and Economics*

B.B.A., University of Notre Dame;
J.D., University of Memphis.

Consuelo Cervantes

Assistant Professor of Modern Languages

B.A., M.A., San Diego State University;
A.B.D., University of California, Davis.

Karen Chambers

Associate Professor of Psychology;

B.A., State University of New York
at Buffalo;
M.A., Ph.D., Kent State University.

Peter Checca

*Adjunct Assistant Professor of Modern
Languages; Director, Rome Program*

B.A., Boston State College;
M.A., Middlebury College;
Ph.D., Pennsylvania State University.

InSook Chung

Professor of Education

B.A., Korean National Open University;
M.A., Ph.D., University of Missouri.

Ann Kramer Clark

Professor (Emerita) of Philosophy

B.A., Smith College;
Ph.D., The University of Texas at Austin.

Rosalind E. Clark

Professor (Emerita) of English

B.A., M.A., Ph.D., University
of Massachusetts.

Christopher Cobb*

Associate Professor of English;

Coordinator, Environmental Studies

B.A., Swarthmore College;
M.A., M.Phil., Ph.D., Yale University.

Mary V. Connolly

Associate Professor (Emerita) of Mathematics

A.B., Manhattanville College of the
Sacred Heart;

A.M., Brown University;
M.S., University of Illinois.

Sister Miriam Cooney '51

Professor (Emerita) of Mathematics

B.S., Saint Mary's College;
M.S., University of Notre Dame;
Ph.D., University of Chicago.

Suzanne Cox

*Adjunct Instructor and Director
of the Math Center*

B.A., Hanover College;
M.A., Western Michigan University.

Nancy D'Antuono

Professor (Emerita) of Modern Languages

A.B., Hunter College;
M.A., Ph.D., University of Michigan.

Stacy Davis*

*Associate Professor of Religious Studies;
Gender and Women's Studies*

B.A., University of Tulsa;
M.T.S., Phillips Theological Seminary;
Ph.D., University of Notre Dame.

Amalia de la Torre

*Associate Professor (Emerita) of Modern
Languages*

LL.D., University of Havana;
B.A., M.A., Indiana State University;
Ph.D., Indiana University.

Mana Derakhshani

*Professor of Modern Languages; Associate
Director, Center for Women's Intercultural*

Leadership; Coordinator, Intercultural Studies
B.A., M.A., Ph.D., University of Utah.

Jack Detzler

Professor (Emeritus) of History

A.B., Indiana University;
A.M., University of Wisconsin;
Ph.D., Indiana University.

Indi Dieckgrafe-Dreyer

Professor of Dance

B.F.A., Wichita State University;
M.F.A., University of Illinois.

Rosemary Jantzen Doherty

Associate Professor (Emerita) of English

B.A., M.A., Ph.D., University of
Notre Dame.

Brother Bernard Francis Donahoe

Associate Professor (Emeritus) of History

B.A., M.A., Ph.D. University of Notre Dame.

Michaela G. Duffy

Professional Specialist in Scenography

B.A., University of Missouri;
M.F.A., Illinois State University.

Christopher Dunlap*

Associate Professor of Chemistry

B.A., Illinois Wesleyan University;
Ph.D., University of Minnesota.

Sylvia Dworski

Professor (Emerita) of Modern Languages

B.A., Connecticut College;
M.A., Ph.D., Yale University.

Kara W. Eberly

Associate Professor (Emerita) of Biology

B.A., M.S., M.A., Indiana University;
Ph.D., University of Notre Dame.

Keith J. Egan

Professor (Emeritus) of Religious Studies
M.A., The Catholic University of America;
Ph.B., Mount Carmel College;
Ph.D., Cambridge University.

Laura Elder

*Assistant Professor of Global Studies
and Intercultural Studies*
B.S., University of Arizona;
Ph.D., City University of New York.

Jane A. Eleff

Professional Specialist in Biology
B.S., Purdue University;
M.B.A., Indiana University at South Bend.

Jennifer Essig

*Assistant Director of Clinical Practice for
Communicative Sciences and Disorders*
B.S., Ithaca College;
M.A., University of Colorado at Boulder.

Nano Farabaugh

Associate Professor (Emerita) of Nursing
B.A., College of Saint Teresa;
M.S., University of Massachusetts; R.T.C.,
William Glasser Institute.

Dawn Farmer

Assistant Professor of Music (Visiting)
B.M., University of Arizona;
M.A., University of Maryland;
Ph.D., Arizona State University.

Dorothy M. Feigl

*Professor of Chemistry; Holder of the Denise
DeBartolo York Faculty Chair in Science*
B.S., Loyola University, Chicago;
Ph.D., Stanford University.

Jennifer E. Fishovitz

Assistant Professor of Chemistry and Physics
B.S., Gannon University;
Ph.D., Case Western Reserve University.

Colleen A. Fitzpatrick

Associate Professor of Communication Studies:
B.A., Purdue University;
M.A., University of Colorado, Boulder;
Ph.D., Bowling Green State University.

Patricia Ann Fleming

*Provost and Senior Vice President for
Academic Affairs; Professor of Philosophy*
B.A., Marygrove College;
M.A., Ph.D., Washington University.

Thomas A. Fogle

Professor of Biology
B.A., Thiel College;
M.A., Southern Illinois University;
Ph.D., North Carolina State University.

Janet Fore

Director, Cushwa-Leighton Library
B.A., Berea College;
M.L.S., University of Arizona.

John Fotopoulos

Associate Professor of Religious Studies
B.A., Hellenic College;
M.Div., Holy Cross Greek Orthodox
School of Theology;
Ph.D., Loyola University, Chicago.

Ula Gaha

Librarian
B.A., Augusta State University;
M.L.I.S., M.A., University of South
Carolina.

Gerald L. Gingras

*Associate Professor (Emeritus) of Modern
Languages*
B.S., Central Connecticut State College;
M.A., Ph.D., Indiana University.

