



Saint Mary's College

Bulletin

2003–2004 and 2004–2005

Academic Years

Volume 146

Notre Dame, Indiana

Guide to Correspondence and Communication

Saint Mary's College, Notre Dame, IN 46556-5001, (219) 284-4000
E-mail: admission@saintmarys.edu Internet: www.saintmarys.edu

President, Marilou Eldred

- Admission to the College, Mary Pat Nolan
- Institutional Research, Mary Lelik

Vice President and Dean of Faculty, Patrick E. White

- Academic counseling for first year students, Susan Vanek
- Academic counseling for upperclasses, Teresa Marcy
- Center for Academic Innovation, Marcia Rickard
- Center for Women's InterCultural Leadership, Meredith Sarkees
- Cushwa-Leighton Library, Janet Fore
- Information Technology, Keith Fowlkes
- International Programs, Elaine Meyer-Lee
- Ireland Program, Margaret McCarthy (in Ireland) and Laurie Lowry
- Records and registration, Lorraine A. Kitchner
- Rome Program, Portia Prebys (in Rome) and Peter Checca
- Semester Around the World, Cyriac K. Pullapilly

Vice President of College Relations, Shari Rodriguez

- Alumnae Relations, Barbara Butler Henry
- College Relations Information Services, Laura Brandenburg
- Development, Kay Ball
- Annual Fund, Mary Lou Mullen
- Donor Relations, Addie Cashore
- Planned/Special Gifts, Jo Ann MacKenzie
- Marketing Communications, Nick Farmer
- Public Relations, Melanie Engler
- Special Events, Richard Baxter

Vice President for Finance and Administration

- Student financial assistance, Mary B. Nucciarone
- Student accounts, Diana Barnes

Vice President for Mission, Sister Rose Anne Schultz, C.S.C.

- Campus Ministry, Judith R. Fean
- Center for Spirituality, Sister Kathleen J. Dolphin, P.B.V.M.
- Spes Unica Resource and Volunteer Center (SURV), Sister Linda Kors, C.S.C.

Vice President for Student Affairs, Linda Timm

- Athletics and Recreation, Lynn Kachmarik
- Counseling and Career Development, Mary E. De Pauw
- Health and Wellness Services, Catherine DeCleene
- Multicultural Programs, Terri Johnson
- Residence Life and Housing, Michelle Russell
- Security
- Student Activities, Georgeanna Rosenbush

Table of Contents

Calendar / 4-5

General Information / 7-10

Campus and Buildings / 11-13

Admission / 15-20

Campus Life / 21-28

Financial Information / 29-32

Financial Aid / 33-40

Academic Life / 41-56

Degree & Academic Requirements / 57-62

Courses of Study / 63-217

Art • Biology • Business Administration & Economics • Chemistry & Physics • Communication Studies, Dance and Theatre • Communicative Disorders • Computer Science • Education • Engineering • English History • Humanistic Studies • InterCultural Studies • Justice Education • Mathematics • Modern Languages • Music • Nursing Philosophy • Physical Education • Political Science • Psychology Religious Studies • Sociology • Social Work & Anthropology Women's Studies • Semester Around the World

Board of Trustees / 218-219

Administration / 220-224

Faculty / 225-233

Alumnae Association / 235

Campus Map / 236-237

Index / 239-242

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 Registrar's Office. Any questions regarding changes since June 1, 2003 may be directed to registrar@saintmarys.edu.

2003-2004 Academic Calendar

FALL SEMESTER 2003

August 21-23	Thurs.-Sat.	Orientation for all new students
August 23	Saturday	Celebration of Eucharist for new student orientation
August 25	Monday	Enrollment for all students
August 26	Tuesday	Classes begin at 8:00 a.m.
September 3	Wednesday	Last day to add classes
September 10	Wednesday	Last day to choose pass/fail or audit
October 1	Wednesday	Last day to drop classes
October 17	Friday	Mid-semester deficiency reports due in registrar's office by 4:00 p.m.
October 18-26	Sat.-Sun.	Mid-semester break
October 27	Monday	Classes resume at 8:00 a.m.;
		Advance registration begins in departments
November 17	Monday	Pre-registration for spring semester 2004 begins
November 26-30	Wed.-Sun.	Thanksgiving holiday
December 1	Monday	Classes resume at 8:00 a.m.
December 10	Wednesday	Last class day at Notre Dame
December 11	Thursday	Last class day at Saint Mary's
December 12-14	Fri.-Sun.	Study days (no examinations)
December 15-19,	Mon.-Fri.	Final examinations
December 23	Tuesday	All grades due in registrar's office by 12:00 noon

SPRING SEMESTER 2004

January 12	Monday	Orientation & enrollment for all students
January 13	Tuesday	Classes begin at 8:00 a.m.
January 21	Wednesday	Last day to add classes
January 28	Wednesday	Last day to choose pass/fail or audit
February 18	Wednesday	Last day to drop classes
March 1	Monday	Deadline for 2004-2005 Financial Aid Application
March 5	Friday	Mid-semester deficiency reports due in registrar's office by 4:00 p.m.
March 6-14	Sat.-Sun.	Mid-semester break
March 15	Monday	Classes resume at 8:00 a.m.
		Advance registration in departments
April 9-12	Fri.-Mon.	Easter holiday
April 13	Tuesday	Classes resume at 8:00 a.m.
		Pre-registration for fall semester 2004 begins
April 28	Wednesday	Last class day at Notre Dame
April 29	Thursday	Last class day at Saint Mary's
April 30-May 2	Fri.-Sun.	Study days (no examinations)
May 3-7	Mon.-Fri.	Final examinations
May 11	Tuesday	All grades due in registrar's office by 12:00 noon.
May 14-16	Fri.-Sun.	Commencement weekend
May 15	Saturday	Commencement

2004-2005 Academic Calendar

FALL SEMESTER 2004

August 19-21	Thurs.-Sat.	Orientation for all new students
August 21	Saturday	Celebration of Eucharist for new student orientation
August 23	Monday	Enrollment for all students
August 24	Tuesday	Classes begin at 8:00 a.m.
September 1	Wednesday	Last day to add classes
September 8	Wednesday	Last day to choose/pass fail or audit
September 29	Wednesday	Last day to drop classes
October 15	Friday	Mid-semester deficiency reports due in registrar's office by 4:00 p.m.
October 16-24	Sat.-Sun.	Mid-semester break
October 25	Monday	Classes resume at 8:00 a.m.;
		Advance registration begins in departments
November 15	Monday	Pre-registration for spring 2005 begins
November 24-28	Wed.-Sun.	Thanksgiving holiday
November 29	Monday	Classes resume at 8:00 a.m.
December 8	Wednesday	Last class day at Notre Dame
December 9	Thursday	Last class day at Saint Mary's
December 10-12	Fri.-Sun.	Study days (no examinations)
December 13-17	Mon.-Fri.	Final examinations
December 21	Tuesday	All grades due in registrar's office by 12 noon

SPRING SEMESTER 2005

January 10	Monday	Orientation & enrollment for all students
January 11	Tuesday	Classes begin at 8:00 a.m.
January 19	Wednesday	Last day to add classes
January 26	Wednesday	Last day to choose pass/fail or audit
February 16	Wednesday	Last day to drop classes
March 1	Tuesday	Deadline for 2005-2006 Financial Aid application
March 4	Friday	Mid-semester deficiency reports due in registrar's office by 4:00 p.m.
March 5-13	Sat.-Sun.	Mid-semester break
March 14	Monday	Classes resume at 8:00 a.m.;
		Advance registration begins in departments
March 25-28	Fri.-Mon.	Easter holiday
March 29	Tuesday	Classes resume at 8:00 a.m.
April 11	Monday	Pre-registration for fall 2005 begins
April 27	Wednesday	Last class day at Notre Dame
April 28	Thursday	Last class day at Saint Mary's
April 29-May 1	Fri.-Sun.	Study days (no examinations)
May 2-6	Mon.-Fri.	Final examinations
May 16	Tuesday	All grades due in registrar's office by 12:00 noon
May 13-15	Fri.-Sun.	Commencement weekend
May 15	Saturday	Commencement



Saint Mary's College
NOTRE DAME • INDIANA
The Nation's Premier Catholic Women's College

August, 2003

Welcome!

Whether you are a prospective student considering Saint Mary's College or a current student charting the course of your academic future, the 2003-2005 Saint Mary's College Bulletin will be a valuable resource for you. As you turn the pages of 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 can both flourish.

Marilou Eldred

Marilou Eldred
President

OFFICE OF THE PRESIDENT (219) 284-4602 FAX (219) 284-4800
Notre Dame, Indiana 46556-5001

General Information



*Marilou Eldred
Tenth 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 the 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

In 1843, four Sisters of the Holy Cross came from Le Mans, France, to share in the apostolate of education with the priests and brothers of Holy Cross who had been sent by the bishop of Vincennes to open a college in northern Indiana. One year later, the sisters opened their first school in Bertrand, Michigan, a few miles from Notre Dame. In 1994, Saint Mary's celebrated its sesquicentennial, a time when the College's founders, the College's traditions and many pioneers were honored.

Called into being in response to the petitions of parents who desired a Christian education for their daughters, the school has met the recognized needs of each generation of students. From its inception, it has been directed by administrators who set challenging goals for both faculty and students. Then, as now, a strong background in the liberal arts was deemed essential for women who were to take their places in the religious, social and economic structures of their day.

Since 1848, lay teachers have shared with the Sisters of the Holy Cross the responsibility of maintaining academic excellence. The role of administration is likewise a shared responsibility. Today, lay persons and Sisters of the Holy Cross alike continue to work to fulfill the ongoing mission of a Christian college dedicated to the total development of its students.

ACCREDITATION AND MEMBERSHIP

Saint Mary's College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the following:

- The Council on Social Work Education
- Indiana Professional Standards Board
- Indiana State Board of Nursing
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education
- National League for Nursing Accrediting Commission
61 Broadway, New York, NY 10006 (212) 363-5555, ext. 153
- The American Chemical Society (list of approved schools)

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

- American Association of Colleges for Teacher Education
- American Association of Higher Education
- American Council on Education
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of Governing Boards of Universities and Colleges
- The College Board
- Council for the Advancement and Support of Education
- Council of Independent Colleges
- Council on Undergraduate Research
- International Federation of Catholic Universities
- Michigan Intercollegiate Athletic Association
- National Association of Foreign Student Advisors
- National Association of Independent Colleges and Universities
- National Catholic College Admission Association
- National Catholic Education Association
- National Collegiate Athletic Association
- National Hispanic Institute
- Women's College Coalition
- Workers Rights Consortium

INFORMATION TECHNOLOGY

Saint Mary's College has a strong technology infrastructure and quality personnel to help support its mission. The campus network is built with high-speed data access using fiber-optic cabling between buildings and high-speed copper cabling within. Every building is wired for data (providing services such as web access and email), telephone (including voice mail and long-distance service) and cable television.

Students living in residence halls have access to the campus network and the Internet via ResNet. ResNet provides one high-speed network connection for each room occupant and one cable television connection for each residence room or suite. ResNet also provides assistance to students who are having problems with their personal computers. For off-campus students, the College provides dial-in services to the Saint

Mary's campus network and secure access to many systems from other networks and Internet service providers.

Technology classrooms and computer clusters are available in the academic buildings across campus, equipped with laser printers and over 150 Macintosh and Windows computers. Additional computer clusters are available in the residence halls, and they are equipped with laser printers and over 40 Macintosh and Windows computers. The Trumper Computer Center, the College's flagship computer cluster, is located in the lower-level of the Cushwa-Leighton Library. The Trumper Computer Center and all of the residence hall computer clusters have 24-hour access while classes are in session.

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

The Huisiking Instructional Technology Resource Center (ITRC) provides consulting services and support for students and faculty who wish to use technology in teaching and learning. It will also be the central hub for digital audio/video production and future distribution of video to the campus. Within the ITRC, Media Services provides audio and video setup and support for the campus community for needs from computer presentations to overhead projection. The Huisiking ITRC is located in the lower-level of the Cushwa-Leighton Library near the Trumper Computer Center.

All first-year students (including transfer students) are required to take CPSC101, a non-credit course taught during the first few weeks of the semester. This course introduces the student to the Saint Mary's computing environment and focuses on skills necessary to make effective use of the information technology resources on campus. Additionally, the Department of Information Technology offers various free workshops and training sessions on computer use.

For more information about Information Technology at Saint Mary's College, visit <http://www.saintmarys.edu/it>.

SAFETY AND SECURITY

The security of all members of the campus community is of paramount concern to Saint Mary's College. Each year the College publishes an annual *Campus Safety Awareness Information* report outlining security and safety information and crime statistics for the campus as required by the *Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act*.

This brochure provides important policy information about emergency procedures, reporting of crimes, law enforcement services on campus, and information about support services for victims of sexual assault. The brochure also contains information about the College's policy on substance abuse and firearms. It is available from the vice president of student affairs, the director of safety and security, or in the security building.

GRADUATION RATE

The average six-year graduation rate of first-time degree-seeking students is 74%. 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 57 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. The award-winning recreation and athletic facility houses tennis, basketball and volleyball courts in a gym area with seating for 2,000. Racquetball courts and space for gymnastics and for fencing are adjacent to the main gym. Architect Helmut Jahn designed the building. See also: Intercollegiate Athletics and Recreation Program, page 21.

Cushwa-Leighton Library. This library presents a contemporary treatment of traditional Gothic design echoing the shape and color of the surrounding buildings. The 77,000 square foot building with a seating capacity of 540 accommodates 250,000 volumes. Designed by architect Evans Woollen, the Cushwa-Leighton Library includes offices, faculty studies, study areas for individuals and groups, meeting rooms, a computer lab, lounges, an audiovisual center, the Rare Book Room (containing among other treasures an outstanding Dante collection) and the College Archives.

Haggar College Center and Shaheen Bookstore. The Haggar Center provides a common meeting place for students, faculty and staff and encourages participation in co-curricular activities to promote personal, social and educational growth. The Center includes multipurpose rooms, a snack bar, ballroom (Welsh Parlor), the multicultural affairs office, 1st Source Bank, Anthony Travel and offices for student activities and organizations. The Shaheen Bookstore is located on the north side of the building.

Havican Hall. Built as a model “campus school” to service neighboring parishes, Havican Hall now provides classrooms, high tech classrooms, study areas and faculty offices, Nursing, Marketing Communications, and the Center for Women's InterCultural Leadership. It also houses the Early Childhood Development Center, a progressive childcare facility where many Saint Mary's students study and work.

Le Mans Hall. In addition to serving as the largest residence hall on campus, Le Mans Hall houses the major administrative offices at Saint Mary's: Academic Affairs, Admission Office, Alumnae Relations, Business, College Relations, Counseling and Career Development, Development, Financial Aid, First Year Studies Office, Information Technology, Institutional Research, President's Office, Registrar, Residence Life and Housing, Student Accounts, and the Writing Center.

Madeleva Memorial Classroom Building. This building, east of Haggar College Center, contains classrooms, high tech computer labs and classrooms, psychology laboratories, private faculty offices, faculty and student lounges, the Center for Academic Innovation, the Center for Spirituality, and Carroll Auditorium, a 350-seat lecture hall. The building memorializes Sister M. Madeleva Wolff, C.S.C., president of Saint Mary's College from 1934–1961.

Moreau Center for the Arts is named in honor of the Very Reverend Basil Anthony Moreau, C.S.C., the founder of the Congregation of the Sisters of the Holy Cross. It houses the College Departments of Art and Music, as well as the Department of Communication, Dance and Theatre. The U-shaped building is made up of the music practice rooms, classrooms, high tech classrooms, art studios, an arts computer lab, a music library, art galleries, and two performance facilities — *The Little Theatre* and *O'Laughlin Auditorium*. The largest of these facilities, O'Laughlin Auditorium, has continental seating for 1,300 and is used for a myriad of cultural events throughout the year including lectures, ballets, musicals, film presentations and concerts. The Little Theatre, with seating for 275, provides a very intimate environment and is regularly used for theatrical productions, music recitals, and panel discussions. The Moreau Art Galleries include the *Hammes*, *Little Theatre*, and *Sister Marie Rosaire, C.S.C.* 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. This residence hall also accommodates the Department of Modern Languages and Campus Ministry as well as classrooms, high tech computer labs, a language laboratory, a video lab, a projection room, conference rooms, the dance studio and an indoor recreational swimming pool.

Science Hall. This 89,600 square-foot structure provides classroom, high tech classroom, laboratory, office and research space for the departments of Biology, Chemistry and Physics, as well as a 120-seat auditorium and a greenhouse.

RESIDENCE FACILITIES

Saint Mary's College is proud to be a primarily residential campus, and there are five distinct residence areas. Although there is no requirement for on-campus living, students are encouraged to live on campus in order to maximize the opportunities for participation and involvement in community living and campus events. All eligible

students are guaranteed a space on campus for all four years at Saint Mary's, unless they are traveling abroad or on a leave of absence. First-year students are assigned to a living space, while all upperclass students participate in a room selection process allowing them to choose their residence hall, room and roommate(s).

Each residence hall has the following amenities: social gathering and study areas, ResNet computer clusters, laundry facilities, full kitchens with microwaves, chapel, telephone with personal voicemail, individual mailbox, and vending area.

Annunciata Hall. Created in 1995, this residence area is for seniors only. It is located on the 4th floor of Holy Cross Hall. Annunciata is a private 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. Once the primary building on campus, Holy Cross is the oldest residence hall and is favored by its 250 residents for its architectural charm and cathedral windows. It also contains the campus post office, and Health and Wellness Services. The hall features all room sizes including the campus' only two quints.

Le Mans Hall. This building not only serves as a residence hall for 520 women, but as the central hub for the College's administrative offices. Room sizes available are single, double, triple and quad.

McCandless Hall. Housing 260 residents, McCandless is the newest residential building. This 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.

Regina Hall. With its north and south wings, this recently renovated hall for 280 students is comprised of singles, doubles and quads. Regina residents enjoy access to an indoor recreational swimming pool, the dance studio, and classrooms.

NOBLE FAMILY DINING HALL

As of Fall 2003, the Saint Mary's community will experience a new food service facility. The new Noble Family Dining Hall will feature "Ultimate Dining", an integrated, contemporary, customer-focused, residential dining program. While the focus is on quality food, the integrated approach touches all phases of the food service operation from delivery methods to food ordering, labor, and merchandising. The result is professional, restaurant-quality menu items prepared with state of the art equipment in a spectacular facility.

CLARISSA DALLOWAY'S COFFEEHOUSE

Founded in 1991 by Saint Mary's junior, Paula Abood, Dalloway's was conceived as "an additional social space where students, faculty, and administrative staff could gather to enjoy cultural and social interests outside the classroom and residence hall settings." The original Coffeehouse was housed in the Pine Grove Clubhouse. The new Dalloway's Coffeehouse, which opened in November 2000, was funded by the Parents Council and is located in the recently constructed Clubhouse on Madeleva Drive, east of Lake Marian. The Dalloway's staff consists of two student managers who are responsible for operations and promotions, and is serviced by Sodexo Campus Services.



Admission

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

ADMISSION REQUIREMENTS:

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

Students should apply by March 1 of the year of entrance. Later applications are welcome if space is available. The following items are needed for completion of an application to Saint Mary's:

- completed application form, with essay (Students are encouraged to submit an electronic application found on the Saint Mary's website: www.saintmarys.edu.)
- a nonrefundable fee of \$30
- an official transcript of the completed high school work (The high school transcript should be accompanied by an explanation of the grading system, including the cumulative class rank, if available, and a list of the courses in progress during the current year.)
- one recommendation from a guidance counselor or administrator
- scores earned on the ACT or SAT (See Testing, page 16.)

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

Accepted students confirm their intention to enroll by submitting a \$200 deposit. Students not planning to reside on campus should indicate their desire to attend the College by submitting a \$100 deposit. In both cases the deposit is refundable if the College is notified in writing by May 1.

EARLY DECISION PROGRAM

Highly qualified students who have selected Saint Mary's as their first choice college may apply for admission under the Early Decision Program. The application form requires the signature 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. Candidates who do not qualify for Early Decision may be transferred into the regular admission program and asked to submit additional information, such as additional test scores, grades or activities from their senior year. These applications will be re-evaluated without prejudice and the applicants will be notified of the committee's

decision after February 15. Students whose applications are transferred from the Early Decision Program to the rolling admission program may submit or complete applications to other colleges.

Early Decision candidates accepted by Saint Mary's should accept their offers of admission by submitting a non-refundable \$200 deposit by January 15. At that time, they must certify that any applications submitted to other institutions will be withdrawn.

Early Decision applicants who wish to apply for financial aid must file the CSS/Financial Aid PROFILE by December 1. Accepted students should 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 same foreign language
- 3 units of mathematics
- 2 units of laboratory science
- 2 units of history or social science

The remaining required units should consist of three additional units in the above listed subjects. The following subject areas are considered complementary to the college preparatory courses: religion, business, home economics, physical education, health, art or music.

HOME SCHOOLED STUDENTS

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

TESTING

SAT I: Reasoning Test or ACT

Students should take either test no later than December of the senior year. Applicants are responsible on the testing day for arranging for the official test results to be sent to the Admission Office at Saint Mary's College, Notre Dame, Indiana 46556. Test registration information may be obtained from the applicant's high school guidance office or directly from The College Board at www.collegeboard.com or ACT at www.act.org.

Saint Mary's Codes:

- SAT code: 1702
- ACT code: 1244

SAT II: Subject Tests

Accepted students must submit official scores from the College Board SAT II: Subject Tests in writing, mathematics (IIC), and foreign language by June 15. Students should take the foreign language test in the language studied in high school even if they plan to study another language at Saint Mary's. Scores from the SAT II: Subject Tests will be used by the First Year Studies Office for placement purposes only.

Advanced Placement

Saint Mary's College may award credit or exemption from college requirements for successful results of College Board SAT II: Subject Tests, Advanced Placement Examinations, the College Level Examination Program (CLEP) or higher level International Baccalaureate courses. The scores must be submitted in advance of preregistration, and must meet or exceed the minimum score as established by the appropriate department. Contact the Saint Mary's College First Year Studies Office regarding advanced placement and amount of credit granted.

Applications and additional information regarding the above tests may be obtained from high school guidance offices or directly from The College Board at www.collegeboard.com.

EARLY ADMISSION

Mature, well-qualified students who wish to enter college after three years of high school may apply for early admission to Saint Mary's College. Major factors in the evaluation of candidates for early admission will include a strong academic record and supporting recommendations from teachers and counselors. A personal interview with an admission officer is strongly recommended.

DEFERRED ADMISSION

Upon request, Saint Mary's may grant deferred admission to candidates accepted in the normal competition. Students who defer admission and complete college-level courses between the time of acceptance and enrollment must submit official college transcripts for review by the Admission Committee prior to enrollment.

SAINT MARY'S COLLEGE – HOLY CROSS COLLEGE LINKAGE PROGRAM

Students have considered study at Holy Cross College one of the best avenues for eventual transfer to Saint Mary's College. With this in mind, the Saint Mary's College - Holy Cross College Linkage Program was established to offer students who demonstrate academic promise and a strong desire to become Saint Mary's women the opportunity to make the transition from high school to Saint Mary's smoothly and successfully.

Since its inception in 1991, the Linkage Program has offered participants the opportunity to strengthen their academic background, fine tune study habits and establish a depth and breadth of knowledge in certain subject areas before enrolling full-time at Saint Mary's. Students do this by taking four classes at nearby Holy Cross College and one class at Saint Mary's College in each semester of their first year. During the Linkage year, students live on the Saint Mary's campus, where they immediately become participants in the social and cultural life of the Saint Mary's - Holy Cross - Notre Dame communities.

Interested students apply directly to Saint Mary's College using the standard first year application form. There is no separate application for the Linkage Program, nor can interested students apply to the program through the Holy Cross College admission process. Contact the Saint Mary's College Admission Office for details.

ADMISSION OF TRANSFER STUDENTS

Admission of transfer students is competitive and is 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. Ordinarily, applicants are expected to have earned a cumulative GPA of 3.0 (on a 4.0 scale) to be considered for transfer admission. A personal meeting with an admission counselor is strongly recommended and may be arranged by contacting the Admission Office.

Students wishing to transfer for the fall semester should apply by April 15 or November 15 for the spring semester. Later applications are welcome if space is available. The following items are needed for completion of an application to Saint Mary's:

- completed application form, with essay (Students are encouraged to submit an electronic application found on the Saint Mary's website: www.saintmarys.edu.)
- a nonrefundable fee of \$30
- official high school transcript
- official college transcripts and catalogs from each college attended
- a recommendation from a college professor or academic advisor
- SAT or ACT scores from students who have completed fewer than the equivalent of 30 semester hours

Transfer students will receive academic credit for all courses in which they have earned grades of "C" or better and which are comparable in content to courses offered at Saint Mary's. After acceptance, transcripts will be evaluated to determine which completed courses will transfer to Saint Mary's. Transfer students receive an evaluation of their courses showing which ones have been accepted and which are needed to complete their degrees.

All transfer students must complete the college requirements for the degree outlined beginning on page 57.

ADMISSION OF INTERNATIONAL STUDENTS

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

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

- completed application form, with essay (Students are encouraged to submit an electronic application found on the Saint Mary's website: www.saintmarys.edu.)
- a nonrefundable fee of \$30
- a complete, official and detailed copy of the secondary school record translated to English
- one recommendation from an administrator or counselor

- the completed Certification of Finances Form (If the applicant wishes to be considered for the International Student Scholarship, the candidate and her parents should complete the Saint Mary's International Financial Aid Form and return it by January 15.)
- Summary of Educational Experience by Years form
- The scores from the Test of English as a Foreign Language (TOEFL) and the SAT (Students whose native language is not English must take the TOEFL. Information on TOEFL test dates and centers may be obtained on the TOEFL at www.toefl.org. SAT information is available on The College Board web site at www.collegeboard.com.)

Four weeks after receiving her acceptance, the applicant should indicate her desire to reserve a place on campus by submitting a \$200 deposit, which is refundable if the College is notified in writing by May 1. Upon receipt of the deposit and verification of financial responsibility, an I-20 form will be sent to the student. The American Embassy, Consulate or Immigration Office nearest the student's home (if residing outside the U.S.) should be contacted for passport and visa information. If currently residing in the U.S., please contact the Coordinator of International Admission for specific instructions regarding a legal transfer to Saint Mary's College.

ADMISSION TO THE ACCELERATED PROGRAM IN NURSING

Applicants for the accelerated program in nursing should apply by February 15. Later applications are welcome if space is available. The following items are needed for completion of the application process:

- completed application form (Students are encouraged to submit an electronic application found on the Saint Mary's website: www.saintmarys.edu.)
- a nonrefundable fee of \$30
- baccalaureate degree from a regionally accredited institution of higher learning
- official transcripts of college work and catalogs from each institution attended
- two letters of reference from either an academic institution or a place of employment;
- a letter explaining reasons for changing careers and choosing nursing as a major

Individuals may apply prior to completing prerequisite course work; however, the prerequisites must be completed before registration. For additional information, students interested in the Accelerated Program in Nursing should contact the Admission Office.

CONTINUING EDUCATION

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

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

SPECIAL NON-DEGREE SEEKING STUDENT

A student not working for a degree from Saint Mary's may enroll as a special student in classes which are not overenrolled. Both men and women are welcome to take a part-

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

REINSTATEMENT

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



Campus Life

Saint Mary's College offers students the best of two worlds. 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. While Saint Mary's is small enough to provide close community rapport, it is large enough to offer a rich and varied co-curricular life.

DIVISION OF STUDENT AFFAIRS

Throughout her years at Saint Mary's, each student will have the assistance and support of many individuals. In her co-curricular life, most of her interactions will be with the Division of Student Affairs which is under the leadership of the Vice President for Student Affairs. The division includes the Departments of Athletics and Recreation, Counseling and Career Development, Health and Wellness Services, Residence Life and Housing, Security, and Student Activities.

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

INTERCOLLEGIATE ATHLETICS AND RECREATION PROGRAM

Saint Mary's is committed to providing an intercollegiate athletics and recreation program for students of all interests and abilities. The College is a member of the National Collegiate Athletic Association, Division III and the Michigan Intercollegiate Athletic Association and sponsors eight varsity teams: basketball, softball, swimming and diving, tennis, volleyball, soccer, golf and cross country. Our goals are to compete in the top half of the MIAA in all varsity sports, and to qualify and compete at the NCAA Division III National Championships.

Our Club Sports program offers recreational opportunities through competition and instruction. The clubs are open to all Saint Mary's students, although membership requirements vary with each club. Many clubs are co-sponsored with the University of Notre Dame. Saint Mary's sponsored clubs are cheerleading, dance, lacrosse, and our triathlon teams. Other clubs co-sponsored with the University of Notre Dame are equestrian, figure skating, gymnastics, skiing, water polo, field hockey, ultimate Frisbee and cycling.

Angela Athletic Facility expands opportunities for campus-wide recreation activities. Indoor facilities include basketball and a racquetball court, a fitness center with treadmills, stairmasters, spin bikes and many cybex weight machines. Outdoor facilities include a new six-court outdoor tennis facility, softball and soccer fields, volleyball and basketball courts, areas for cross country skiing and a beautiful nature trail for hiking or jogging.

The recreational swimming pool is located in Regina Hall. The varsity swimming and diving team trains and competes at the Rolfs Aquatic Center on the University of Notre Dame campus.

COUNSELING AND CAREER DEVELOPMENT CENTER

The Counseling and Career Development Center (C&CDC) is committed to the goal

of assisting students in the development of their personal and career identities from the very beginning of their college years. The staff consists of trained professional counselors, student career resource information specialists and support staff.

Counseling

During the college years students typically face the seven developmental tasks of young adulthood which include achieving competence, managing emotions, becoming autonomous, clarifying purposes, developing integrity, and establishing identity and mature interpersonal relationships. Students most often seek counseling to address concerns relating to these developmental areas. Other commonly presented struggles involve stress management, relationship issues (dating and friendship), depression, conflict management, eating disorders, self-esteem, alcohol use (their own, family and friends), and adjustment back to Saint Mary's after studying abroad. Students having academic difficulties may attend the academic success skills workshops offered each semester and seek individual assistance.

Individual counseling services are available at the Saint Mary's College Counseling and Career Development Center for those students with personal, interpersonal, career or academic concerns. Group counseling may be offered for some issues. Most individual counseling services are short term (eight sessions). Those students who are interested in long term individual counseling may be referred to providers in the South Bend community.

Members of the Saint Mary's College Counseling and Career Development Center staff who provide personal counseling maintain the appropriate Indiana mental health license as required by Indiana State law. The Center director is a licensed psychologist endorsed as a health service provider and supervises all counseling. A consulting psychiatrist is on campus one morning per week; students are referred to the psychiatrist by Center staff and must be actively participating in counseling. Information shared in the counseling relationship is held in strict professional confidence as specified by the law and professional ethical standards.

Career Development

Services for career decision-making are available to students during each of their years of study. Students may meet with a career counselor to:

- assess their interests, values and skills;
- identify career options;
- gather information about career fields;
- learn decision-making techniques;
- implement action plans to reach their goals.

Career development workshops offered annually include review of the Myers-Briggs and goal exploration, choosing a major, graduate and professional school night, job search process, interviewing skills, resume writing, senior career kick-off, junior career kick-off, as well as career and job fair opportunities.

Internship experiences have become increasingly more important in recent years. As a result, C&CDC offers preparatory workshops for those students interested in seeking a liberal arts internship. From learning how to search for an internship to practicing interview skills, students can increase their chances of obtaining an internship experience.

The C&CDC also sponsors limited on-campus recruiting, which provides eligible juniors

and seniors with opportunities to participate in initial interviews with major companies.

The **Career Resource Center** is located within the C&CDC. The facility contains information about careers, graduate study, scholarships and fellowships, internships, job vacancies, job searching, career and life planning, employers and the *Alumnae Resource Network (ARN)*. The ARN is a networking tool that can link students with alumnae who are willing to discuss their jobs, career paths, employers or, more generally, the career decision-making or job search process. The ARN is a computer-based system of alumnae career paths including undergraduate major(s), entry-level job, job history, current position, employer, geographic location, and graduate school. Simply by viewing the alumnae information, a student can generate ideas about her own future and begin the important process of networking.

Students may also register with Saint Mary's College *GoBelles*, a web-based career service available to students 24 hours a day, 7 days a week. Students can upload their resumes and search for internship and job opportunities, as well as part-time and summer work. All students are encouraged to register with the C&CDC, as all events are listed and promoted through this system.

HEALTH AND WELLNESS SERVICES

Health and Wellness Services recognizes each Saint Mary's College student as being a unique individual created by God. The entire staff is committed to maintaining the health of each student by treating illness, addressing health concerns, providing health education and promoting healthy choices. All medical care and records are held in strict professional confidence as specified by law and professional ethical standards. A *Release of Medical Information* must be signed for Health and Wellness Services to release any information.

Health and Wellness Services is open Monday through Friday from 8:30 a.m. to 5:00 p.m. Students are evaluated by a registered nurse on a walk-in basis. A general clinic, staffed by either a certified physician or family nurse practitioner, is available daily. Sports medicine and gynecology clinics are available weekly. All clinic visits require an appointment. Dietitian consults and massage services are available weekly.

Students are not charged for visits to Health and Wellness Services, general medications or general medical supplies. Students are charged for any medications, medical supplies or tests ordered specifically for them. Health and Wellness will send insurance coverage information to test providers or send a copy of a prescription drug card to the pharmacy. However, Health and Wellness Services does not file insurance claims.

Additional services available through Health and Wellness Services include direct access to prescription medication, daily pharmacy delivery, laboratory services, immunizations, allergy injections, and physical examinations. Intercollegiate athletic physicals must be completed at the Health Service. Health and Wellness has access to many excellent resources outside the Saint Mary's College community. Due to the ongoing positive relationship with Saint Mary's College and these resources, referrals are easily made on an as needed basis.

A complete health form, including a current immunization record, is required for all students. Students with an incomplete health form will be seen on an emergency basis only. Health and Wellness Services does not provide a written excuse for class

absences. It is the responsibility of an ill student to contact the appropriate faculty member about missed classes. If a student is instructed by a nurse or physician not to attend class, she is asked to sign a *Release of Medical Information* and Academic Affairs or First Year Studies will be notified.

OFFICE OF MULTICULTURAL AFFAIRS

Central to the mission of Saint Mary's College is the solicitation and enhancement of an equitable diverse community. The mission of the Office of Multicultural Affairs centers on *retention, outreach* and *education*. The Office of Multicultural Affairs has a threefold purpose. First, the Office works collaboratively with other college personnel to ensure the academic and social well being of U.S. ethnic minority students so they will persist at Saint Mary's College.

Second, the efforts of the Office are directed toward providing opportunities for students to respect, learn, and celebrate other cultures as well as their own. For many students, college is the first place where they are exposed to people of different cultures and where they begin to reflect on their own. Therefore, it is important for the Office of Multicultural Affairs to help facilitate their growth by providing educational resources, cultural events, speakers, lectures, movies, and workshops. The Office also has a *Multicultural Resource Center* which offers a variety of resources including books, newsletters, scholarship information, magazines, videos, compact discs, posters and flags.

Third, the Office of Multicultural Affairs assists in outreach programs for U.S. ethnic minority students by participating in pre-college programs such as *My First Day in College*. This program gives students the opportunity to experience college life by visiting Saint Mary's College campus, attend classes, spend the night in a college residence hall, meet and talk with professors and students, and experience college food by eating in the Noble Family Dining Hall. The Office sponsors three multicultural student groups, *La Fuerza*, *the Pacific Islander/Asian Club* and the *Sisters of Nefertiti*, and serves as advisor for the Student Diversity Board.

The Office of Multicultural Affairs offers individualized services to students and sponsors a variety of campus-wide and community programs throughout the year. The Office is committed to excellence for all students and encourages students at Saint Mary's to learn about themselves and others through cultural exchanges that are both educational and fun.

RESIDENCE LIFE

The Department of Residence Life strives to create a cooperative residential community through the purposeful efforts of its professional and paraprofessional staff. We encourage a safe and comfortable living environment based on mutual respect and involvement.

There are four residence halls on Saint Mary's campus housing five residential areas: Holy Cross, Annunciata (for Seniors), Le Mans, McCandless, and Regina. Each residence hall is staffed by a professional residence hall director and a number of student staff, including resident advisors, desk workers, mail clerks and clerical assistants. The front desks and main access doors of each hall are staffed 24-hours a day, with full-time and part-time night assistants working the overnight shifts. Access to the buildings is limited during hours of darkness.