Amy Larrison Gillan

Assistant Professor of Education
B.S., M.S., Indiana University;
Ph.D., Purdue University.

Sandra Ginter*

Associate Professor of Art
B.F.A., Kansas City Art Institute;
M.F.A., Cranbrook Academy of Art.

Sister Maureen Grady, CSC

Professional Specialist in Nursing
B.S.N., Loyola University;
M.A., Christian Theology Seminary;
D.Min., Christian Theology Seminary.

Catherine G. Green

Associate Professor (Emerita) of Education
B.A., Purdue University;
M.A., Northwestern University;
Ph.D., Northern Illinois University.

Kathryn Haas

Assistant Professor of Chemistry
B.S., Gettysburg College;
Ph.D., Duke University.

Marianne Hahn

Senior Lecturer in Modern Languages
B.A., M.A., University of Notre Dame.

Laura E. Haigwood

Professor of English
B.A., M.A., Ph.D., University
of California.

Kelly Hamilton '80

Associate Professor of History
B.A., Saint Mary's College;
M.A., Ph.D., University of Notre Dame.

Ella S. Harmeyer

Associate Professor of Nursing
B.S.N., Indiana University;
M.S., University of North Carolina.

Clayton W. Henderson

Professor (Emeritus) of Music
B.F.A., M.F.A., Ohio University;
Ph.D., Washington University.

William A. Hickey

President (Emeritus); Professor of Biology
B.S., King's College;
M.S., Ph.D., University of Notre Dame.

Joyce Lucas Hicks*

*Associate Professor of Business Administration
and Economics*
B.S., University of San Francisco;
M.B.A., University of Notre Dame.

Philip Hicks*

Professor of Humanistic Studies
B.A., University of Notre Dame;
M.A., University of Cambridge;
M.A., Ph.D., Johns Hopkins University.

Kathy Higgs-Coulthard

Professional Specialist in Education
B.S., University of Nebraska;
M.S., Indiana University South Bend;
A.B.D., Northeastern University.

Suzanne Hinnefeld

Librarian
B.A., Hanover College;
M.L.S., Indiana University.

Helen K. Ho

Assistant Professor of Communication Studies
B.S., B.A., Northwestern University;
Ph.D., University of Michigan.

Jill Hobgood '83

Librarian
B.A., Saint Mary's College;
M.L.S., Indiana University.

Krista K. Hoefle

Associate Professor of Art
B.F.A., Savannah College of Art and Design;
M.F.A., Pennsylvania State University.

Robert J. Hohl

Reference Librarian (Emeritus)
B.A., University of Detroit;
M.L.S., McGill University.

**Sister Bernice Hollenhorst, CSC,
'60**

*Director (Emerita), Cushwa-Leighton
Library*
B.A., Saint Mary's College;
M.A.L.S., Rosary College.

Sister Eva Mary Hooker, CSC, '63

Professor of English
B.A., Saint Mary's College;
M.A., University of Notre Dame;
Ph.D., State University of New York
at Buffalo.

Colleen Hoover*

Associate Professor of Mathematics
B.A., University of Dayton;
M.S., Ph.D., University of Notre Dame.

Donald N. M. Horning

Professor (Emeritus) of Sociology

A.B., Kalamazoo College;
M.A., Ph.D., Indiana University.

Anita M. Houck

Associate Professor of Religious Studies;

B.A., Wesleyan University;
M.Ed., Harvard University;
Ph.D., University of Chicago.

Amy Houser '97

Professional Specialist in Chemistry

B.S., Saint Mary's College;
M.S., Illinois Institute of Technology.

Joseph M. Incandela

Professor of Religious Studies; Holder of the

Joyce McMahon Hank Aquinas Chair in Catholic Theology; Associate Dean of Faculty
B.A., University of Notre Dame;
M.A., Ph.D., Princeton University.

Jeffrey Jacob

Professor (Emeritus) of Music

B.M., University of Cincinnati;
M.M., The Julliard School;
D.M.A., Johns Hopkins University.

Richard Jensen

Professor (Emeritus) of Biology

B.S., M.S., Austin Peay State University;
Ph.D., Miami University.

Carla Johnson

Professional Writing Specialist (Emerita)

B.A., Indiana University, South Bend;
Ph.D., University of Notre Dame.

Phyllis Kaminski

Professor of Religious Studies

B.A., College of Notre Dame;
M.S., Georgetown University;
M.A., Fordham University;
Ph.D., Toronto School of Theology.

Mary Ann Kanieski

Assistant Professor of Sociology

B.A., Central Michigan University;
M.S., Ph.D., Purdue University.

Sister M. Cecilia Ann Kelly, CSC, '51

Professor (Emerita) of Art

B.A., Saint Mary's College;
M.F.A., University of Utah.

Patricia A. Keresztes

Associate Professor of Nursing

B.S.N., Indiana University, South Bend;
M.S.N., Ph.D., University of Illinois
at Chicago.

Reena Lamichhane Khadka

Assistant Professor of Biology

B.S., and M.S., Tribhuvan University,
Kathmandu Nepal;
Ph.D., New Mexico State University.

Renée Kingcaid

Professor of Modern Languages

B.A., Ohio Dominican College;
M.A., Ph.D., The Ohio State University.

Sister Mary Jean Klene, CSC, '59

Professor (Emerita) of English

B.A., Saint Mary's College;
M.A., University of Notre Dame;
Ph.D., University of Toronto.

Laura N. Kloepper

Assistant Professor of Biology

B.A., Boston University
Ph.D., University of Hawaii at Mānoa.

Frances Bernard Kominkiewicz*

Professor in Social Work

B.S.W., M.S.W., Indiana University,
Indianapolis;
M.S.A., Ph.D., University of Notre Dame.