The residential environments support and enhance the formal educational experience while teaching valuable life skills. The department works cooperatively with the Residential Hall Association (RHA) to oversee the activity in the residence halls. RHA is a student organization committed to promoting interaction among residential students, citizenship through self-government 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 Student Handbook outlines the expected standards for members of a residential community. Policies, procedures and the Community Conduct Code may be found in the handbook. The College supports an educational Judicial System, guaranteeing certain due process rights to all students involved in a discipline situation. A Student Judicial Board provides an opportunity for a peer review system, as well as leadership roles for members of the board.

The Campus Ministry Liaison Program was developed in collaboration with the Department of Campus Ministry to enhance the spiritual life of students in the residence halls. A representative from Campus Ministry works directly with the staff and students of each residence hall to determine the spiritual needs of that community. The Liaison Program has created opportunities for informal and formal interaction between the students and the campus minister.

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



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

STUDENT ACTIVITIES

The Office of Student Activities helps students explore their leadership potential by creating a strong foundation of ethical behavior to empower them to become more engaged and ambitious. Involvement in co-curricular activities provides the opportunity for students to apply skills learned in the classroom.

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

- **College governance** through a comprehensive student government association, class and residence hall governments, and membership on college-wide committees;
- **Clubs and organizations** provide the opportunity to fulfill the social, cultural academic, political, spiritual and recreational interests of students;
- **Student publications**, such as *Chimes*, the student literary magazine which reflects the artistic life of its contributors; *The Avenue*, an independent literary journal designed to allow the expression of student thought and concern; *The Blue Mantle*, the student published yearbook; and *The Observer*, the daily newspaper published for and by the Saint Mary's and Notre Dame student community.
- **National leadership and academic conferences**, where Saint Mary's student leaders enjoy a broad sphere of influence at the state, regional and national level serving as board members on steering committees, presenting at leadership and academic conferences, and hosting regional and state conferences such as Saint Mary's annual *Play of the Mind Conference* where faculty, students and student development professionals from women's colleges throughout the nation and selected Midwestern coeducational liberal arts colleges meet on an equal level to encourage creative ways for all participants to develop as citizens, intellectuals and leaders.
- **Ad hoc initiatives**, such as the student directed Dalloway's Coffee House or as a member of a Community Leadership Team (CoLT), provide students, faculty and student development professionals the opportunity to work together to address real problems and issues on our campus, forge working partnerships, and model a new concept of leadership, and are examples of how student leadership has influenced the campus culture, both inside and outside the classroom.

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

DIVISION FOR MISSION

The Division for Mission is comprised of Campus Ministry, the Center for Spirituality, and the *Spes Unica* Resource and Volunteer Center (SURV), the campus Christian service organization. The Division for Mission serves the college community by awakening the hearts and minds of its members to the Gospel call to community, prayer and service. It fosters the integration of the Gospel by reflecting the riches of the Catholic tradition through knowing, teaching and learning.

Campus Ministry

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

To carry out this mission, services provided include regular celebration of the Eucharist, availability of the Sacraments, the Rite of Christian Initiation of Adults, special interfaith prayer and liturgical opportunities, small group faith sharing, Bible study, prayer groups, retreats, spiritual guidance, and educational programs. Formation, education, and leadership are available in the areas of liturgical ministry, retreat ministry, music ministry, initiation ministry, Bible study and small group faith sharing. The Lay Ministry Certification Program, in collaboration with the Religious Studies Department, offers further education and practical experience for those interested in pursuing ministry (see also Religious Studies Department, page 195).

Each residence hall has a Campus Minister liaison, who collaborates with the residence life staff to enhance the spiritual life and building of community with the students. The liaison is on-call on a rotating basis to collaborate with others in the event of an emergency.

The Center for Spirituality

The Center for Spirituality (CFS) is a 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 this country. Since then it has energetically promoted an awareness of, and an appreciation for, a theologically well-grounded spirituality among the entire college community, including alumnae and friends of the college.

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.

The Center is in a unique position also to address the broader issues of how faith and reason interact. For example, scholars from around the country convene in various lecture series to engage the community in discussion of critical issues related to spirituality. Other projects, such as *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.

Spes Unica Resource and Volunteer Center (SURV)

Volunteer Service and the Spes Unica Resource and Volunteer (SURV) Center assist the Saint Mary's College community to share time, talents, skills and compassion with others through service opportunities. Students, faculty, staff and community partners, together, find ways to address the needs of our world. The Center's focus is rooted in the Gospel call to service.



Financial Information

EXPENSES

All tuition, room and board, and fee information is for the 2003-04 academic year. Specific information regarding these costs for the following school year will not be available until May 2004.

The following basic charges are payable one week prior to registration at the beginning of each semester. *The College reserves the right to increase rates charged should economic conditions necessitate the increase.*

TUITION, ROOM AND BOARD, FEES

Full-time (per semester).....	\$10,812
<i>A full-time student is enrolled for 12 or more semester hours. Hours in excess of 18 are billed at \$424 per semester hour.</i>	
Part-time (per semester hour).....	\$ 855
<i>A part-time student is enrolled for fewer than 12 semester hours. Ordinarily, part-time students do not live on campus.</i>	
Room and Board (per semester).....	\$ 2,999–\$ 4,402
<i>Covers housing space and meals during regularly scheduled school periods. A schedule of the various room accommodations and rates is available upon request from the Office of Residence Life and Housing. Vacations and periods between semesters are not included. Limited housing may be available during those times and may include an additional charge. The dining hall is not in service during student vacations and between semesters.</i>	
Technology Fee (per semester)	\$ 100

Related Fees

Matriculation (first application).....	\$ 30
Late Registration Fee.....	\$ 25

Special Course Fees Per Semester

Education, Supervised Teaching (payable prior to being assigned to a class)	
Elementary and Secondary	\$ 120
Kindergarten	\$ 50
Music:	
Private Voice or Instrument—one hour	\$ 360
Private Voice or Instrument—one-half hour	\$ 215
Physical Education—Tennis, Golf (when offered)	\$ 50

Students taking classes at the University of Notre Dame or *N.I.C.E.* (see p. 44) institutions are expected to pay fees associated with those classes.

DEPOSITS

Housing/Damage deposit (new students).....	\$ 200
<i>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, but is refund-</i>	

able for regular decision candidates, if the College is notified of their withdrawal no later than May 1, prior to an August enrollment. Of the \$200 deposit, \$50 will be applied to the first semester charges and \$150 will be held by the College as a room damage deposit until a student withdraws or graduates. The cost of repair of any damage to a room or any unpaid charges will be deducted from the deposit. Early Decision candidates should refer to page 15.

Room reservation deposit (returning students) \$ 250

The returning resident student must deposit \$250 prior to room selection as a space reservation for the fall semester. The entire deposit will be applied to first-semester charges. If the student notifies the College by May 1 of her intention to withdraw or take a leave of absence, \$100 of this deposit will be refunded. After May 1 the deposit is non-refundable. Students who request to be released from the housing contract may contact the Director of Residence Life and Housing for special permission. Refer to the housing contract for additional restrictions.

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 other than loss of room reservation deposit or other evidence of security that had been required to hold their residence hall room. 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:

- Withdraws or is dismissed within four calendar weeks of the opening of classes.
- Is obliged to withdraw because of a protracted illness or some other involuntary situation that is beyond the control of the student.
- Withdrawal or dismissal of first-time students.

In that event, 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% refund will be available less a charge of one-half of 1% 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.

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% of the total charges, will be made.

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

C. Withdrawal or dismissal of first-time students: The *Higher Education Reauthorization Act* mandates that students attending the College for the first time be eligible for a refund on a pro rata basis for up to eight weeks. First-time students are deemed to be freshmen or transfer students in their first semester at the College. The refund is based on tuition and fees, less a \$100 charge, and is prorated based on the number of weeks attended to the total weeks in the semester. All refunds will be rounded down to the nearest 10%, as mandated. Please refer to the section on Withdrawal from the College for specific withdrawal procedures.

D. Withdrawal from a class or classes: If a student drops a class after registration has taken place and this causes her to fall into a new tuition category, an adjustment refund will apply 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.	

E. 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 all unspent 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, Indiana 46556. All notices of intention to withdraw must be made in writing and received in the First Year Studies Office for first year students and in the Office of Academic Affairs for upperclass students to be considered official. Any refunds will be considered official. Refunds will be based on either the official withdrawal date or the student's actual departure from campus, whichever is later.

UNPAID BALANCE

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

FINANCING

Saint Mary's College offers a prepayment installment plan to those parents who prefer to pay tuition and fees in equal installments during the academic year. A descriptive pamphlet on this plan, which is optional and offered solely as a convenience, is sent

to all parents in the spring. This plan is offered and managed by a firm who specializes in this field.

Payment for basic charges is due one week prior to registration. For accounts that are not settled in full by registration, interest will be charged at the rate of 1% per month or a fraction thereof until such time as the account is paid in full. Neither the late payment penalty nor the monthly interest charge will be assessed against open balances that result from federal or state student financial aid that has been awarded but not yet received or timely payments being made from the tuition plan. The above exception does not apply to guaranteed student loans or PLUS loans.

Families with two or more daughters attending Saint Mary's College full time are eligible for the sibling remission which is 10% of tuition for the younger daughter(s). The sibling remission must be applied for in writing.



Financial Aid

All families share common concerns about the cost of going to college. Financial assistance is available from federal and state sources, private agencies, and Saint Mary's College resources. Our primary goal is to provide assistance to qualified students who would otherwise be unable to pursue their education.

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. The programs described in this Bulletin are subject to change. Several types of assistance may be offered to a student. The student may accept or reject any part of her aid package without penalty. The aid is normally awarded for the full academic year and is divided equally between the semesters.

Financial need is determined by using the Federal Methodology formula which measures a family's ability to pay for college expenses. Saint Mary's also uses the College Scholarship Service Institutional Methodology which includes home and farm equity. This calculated family contribution is deducted from the total annual cost of education which includes non-billed expenses (books, travel, and personal expenses) in addition to billed tuition, fees, and room and board charges. The difference is the student's financial need or the maximum need-based financial aid eligibility.

Total Cost of Education – Calculated Family Contribution = Financial Need

Saint Mary's also offers merit scholarships to students without regard to financial need. These scholarships are applied to tuition only. Recipients are selected by the Scholarship Committee at the time of admission. No scholarship application is necessary. Information gathered in the admission process is used to select scholarship recipients. Merit scholarships are renewable annually for a maximum of eight semesters contingent upon maintaining a high level of academic achievement and full-time enrollment.

ELIGIBILITY FOR ASSISTANCE

Eligibility for federal assistance requires that a student be a citizen or a permanent resident of the United States, matriculated at Saint Mary's College, enrolled at least half-time and making satisfactory academic progress as defined by this Bulletin.

To be eligible for institutional assistance, a student must enroll full-time and maintain satisfactory academic progress as defined by this Bulletin. Saint Mary's assistance is available for a maximum of eight semesters. Appeals regarding this limitation may be submitted to the director of financial aid for additional consideration.

Students attending Saint Mary's College as special students, that is, not working toward a degree, or attending less than full-time, are not eligible for institutional assistance. Students attending Saint Mary's post-baccalaureate teacher certification program are not eligible for institutional aid but can apply for Federal Stafford Loan assistance.

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 differentiated packaging policy. Eligibility for all assistance is based on an off-campus cost of attendance rather than that of a residential student. Therefore, eligibility for

institutional grant aid will likely be reduced and need-based federal assistance may also be affected.

THE APPLICATION PROCESS

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 scholarship and grant assistance, the student and her family also must complete the *CSS/Financial Aid PROFILE* each year. The FAFSA and PROFILE may be completed via the internet. The Saint Mary's College website (www.saintmarys.edu) includes links to these sites. The applications should be submitted to the processing centers before March 1 to receive priority consideration.

FEDERAL VERIFICATION REQUIREMENTS

As student financial aid applications are processed through the federal processor, applications are selected (based upon specified federal criteria) to undergo the process of data verification. In addition, Saint Mary's College verifies data for all new financial aid applicants.

The verification process is a federal requirement. If selected, the Financial Aid Office will notify the student and she will be required to submit a Verification Statement and a variety of supporting documents to the Financial Aid Office. The financial aid counselors compare the student's submitted documentation with the data originally reported on the financial aid applications. Any corrections made as a result of verification may result in a change to the student's financial aid eligibility. If a student fails to submit the required documents for verification, financial aid will be not be awarded and the student's file will be closed.

FINANCIAL AID RENEWAL

Continuing students must reapply for need-based financial aid each year. Financial assistance will continue to be provided where continued financial need is shown, the application is completed by the priority deadline and the student is making satisfactory academic progress as defined by this Bulletin. Application for renewal of aid should be made according to the procedures distributed by the Financial Aid Office. Financial aid awards are renewed in similar amounts and types assuming that demonstrated financial need is similar.

Many factors affect eligibility for aid. Some of the most common influencing factors are:

- Increase in either the parents' or the student's income as compared to the prior year;
- A change in the number of family members or the number attending college;
- A change in the parents' or student's assets.

ASSISTANCE FOR INTERNATIONAL STUDY PROGRAMS

Eligible students from Saint Mary's College may attend international study programs offered by Saint Mary's College or other institutions with approval by the appropriate academic office. All financial aid based on Saint Mary's campus attendance (except campus employment) can be applied toward the cost of the international study programs offered through Saint Mary's College, the University of Notre Dame or the Seville, Spain program offered through the Center for Cross-Cultural Study. Saint

Mary's Rome and Ireland Programs offer limited campus employment opportunities. If there is additional tuition to be paid (as in foreign study programs administered by Notre Dame) or other expenses in excess of the cost of Saint Mary's, the student will be billed by the other institution and will not receive additional financial aid to cover those expenses. Only federal and state assistance will be offered to those who attend other international programs using a consortium agreement.

INSTITUTIONAL GRANTS AND SCHOLARSHIPS

Academic Scholarships

Saint Mary's College is committed to making it possible for qualified students to enroll at Saint Mary's regardless of financial circumstances. Saint Mary's College offers various levels of academic scholarships without regard to financial need. Recipients are selected at the time of admission on the basis of their academic achievement in high school. Transfer students are selected on the basis of their academic achievement in previous college credit earned and high school achievement. Merit scholarships are renewable provided the student achieves the specified cumulative grade point average each year. The five levels of academic scholarships are as follows:

- **Presidential Scholarship for Academic Excellence**
- **Dean's Scholarship for Academic Achievement**
- **Madeleva Scholarship for Academic Achievement**
- **Le Mans Award**
- **Bertrand Award**

Endowed, Specific Purpose and Saint Mary's Grant Assistance

Saint Mary's College directly supports scholarship and grant programs that help students who demonstrate financial need each year by completing the CSS/Profile application. Financial assistance to outstanding students is made possible through the gifts of individual donors. The following are named scholarships, specific purpose scholarships, and awards donated by individuals based on financial need or merit:

Anonymous Endowed Scholarships (4)
 The Academy of the Holy Cross Scholarship
 The Alumnae Club Awards
 The Alumnae Memorial Scholarship
 The Ames/Ehlerman/Roark Scholarship
 The Catherine and Paul Balbach Scholarship
 The Dymrna Balbach Scholarship
 The Mark Bambenek Memorial Scholarship
 The Bank One of Indianapolis Scholarship
 The Rose Heiser Bauerlein Scholarship
 The Mary Ann and Joseph M. Beckwith
 Presidential Scholarship
 The Margery Guillaume Belanger Scholarship
 The Helen Bellina Scholarship
 The Constance Goodwillie Block Memorial
 Scholarship
 The Borg-Warner Scholarship
 The Emily Hagerty Bradley Scholarship
 The Katherine Ryan Brennan Scholarship

The Sister Rita Estelle Broussard, C.S.C.
 Scholarship
 The Carolyn Ann Burke Scholarship
 The Frank C. and Marion C. Callahan
 Presidential Scholarship
 The Marie Corby Carey Scholarship
 The Alice Danforth Carroll Scholarship
 The Janice Fahey Cavanaugh Scholarship
 The Chicago Alumnae Club Scholarship
 The Florence A. Clark Scholarship
 The Coley Family Presidential Scholarship
 The Community Foundation of St. Joseph
 County Scholarship
 The Patricia Lurel Cook Scholarship
 The Rosemary Maloney Cool Scholarship
 The Marguerite Cooney Scholarship
 The Cornerstone Foundation Scholarship
 The Mr. and Mrs. Edward A. Cox Scholarship
 The Henrietta O'Brien Crowley Scholarship

- The Eileen Smith Cunningham
 Ireland Program Award
 The Margaret Hall Cushwa Memorial Scholarship
 The Margaret Mary Moran D'Arcy Scholarship
 The John J. and Cecil Dahm Scholarship
 The Frances A. Dahrling Scholarship
 The Elizabeth Egan Daley Scholarship
 The Martha Abberger Daly Scholarship
 The Dorothy Hayes Delaney Scholarship
 The James Deth Scholarship
 The Louise Sattler Donovan Memorial
 Scholarship
 The Katherine and Marian Duffy
 Memorial Scholarship
 The Martin Dull Scholarship
 The Charles Leo Eaton Scholarship
 The Marilou Eldred Scholarship
 The Frank and Jeannette Eyerly Scholarship
 The Theresa Loeffel Farrell and
 Hanford F. Farrell Memorial Scholarship
 The Dorothy and Joseph Fitzgerald Scholarship
 The Dennis and Margaret Carroll
 Flynn Scholarship
 The Margaret Cannon Frederick Scholarship
 The Bernard and Pauline Fromme Scholarship
 The Gibbons Family Presidential Scholarship
 The Gibbons Family Rome Program
 Assistance Fund
 The Karen Schultz Goodyear Scholarship
 The Elaine Jeffers Graf Memorial Scholarship
 The Harold P. Graham Family
 Presidential Scholarship
 The Haggart Family Scholarship
 The Nancy Driscoll Haley Scholarship
 The Elizabeth Conlin Havican Scholarship
 The H. J. Heinz Company Foundation
 Presidential Scholarship
 The Mr. and Mrs. Andrew A. Hellmuth
 Memorial Scholarship
 The William A. Hickey Scholarship
 The Holy Cross Scholarship Endowment Fund
 The Sister Saint Jean Howl, C.S.C. Memorial
 Award
 The Janovsky-DePauw Memorial Scholarship
 The Edward and Mary Johnson Scholarship
 The Alma Vukovits Jordanich Scholarship
 The Sister Magdala Judge, C.S.C. Scholarship
 The Wayne Kent Scholarship
 The Kleine Family Scholarship
 The Suzanne Kondratenko Memorial Rome
 Program Award
 The Korb-O'Brien 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 Mary Jo Pauli Landry Scholarship
 The Dorothy May Leavitt Presidential Scholarship
 The Monsignor J. William Lester Scholarship
 The Lilly Faculty/Staff Scholarship
 The William P. and Mary Lou Linnen Scholarship
 The Frances B. Lyon Scholarship
 The Lawrence J. and Gretchen McCabe
 Presidential Scholarship
 The Katherine McClatchy McAnaney 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, C.S.C.
 Scholarship
 The Ann McGahey Memorial Scholarship
 The Monsignor John J. McGrath 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 Mangan-Michaud Scholarship
 The Susanne Kahl Mangan Foundation
 Scholarship in Education
 The Susanne Kahl Laatz Mangan
 Memorial Award 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 Father Basil Anthony Moreau, C.S.C.
 Scholarship
 The Pauline Hellman Mulroney Memorial
 Scholarship
 The David J. Murphy Carmelite Scholarship
 in Theology
 The Tom and Olive Murray Scholarship
 The Nellie Smith Nancy Scholarship
 The Thomas and C.C. Nessinger Scholarship
 The Archbishop Noll Scholarship
 The Janis Harris North Scholarship
 The Notre Dame Federal Credit Union
 Scholarship
 The Patrick O'Brien Scholarship