Michael R. Kramer*

Professor of Communication Studies

B.S., Winona State University;
J.D., University of Wisconsin, Madison;
M.A., University of Wisconsin, Milwaukee;
Ph.D., University of Minnesota.

Kristin Kuter

Associate Professor of Mathematics

B.A., University of Wisconsin;
M.A., Ph.D., University of California.

Susan Latham '91*

Associate Professor of Communicative Sciences and Disorders

B.A., Saint Mary's College;

M.A., Ph.D., Michigan State University.

Loretta Li

Associate Professor of Education

B.S., M.A., Ph.D., University of Kansas.

Julia Long

Reference Librarian (Emerita)

B.A., Butler University;

M.L.S., Indiana University.

Ann Loux

Professor (Emerita) of English

B.A., Maryville College;

M.A., University of Chicago;

Ph.D., University of Virginia.

Janet A. Lovett

Director of Clinical Practice for

Communicative Sciences and Disorders

B.A., M.S., University of Michigan.

Laurie Lowry

Lecturer in Dance

B.A., Butler University;

M.A., University of Hawaii.

Adrienne Lyles-Chockley

Assistant Professor of Philosophy and Justice Education (Visiting)

B.A., Iowa State;

M.A., Ph.D., University of Colorado

J.D., University of Notre Dame

Beatrice Lynch

Associate Professor (Emerita) of Nursing

B.S., M.A., Ed.S., Central Michigan

University.

Cassie Majetic

Associate Professor of Biology

B.S., Allegheny College;

Ph.D., University of Pittsburgh.

Sister M. Elena Malits, CSC, '59

Professor (Emerita) of Religious Studies

B.A., Saint Mary's College;

M.A., Saint Mary's Graduate School of Theology;

Ph.D., Fordham University.

Gail P. Mandell

Professor (Emerita) of Humanistic Studies

B.A., Maryville College of the

Sacred Heart;

M.A., University of Michigan;

Ph.D., University of Notre Dame.

Katherine Marschall

Catalog Librarian

B.A., M.L.S., Indiana University.

Terence J. Martin, Jr.

Professor of Religious Studies

B.A., M.A., Indiana University;

Ph.L., Catholic University of America;

Ph.D., University of Chicago.

Charles Martucci

Associate Professor (Emeritus) of Social Work

B.A., St. Francis College;

M.S.W., University of Pennsylvania.

Mary Martucci

Associate Professor (Emerita) of Nursing

B.S., M.A., Duquesne University;

Ph.D., University of Notre Dame.

Deborah A. McCarthy

Professor (Emerita) of Chemistry

B.S., Seattle University;

M.S., Ph.D., The Ohio State University.

Margaret McCarthy '58

Counselor/Lecturer (Emerita) for Ireland Program

B.A., Saint Mary's College;

M.A., University College, Dublin.

Kevin McDonnell

Professor (Emeritus) of Philosophy

B.A., Manhattan College;

Ph.D., Georgetown University.

Grace Sullivan McGuire

Associate Professor (Emerita) of Education
B.A., University of Kansas;
M.A., Northwestern University.

Emily J. McManus

Assistant Professor of Music
B.M., University of Wyoming;
M.A., Ph.D., University of Minnesota
Twin Cities.

Richard F. Measell

Assistant Professor (Emeritus) of Economics
B.A., Furman University;
M.A., Ph.D., University of Maryland.

Nancy Menk*

*Professor of Music; Holder of the Mary
Lou and Judd Leighton Chair in Music*
B.A., M.A., Indiana University
of Pennsylvania;
M.M., D.M.A., University of Cincinnati.

Mary Ann Merryman, CPA, CFE

*Professor of Business Administration and
Economics*
B.S., Manchester College;
M.S.A., University of Notre Dame.

Joseph Miller

Associate Professor (Emeritus) of Psychology
A.B., Lycoming College;
M.A.C.T., Ph.D., University of Tennessee.

Ewa Misiolek

Associate Professor of Mathematics
M.A., State University of New York
at Stony Brook;
Ph.D., University of Notre Dame.

Montserrat Mochón

Assistant Professor of Modern Languages
C.A.P., M.A., University of Grenada;
Ph.D., State University of New York at
Albany.

Aaron M. Moe

Assistant Professor of English
B.A., Trinity Western University;
M.A., Union Institute;
Ph.D., Washington State University.

Abrar Fitwi Mohammad

*Assistant Professor of Business Administration
and Economics*
B.A., and M.B.A., Addis Ababa University;
M.S., Ph.D., Texas Tech University.

Robert Morse

Senior Lecturer in Modern Languages
B.A., University of Pennsylvania;
M.B.A., George Mason University;
M.A., University of Virginia.

Zae Munn

Professor of Music
B.M., Roosevelt University;
M.M., D.M.A., University of Illinois.

Juliana Mwose

Assistant Professor of Nursing
B.S.N., Indiana University South Bend;
M.S.N., Indiana University Purdue
University at Indianapolis;
D.N.P., Valparaiso University.

The Rev. David Murphy

*Associate Professor (Emeritus)
of Religious Studies*
B.A., Mount Carmel College;
M.Th., Catholic University of America;
M.A., University of Chicago;
Ph.D., University of Notre Dame.

Nancy Nekvasil*

Professor of Biology
B.S., New Mexico State University;
Ph.D., University of Notre Dame.

Kayode Oshin

Assistant Professor of Chemistry
B.S., Emporia State University;
Ph.D., Kansas State University.

Oluyinka Grace Osunnuga

Assistant Professor of Nursing
B.S.N., Indiana Wesleyan University;
M.S.N., Ball State University;
A.B.D., University of Missouri.

Donald Paetkau

Associate Professor of Biology
B.S., M.S., University of Manitoba;
Ph.D., University of Notre Dame.

Cindy Palmer '79

Visiting Assistant Professor in Biology
B.S., Saint Mary's College;
M.S., Indiana University;
Ph.D., University of Notre Dame.

H. James Paradis

Professor (Emeritus) of Art
B.S., M.A.T., Indiana University.

Thomas Parisi

Professor (Emeritus) of Psychology
B.S., Union College;
M.A., New York University;
Ph.D., University of Rochester.

Linda S. Paskiewicz*

Professor and Director of Nursing; Holder of the Marjorie A. Neuhoff Chair in Nursing
B.S.N., Lewis University;
M.S., Ph.D. University of Illinois.

Annette Peacock-Johnson

Associate Professor of Nursing
B.S.N., Illinois Wesleyan University;
M.S.N., Wayne State University;
A.B.D., Case Western University.

Catherine Pellegrino

Librarian
B. Mus., Oberlin College;
M. Phil., Ph.D., Yale University;
M.S.L.S., University of North Carolina,
Chapel Hill.

Charles F. Peltier

Associate Professor of Mathematics
B.S., College of the Holy Cross;
M.S., Ph.D., University of Notre Dame.

Lola Mae Johnson Philippsen

Collection Development/Interlibrary Loan Librarian (Emerita)
B.A., B.A.L.S., University of Washington.

Patrick Pierce

Professor of Political Science
B.A., San Diego State University;
M.A., Ph.D., Rutgers University.

Richard C. Pilger, Jr.

Professor (Emeritus) of Chemistry
B.S., University of Notre Dame;
Ph.D., University of California.

Catherine Pittman

Associate Professor of Psychology
B.S., Central Michigan University;
M.A., Ph.D., Northern Illinois University.

Ann Plamondon

Professor (Emerita) of Communication Studies
B.A., Furman University;
M.A., Ph.D., Emory University;
J.D., University of Notre Dame.

Thomas R. Platt

Professor (Emeritus) of Biology
B.A., Hiram College;
M.S., Bowling Green State University;
Ph.D., University of Alberta.

Charles Poinatte

Professor (Emeritus) of History
B.A., M.A., Western Michigan University;
Ph.D., University of Pittsburgh.

Mary K. Porter

Professor of Mathematics
B.A., St. Norbert College;
M.A., University of Colorado;
Ph.D., Syracuse University.

Portia Prebys '66

Director, Rome Program; Lecturer of History (Rome Campus)
B.A., Saint Mary's College;
Laurea, University of Sassari, Italy.

Cyriac K. Pullapilly

Professor (Emeritus) of History
A.B., Saint Thomas College, India;
Ph.D., University of Chicago.

Isis Quinteros

Professor (Emerita) of Modern Languages
B.A., M.A., Universidad de Chile;
Ph.D., Universidad de Madrid, Spain.

Joel R. Ralston

Assistant Professor of Biology
B.S., Oswego State University;
Ph.D., University of Albany.

Jerry R. Rank

Professor (Emeritus) of Modern Languages
A.B., Drury College;
M.A., Ph.D., University of Wisconsin.

Claude D. Renshaw

Professor (Emeritus) of Business Administration and Economics
B.A., M.B.A., Michigan State University;
C.P.A.

Marcia Rickard

Associate (Emerita) Professor of Art
B.A., Indiana University;
A.M., Ph.D., Brown University.

Michael Robinson

Associate Professor (Emeritus) of Business Administration and Economics
A.B., Indiana University;
M.B.A., Loyola University.

John Ruhe

Professor (Emeritus) of Business Administration and Economics
B.A., Valparaiso University;
M.B.A., Indiana University;
Ph.D., University of Florida.

Terri L. Russ

Associate Professor of Communication Studies
B.A., Ph.D., Purdue University;
J.D., DePaul University.

Alissa Russell

Assistant Professor of Psychology
B.A., M.A., Ph.D., University of Notre Dame.

Leonard Sanchez

Professional Specialist in Social Work
B.A., University of Portland;
M.S.W., Arizona State University.

Billy Ray Sandusky

Professor (Emeritus) of Art
B.F.A., Indiana University;
M.F.A., Tulane University.

Sonalini Kaur Sapra

Assistant Professor of Political Science and Gender and Women's Studies
B.A., Lady Shri Ram College, Delhi University, India;
M.A., University of Warwick, United Kingdom;
Ph.D., Vanderbilt University.

Sean Savage

Professor of Political Science
B.A., Assumption College;
M.A., Syracuse University;
Ph.D., Boston College.

Patricia A. Sayre

Professor of Philosophy
B.A., Wheaton College;
Ph.D., University of Notre Dame.

Sandy Schneider

Professor of Communicative Sciences and Disorders
B.S., Western Michigan University;
M.S., Vanderbilt University;
Ph.D., Northwestern University.

William N. Shannon III

Associate Professor (Emeritus) of Business Administration and Economics
B.S., Carnegie Institute of Technology;
M.B.A., University of Toledo.

John R. Shinnars

Professor of Humanistic Studies; Holder of the Bruno P. Schlesinger Chair in Humanistic Studies
B.A., Loyola University New Orleans;
M.A., Ph.D., University of Toronto.

Catherine A. Shoupe

Professor (Emerita) of Anthropology
B.A., M.A., Ph.D., Indiana University.

Peter D. Smith

Professor (Emeritus) of Mathematics
A.B., College of the Holy Cross;
M.S., United States Naval Postgraduate School;
M.S., Michigan State University;
Ph.D., University of Wisconsin.

Joanne R. Snow*

Professor of Mathematics

B.A., Loyola College Baltimore;
M.S., Ph.D., University of Notre Dame.

Bettina Spencer*

Associate Professor of Psychology

B.A., Eugene Lang College;
M.A., Ph.D., New School for Social
Research.

David R. Stefancic

Professor of History

B.A., Ph.D., University of Wisconsin;
M.A., Marquette University.

Rebecca M. Stoddart

Professor of Psychology

B.A., Pennsylvania State University;
M.A., Ph.D., Southern Illinois University.