The Sister Basil Anthony O'Flynn, C.S.C. Scholarship	The Sister Maria Pieta Scott, C.S.C. Scholarship
The Sister Francis Jerome O'Laughlin, C.S.C. Scholarship	The Gwendolyn Seidensticker Scholarship
The Lucille Weigand O'Shaughnessy Scholarship	The Saint Mary's College Sesquicentennial Memorial Scholarship
The O'Toole Scholarship	The Eli and Helen Shaheen Scholarship
The Raymond and Beulah Patnaude Scholarship	The Helen M. Sheppard Scholarship
The Theresa McLaughlin Patterson Scholarship	The J. Patrick Showalter Family Scholarship
The Peterson-O'Connell Scholarship	The Shuff Family Scholarship
The Elise Peyton Smith Scholarship	The Sisters of the Holy Cross Sesquicentennial Scholarship
The Patricia McAndrews Pilger Scholarship in Social Work	The Frances Slattery Scholarship
The Presidential Fellowship	The Rose McCullough Sullivan Scholarship
The Presidential Scholarships	The Spike Sullivan Family Scholarship
The Mary Rauh Scholarship	The Regina Marie Symonds Scholarship
The Sister Miriam Joseph Rauh, C.S.C. Scholarship	The Sister Agnes Cecile Teders, C.S.C. Scholarship
The Louis and Adeline Crowley Riedinger Scholarship	The Tuohy Family Scholarship
The Sister Pauline Roach, C.S.C. Scholarship	The U.P.S. Scholars Program
The Donella Katherine Robinson and Joyce Robinson Adamson Scholarship	The Sarah and Joseph Van Drisse Scholarship
The Marne Roark Roche Scholarship	The Isabel Van Huffel Dray and Evelyn Van Huffel Reese Scholarship
The Hannah S. Rosenthal Scholarship	The ViBern Scholarship for Future Teachers
The Elizabeth O'Hara Ryan Scholarship	The Frank and Linda Visceglia Scholarship
The Mary A. Ryan Scholarship	The Helen Holland Voll Scholarship
The Helen S. Bartosch and Pennies E. Ryan Presidential Scholarship	The Mary A. Walsh Award in Theatre
The Scanlon/McKeever Award	The Jane J. Warner Scholarship
The Winifred Mulcahey Schaefers Scholarship	The Warner-O'Shay Scholarship
The Paul J. and Carol A. Schierl Scholarship	The Lucile Clemens Weber Memorial Scholarship
The Scholl Nursing Scholarships	The Wick Family Scholarship
The Roy and Mary Schultheis Scholarship	The Dorothy and Darwin Wiekamp Scholarship
	The Margaret Kennedy Williams Scholarship
	The Sister Madeleva Wolff, C.S.C. Scholarship

Alumnae Clubs Scholarships

Several Saint Mary's alumnae clubs award scholarships of varying amounts to students who reside within the geographical boundaries of the specific club. These scholarships are awarded to students who demonstrate financial need.

Saint Mary's College Grants

Saint Mary's College Grants are awarded based on demonstrated financial need. Grant assistance is offered proportionally to the student's demonstrated financial need. Some students also supplement this assistance with grants from federal or state sources.

International Student Scholarship

Saint Mary's College offers one scholarship annually to an outstanding first year student who is a citizen of a foreign country. The scholarship, which can be renewed annually for up to four full years, includes full tuition and fees, room and board while classes are in session, books and supplies and a part-time campus job. Additional information is available in the Admission section of this Bulletin or from the Saint Mary's College Admission Office.

Student Employment

Saint Mary's College offers a campus employment program and the *Federal Work-Study Program*. Students who participate in either of these programs work in a variety of areas in the College or the local community. Students may work from five to 15 hours per week and earn between \$900 and \$3,500 per year, depending on the number of hours worked. Each student is paid monthly. Additional information is available via the internet at www.saintmarys.edu.

Saint Mary's College students may participate in the *Federal Work-Study Community Service* program with several off-campus not-for-profit agencies serving the local area community. There are varied work opportunities for students who have need-based employment awards as part of their financial aid packages. Interested students should complete an application available in the Financial Aid Office.

Positions as *Resident Advisors* in residence halls are available to students who have been selected through an application and interview process conducted by the Office of Residence Life. Resident advisors receive a room remission and a monthly stipend for their services. College policy does not allow a resident advisor to work in any other department or position on campus while serving as an advisor.

Sibling Remission

The sibling remission represents a ten (10) percent remission or waiver of annual tuition when an older sister is enrolled at Saint Mary's. Eligibility for the sibling remission is determined by the Business Office. Neither financial need nor athletic participation is required for this remission.

FEDERAL FINANCIAL AID PROGRAMS

The ***Federal Pell Grant Program*** is based on financial need and the cost of attendance. The amount of the award is determined by the results of the Federal Methodology analysis.

The ***Federal Supplemental Education Opportunity Grant (SEOG)*** is offered to students who demonstrate substantial need. Priority consideration is given to Federal Pell Grant recipients. The award amount is based upon demonstrated financial need.

Federal Perkins Loans are available to students who demonstrate financial need. Loan awards depend upon the amount made available to the College by the federal government and financial need and generally range from \$250 to \$3,000. No interest is charged while the student remains in school. Repayment begins nine months after graduation.

The ***Federal Subsidized Stafford Loan Program*** is a need-based federal loan program for students. A student may borrow a maximum of \$2,625 per year for the first year of study, \$3,500 for the second year, and \$5,500 per year for the junior and senior years. The federal government pays the interest during in-school periods. Repayment begins six months after graduation or if the student drops below half-time enrollment. Students who borrow from this program are required by federal regulation to participate in entrance and exit counseling.

The ***Federal Unsubsidized Stafford Loan*** is similar to the Subsidized Federal Stafford Loan program, except that the borrower is responsible for payment of the interest during in-school periods. Eligible students may borrow from this program regardless of family income.

Students who are interested in borrowing from this program must first apply for all need-based financial assistance. Maximum loan amounts for this program are the same as the Subsidized Stafford Loan program. Students may be able to borrow from both the Subsidized and Unsubsidized programs; however, the total loan amount may not exceed the federal yearly maximum. Additional information on all the above programs is available by contacting the Financial Aid Office.

STATE GRANT PROGRAMS

The following states provide grant assistance that may be used at Saint Mary's College: Indiana, Pennsylvania, Rhode Island and Vermont. Students should consult high school counselors regarding application requirements.

Indiana residents should plan to apply for the Indiana Higher Education Award and the Freedom of Choice Grant. Applicants must submit the Free Application for Federal Student Aid by March 10 each year to determine eligibility for these need-based grant programs.

ROTC SCHOLARSHIPS

To obtain details on assistance available through the Air Force, Army or Navy Reserve Officers' Training Corps programs, contact the appropriate ROTC office at the University of Notre Dame as early as possible. Scholarships provide varied amounts of tuition assistance, books, academic fees, a monthly tax-free allowance, uniforms, and in some cases, school supplies.

STANDARDS OF ACADEMIC PROGRESS

Saint Mary's College is required to establish and maintain standards of satisfactory academic progress to comply with federal and state regulations governing financial aid programs. The College's satisfactory academic progress conforms to the standards of the school's accrediting agency.

The academic progress policy includes a qualitative and quantitative measure to evaluate the student's academic progress. To ensure that a student is making both quantitative and qualitative progress throughout her course of study, Saint Mary's College assesses the student's progress at the end of each semester.

Normal Academic Progress for full-time students (based upon completion of the degree in four years) is as follows:

Normal Academic Progress										
By the end of this semester...	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
a full-time student must earn at least this number of semester hours...	16	32	48	64	80	96	112	128		
and earn this minimum cumulative GPA	1.800	1.900	2.000	2.000	2.000	2.000	2.000	2.000		

Minimum Satisfactory Academic Progress (Good Standing) for full-time students is based on five years (10 semesters) of study. To be considered full-time, a student must enroll in and satisfactorily complete a minimum of 12 hours per semester. Institutional financial aid funding is available for eight semesters only.

Minimum Satisfactory Academic Progress Requirements (Full-time students)										
By the end of this semester...	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
a full-time student must earn at least this number of semester hours...	12	24	37	50	63	76	89	102	115	128
and earn this minimum cumulative GPA	1.800	1.900	2.000	2.000	2.000	2.000	2.000	2.000	2.000	2.000

* After satisfactory completion of the second semester (24 semester hours), each subsequent semester requires satisfactory completion of a minimum of 13 hours per semester unless the cumulative number of semester hours exceeds the minimum total noted above.

Minimum Satisfactory GPA Expectations for Part-Time Students

Part-time students are evaluated by the same standards as full-time students from the date they first matriculate. However, part-time students need only to accrue courses at one-half the rate full-time students would. Part-time students who move to full-time status will be placed with their class and shall be reviewed each semester as a full-time student from that point onward.

Complete Semester Hours

0–16
17–29
30+

Minimum Cumulative GPA

1.8
1.9
2.0

Financial Aid Probation and Suspension

Students who fail to achieve the required cumulative grade point average and/or fail to complete the minimum number of semester hours required are placed on financial aid probation. As specified in the written notice she receives, the student is given one semester to achieve the minimum requirements. Failure to meet the minimum requirements will result in the suspension of all financial aid eligibility until the required minimums are met. Appeals regarding probation or suspension may be submitted in writing to the director of financial aid.

Incomplete Course Grades and Repeated Courses

Students who receive an incomplete course grade are expected to complete the course requirements according to the policies established by the College. Evaluation of satisfactory progress takes place when the incomplete is resolved. Financial aid eligibility for repeated courses is reviewed on an individual basis.

Academic Life

ACADEMIC POLICIES

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 semester hours per semester is an average load; 18 is the usual maximum. A student may carry more than 18 hours only upon the written approval of the office of academic affairs or the office of first year studies. She will be charged for each semester hour over the maximum load. If a student is admitted conditionally or placed on probation, her course load may be restricted.

Add/Drop

A course may be added during the first seven class days of a semester. A course may be dropped without penalty during the first five weeks of the semester. To drop or add a course, a student must submit the relevant form with the appropriate signatures. (See also: Withdrawal From a Course.)

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 legitimate and documentable reasons of personal health, family concerns (illness, funeral, wedding) 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 first year studies or the assistant to the vice president.

Calendar

The academic year is divided into two 15 week semesters, including a week of final exams.

Classification of Students

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

first year students	0–28 semester hours of credit
sophomore	29–60 semester hours of credit
junior	61–92 semester hours of credit
senior	93 or more semester hours of credit

A student who is non-degree seeking is not classified.

Continuation in College

Academic Probation: The standard for continuance (good standing) in the College is a 1.80 cumulative GPA for students completing the first semester

of the freshman year; 1.90 cumulative GPA for students completing the second semester of the freshman year; and 2.00 cumulative GPA thereafter.

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 advised to withdraw. 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 government office nor participate in varsity athletics. The notation "academic probation" appears on the student's permanent record.

Academic Dismissal: Any student who loses academic good standing for two consecutive semesters or three non-consecutive semesters is subject to dismissal. Dismissal will be recorded as a 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.

Course Numbering

Courses numbered 100–199 are primarily for first year students; 200–399 are primarily for sophomores and juniors; and 400-level courses are primarily for seniors. If prerequisites are completed, students may register for courses beyond their classification. All courses are semester long unless noted otherwise in the course descriptions. Courses with "RM" suffix are taught on the Rome campus; courses with "W" suffix indicate writing proficiency requirement may be fulfilled.

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 sends each sophomore a Major Petition with instructions for completion. Students should then meet with department chairs and counselors/advisors about possible major programs. First year students may not formally petition a department for acceptance into a major program; however, they may take prerequisite and/or introductory courses in the major in the first year. Students interested in art, music or science should register for specific courses in the first year in order to complete degree requirements in four years and will be advised to do so by the office of first year studies.

The Student-Designed Major (SDM) allows the superior student (3.2 GPA) in the liberal arts and sciences, with advising, to follow a course of study outside the traditional departmental structure at Saint Mary's. Interested students must submit a formal proposal no later than spring break of the sophomore year to the SDM committee. Additional requirements and information is available in the office of academic affairs.

To declare a minor, a student must complete the Minor Petition form from the office of academic affairs. A brochure on optional minor programs, which includes general guidelines for minors as well as specific requirements for each minor offered is also available from the office of academic affairs. See also: Guidelines for Optional Minors, page 62.

Examinations

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

- illness of the student
- emergency or important event in the student's immediate family
- three exams scheduled in one day or in three consecutive exam periods
- 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 or NICE. The student's official GPA is maintained in the registrar's office and is truncated at two decimal places.

Grade Reports

Students may view midsemester deficiencies and final grades via *PRISM* on the Saint Mary's website. 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

Honors List

At the end of each semester the names of the students on the Honors List are announced. A student must complete at least 12 graded hours and earn a 3.4 GPA or better to qualify. This honor is noted on the student's permanent record.

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. Extenuating circumstances must be explained in writing by the instructor when recording an "X" grade.

Midsemester Deficiency Notices

Instructors are required to provide deficiency notices to all students whose work is not satisfactory at midterm. Failure to receive a midsemester 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. Midsemester deficiencies do not become part of a student's official record.

Copies of deficiency notices are sent to: a) students at their local address; b) parents of all freshmen and sophomores; and c) parents of juniors and seniors on academic probation, unless the student furnishes proof that she is independent. Parents of juniors and seniors (excluding students on probation) will not receive this information unless they request it and furnish proof of dependency. Midsemester deficiencies may also be viewed via *PRISM*.

Northern Indiana Consortium for Education (NICE)

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 Indiana Vocational Technical College. Students may be admitted to approved classes on a space-available basis only during the fall or spring semesters.

Notre Dame Co-Exchange Program

Saint Mary's College and the University of Notre Dame maintain a cooperative program permitting students to take courses at the neighboring institution. 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. Students from each institution are generally eligible to participate in the other's international study programs.

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 12th class day of the semester.
- First year students are not permitted to take a course pass/fail in the first semester.
- General education requirements and courses in the student's major or minor cannot be taken pass/fail.
- 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 or the office of first year studies, and the student's department chair. Forms are available in the registrar's office.
- Grades "A" through "F" will be assigned by the instructor, with grades "A" through "D" being recorded as "P." A grade of "F" will be included in the calculation of the grade point average.
- A decision to take a course pass/fail may not be reversed, nor may a graded course be taken pass/fail after the first 12 class days of each semester.
- A course taken pass/fail does not apply to the 12 graded hours required for calculation of honors.

Permanent Record and Transcript

A student's permanent academic record is maintained in the registrar's office. Official transcripts of the permanent record are available for \$2 per copy to each student or alumna. Requests for transcripts must be submitted in writing to the registrar. Transcripts will not be issued to students or alumnae who have not met their financial obligations to the College.

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. Credit hours earned are awarded only once.

Registration

Students must register for courses each semester; credit will not be awarded to a student who is not officially registered. Continuing students pre-register for fall courses at the designated time in the spring semester, and pre-register 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 pre-register for the spring semester until the *Major Petition* is on file in the office of academic affairs.

Semester Hours

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

Transfer Coursework

Students who wish to transfer coursework from other schools must take courses at an accredited college or university and obtain approval in advance from the Academic

Affairs Office or the First Years Studies Office. Transfer credit will not be accepted if the student earns a grade below "C."

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 or the office of 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. Withdrawals will not be allowed once final exams begin.

Withdrawal from the College

A student wishing to withdraw from the College before the completion of a semester is required to notify in writing either the office of first year studies or the assistant to the vice president. 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 of classes, 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 withdrawal is made on her permanent record.
- After the official drop period, students who withdraw will receive grades from their instructors of "W" or "F" depending on progress to date.
- The last day of classes for the semester is the last day a student can withdraw from the college for that semester.

A student who is not intending to return to Saint Mary's for the next semester should also notify in writing either the freshman academic counselor or the assistant to the vice president. (See also: Reinstatement, page 20.)

FIRST YEAR STUDIES/ACADEMIC AFFAIRS

In recognition of the unique needs of first year students, Saint Mary's College established the First Year Studies office. The Office promotes the academic life by advising first year students in curricular planning and assists in facilitating their transition from high school to college

During the first year, students are introduced to the College's general education program. This program is based on the liberal arts tradition and is built on a foundation which encompasses three main areas: the humanities, sciences, and social sciences. Recognizing each student's unique interests, strengths and goals, advising is done on an individual basis. Students work with an advisor in the First Year Studies office to plan their schedules, talk about majors and define their educational goals. Faculty are also available to discuss major level courses and curriculum as well as advise students.

Understanding that the transition from high school to college can be challenging for some students, the staff works closely with students, faculty and other supporting offices to provide assistance. During the first year, students are encouraged to meet

with an advisor in the office to ask questions and discuss their concerns.

A number of academic policies directly affect students from the beginning of their college experience. First Year Studies will assist students with any of the following policies: excused absences, final exam change, withdrawal from a course, grade policy, transfer and advanced credit and co-exchange with Notre Dame. Students beyond the first year will receive similar assistance from the Academic Affairs Office.