Julie A. Storme

Professor of Modern Languages

B.A., Augustana College;
M.A., Ph.D., Northwestern University.

Terri Go Suico

Assistant Professor of Education

B.A., M.A., Vanderbilt University;
Ph.D., Boston University.

Katherine Sullivan

Associate Professor of Theatre

B.A., Eastern Illinois University;
M.F.A., Illinois State University.

Anne Susalla

Associate Professor (Emerita) of Biology

A.B., Madonna College;
M.S., University of Detroit;
Ph.D., Indiana University.

William L. Svelmoe*

Professor of History

Co-Director of the Farrell Mentor Program
B.A., University of California, Irvine;
M.Div., Talbot Theological Seminary;
M.A., Ph.D., University of Notre Dame.

Umberto Taccheri

Associate Professor of Modern Languages

A.B., University of Rome "La Sapienza";
Ph.D., University of Pennsylvania.

Richard W. Tarara, Jr.

Professor (Emeritus) of Physics

B.S., Ph.D., University of Notre Dame.

Laurel Thomas

Associate Professor of Music

B.A., Occidental College;
M.M., University of Illinois;
D.M.A., The University of Texas.

Mary Lou Tash Thompson

*Assistant Professor (Emerita) of Physical
Education*

B.S., Hanover College.

Rhonda Tomenko

*Assistant Professor of Communicative Sciences
and Disorders*

B.A., Andrews University;
Ph.D., James Madison University.

Julie Tourtillotte '82

Professor of Art

B.F.A., Saint Mary's College;
M.F.A., Cranbrook Academy of Art.

Mary Ann Traxler

Professor of Education

B.A., Ph.D., Michigan State University;
M.A., Central Michigan University.

George Trey*

Associate Professor of Philosophy

B.A., University of Northern Iowa;
M.A., University of Kansas;
Ph.D., Loyola University of Chicago.

Nancy Turner*

Professor of Education

B.S., Bowling Green State University;
M.S., Youngstown University;
Ph.D., Andrews University.

Douglas Tyler

Professor of Art; Coordinator, Film Studies

B.A., M.A., Michigan State University;
M.F.A., Cranbrook Academy of Art.

Linnea Vacca

Assistant Professor (Emerita) of English
M.A., Ph.D., University of Chicago.

Bogdan Vajiac

Associate Professor of Mathematics
B.S., University of Bucharest, Romania;
Ph.D., University of Notre Dame.

Karen VanMeter

Professional Specialist (Emerita) in Education
B.S., Saint Francis College
M.S., Indiana University South Bend

Susan Vance

Professor (Emerita) of Business Administration and Economics
B.A., University of Massachusetts;
B.S., Illinois State University;
J.D., Thomas M. Cooley Law School.

Calli A. Versagli '09

Assistant Professor Biology
B.S., Saint Mary's College;
Ph.D., University of Notre Dame.

Jill Lynn Vihtelic*

Professor of Business Administration and Economics; Chair of Global Studies; Coordinator, European Study Abroad
B.A., M.B.A., Michigan State University.

Michael M. Waddell

Associate Professor of Philosophy; Holder of the Edna and George McMahon Aquinas Chair in Philosophy
B.A., Cornell College;
M.M.S., Ph.D., University of Notre Dame.

Jamie Wagman

Assistant Professor of History and Gender & Women's Studies
B.J., University of Missouri - Columbia;
M.A., Johns Hopkins University;
Ph.D., Saint Louis University.

Leslie Wang*

Associate Professor of Sociology
B.A., M.A., State University of New York, College at New Paltz;
Ph.D., University of Toledo.

Doris J. Watt

Professor (Emerita) of Biology
B.S., M.S., University of Arkansas;
Ph.D., University of Oklahoma.

Mary A. Wcisel

Associate Professor of Nursing
B.S., Ball State University;
M.S.N., Indiana University.

Ian Weaver

Assistant Professor of Art
B.A., Columbia College;
M.F.A., Washington University in Saint Louis.

Herold D. Weiss

Professor (Emeritus) of Religious Studies
B.A., Southern Missionary College;
M.A., B.D., Andrews University;
Ph.D., Duke University.

Mary Kay Welle

Associate Professor of Nursing
B. A., College of Saint Benedict;
B.S.N., Indiana University, South Bend;
M.S.N., Valparaiso University.

Max Westler

Associate Professor (Emeritus) of English
B.A., Boston University;
M.A., Ph.D., Columbia University.

Sylvia Diehl Whitmer

Associate Professor (Emerita) of Education
B.S., Purdue University;
M.S., Indiana University.

JoAnn G. Widerquist

Associate Professor (Emerita) of Nursing
B.S.N., Indiana University;
M.A., Columbia University;
D.Min., Graduate Theology Foundation.

Susan E. Wiegand

Librarian
B.S., Purdue University;
M.L.S., Indiana University.

Helen Cartier Withey '28

Associate Professor (Emerita) of Religious Studies
B.A., M.A., Saint Mary's College.

Elizabeth Wolf

Assistant Professor of Mathematics

B.S., Bucknell University;

M.A., Ph.D., University of Wisconsin.

Na Xiao

*Assistant Professor of Business Administration
and Economics;*

B.E., Beijing University of Posts &

Telecommunications, China;

M.B.A., TsingHua University, China

Ph.D., Queens University, Canada.

Jennifer Zachman*

Associate Professor of Modern Languages;

Co-Director of the Farrell Mentoring Program

B.A., College of St. Benedict;

M.A., Ph.D., Pennsylvania State University.

Megan Zwart

Assistant Professor of Philosophy

B.A., Calvin College;

Ph.D., University of Notre Dame.

*Department Chair



Alumnae Association

Founded in 1879, the Alumnae Association of Saint Mary's College, Notre Dame, IN, is the seventh oldest women's college alumnae association in the United States, and the oldest among Catholic colleges for women. Alumnae clubs, the Alumnae Memorial Scholarship, community service projects, networking programs, and reunions are among the many programs organized by the Alumnae Association.