THE CENTER FOR ACADEMIC INNOVATION

The Center for Academic Innovation offers programs to nurture the life of the mind at Saint Mary's and enrich our intellectual community. This Center coordinates programs in faculty development, fosters student research and teacher-student connections, and encourages innovation in teaching and learning. The CFAI administers the College faculty research and teaching grants, offers collaborative research grants for faculty teams (COSTAR) and CFAI Fellowships for College-related projects. It directs the Farrell Mentoring Program for new faculty, and the Student Independent Study and Research (SISTAR) Program, in which student and faculty partners work on scholarly and creative projects. In cooperation with the Office of Student Activities, the CFAI supports leadership development through programs such as the annual Play of the Mind Conference and Community Leadership Teams (CoLT). The CFAI draws public attention to the excellence of Saint Mary's College.

THE CENTER FOR WOMEN'S INTERCULTURAL LEADERSHIP

In December 2000 Saint Mary's received a major grant from the Lilly Endowment, which enabled the College to build on its long history of women's education and women's leadership by establishing a Center for Women's InterCultural Leadership. The mission of the Center is to stress the importance of intercultural dialogue in today's world; to highlight the leadership roles women have adopted in such dialogue; and to foster the next generation of women leaders. The Center provides a forum in which issues of women's diversity and leadership are discussed, and it serves as a resource for encouraging intercultural education. It is also an innovative place where women currently in leadership roles collaborate to make a difference in their worlds.

The Center consists of three main components. Within the area of scholarship and research, the Center's fellowships bring scholars together to investigate the roles of women in worldwide cultures, and to involve students in exploring the ways in which culture impacts our lives. The community connections component supports women's leadership in the Michiana area, and develops linkages between those women, their leadership efforts, and the Saint Mary's College community. The program creates leadership opportunities for and with women from diverse backgrounds through authentic dialogue, reciprocal education, and capacity building that integrates with learning on campus. In the area of teaching and learning, the Center fosters innovative ways to design and implement intercultural educational programs and to infuse these issues across the curriculum. In addition to encouraging intercultural experiences for Saint Mary's students, the Center offers an Intercultural Living Community Program in a residence hall where students become prepared to live in an intercultural world. The Center's resources concerning intercultural relations and women's leadership are also made available to teachers and students at other levels of education, particularly through the summer seminar programs.

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, 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 director of international and intercultural learning 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 director of international and intercultural learning will assist students in researching and pursuing their options. For Saint Mary's College programs, the appropriate faculty member in charge will guide the student through the application process.

To be accepted for credit, non-Saint Mary's programs and institutions must meet our academic standards and must be approved in advance by the office of first year studies (as a sophomore) or by the office of academic affairs and by the chair of the student's department (as a junior or senior). These programs are generally not eligible for Saint Mary's financial aid.

ACADEMIC YEAR PROGRAMS

Rome, Italy

In 1970, Saint Mary's College established a campus in Rome primarily for its sophomore students. Students are taught by a specialized faculty resident in Rome, supplemented by faculty from the home campus. Courses include those particularly associated with the history, the art and the culture of the country. They cover fine arts, anthropology, Italian language and literature, international business, Western civilization, political science, history of music, philosophy, and religious studies. In order to qualify, students must have a 2.5 cumulative GPA and must successfully complete one year of college level introductory Italian or its equivalent. Financial aid in effect on the home campus can be applied to the Rome Program. If space permits, qualified students from other colleges may enroll in the program.

Ireland

Since 1977, approximately 25 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 Irish students. They choose sophomore-level courses in literature, history, classical civilization, philosophy, theology, economics, anthropology or sociology. Students on the Ireland Program enroll for the Irish academic year from September to April. Financial aid can be applied to the Ireland program. Applicants should demonstrate a serious attitude in their college work (a "B" average is recommended), and must complete an application process to qualify.

Semester Around the World

Since 1983, Saint Mary's has offered the Semester Around the World Program in alternate years. The program combines travel around the world with academic programs in Cochin, India, at the Sacred Heart College administered by Carmelite Fathers. Places that students in the program are able to visit are: Japan, Hong Kong, China, Korea, Taiwan, Indonesia, Singapore, Malaysia, Vietnam, Thailand, Nepal, India,

Russia and countries in Eastern and Western Europe. The academic program includes the following five courses which will allow a total of 16 semester hours: history and literature, sociology-anthropology, government-developmental economics, philosophy-religion, and the arts (art, music, theatre, film). See also: page 217.

All students from Saint Mary's College and the University of Notre Dame, except for incoming freshmen, are eligible for the program provided they have a "B" average, good health and demonstrated interest to learn about other cultures. Students from other institutions are also admitted, space permitting. The cost of the program is one semester's tuition, room and board plus a surcharge determined primarily by the cost of transportation. Financial aid can be applied to this cost.

Normally the students leave the United States in mid-August, travel through the Far East and Southeast Asia and visit locations of interest in North and South India to reach Cochin by the end of September. They leave India in early December, and may travel through Russia and Europe and return home by Christmas. Since extensive travel arrangements must be made in many countries, students are urged to apply by late January. Final selection will be made by mid February. Enrollment is limited to 40 students.

Seville, Spain

In 1999 the College formally affiliated with the Center for Cross-Cultural Study in Seville, Spain. Spanish majors and minors who decide to attend typically spend the second semester of their sophomore year studying at the Center. The CC-CS has an ample curriculum in Spanish language, Spanish literature, history and culture which complement the Spanish curriculum at Saint Mary's College.

Dijon, France

In affiliation with Cultural Experiences Abroad, Saint Mary's offers students the opportunity to study at the Centre International d'Etudes Francaises of the Université de Bourgogne in Dijon, France. Courses in French language, literature and culture are offered as semester or full-year programs, and students interested in pursuing a major or a minor in French are strongly encouraged to apply. Financial aid can be applied to the Dijon Program. Students must have a 2.5 GPA and a minimum of a B average in French to be eligible for Dijon, which is recommended as a sophomore-year 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 and room and board at Saint Mary's and receive financial aid, but will directly enroll full-time at UND in Fremantle, on the West Coast of Australia. Students can choose from a wide range of courses offered, with pre-approval from their academic advisors, and study for a year or semester. All Saint Mary's students will be required to take a course on Australian history and society, which includes a field trip to the Kimberly region of Western Australia to visit aboriginal communities and experience the Australian Outback.

Innsbruck, Austria

Saint Mary's German students regularly participate in the year-long Notre Dame program at the University of Innsbruck. Designed primarily for students in their sophomore year, the program begins in early September with a month-long intensive

German language session and cultural orientation in Salzburg. Courses are designed to accommodate the general curricular needs of Notre Dame and Saint Mary's students, and are taught by faculty from the University of Innsbruck. Typical offerings include Art History, Economics, Literature, Philosophy and Theology. All courses are taught in German. Saint Mary's students wishing to study in the Notre Dame Innsbruck Program must have a minimum 2.5 GPA as well as a B average or above in German at the time of their application. Students pay Notre Dame tuition and fees, but can apply their Saint Mary's financial aid.

SUMMER STUDY

European Study Program

The European Summer Study Program is an introduction to European history, culture, international business and a host of other exceptional 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 general electives. In the past this program has visited Dublin, Edinburgh, London, Paris and Brussels, and taken side trips from major cities to places like Kilarney and Blarney or Stonehenge and Bath.

Greece Summer Study Tour

The Greece Summer Study Tour is an eighteen-day program beginning toward the end of May and continuing into the month of June. The study tour allows students to earn three elective credits for the course. Students immerse themselves in the Greco-Roman world of the first urban Christians converted by Paul the Apostle while traveling throughout mainland Greece. Enrollment is open to students of all class years, but is limited to 20 students. Students do not need to specialize in history, religion, or a foreign language to participate.

SEMESTER BREAK PROGRAMS

Poverty and Development Seminar: Haiti

This one-credit justice education course, offered during a semester break, is an immersion into rural and urban Haiti to develop an understanding of conditions there and efforts from the grassroots, churches, and human rights leaders to bring change to the Haitian people. The Haiti experiential learning course includes three components: advance preparation to discuss selected readings on the political and social realities of Haitian life; the in-country immersion experience; and debriefings and readings upon return to process and reflect upon the experience.

Pilgrimage to Sacred Sites

New understandings of the ancient practice of "pilgrimage" are being retrieved by Saint Mary's students, faculty, and staff as they journey to sacred sites to reflect and pray in the context of a particular culture. The pilgrimage, usually scheduled for over spring break, is sponsored by the Center for Spirituality and the S.U.R.V. office. Through the generosity of an anonymous donor, the cost per pilgrim is considerably reduced. Over the past few years, groups have traveled to religiously important places such as the site of the life and death of Archbishop Oscar Romero and other martyrs of Central America.

Each pilgrimage involves social analysis and practical theological reflection as well as discussion with people in the setting who share their own stories. Pilgrimage thus becomes a metaphor for the spiritual life.

Jamaica Field Study (Marine Biology)

The Biology Department has offered Marine Biology (BIO 209) as a regular course since 2000. The course is offered in even-numbered years during the spring semester. Enrollment is limited to 16 students and includes a trip to the Caribbean during spring break. The professor accompanies the class on a field excursion to the Hofstra University Marine Laboratory (HUML) in Jamaica.

Marine Biology is designed as a sophomore level class in the biology major and meets the departmental requirement for a field course. The total cost of the trip is in addition to the tuition paid for the course. See also: page 73.

ACADEMIC/SERVICE HONORS AND AWARDS

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

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

<i>Cum laude</i>	cumulative GPA of 3.40 to 3.59
<i>Magna cum laude</i>	cumulative GPA of 3.60 to 3.79
<i>Summa cum laude</i>	cumulative GPA of 3.8 or above.

Kappa Gamma Pi is the National Catholic College Graduate Honor Society. Seniors graduating with scholastic distinction (3.4+ GPA) and outstanding service to the Church, College and community are eligible to be nominated for membership.

Who's Who Among Students in American Universities and Colleges is a national program that annually honors outstanding campus leaders for scholastic and community achievements. Seniors are nominated based on academic standing, participation in extracurricular activities and community service.

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

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 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 given to the senior in the *Department of Business Administration and Economics* selected as most likely to have a successful business career.

The Frank A. Yeandel Award is given 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 made to the Achievement Award winner in **accounting**.

The Bridget Anderson/KPMG Peat Marwick Award is given to a junior *accounting* concentrate for outstanding achievement in the Principles of Accounting courses.

The Crowe Chizek Award is given to a senior for outstanding achievement in *Tax Accounting*.

The Ernst & Young Award is presented to a senior 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 McGladry and Pullen Award recognizes a senior for excellence in *Intermediate Accounting*.

The Margaret C. Dineen Award is presented to a senior *marketing* concentrate who has made a significant contribution to the marketing program.

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 3.25 and a minimum finance GPA of 3.3 are invited to join.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Martha Montgomery Schurz Memorial Award in History. The history department, to encourage scholarly competence and creative initiative, gives its annual monetary award to the senior *history* major judged outstanding by the faculty.

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

Thomas More Award in Humanistic Studies is given to the senior major who demonstrates outstanding achievement.

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

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

Modern Language Awards are made when appropriate to students recognized for outstanding accomplishment in *French* and *Spanish*.

The Music Award is given to a graduating senior *music* major who has excelled in the areas of musicianship, scholarship and service to the Music Department.

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

The Humanitarian Award is given annually to a graduating senior who has shown consistent personal development in the therapeutic and spiritual dimensions of *nursing*, the ability to integrate intellectual knowledge with sensitivity to human needs and a deep sense of commitment to the ideals of the nursing profession.

The Sister Annice Donovan Prize for Philosophical Writing is awarded to the student (in any major) who has submitted the best piece of philosophical writing (senior theses excluded) for the year.

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 that *religious studies* major or minor who has 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 show exceptional academic ability and promise for future development.

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

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

The Krisit 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.

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

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 faculty of the department of *sociology*. It is given to that 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 faculty of the department of *sociology*. It carries a monetary award and is granted to that senior major whose senior comprehensive research was deemed outstanding.

The Women's Studies Prize is presented to the student who demonstrates academic excellence in *women's studies* and an integration of women's studies theory with practice.

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.

Each faculty member has the responsibility to refer to the College policy on academic honesty at the beginning of each course. Faculty shall foster the honesty of their students by conducting each course in such a way as to discourage cheating or plagiarism. Moreover, faculty are to investigate thoroughly any evidence of cheating in their classes.

Course instructors who have evidence of cheating or plagiarism shall make the charge and any subsequent action known to the student. Only then shall an appropriate penalty be imposed. It is recommended that the instructor submit in writing to the assistant to the vice president or the office of first year studies the name of any student found guilty of academic dishonesty serious enough to have been penalized, along with a description of the penalty imposed. Such reports will be kept in confidence, except in the case of continued violations by a student, when the reports may be presented to the Committee on Academic Standards.

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

In addition:

- Any member of the College community who has evidence is encouraged to report a violation of academic honesty to the instructor of the course.
- Any member of the College community who has evidence has the right to refer a violation of academic honesty to the assistant to the vice president or the office of first year studies for further consideration.
- Any student has the right to refer an accusation of academic dishonesty or a grade resulting from such an accusation to the assistant to the vice president or the office of first year studies for further consideration.
- At the written request of any involved party, the assistant to the vice president or the office of first year studies shall refer an appeal to the Committee on Academic Standards for a wider hearing.

At the discretion of the assistant to the vice president or the office 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.

Degree & Academic Requirements

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

DEGREES

Bachelor of Arts (B.A.)

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

art	French	religious studies
biology	history	social work
chemistry	humanistic studies	sociology
communication studies	mathematics	Spanish
economics	music	statistics and
elementary education	philosophy	actuarial mathematics
English literature	political science	student-designed major
English writing	psychology	theatre

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 may be chosen:

biology	cytotechnology	nursing
chemistry	mathematics	statistics and
computational mathematics	medical technology	actuarial mathematics
		student-designed major

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

For students primarily seeking entry level career positions in either the private or public sector, the Bachelor of Business Administration degree is offered, with a major in business administration or in management information systems. All students seeking this degree take a common core of twelve courses in economics, business, and mathematics. Students desiring a business administration major complete in addition at least 12 semester hours of coursework in one of five concentrations (accounting, finance, international business, management, or marketing), plus courses in computer science and an elective. Students desiring a major in management information systems take 21 semester hours of coursework in that field.

Bachelor of Music (B.M.)

A Bachelor of Music degree may be earned in applied music or music education. The field of concentration requirements and the electives in related subjects will be determined in consultation with the department chair. The major is music.

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 72 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.

Second (Dual) 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.

COLLEGE REQUIREMENTS FOR ALL DEGREES

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

- a minimum of 128 semester hours of credit
- a 2.0 minimum cumulative grade point average
- General Education and major requirements as outlined below
- residency requirement

To fulfill the **residency requirement** a candidate for any degree is expected to complete at least two years at Saint Mary's, one of which is the senior year. A minimum of 60 semester hours of credit and at least one-half of the major course work must be completed in residence. Courses taken in approved Saint Mary's study abroad programs will apply toward hours in residence.

GENERAL EDUCATION PROGRAM/REQUIREMENTS

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

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

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

Writing Proficiency: A student may earn basic proficiency by registering for courses designated with a "W" after the course number in the *Schedule of Classes*. At the end of the semester an evaluation committee and the instructor will determine whether the student qualifies for basic proficiency. If so, notification of this certification will be made on the student's grade report and on her permanent record.

A transfer student who has earned a “B” or better in a composition course at the former college may submit at the end of her first semester a portfolio of papers written in Saint Mary’s courses. The evaluation committee will review the portfolio for basic writing proficiency.

Foreign Language Proficiency: A student must complete two semesters of the same language at the appropriate level unless she is exempted by examination. See also: Modern Languages, page 152 for details and for exemption information.

Designated Courses in Specific Disciplines: Ways of Knowing. This component of the General Education Program reflects our conviction that different disciplines, in addition to teaching their specific content, teach “ways of knowing” characteristics of that discipline. The required designated courses introduce students to a wide variety of ways of knowing, which reflect the long intellectual tradition of higher education. Any combination of courses chosen to satisfy the designated courses requirement will provide the student with experience and practice in all these ways of knowing. Requirements by degree begin on page 60 and the courses which satisfy these requirements are listed in each department section.

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

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 grade below “C” is acceptable in required supporting courses.

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

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 complete a second major in the same degree by completing the major course requirements in the second department. The major in which the student completes her comprehensive evaluation will be the primary major.

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 permanent record.

GENERAL EDUCATION REQUIREMENTS FOR EACH DEGREE**Bachelor of Arts (BA), Bachelor of Business Administration (BBA),
and Bachelor of Science (BS) with any major in Mathematics (44 hours):**

- No more than two courses in any one discipline may be used to satisfy the following requirements. In the social sciences, only one course per discipline may be used.
- 1 English literature course
- 1 History course
- PHIL 110
- RLST 101 and one 200 level Religious Studies course
- 1 fine arts course (Art, Dance, Music, Theatre)
- 1 Mathematics course
- 2 laboratory science courses (Biology, Chemistry, Physics)
- 2 social science courses from different departments: Anthropology, Economics, Political Science, Psychology, Sociology, Women's Studies (207 only)
- 3 additional approved courses in the following disciplines:
 - » Art
 - » Communication Studies
 - » Dance
 - » English literature
 - » History
 - » Humanistic Studies
 - » Intercultural Studies (201 only)
 - » Mathematics
 - » Music
 - » Philosophy
 - » Theatre
 - » Women's Studies (207 only)

Bachelor of Science (BS) in Nursing (33 hours):

- No more than two courses in any one discipline may be used to satisfy the following requirements.
- 1 English literature course
- 1 History course
- PHIL 110
- RLST 101 and one 200 level Religious Studies course
- PSYC 156 and SOC 203
- MATH 114 and one other MATH course (may be a prerequisite for Math 114)
- 2 additional courses from the following:
 - » Art
 - » Communication Studies
 - » Dance
 - » English literature
 - » History
 - » Humanistic Studies
 - » Intercultural Studies (201 only)
 - » Music
 - » Philosophy
 - » Theatre
 - » Women's Studies (207 only)

**Bachelor of Science (BS) with a major in Biology (27 hours)
or Medical Technology (21 hours):**

- 1 English literature course
- PHIL 110
- RLST 101 and one 200 level Religious Studies course (*only RLST 101 for Med Tech majors*)
- 1 Art, Communication Studies, Dance, Music, or Theatre course (*not required of Med Tech majors*)
- 4 courses chosen from at least two of the following areas, including two courses chosen from the same area:
 - » Anthropology
 - » Economics
 - » History
 - » Humanistic Studies
 - » Intercultural Studies (201 only)
 - » Political Science
 - » Psychology
 - » Sociology
 - » Women's Studies (207 only)

Bachelor of Science (BS) with a major in Chemistry (18 hours):

- No more than two courses in any one discipline may be used to satisfy the following requirements.
- 1 English literature course
- PHIL 110
- RLST 101 and one 200 level Religious Studies course
- 2 courses in social science or humanities: Anthropology, Art, Communication Studies, Dance, Economics, English literature, History, Humanistic Studies, Intercultural Studies (201 only), Music, Philosophy, Political Science, Psychology, Sociology, Theatre, Women's Studies (207 only)

Bachelor of Music (BM) (18-23 hours):

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

Bachelor of Fine Arts (BFA) (25 hours):

- 1 English literature course
- 1 History course
- PHIL 110
- RLST 101 and one 200 level Religious Studies course
- 1 Mathematics course
- 1 laboratory science course
- 1 social science course: Anthropology, Economics, Political Science, Psychology, Sociology, Women's Studies (207 only)

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% of the minor may be accepted from another institution.
- A grade below "C" is not acceptable for the total number of hours required.
- No course in the minor may be taken pass/fail.

After certification by the appropriate academic department, notation of a completed minor will be made on the student's transcript.

Saint Mary's College offers optional minor programs in the following areas:

advertising	English Literature	philosophy
American studies	English Writing	political science
anthropology	French	psychology
art history	history	public relations
art studio	humanistic studies	reading
biology	information science	religious studies
business administration	intercultural studies	secondary education
chemistry	international studies	sociology
communicative disorders	Italian	Spanish
computer science	justice studies	theatre
dance	Latin American studies	urban studies
economics	mathematics	women's studies
economics/computer applications	math/computer science	
	music	

COOPERATIVE ENGINEERING PROGRAM.

Saint Mary's College has established a cooperative engineering degree 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 human 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 after four years, and a B.S. in engineering from Notre Dame after the fifth year. (See also: Engineering, page 119.)

PRE-MEDICAL, PRE-DENTAL, PRE-HEALTH PROFESSIONS STUDIES

Although Saint Mary's College does not offer a pre-health professions major, a student can complete all the classes she needs to pursue a number of health-related programs beyond the undergraduate degree. These include but are not limited to medical school, dental school, accelerated-option nursing programs, and graduate programs (generally at the Master's degree level) in physical therapy, occupational therapy, physician's assistant, etc. It is important that the student contact the pre-health professions advisor early in her undergraduate career so she can plan her course work accordingly. (See also: Occupational/Physical Therapy, page 71.)



ART

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. This 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.

For both the B.A. and the B.F.A. degrees, art majors specialize in several areas of study: drawing, painting, printmaking, fiber, photo-media studies, ceramics, sculpture, and art history. Through artist workshops, visiting artist programs, lectures, and gallery exhibitions, the department shares its experience with students at the College and the larger community. The Moreau Galleries are an integral part of the art program and make professional exhibitions of contemporary art readily accessible for teaching and learning.

GENERAL EDUCATION REQUIREMENTS. The following art courses may be used to fulfill the fine arts General Education requirement: ART 105, 141, 241, 242 or any entry-level studio course; also ART 251RM, 252RM taken in Rome.

TEACHER PREPARATION. The Art Department in conjunction with the Education Department offers courses leading to state licensing for Visual Arts. (See also: Visual Arts and Music Education, page 110.)

ADVANCED WRITING PROFICIENCY. Art majors submit a portfolio of writing samples in art from a list of required 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 which is original and aesthetically and conceptually sound. The art history comprehensive is a paper demonstrating conceptual originality, research skill and appropriate methodology.

ADDITIONAL PROGRAMS. Art and art history courses are taught on Saint Mary's Rome campus, and are offered periodically on Saint Mary's European study tour.

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.

PROGRAM REQUIREMENTS**Bachelor of Arts, Major in Art – Concentration in Studio Art (42 hours)**

- ART 101,102,103,104, 241, 242 (or 251RM, 252RM in Rome), 495
- 18 additional hours in the major
- 3 hours of advanced art history
- participate in portfolio reviews every semester

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

- ART 241, 242 (or 251 RM, 252RM in Rome), 485, 495
- ART 101 or 102; 103 or 104; 221
- 15 additional hours in upper level art history courses from a variety of areas
- 6 additional hours in either art history or studio
- participate in portfolio review when enrolled in studio courses

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

- ART 101, 102, 103, 104, 241, 242 (or 251RM and 252RM), 495
- 45 additional hours in studio
- 6 hours in upper level art history
- 6 hours in correlate courses (from an approved list of art-related courses)
- participate in portfolio reviews every semester
- maintain a 3.0 GPA in art courses

Minor in Art History (18 hours)

- ART 241, 242 (or 251RM, 252RM in Rome)
- 12 additional hours in art history

Minor in Art History for Studio Art Majors (21 or 24 hours)

- a B.A. art major with a concentration in studio art must complete 15 additional hours in upper level art history beyond ART 241, 242
- a B.F.A. art major must complete 18 additional hours in upper level art history beyond ART 241, 242

Minor in Studio Art (24 hours)

- ART 101 or 102, 103 or 104, 241 or 242
- 15 additional hours in studio
- participate in 3 portfolio reviews

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, workshop equipment, and drawing boards are supplied.

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

101 Drawing I 3

A broad foundation course that introduces the student to a variety of drawing techniques, approaches and subject matter. Sketchbook/journal required.

102 Drawing II 3

A broad foundation course, similar to ART 101, with additional emphasis on the figure and composition. Goals will be to further develop technical skills while exploring drawing's expressive potential.

103 2D Design 3

The fundamentals of two-dimensional design: line, shape, value, texture and color are explored individually and in composition using a variety of 2D media. Critical discussion of design principles is an important requisite of the course. Individual and group critiques.

104 3D Design 3

This course is a study of three-dimensional form explored through a variety of 3D media using the elements and principles of design as a basis. Individual and group critiques.

105 Studio for Non-Majors 3

This course introduces the non-art major to the foundations of studio art. Visual form and meaning will be explored through a series of studio assignments in a variety of two- and three-dimensional media. Studio work will be supported by the study of artwork presented in slides, reading and writing assignments, and visits to regional galleries and museums. Offered occasionally.

111 Ceramics I 3

An introductory course in basic ceramic techniques and the creative process using clay as an expressive medium. You will begin to develop various building techniques, i.e. coil building, pinching, hard and soft slab constructions and throwing on the wheel as well as firing and glaze application. Group discussions and critiques.

117 Sculpture 3

An introduction to the use of a variety of materials (e.g. wood, plaster, and metal) in exploration of creative concepts in form. Focus will be on artist-generated ideas, non-traditional media and exploration in scale of work. Lectures and critique. The use of hand and power tools included.

125 Silkscreen 3

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

141 Art Encounter 3

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

- 205 Painting: Oil** 3
This course consists of a series of painting assignments that introduces the student to the idiom and use of oil paints. The student will begin developing a facility in manipulating and using the materials and techniques of oils, and by the end of the course, the student will be expected to visually express her unique vision and ideas with this medium. Regular private and group critiques.
- 206 Painting: Acrylic** 3
This course consists of a series of painting assignments that introduces the student to the materials, techniques and idiom of painting with acrylic paints. By the end of the course, the student is expected to be able to visually express her unique ideas and views with this medium.
- 211 Ceramics II** 3
This course will expand your study of ceramics, both technically and conceptually, as you develop your own creative practice. Further instruction in wheel throwing and hand-forming techniques and combinations of these. You are responsible for glaze preparation, various types of glaze application and firing the kiln under the supervision of the instructor. Prerequisite: Art 111.
- 217 Sculpture II** 3
Advanced sculptural work designed to increase technical as well as conceptual skills. Further instruction in fabrication and theory. Lecture and critique. Research project involving visual and conceptual response to other art and/or artistic forms. Prerequisite: ART 117.
- 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)
- 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.
- 231 Art in the Elementary School** 3
A course designed to meet the needs of the elementary classroom teacher; materials, techniques and approaches to teaching art are introduced. Developmental stages of creative and mental growth are treated, learning episodes are planned and evaluation of the art process and product is discussed. Students use workshop to explore media.
- 237 Fiber: Surface Construction** 3
An introduction to fiber media and techniques for surface construction including felt making, papermaking, weaving and experimental mixed media. Group critiques. Consideration of textile history and contemporary fiber art.
- 238 Fiber: Surface Design** 3
An introduction to surface design, especially dye applications and techniques (resists, fabric painting and printing), needlework and machine sewing. Group critiques. Consideration of textile history and contemporary fiber art.

- 241 Art History Survey I** 3
A survey of the history of art from prehistoric times through the Gothic era. Emphasis on analyzing a work of art is combined with learning historical period styles to encourage visual literacy. Lectures with slides, museum field trips, selected readings and discussion are featured.
- 242 Art History Survey II** 3
A survey of the history of art from the Renaissance through modern times. Discussion of contemporary issues about art is combined with analysis and placement of art in historical context to promote visual literacy. Lectures with slides, museum field trips, selected readings and discussion are featured.
- 251RM Italian Art History I** 3
A study of art on the Italian peninsula from the 5th century B.C.E. through the late Gothic period. The study of Greek art serves as a broad basis for understanding Roman art. The Early Christian, Romanesque and Gothic periods will be studied in the context of their Italian manifestations. Tours and site lectures will be part of the class. Taught in Rome.
- 252RM Italian Art History II** 3
A study of Italian art from the early Renaissance through modern times. Tours and site lectures will be part of the class. Rome campus.
- 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)
- 290 Special Topics in Studio Art** 1-3
The presentation of selected subjects of special 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 artforms and their religious/ritual context. Slide lectures, demonstrations, museum visits and discussion of selected reading.
- 301 Drawing as Response** 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. May be repeated.
- 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 Ceramics III** 3
This course aims to further develop a more sophisticated understanding of the ceramic process. The focus here is to continue with your own aesthetic notions, while broadening your technical investigations relating to glaze, slip, and firing technologies. There is an emphasis on experimentation, immersion into this material and its manipulation.

- 317 Sculpture III** 3
Advanced sculptural investigation focusing on the integration of materials, form and content. Personal expression and exploration emphasized. Prerequisite: ART 217.
- 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 221.
- 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.
- 331 Art in the Secondary Schools** 3
A consideration of content, method, approaches and materials appropriate to teaching the visual arts in secondary schools. Lecture, discussion, planning of learning episodes for secondary school students and visual materials for teaching are featured.
- 337 Advanced Fiber: Surface Construction** 3
Advanced surface construction techniques including felt, papermaking, and 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 fabric printing, fabric construction and wearable art. Emphasis on individual conceptual development. Lecture and critique. Research project on fiber related topic. Prerequisite: ART 238.
- 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 artforms of the Gothic era.
- 346 Museums and Culture** 2-3
Museums are caretakers of culture: They shape our view of ourselves in history, and offer a place of meditation and learning, but that traditional role and function is changing. This course will examine the history of collecting in the West, its development into public institutions, the financial, legal, philosophical and ethical issues

confronting museums today, as well as the implications for the future.

348 The 19th Century in Art 3

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

349 American Art, 1945 to Present 3

The course focuses on the major movements in American art from Abstract Expressionism to the most current developments on the American art scene.

351RM Topics in Italian Art 3

Investigation of one period of Italian art such as Baroque Art in Rome or Contemporary Italian Art to capitalize on various opportunities available. May be repeated. Offered occasionally. Taught in Rome.

357 Holography Workshop 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.

369 Women in Medieval Art 3

The image of women changed radically from early Christian times to the Renaissance in ways still relevant today. This course examines the development of the image of women in the Bible with an emphasis on Mary, women in later literature, women in the convent and in secular society, at work and play. The work of women artists is also studied. Offered occasionally.

390 Special Topics in Studio Art 1-3

The presentation of selected subjects of

special relevance not included in regular departmental offerings. Prerequisite: established by the instructor. May be repeated with different topic.

391 Special Topics in Art History and Criticism 1-3

The presentation of selected subjects of special 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.

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 Ceramics IV 3

The total process of pottery-making approached on an experimental level using raw materials to compose clay bodies, glaze and colorants. Students fire both oxidation and reduction kilns. Prerequisite: ART 311

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** 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 concentration 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 area of studio concentration 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.



Biology

The Department of Biology endeavors to acquaint students with current biological principles, to educate them in the scientific approach to problems, to provide experience in laboratory and field methods of investigation, and to develop an appreciation for intellectual achievements in science. In addition, the courses are designed to prepare students concentrating in biology for graduate study, medical or dental schools, teaching or a

career in certain allied medical fields. A semester of foreign study is feasible and recommended for four-year biology majors.

GENERAL EDUCATION REQUIREMENTS

The following biology courses may be used to fulfill the science General Education requirements: BIO 103-104, 151-152. A student must complete both courses in either sequence to fulfill the science requirement. Second semester courses may be taken before first semester courses.

ADVANCED WRITING PROFICIENCY

This proficiency is demonstrated by the approval of a scientific paper based on a directed research project (includes successful completion of Biology 385 and Biology 485).

SENIOR COMPREHENSIVE

The Senior Comprehensive requirement in Biology is fulfilled by successful completion of Biology 385 and Biology 485, submission of an approved paper, and an oral presentation to the department.

GRADUATE STUDY

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

PROFESSIONAL/GRADUATE HEALTH-RELATED PROGRAMS

A B.S. degree in biology prepares students for admission to medical or dental school as well as to a number of graduate health-related programs. The flexibility of the biology program allows a choice of electives which will enable students to meet special requirements of certain programs. Although some schools will accept students after three years of undergraduate studies, it is recommended that students complete the course of studies leading to a B.S. degree. A student who, after three years of college, is accepted by an accredited professional school approved by the College, may receive a baccalaureate degree from Saint Mary's College. In order to qualify for the degree, the student must have fulfilled the College core requirements, the major requirements (including the Senior Comprehensive), and have successfully completed one full year of professional school.

OCCUPATIONAL/PHYSICAL THERAPY

Saint Mary's College has an articulation agreement with the Master of Occupational Therapy degree program at Midwestern University, Downer's Grove, Illinois and an

agreement with the Master of Physical Therapy program at Central Michigan University, Mount Pleasant, Michigan. Students who have followed a prescribed curriculum at Saint Mary's and who meet specific requirements have the opportunity for automatic acceptance into these Master's degree programs.

ALLIED MEDICAL FIELDS

Three-year preparatory programs in medical technology and cytotechnology are offered. The fourth year of training is received at an approved institution such as a medical center or hospital. When the year of training has been successfully completed, the student is awarded a B.S. degree from Saint Mary's College. Students who do not desire to incorporate the technical education into the four-year baccalaureate program may complete the regular course work for a B.S. degree from Saint Mary's and then choose an additional year to train at a medical center or hospital.

PROGRAM REQUIREMENTS

Bachelor of Science, Major in Biology (60 hours)

- 37 hours must be in biology
- BIO 150, 151, 152, 221, 385, 485
- one of the following (physiological course): BIO 317, 318, 328
- one of the following (field course): BIO 209, 301, 308, 323, 324, 332
- one of the following (morphological course): BIO 206, 220, 302, 326
- BIO electives to total a minimum of 9 hours (only one non-traditional or non-lab course can be applied to the electives)
- one of the above courses must be botanical (BIO 302, 304, 313, 324)
- one of the above courses must be zoological (BIO 206, 220, 232, 308, 320, 328, 332)

Required supporting courses:

- MATH 115-116 or MATH 131-132 or MATH 133, 225
- CHEM 121-122, 221 (CHEM 222, 319, 324 and PHYS 217-218 are highly recommended)
- additional science course to bring total to 60 hours, if needed

Bachelor of Arts, Major in Biology (56-57 hours)

- all of the above, minus one science or math course chosen in consultation with the student's advisor

Bachelor of Science, Major in Biology: specialized training in an allied medical area (4+1)

Students planning to earn a B.S. in biology in 4 years followed by one year of clinical training (4+1) must complete the following:

- fulfill the above requirements for Bachelor of Science, Biology
- BIO 317, 318, 328
- CHEM 222, 319
- PHYS 217-218

Bachelor of Science, Major in Biology: specialized training in an allied medical area (3+1)

Students who plan to do the clinical year as a senior (3+1) must take the courses listed above (4+1) and complete the advanced writing proficiency requirement and 98 credit hours by the end of the junior year. The following are **not required**: a botany course; a fine arts course; foreign language. The clinical year fulfills the requirement for a senior project.

BIOLOGY COURSES (BIO)

103 Biology and Human Values I 4

A course designed to introduce the non-major to basic concepts of molecular, cellular, and organismal biology. Issues related to general life experience will be explored. (Three hours lecture and one two-hour laboratory)

104 Biology and Human Values II 4

A course designed to introduce the non-major to basic concepts of genetics, evolution, ecology, and environmental biology. Issues related to general life experience will be explored. (Three hours lecture and one two-hour laboratory)

150 Lecture Series 1

The lecture series is designed for first-year students who plan to major in biology. A seminar format is used to introduce biological careers and current biological topics for discussion. Graded: S/U (One hour lecture per week)

151 Concepts of Biology I 4

A study of major concepts of biology with emphasis on ecology, evolution, diversity of life, plant and animal structure and function highlighting vertebrate organ systems and behavior. (Three hours lecture and one three-hour laboratory)

152 Concepts of Biology II 4

A study of major concepts of biology with emphasis on cellular structure and function, photosynthesis, genetics, respiration, and molecular biology. (Three hours lecture and one three-hour laboratory)

NOTE: Minimum prerequisite for all course listings 200 and greater (except 213, 214 and 216 as noted): one year of biology or the permission of the instructor.

206 Invertebrate Zoology 4

Lecture, laboratory and field study of invertebrate animals emphasizing morphology, diversity and ecological relationships. Consideration will be given to the physiology, evolutionary relationships and modern research directions being pursued for the major invertebrate groups. (Three hours lecture and one three-hour laboratory) Offered occasionally, spring semester.

209 Marine Biology 4

A lecture, laboratory, and field-based introduction to marine systems. Topics include physical and biological properties of marine systems with emphasis on ecological interactions and human impact on the marine environment. (Three hours lecture, one two-hour laboratory; includes a one week field trip to the Caribbean and additional fee for travel and expenses.) Offered spring semester; in even-numbered years

213 Human Anatomy 3

Gross structure and interrelationships of human organ systems with laboratory emphasis on dissection of the cat. For students majoring in areas other than biology. (Two hours lecture and one three-hour laboratory) Offered fall semester.