BOARD OF DIRECTORS

President

Kelly Walsh '01

Vice President

Annette H. Isom '83

Secretary

Kelly Cook Lewis '97

MEMBERS TO 2016

Lisa Maglio Brown '78

Morago, California

Annette H. Isom '83

Glen Ellyn, Illinois

Sandra A. VanGilder '76

New York, New York

Jennifer Vosters '16

Brookfield, Wisconsin

MEMBERS TO 2017

Frances Broderick '10

Fullerton, California

Dr. Kelly O'Shea Carney '84

Coopersburg, Pennsylvania

Jennifer Paluszak Hadden '96

Bexley, Ohio

Katie Harrison '04

Pittsburgh, Pennsylvania

Kristen Matha '03

Indianapolis, Indiana

Geneviève Morrill '98

Chicago, Illinois

Kelly Ivceвич Noga '92

Indianapolis, Indiana

MEMBERS TO 2018

Rosemary Gill Kenyon '76

Raleigh, North Carolina

Caitlin Brodmerkel Krouse '09

South Bend, Indiana

Kelly Payne '08

Owensboro, Kentucky

Katie Vincer Sears '03

Columbus, Ohio

Katherine Horner Schmitt '85

Cincinnati, Ohio

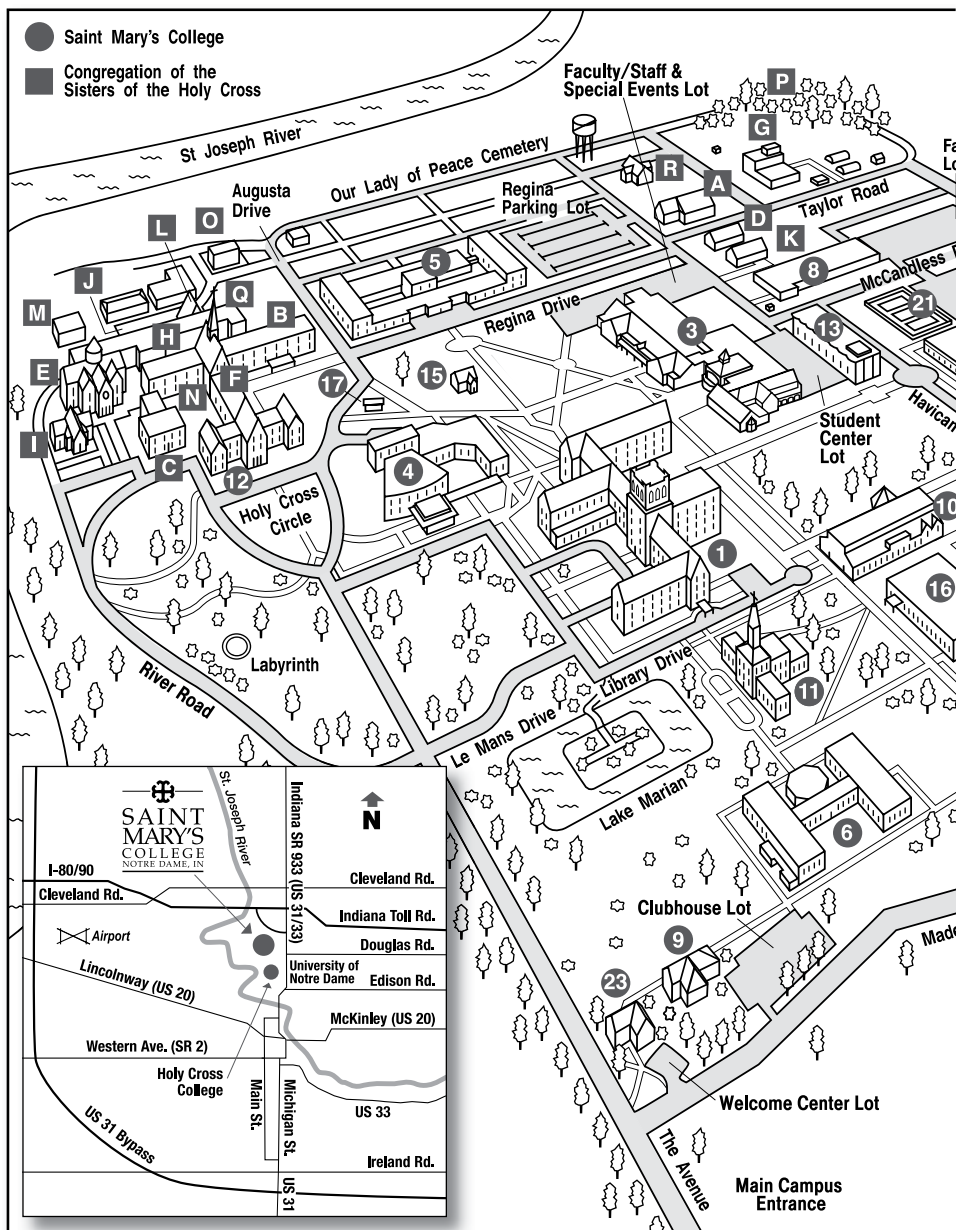
ALUMNAE RELATIONS ADMINISTRATIVE STAFF

Kara M. O'Leary '89

Director of Alumnae Relations

H. Shay Jolly '05

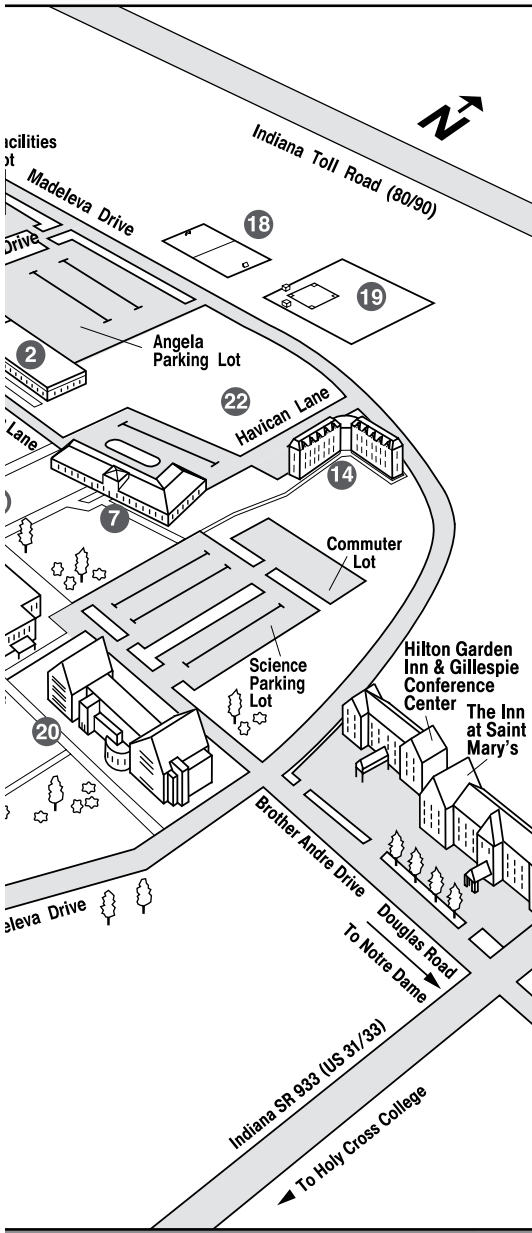
Assistant Director of Alumnae Relations



Directions to campus: From the 80/90 Toll Road take exit 77 (South Bend/Notre Dame) and turn right (south) onto Indiana SR 933 (US 31/33). The first light at The Inn at Saint Mary's is the north campus entrance (turn right onto Brother Andre Drive/Douglas Road). If you continue straight on SR 933, the next light is the main campus entrance (turn right onto The Avenue).

CONGREGATION LOCATIONS

Andre House.....
 Augusta Hall.....
 Bertrand Hall.....
 Bethany Convent.....
 Church of Our Lady of Loretto...
 Center Building.....
 Central Utilities Plant.....
 Convent.....
 Guest House.....



.....A	Holy Family Park.....	J
.....B	House of Shalem.....	K
.....C	Lillie O'Grady Center.....	L
.....D	Loretto Convent.....	M
.....E	Lourdes Hall.....	N
.....F	Mary's Solitude.....	O
.....G	Nature Trail.....	P
.....H	Rosary Hall.....	Q
.....I	St. Bridget's Convent.....	R

COLLEGE LOCATIONS

Admission Office	1
Administrative Offices	1
Alumnae Relations Office	1
Angela Athletic Facility	2
Bookstore	3
Box Office	4
Campus Ministry	5
Career Crossings Office	20
Carroll Auditorium	6
Center for Academic Innovation	20
Center for Spirituality	20
Center for Women's Intercultural Leadership	20
Central Receiving	8
Clubhouse	9
Convenience Store	3
Cyber Cafe	3
Cushwa-Leighton Library	10
Dalloway's Coffee House	9
Development Office	1
Document Center	8
Early Childhood Development Center	7
Facilities Building	8
Financial Aid	1
Haggar College Center	11
Hammes Gallery	4
Havican Hall	7
Holy Cross Hall (residence)	12
Human Resources	8
Information Technology	11
Le Mans Hall (residence)	1
Library	10
Little Theatre/Art Gallery	4
Madeleva Hall	6
Mail Services	8
McCandless Hall (residence)	13
Marketing Communications	11