214 Human Physiology 3

Concepts of human physiology built upon a strong understanding of human anatomy. For students majoring in areas other than biology. (Two hours lecture and one three-hour laboratory) Offered fall semester. Prerequisites: BIO 152 and CHEM 124 or permission of the instructor.

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 major-

ing in areas other than biology. (Three hours lecture and three hours of laboratory) Offered spring semester. Prerequisites: CHEM 124.

220 Comparative Vertebrate and Human 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 with emphasis on human systems. (Three hours lecture and one three-hour laboratory) Offered spring semester.

221 Introduction to Genetics 4

Principles governing the transmission of hereditary factors in plants and animals. Current theories on gene structure and action and role in evolution. (Three hours lecture and one three-hour laboratory) Offered fall semester. Prerequisites: CHEM 121-122; CHEM 221 taken concurrently.

232 Animal Behavior 3

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

237 The British View of Nature 2-3

This course examines the contributions of the United Kingdom to the study of natural history. (Conducted in Ireland and Great Britain as a special summer offering only)

250 Environmental Science 4

An interdisciplinary course that investigates the study of our environment: the prehistoric environment, human impact, present environmental problems and potential solutions. Focused on principles of the nature of science, matter, energy and life, the course develops a global view of humans and their environment, while also developing a personal environmental ethic for the individual student. (Three hours lecture, one three-hour lab-

oratory) Offered spring semester.

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

A two week intensive off-campus field course concerned with techniques for studying plants and animals in a natural setting. Offered summers, irregularly.

302 Plant Morphology 4

Phylogenetic study of vegetative and reproductive structures of plants in the major taxonomic groups. (Three hours lecture and one three-hour laboratory) Offered alternate years with BIO 304, spring semester.

304 Anatomy of Vascular Plants 3

Microscopic study of vascular plants with emphasis on origin and structure of cells, tissues and organs. (Two hours lecture and one three-hour laboratory) Offered alternate years with BIO 302, spring semester.

308 Vertebrate Natural History 4

Survey of major groups of vertebrates, their characteristics, zoogeographic distributions, evolutionary history, and adaptations. Emphasis on identification and field studies of Indiana species. (Three hours lecture and one three-hour laboratory) Offered alternate years, spring semester.

310 Laboratory Teaching Experience in Biology 1

Faculty-directed laboratory teaching experience for students majoring in biology. Includes preparation time for theory review and procedures, as well as time in the laboratory under faculty supervision. Application is required; final selection will be by faculty members concerned. Students may

accumulate up to three semester hours of electives. Graded: S/U.

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. (Three hours lecture) Offered alternate years with BIO 315, fall semester.

315 Statistical Methods for Biologists 3

This course focuses on experimental design in the biological sciences and application/interpretation of statistical methods. Examples will be drawn, when possible, from data generated by students and faculty within the department. Topics covered include the use and abuse of statistics, sampling strategies, and the use of both univariate and multivariate statistical tools. The course will include sessions devoted to the use of computer packages designed for use on personal computers. (Two hours lecture and one three-hour laboratory) Offered alternate years with BIO 313, fall semester. Prerequisites: junior standing and MATH 115-116 or equivalent.

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. (Three hours lecture; one two-hour and one one-hour laboratory) Offered fall semester. Prerequisites: CHEM 121-122, 221.

318 Immunology 4

The nature of the immune response including humoral and cell mediated immunity, applications to allergy, cancer,

infectious disease, and organ transplantation. (Three hours lecture and one three-hour laboratory) Offered alternate years, fall semester. Prerequisites: CHEM 121-122, 221.

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. (Three hours lecture and one three-hour laboratory) Offered in odd-numbered years alternating with BIO 209, spring semester.

323 Ecology 4

A lecture, laboratory and field study of populations, communities, ecosystems and the major biomes of the world. (Three hours lecture and one three-hour laboratory) Offered alternate years with BIO 324, fall semester.

324 Field Botany 4

A lecture, laboratory and field course emphasizing identification, taxonomy and evolution of flowering plants. (Three hours lecture and one three-hour laboratory) Offered alternate years with BIO 323, fall semester.

326 Developmental Biology 4

Molecular, cellular and organismic aspects of development in plants and animals correlated with current topics. (Three hours lecture and one three-hour laboratory) Offered fall semester. Prerequisite: BIO 221.

328 Comparative and Human Physiology 4

Mechanisms and processes in cells, organs, and organ systems that work to maintain homeostatic function in the organism. Higher animals are emphasized. (Three hours lecture and one three-hour laboratory) Offered spring semester. Prerequisites: Junior standing, CHEM 121-122, 221.

- 332 Ornithology** 3
A study of the basics of avian biology stressing classification, morphology, physiology, behavior and ecology. Field experience emphasized. (Two hours lecture and one three-hour laboratory) Offered alternate years, spring semester.
- 340 Medical Terminology** 1
This course is designed for students who need a medical terminology course for admission into a graduate or professional program. All body systems are covered as students learn the appropriate terms by studying the root words, prefixes, and suffixes used in medically-related fields. Junior standing required. Offered fall semesters.
- 385 Introduction to Research** 1
Designed specifically for biology majors of junior standing in preparation for the required senior project. Includes compiling a bibliography, writing a literature review and a proposal. Part of Advanced Writing requirement. Includes class meetings and conferences with advisors. Offered spring semester.
- 417 Cancer Biology** 3
Molecular, cellular, and epidemiologic approaches to the study of cancer causation, prevention, and treatment. (Three hours lecture) Offered alternate years, fall semester.
- 423 Electron Microscopy** 4
The theory and practice of investigations into biological ultrastructure. Students will be involved in projects that entail preparation, examination and analysis of tissues using techniques for scanning and transmission electron microscopy. (Two hours lecture, six hours lab per week) Offered fall semester. Prerequisites: junior standing and permission of the instructor.
- 462 Human Endocrinology** 3
Current information about the human endocrine system and the underlying physiology involved in hormone interactions. Endocrine diseases and related disorders included. (Three hours lecture) Offered alternate years, spring semester. Prerequisite: BIO 214 or 328.
- 485 Research in Biology** 2
Independent research leading to the required senior comprehensive. Offered fall semester. Pre-requisites: 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 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.
- 502 AP Biology** 2
This course focuses on biological concepts and lab experiences of a college-level freshman course. Methods of teaching, interactive exercises, and problem solving are discussed. Topics include molecules and cells, biological chemistry and energy transformations, genetics and evolution, taxonomy and systematics, structure and function of plants and animals, and ecology. A strong laboratory experience is included. May be repeated for up to a maximum of four hours of credit.



Business Administration and Economics

The Department of Business Administration and Economics offers a comprehensive program of technical study within the context of the liberal arts.

The program is one of the largest of its type among all women's colleges in the country.

Programs in the department emphasize the following student goals:

- to acquire technical competency in the fields of accounting, management, management information systems, marketing, finance, international business, and economics;
- to acquire competency in the use of computers and other forms of technology;
- to acquire competency in quantitative skills;
- to develop problem solving skills;
- to develop communication and interpersonal skills;
- to develop an ethical sensitivity in a business context;
- to develop a multicultural/international business perspective; and
- to 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 on campus to define the role and future of women in business.

GENERAL EDUCATION REQUIREMENTS

The following economics courses may be used to fulfill one General Education requirement as appropriate: ECON 151, 251, 252.

TEACHER PREPARATION

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

ADVANCED WRITING PROFICIENCY

To satisfy the Department of Business Administration and Economics Advance W 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 the three papers must be in a course in the student's concentration. For MIS majors, one of the three papers must be the system

proposal from CPSC 417. For Economics majors, all three papers must be in Economics courses. Individual course syllabi will indicate if Advance W opportunities exist.

SENIOR COMPREHENSIVE

BA in Economics: The BA 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.

BBA: The B.B.A. 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 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.

CERTIFIED PUBLIC ACCOUNTANT EXAM- 150 HOUR REQUIREMENT

In February 1988, the members of the American Institute of Certified Public Accountants (AICPA) passed a requirement that all new members have 150 hours of collegiate education. The Department of Business Administration and Economics offers students several ways to meet the 150-hour requirement. The correct choice depends upon each student's situation and career goals. Options include:

- Staying for additional undergraduate coursework at Saint Mary's College to complete a minor or second major, study abroad for a year, or enroll for a spring semester "busy season" internship;
- Pursuing a graduate degree at DePaul University, the University of Illinois-Chicago, Indiana University South Bend, or the University of Notre Dame, all of whom have entered into agreements that facilitate admission of Saint Mary's College accounting graduates;
- Completing the additional college credits in less than five years through a combination of summer school courses and heavier loads in the academic year;
- Going directly into the job market following graduation, prior to completing 150 hours. Many of our graduates have been hired by accounting firms that have continuing education programs for employees.

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, marketing or international business, or a B.B.A. degree with a major in Management Information Systems (MIS).

Bachelor of Arts, Major in Economics (33 hours)

- ECON 251, 252, 351, 352, 495, MATH 114, BUAD 341
- four 300/400 level ECON electives

Bachelor of Business Administration, Major in Business Administration (54 hours)

- Cumulative grade point average of 2.5 in BUAD 201, 202, 221, 231; ECON 251, 252
 - BUAD 241, 312, 341, 344, 446
 - four 300/400 level courses in chosen concentration (accounting, finance, international business, management and marketing)
 - one BUAD elective
- Required supporting courses:
- MATH 114, CPSC 102-103 or 207

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

- Cumulative grade point average of 2.5 in BUAD 201, 202, 221, 231; ECON 251, 252
 - BUAD 241, 312, 341, 344, 446
 - CPSC 207, 217, 328, 417, 429
 - CPSC 307 or 308
 - MATH 251
- Required supporting course: MATH 114

Minor in Business Administration (18 hours)

- BUAD 101, 221, 231, 312, ECON 151
- one 300/400 level BUAD or ECON course

Minor in Economics (18 hours)

- ECON 251, 252, 351, 352
- two 300/400 level ECON courses

Minor in Economics/Computer Applications (24 hours)

- ECON 251, 252, 351, 352, CPSC 207, 217
- CPSC 417 or 429
- one 300/400 level ECON or CPSC course

BUSINESS ADMINISTRATION COURSES (BUAD)

101 Accounting Concepts 3
 Analysis of accounting concepts, emphasizing the applications of accounting information from the point of view of the external user and the internal manager. Emphasis will be placed on the study of the components of financial statements and the usefulness of accounting information in internal and external decision making, rather than in the actual preparation and processing of accounting data. This course does not apply to B.B.A.

requirements, and will not substitute for BUAD 201 or 202.

201 Principles of Accounting I 3
 Introduction to the fundamentals of accounting practice and procedure, the accounting cycle and the construction of financial statements. Emphasis on receivables and payables, inventory valuation of plant assets, and internal control.

202 Principles of Accounting II 3
 Accounting for partnerships and corporations. Analysis and interpretation of financial statements, using accounting

information for decision making, accounting for manufacturing operations. Prerequisite: BUAD 201 and CPSC 102 (or concurrently).

221 Principles of Management 3

Introduction to modern management theory and practices. Major topics include: changing world of work; decision and monitoring systems; organizing tasks and shaping the organization's culture; leading and empowering people; and renewing the organization. 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 Personal Legal and Financial Literacy 3

Provides an overview of personal legal and financial knowledge. Topics may include budgeting, investment basics, employee benefit selection, tax return preparation, debt management, legal aspects of housing, buying/leasing an automobile, contract law and negotiation, and dispute resolution. Note: Students can receive credit for this course or BUAD 314 Personal Financial Planning, but not both. BUAD 240 cannot be used to satisfy a BBA major or minor requirement. Prerequisite: Junior or senior standing.

241 Personal Ethics and Corporate Culture 3

After a basic introduction to ethics from both a philosophical and theological view, the course focuses on a systematic analysis and evaluation of personal values and goals, ethical climates of corporate cultures, and the moral issues encountered in business practice. Journaling is used to help students develop inquiry skills so they can learn to "read the signs" in their own lives and future vocations. Prerequisite: BUAD 221 or permission of instructor. (Also listed as JUST 241)

BUAD 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 summer travel course immediately following final exam week in May.

301 Intermediate Accounting I 3

Analysis and interpretation of current accounting theory and practice; accounting problems involving cash, receivables, inventories, fixed assets and liabilities. Prerequisites: BUAD 202; CPSC 102 or 207.

302 Intermediate Accounting II 3

Continuation of BUAD 301 with emphasis on accounting concepts involving analysis of liabilities and stockholders' equity. Interpretation of accounting statements; preparation of statement of cash flows; correction of errors and accounting changes; accounting for long-term liabilities. 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, process, standard and direct cost-volume-profit analysis, budgets, standard costs and relevant costs. 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 differences between generally accepted accounting principles for business and non-business enterprises. Prerequisite: BUAD 301.

312 Principles of Finance 3

Presents an overview of the field of finance from the perspective of the financial manager and addresses three key issues pertaining to the firm: (1) What investments should the firm make? (2) What type of financing should be used to pay for the investments? (3) How should the daily financial activities be managed to meet cash requirements? The concepts, tools, and techniques presented acquaint students with the financial manager's activities and decision making processes. Prerequisites: BUAD 101 or 202; and ECON 251 and 252, or 151.

313 Investments 3

Studies marketable securities such as common stock, bonds and warrants; analysis of the contractual characteristics of these assets, the markets in which they are traded and factors affecting invest-

ment 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.

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

Considers how managers and human resource professionals can work in partnership to adapt and implement human resource strategies and programs to meet organizational goals in dynamic environments. Emphasis on building knowledge and skills through case studies, exercises, and papers. Participation in SHRM is encouraged. Prerequisite: BUAD 221.

322 Organizational Behavior 3

Explores the theory, research, and practice of managing organizations, subunits within organizations, and the people within these structures. Topics include values, motivation, group behavior and dynamics, leadership, the management of conflict, decision making, power and organizational structure, communication, and the organization-environment interaction. Prerequisite: BUAD 221.

329 Gender and Race Issues in Management 3

Explores the dynamics of race and gender in organizations. Attention is given to the concepts of institutional racism and sexism, socialization processes, cultural stereotypes, role theories, conflicts and stress, dual career marriages, and implications of organizational expectations on the individual. Prerequisite: BUAD 221 or permission of instructor.

331 Advertising and Promotion 3

Study of the various types of advertising used in today's society, how the consumer perceives a product, the purposes of an advertising campaign and how an organization determines the type of advertising it will use. Prerequisite: BUAD 231.

332 E-Marketing 3

Examines how companies integrate electronic resources into the marketing process, with emphasis on the use of Web-based technologies such as virtual stores, e-mail and encryption as well as robot shopping and pricing agents. Topics include database management and applications of technologies to a wide variety of marketing activities such as pricing, customer relationship management, market segmentation and promotional activities. Prerequisite: BUAD 231.

333 Marketing Research 3

The role of research in marketing decision-making. Includes marketing problem

definition, questionnaire development, sample selection, data analysis, survey methodology, sources of secondary data and presentation of research results. Prerequisite: BUAD 231.

334 Buyer Behavior 3

Basic study of consumer, business and non-profit organization buyers. Emphasis on cultural, social, psychological, and demographic influences on the buying decision process. Development of analytical skills used as basis for other marketing electives. Prerequisite: BUAD 231.

341 Statistical Applications 3

Design of experiment, sampling and probability modeling. Analysis of variance, regression, index numbers, time series and goodness of fit. Emphasis on applications to business and economic decision-making. Prerequisite: MATH 114 with a grade of "C" or better. (Also listed as MATH 241)

344 Business Law I 3

Introduction to legal reasoning and the legal environment of business, including the structure and operation of the judicial process; the laws of contracts and sales, agency, bailments and torts.

345 Business Communication 3

The study and development of important communication skills in listening, speaking, and writing for business. Both formal and interpersonal skills will be developed through presentations, computer visual aid programs, role play, team interaction, and personal coaching.

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.

390 Special 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, bankruptcy and installment sales. 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. 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 Corporate Income Tax 3

Study of the federal tax law as it relates to the taxation of corporations, partnerships, estates, and trusts. Other advanced topics include emphasis on tax research and tax planning. Prerequisite: BUAD 304.

407 International Accounting 3

An examination of the causes and consequences of the diverse accounting practices of international business and the resultant impact on multinational enterprises; emphasis on currency translation, taxation and reporting. Prerequisite: BUAD 202.

408 Culture of Business in the French-Speaking World 3

This course taught in French offers extensive reading practice in a variety of content areas, such as business, economics, political science and social sciences, and acquaints the students with the culture of business as well as the socio-political climate of French-speaking countries. Students will read and discuss French magazine and newspaper articles, and excerpts from books on issues in the French-speaking world. (Also listed as MLFR 408)

414 Working Capital Management 3

Deals with the management of current assets and current liabilities. Topics include liquidity analysis, management of working capital, corporate cash management, forecasting and planning, and short-term investment and financing. Prerequisite: BUAD 312.

415 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, BUAD 312, and senior standing.

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.

421 Union-Management Relations 3

The evolution of the modern labor contract, labor-management negotiations, the collective bargaining process, grievance

procedures, techniques of conciliation, mediation and arbitration. Prerequisite: BUAD 221.

422 International Management 3

Analysis of the global dimensions of management covering such topics as communication and motivation in cultural complexities, organizing international operations, selection training, repatriation, ethics, women in multinational corporations, and current topics. 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 and one upper level marketing course.

444 Business Law II 3

Continuation of the study of the relationship between law and business. Business organizations law, commercial paper, credit and secured transactions, securities bankruptcy, wills, insurance and trusts. Recommended for students concentrating in accounting. Prerequisite: BUAD 344.

446 Business Policy 3

An integrative course in top management decision-making with an emphasis on the process of strategic planning. Cases are used to develop analytical, ethical, teamwork and communication skills important in the business environment. Prerequisites: Senior standing, completion of substantially all other major core requirements. Offered fall semester only.

447 International Business Law 3

A study of the laws that impact international trade. Topics include legal systems, importing and exporting rules and regulations, the international contract, enforcement mechanisms, and the legal implications of letters of credit.

448 Women and the Law 3

A study of the laws that effect primarily women, as well as laws that effect both men and women, but where women may be treated differently (e.g., equal pay). Constitutional law, family law, employment, and criminal law issues may be covered.

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: senior standing and 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. Issues include unemployment, inflation, international trade problems, poverty and discrimination, consumer protection and monopoly power. This course does not count toward a major in business administration, economics, or MIS and will not substitute for ECON 251 or 252.