Moreau Center for the Arts	4
Multicultural Services and Student Programs	3
Noble Family Dining Hall	3
O'Laughlin Auditorium	4
Office for Civic and Social Engagement	3
Office of Special Events	4
Opus Hall (student apartments)	14
Post Office	12
Purchasing	8
President's Office	1
Regina Hall (residence)	5
Registrar	1
Riedinger Alumnae House	15
Science Hall	16
Security Headquarters	17
Shaheen Bookstore	3
Sister Marie Rosaire Gallery	4
Soccer Field	18
Softball Diamond	19
Spes Unica Hall	20
Student Center/Noble Family Dining Hall	3
Tennis Courts	21
Vander Vennet Theatre	3
Volleyball Courts	22
Welcome Center	23


SAINT MARY'S COLLEGE
 NOTRE DAME • INDIANA

saintmarys.edu



Index

Academic Affairs and First Year Studies	49	Career Crossings office	51
academic calendar	4–5, 58	Center for Academic Innovation	52
academic dismissal	61	Center for Women's Intercultural Leadership	52
academic good standing	61	Center for Spirituality	23
academic honesty	66	Chemistry and Physics Department	141
academic load	58	courses (CHEM)	144
academic probation	61	courses (PHYS)	146
academic progress,		major/minor	142
financial aid	42	classification of students	61
academic policies and procedures	58–68	College degree requirements	74
accreditation/memberships	8–9	College Honors and Awards	69–72
adding/dropping a course	59	Communication Studies, Dance	
administration	342	and Theatre Department	147
Admission	15–18	courses (COMM)	149
advanced writing proficiency	94	courses (DANC)	154
advising (Office of Academic Affairs		courses (THTR)	159
and First Year Studies)	49	majors/minors	148, 153, 157
Alumnae Association	359	Communicative Sciences and	
Alumnae Resource Network	52	Disorders Department	161
Angela Athletic Facility	11	courses (CSD)	163
Annunciata Hall	13	major	162
Anthropology Program	216	Computer Science Program	256
courses (ANTH)	217	courses (CPSC)	256
minor	216	minor	256
appeal procedures	59, 61	course numbering	61
Art Department	97	credit by examination	16, 61
courses (ART)	106	Cyber Café	14
majors/minors	98	Dance Program	153
assignment of credit	60	courses (DANC)	154
athletics	19	minor	153
attendance/absence	60	dean's list	64
auditing a course	60	declaration of major/minor	62
Belles Against Violence	19	deferred admission	17
Biology Department	115	degree completion and continuing	
courses (BIO)	122	education	18
majors/minor	117	degree/graduation requirements	73–96
Board of Trustees	341	degrees/majors	73–74
Business Administration		department awards	69–72
and Economics Department	127	deposits	26
courses (BUAD)	133	Disabilities Resource Office	49, 62
courses (ECON)	138	distance education/online courses	62
majors/minors	128, 129	Division of Academic Affairs	49
campus and buildings	11–14	Division for Mission	22
campus life	19–23	Division of Student Affairs	19
campus map	360–361	early admission	16
Campus Ministry	22		

early decision program	15	History Department	219
Economics Program		courses (HIST)	224
courses (ECON)	138	majors/minors	220
major/minor	128	history of the College	8
Education Department	165	Holy Cross Hall	13
courses (EDUC)	171	home-schooled students	16
major/minor/certifications	166	honors	64
Engineering Cooperative Program	74, 177	Humanistic Studies Department	231
English Department	179	courses (HUST)	233
courses, literature (ENLT)	185	major/minor	232
courses, writing (ENWR)	190	incomplete	64
major/minor	180	Independent Study/Internships	64
English Language School	58	Information Technology	9
Environmental Studies Program	193	international programs	52–58, 121, 263, 300
courses (ENVS)	194	international student, admission	17
minor	194	international student scholarship	32
examinations	62	Intercultural Studies Program	235
faculty	345	courses (ICS)	238
fees	25–26	minor	236
Film Studies Program	197	Italian Program	
minor	197	courses (MLIT)	266
financial aid	29–47	minor	262
financial information	25–28	Justice Education Program	227
financing	28	courses (JUST)	240
Four Year Graduation Promise	95	minor	239
French Program		Le Mans Hall	12, 13
courses (MLFR)	264	Library, Cushwa–Leighton	11
minor	261	Madeleva Memorial Classroom	
Gender and Women's Studies Department	199	Building	12
courses (GWS)	204	majors	73–74
major/minor	200	major requirements	94
General Education Program		Mathematics and Computer Science	
(See Sophia Program)	75–93	Department	243
Gerontology Program	331	courses (CPSC)	256
courses	332	courses (MATH)	252
minor	331	majors/minors	244, 256
Global Studies Department	207	McCandless Hall	13
courses (ANTH)	217	mid-semester deficiency	64
courses (GLST)	215	minors, guidelines for optional	94
major/minor	210, 216	Mission Statement	7
grade point average	63	Modern Languages Department	259
grade reports	63	Arabic courses (MLAR)	264
grade scale	63	Chinese courses (MLCH)	264
graduate credit	64	French courses (MLFR)	264
graduation rate	10	German courses (MLGR)	266
graduation requirements	96	Italian courses (MLIT)	266
grants and scholarships	32–36	Modern Language courses (MODL)	271
guide to correspondence		Modern Languages in Translation	
and communication	2	Chinese (MLTC)	271
Haggar College Center	11	Modern Languages in Translation	
Havican Hall	12	French (MLTF)	271

Modern Languages in Translation		Safety and Security	9
Spanish (MLTS)	271	scholarships	32–36
Spanish courses (MLSP)	269	Science Hall	12
majors/minors	260	second degree	74
Moreau Center for the Arts	12	second major	94
multicultural services	22	secondary education	168
Music Department	273	semester break programs	58
courses (MUS)	277	senior comprehensive	94
majors/minor	274	Social Work and Gerontology	
Noble Family Dining Hall	14	Department	323
non-degree seeking students, admission	18	courses (GERO)	332
Northern Indiana Consortium		courses (SW)	327
for Education (NICE)	65	major/minor	324, 331
Notre Dame, Co-Exchange Program	65	Sociology Department	333
Nursing Science Department	283	courses (SOC)	337
courses (NURS)	285	major/minor	335
major	284	Sophia Program	75–93
Office for Civic and Social Engagement	23	courses (SPLL)	50
Officers of the College	341	Learning Outcome 1	78–84
Opus Hall	13	Learning Outcome 2	85–87
pass/fail	65	Learning Outcome 3	88–93
permanent record and transcript	65	requirement summary	76–77
Philosophy Department	289	Spanish Program	
courses (PHIL)	291	courses (MLSP)	269
major/minor	290	major/minor	260
Physical Education Department	295	Spes Unica Café	14
plagiarism	68	Spes Unica Hall	12
Political Science Department	297	Statement of Philosophy and Purpose	7
courses (POSC)	300	Student Center	13
major/minor	298	student-designed major	62
pre-med/pre-health professions	305	Student Involvement	21
pre-professional advising	50	student success program	17, 49
PRISM	29	Summer session	59
probation and suspension, financial aid	43	Summer study abroad	26, 56
proctored exams for online courses	65	teacher licensing	170
Psychology Department	307	TESOL	263
courses (PSYC)	310	Theatre Program	157
major/minor	308	courses (THTR)	159
readmission	18	major/minor	157
refund policy	27	transcripts	65
Regina Hall	12, 13	transfer credit	68
registration	66	transfer students, admission	17
Religious Studies Department	315	tuition/room and board	25
courses (RLST)	318	valedictorian	64
major/minor	316	Vanguard Honors Program	95
repeated course	66	visual arts and music education	169
Residence Life	19	Washington Semester Program	300
Residence Hall Association	20	withdrawal from a course	69
residence halls	13	withdrawal from the College	46, 69
residency requirement	20	Women's Health	19
Rome Program	55, 268, 300	writing proficiency requirement	77
ROTC scholarships	40		