153 Social Thought and the American Worker 3

An interdisciplinary study of American labor from the colonial era to the present. Covers slavery, mercantilism, rise of the factory system and the guilds, utopian experiments, trade unionism, the Great Depression, and postwar developments. The focus is on the legislative responses to changing economic conditions and the history of social thought: Protestant ethic, Utopian socialism, scientific socialism, Social Darwinism, and Catholic encyclicals. (Also listed as JUST 260).

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.

353 Money and Banking 3

Analysis of the functions of financial institutions and their regulations, the role of money in our macro economy and the use of monetary policy in economic stabi-

lization. The course also makes use of the computer and statistical analysis to test some theories presented in the course. 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, comparative worth, 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

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.

453 Industrial Organization and Policy 3

The structure, conduct and performance of American industry with respect to antitrust legislation and enforcement. Prerequisites: ECON 251, 252.

455 Urban Economics 3

Problems and policies in the urban economy with emphasis upon urban poverty, the urban public economy, housing and traffic congestion. Prerequisites: ECON 251, 252.

490 Special 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: Senior standing and permission of the department chair.



Chemistry and Physics

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 to enter professional programs in many health professions including medical or dental school.

The Bachelor of Science and Bachelor of Arts degree programs have a built-in flexibility that is designed to accommodate the special goals of each student. There is ample opportunity 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 health professional schools.

Special courses in chemistry and physics are offered as a service to the other departments that require chemistry or physics background for their students. Other courses are specifically designed to meet the natural science requirements for students in the liberal and fine arts who are not wishing to become chemists but who are interested in understanding the concepts and processes of chemistry and physics that affect their daily lives.

GENERAL EDUCATION REQUIREMENTS

The following courses may be used to fulfill the science General Education requirements: CHEM 101-102, CHEM 111, 124 or CHEM 121, 122, or PHYS 101-102. Higher level sequences are options for students who have a background in calculus.

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. This is normally submitted during the second semester of her senior year. She also prepares a concise abstract of the contents of her oral comprehensive presentation. This is normally submitted during the second semester of her senior year.

SENIOR COMPREHENSIVE

The comprehensive for the Department of Chemistry and Physics consists of a 30-35 minute oral presentation given during the spring semester of the senior year. The topic of the presentation is laboratory research carried out by the student under the supervision of a Saint Mary's faculty member, student laboratory research carried out at another site during the summer, or a literature review of an important chemical topic.

AMERICAN CHEMICAL SOCIETY CERTIFICATION

Saint Mary's College is an *American Chemical Society* approved school in both chemistry and biochemistry. For those students interested in a more intensive chemistry program, an ACS-certified curriculum is available. To secure certification a student must elect additional advanced coursework beyond that required in the B.S. degree program. Interested students should contact the department chair for information.

PROGRAM REQUIREMENTS**Bachelor of Science, Major in Chemistry (60 hours)**

- CHEM 121, 122, 221, 222, 252, 311, 312, 315, 316, 319, 332, 411, 431, 495, 496
- Required supporting courses:
- MATH 131, 132, 231 (or equivalents)
 - PHYS 221, 222 (or equivalents)
 - BIO 152 strongly recommended

Bachelor of Science, Major in Chemistry – concentration in Biochemistry (61 hours)

A biochemistry concentration is particularly useful to those students interested in pursuing a chemistry background for the health professions (e.g., medical and dental school).

- CHEM 121, 122, 221, 222, 252, 311, 315, 319, 323, 324, 332, 411, 424, 495, 496
- Required supporting courses:
- MATH 131, 132
 - PHYS 221, 222
 - BIO 152
 - BIO 221 strongly recommended

Bachelor of Arts, Major in Chemistry (49 hours)

- CHEM 121, 122, 221, 222, 252, 311, 315, 319, 332, 411, 495, 496
- Required supporting courses:
- MATH 131-132 (or equivalents)
 - PHYS 221, 222
 - BIO 152 strongly recommended

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 should participate in research and should consult the department chair about enrolling in additional chemistry, math and/or biology courses.

Minor in Chemistry (18-24 hours)

- CHEM 121, 122, 221
- 3 courses above CHEM 221 (one must have a lab)
- no more than 2 of the above three courses from one of the following areas: analytical, biochemistry, inorganic, organic and physical chemistry

CHEMISTRY COURSES (CHEM)**101-102 Chemistry in****Context I, II** 4, 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)

111 General Chemistry 4

An introduction to the fundamental concepts of general chemistry with applications to the field of nursing. Laboratory experiments will closely correspond with the lecture material. (Three hours lecture and one two-hour laboratory) Prerequisite: High school chemistry or permission of the instructor.

121-122 Principles of Chemistry I, II 4, 4

An introduction to chemical stoichiometry, atomic and molecular structure, chemical energetics, chemical equilibria, kinetics and electrochemistry. Laboratory will explore principles presented in lecture. (Three hours lecture and one three-hour laboratory) Prerequisite: High school chemistry or permission of instructor.

124 Introduction to Organic and Biochemistry 4

An introduction to the fundamental concepts of organic chemistry and biochemistry with applications to the field of nursing. Laboratory experiments closely correspond with the lecture material. (Three hours lecture and one two-hour laboratory) Prerequisite: CHEM 111 or 121 or permission of the instructor.

221-222 Organic Chemistry I, II 4, 4

A treatment of the properties, structures, preparations and reactions of the important classes of compounds of carbon.

(Three hours lecture and one three-hour laboratory) Prerequisites: CHEM 122.

252 Intermediate Inorganic Chemistry 2

An exploration of periodic properties and structure and the important reactions of inorganic compounds. Focus will be on ionic compounds, covalent molecular structures, properties of elements, and coordination chemistry. (Two hours lecture) Prerequisite: CHEM 122.

311 Physical Chemistry I 3

An introduction to chemical thermodynamics, including the laws of thermodynamics, equilibrium (phase and solution equilibria), and electrochemistry, and to chemical kinetics, including the rate laws and reaction mechanisms. (Three hours lecture) Prerequisites: CHEM 122; MATH 132 or 133; PHYS 222. Recommended: CHEM 221.

312 Physical Chemistry II 3

An introduction to quantum chemistry, including techniques and applications of quantum theory, atomic and molecular structure, symmetry and group theory, and spectroscopy. (Three hours lecture) Prerequisites: CHEM 122; MATH 132 or 133; PHYS 222. Recommended: CHEM 222, 311, MATH 231.

315 Physical Chemistry Laboratory I 1

This course explores the concepts of chemical thermodynamics and kinetics through laboratory experimentation. (One four hour laboratory every other week) Corequisite: CHEM 311

316 Physical Chemistry Laboratory II 1

This course explores the concepts of quantum chemistry and spectroscopy through laboratory experimentation. (One four-hour laboratory every other week) Corequisite: CHEM 312

319 Structure of Biomolecules 2

Introduction to the structures of the major classes of biomolecules including proteins, carbohydrates, lipids, and nucleic acids. (Two hours lecture per week.)

Prerequisites: CHEM 221, BIO 152.

323 Biochemistry Laboratory 2

Selected experiments which explore common methods of biochemical analysis.

(One four-hour laboratory per week)

Prerequisite: CHEM 222. Pre- or corequisite: CHEM 319 or permission of the instructor.

324 Biochemistry 3

A study of the chemical reactions characteristic of living systems, including treatment of the major metabolic pathways.

(Three hours lecture per week) Prerequisites: CHEM 222, 319.

332 Analytical Chemistry 3

Quantitative methods of analytical chemistry are explored in both lecture and laboratory. Wet chemical and instrumental techniques of chemical analysis are studied and used. Analytical chemical uses of statistics and equilibrium are also discussed. (Two hours lecture and one three-hour laboratory) Prerequisite: CHEM 122.

411 Instrumental Methods 2

Advanced studies of modern theories and applications of instrumental analytical methods. Students will design, prepare and execute a variety of analyses using modern instrumental techniques including spectroscopic, chromatographic and electroanalytical methods. (One four-hour lab per week) Prerequisites: CHEM 222, PHYS 222

424 Advanced Biochemistry 3

Advanced topics in the chemistry and chemical mechanisms involved in intermediary metabolism and developmental processes with consideration of the biochemistry current in the literature. Offered according to student demand.

(Three hours lecture per week).

Prerequisites: CHEM 324 and 311, or permission of instructor.

431 Advanced Inorganic Chemistry 3

Properties and bonding of inorganic substances in light of recent theories of atomic and molecular structure. (Three hours lecture per week) Pre- or corequisites: CHEM 252 and 311 or permission of instructor.

435 Inorganic Chemistry Laboratory 2

This course focuses on the synthesis and characterization of inorganic compounds using advanced laboratory techniques, including the preparation of air sensitive compounds. Analysis includes the use of instrumental methods to assess purity and identification of products. (One four-hour laboratory per week) Prerequisite: CHEM 252, 311.

475 Advanced Laboratory Techniques 1-2

Advanced laboratory work in selected areas (such as polymers, natural products, computational methods, special separation techniques) determined by interests of the students and the instructor. Offered according to student demand.

Prerequisite: Permission of the instructor. May be repeated for credit with different laboratory projects.

485 Research 1-3

Participation in original experimental or theoretical investigation in collaboration with a member of the faculty. Prerequisite: Permission of the department chair. May be repeated.

490 Topics in Chemistry 2-3

Topics in Chemistry not covered in the regular department offerings and selected according to the interests of the students and instructor. Offered according to student demand. (Two or three lectures per week) Prerequisite: Permission of the instructor. May be repeated for credit with a different topic.

CHEMISTRY AND PHYSICS

Courses of Study: CHEM & PHYS

495 Seminar I 1

Presentations by students of selected topics in chemistry from current research and literature. Guest speakers will give invited lectures. Graded: S/U. Pre- or corequisite: CHEM 311.

496 Seminar II 1

Preparation and presentation of either a student's undergraduate research project or a literature review of a major current chemical topic. Guest speakers will give invited lectures. Prerequisite: CHEM 495

497 Independent Study 1-2

Enables properly qualified students to carry out independent study under the guidance of an instructor. Content dependent on student need and interest. Elective with permission of the department chair. Generally graded S/U; may be letter graded. May be repeated with a different topic.

502 AP Chemistry 2

A study of the content, curriculum, and methods of AP chemistry including laboratory exercises. The course coordinates classical and contemporary views of chemical bonding. It also presents phenomenological treatment of chemical kinetics. Chemical equilibrium and thermodynamics and their interrelationship are discussed, as is the important process of oxidation-reduction. May be repeated for up to four hours of credit.

PHYSICS COURSES (PHYS)

101-102 Introduction to Physics I, II 4,4

Experience in physics which provides students a basis for understanding scientific and technology issues. Designed for students not majoring in the sciences but of interest to all. Students enrolling in PHYS 102 must have completed PHYS 101 or its equivalent. (Three hours lecture and one two-hour laboratory/demonstration)

217-218 Physics I, II 4, 4

A treatment of the fundamental principles of mechanical, thermal, 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: MATH 115 or 131 or 133, or permission of the instructor.

221- 222 General Physics I, II 5,5

A detailed treatment of mechanics, thermodynamics, electricity, magnetism, and optics (both geometrical and wave). This is a calculus based course designed for students in the physical sciences and math. (Three hours lecture, one-hour recitation, and one two-hour laboratory). Prerequisites: MATH 131 or 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.

502 AP Physics—B 2

A non-calculus course in which most topics of general and modern physics are reviewed. Areas of study include mechanics, heat and thermodynamics, electricity and magnetism, waves and optics, and modern physics. Emphasis is placed on both content and instructional technique. Problem-solving sessions are an important aspect of the course. Low-cost laboratories will be held that focus on conceptual problems. May be repeated for up to four hours of credit.





Communication Studies, Dance and Theatre

The Department of Communication Studies, Dance and Theatre offers a Bachelor of Arts major program in communication studies with concentrations in mass communication and speech communication. Additionally, two minors are offered in communication studies: advertising and public relations. The goals of the programs in communication studies are:

- to explore communication as a basic liberal arts area of interest to all disciplines and occupations;
- to improve student communication skills through guided practice and evaluations;
- to examine the role that communication has played in human relationships throughout history;
- to accumulate those tools that will help students to become more critical consumers, critics and creators of communication.

GENERAL EDUCATION REQUIREMENTS

The following communication studies courses may be used to fulfill the General Education requirements as appropriate: COMM 103, 210. Only THTR and DANC courses may be used to fulfill the fine arts requirements.

ADVANCED WRITING PROFICIENCY

Students complete this requirement by submitting a portfolio of writing samples from three categories that correspond to the curricular requirement. The papers for the portfolio are based upon assignments prepared for courses in the major in Communication Studies. The portfolio is submitted for review in January of the senior year.

SENIOR COMPREHENSIVE

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

PROGRAM REQUIREMENTS

Major in Communication Studies: Concentration in Mass Communication (30 hours)

The core in mass communication is designed to address the nature, responsibilities and effects of print and broadcast media. Selection from the electives will then allow students to develop further insight into media's role in society, to explore the elements of importance in the analysis of specific media, or to acquire the skills desirable for work

Major in Communication Studies: Concentration in Mass Communication (30 hours) (continued)

in the media.

- COMM 103 (student must complete with "B-" or above)
- COMM 210, 330, 384
- two of the following: COMM 302, 308, 312
- senior comprehensive sequence; either COMM 385, 496 or COMM 302, 495
- 2 COMM electives

Major in Communication Studies: Concentration in Speech Communication (30 hours)

Speech communication focuses on the verbal and nonverbal aspects of conversations between two people, discussions in small groups, formal presentations before audiences, the targeted messages of advertising and the communication strategies of the mass media.

- COMM 103 (student must complete with "B-" or above)
- COMM 210
- two of the following: COMM 200, 307, 350
- two of the following: COMM 302, 308, 312
- senior comprehensive sequence; either COMM 385, 496 or COMM 302, 495
- 2 COMM electives

Minor in Advertising* (15 hours)

- COMM 303, 308, 405
- two of the following: ART 103, COMM 266, 304, 454, 486

Minor in Public Communication (18 hours)

- COMM 312, ENWR 319, PHIL 220
- two of the following: COMM 369, ENWR 313, 317, 333
- one of the following: COMM 302, 454, PHIL 341, 345, 348

Minor in Public Relations* (15 hours)

- COMM 304, 308, 405
- two of the following: COMM 303, 307, 385, 454, 486

* open to non-communication studies majors only

COMMUNICATION COURSES (COMM)**103 Introduction to Communication 3**

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

200 Interpersonal Communication 3

A study of interpersonal communication theories and concepts. Focus on the role of communication in understanding and maintaining healthy interpersonal relationships. 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.

266 Introduction to New Media 3

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

302 History and Criticism of Public Address 3

A survey of the principles of human public communication. Topics include theories of public speaking, political and social movement communication, and beginning rhetorical criticism. Special attention is given to the communicative efforts of women in the public arena. Prerequisite: 12 hours of COMM.

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. Prerequisite: COMM 103.

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. Prerequisite: COMM 103.

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. Prerequisite: COMM 103.

308 Persuasion 3

Assessment of research and theory as they illuminate persuasion in interpersonal, public and mediated communication contexts. Topics include motivation, attitude information and change, social and cultural influences, credibility and non-verbal aspects of communication. Special attention is given to persuasive appeals. Prerequisite: COMM 103 or permission of instructor.

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. Specific topics for analysis will be taken from contemporary discussions of political, social and economic issues. Prerequisite: COMM 103 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)

324 Sign Language I 3

Introduction to basic sign language. American Sign Language syntax and vocabulary is emphasized as well as sign communication which focuses on the native language of the deaf. Appreciation and awareness of deaf culture is a major consideration within the course. (Also listed as COMD 324)

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. Prerequisite: COMM 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.)

337 Introduction to Communicative Disorders 3

The causes, characteristics and treatment of speech, language and hearing disorders. (Also listed as COMD 337.)

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. Prerequisite: COMM 103.

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

Investigation of the role of public speaking in society, pairing theoretical perspectives and experience with both

extemporaneous and manuscripted speeches. Prerequisite: COMM 103 or permission of instructor.

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.

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, and marketing mix tools. Prerequisite: COMM 303 or 304.

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. Prerequisites: 12 hours of COMM.

COMMUNICATION, DANCE AND THEATRE

Courses of Study: COMM

486 Practicum/Production 3

This course allows students to gain hands-on experience with contemporary video and multimedia technology. Students produce individual or group projects that require them to design and create video or multimedia content. Prerequisite: Permission of instructor. May be repeated one time with a different topic.

490 Special Topics 1-3

Topics of special interest in communication not covered in the regular department offerings. May be repeated with different topic.

495 Seminar in Rhetoric and Criticism 3

A seminar critically examining both written and oral rhetoric. Topics include the varieties of rhetorical critical methods and frames. The major component of this course is the design, execution, and presentation of a critical essay. This course satisfies the senior comprehensive requirement. Prerequisite: COMM 302.

496 Seminar in Advanced Research Methods 3

A seminar to facilitate the design, execution and critique of an individual research project. This course satisfies the senior comprehensive requirement. Prerequisite: COMM 385.

497 Independent Study 1-3

Research for the advanced student. Prerequisite: Permission of the independent study committee. May be repeated for a maximum of six hours of credit.

499 Internship 3

Placement of the advanced student in internship opportunities, generally off-campus and within the local community. Designed specifically for the speech and/or mass communication major, 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. Prerequisites: 20 hours of COMM. May be repeated.

PROGRAM IN DANCE

The Department of Communication Studies, Dance and 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.

Students are invited to participate in all aspects of dance production under the auspices of the Department of Communication Studies, Dance and Theatre. The goals of the program in dance are:

- to develop an appreciative and informed dance audience on campus and in the community through course offerings and performances;
- to offer serious students the opportunity to extend their knowledge and technical skill through academic and performance courses;
- to further the development of those who would continue the study of dance at a professional training school, performing company or graduate program.

The superior student may explore the possibility of a Student-Designed Major (SDM) which encourages interdisciplinary, cross-cultural study. Please refer to page 42 of this bulletin for SDM guidelines.

GENERAL EDUCATION REQUIREMENTS

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

PROGRAM REQUIREMENTS**Minor in Dance (16 hours)**

- DANC 243 (minimum of 3 hours)
- one of the following: DANC 240, 241, 242, 342
- one of the following: DANC 344, 345
- a minimum of four of the following: DANC 144, 145, 146, 148, 149, 243, 244, 245, 248, 249, 347, 390

DANCE COURSES (DANC)

NOTE: All dance technique classes (except DANC 347) include an academic component. There are required and recommended texts as well as written mid-term and final examinations testing knowledge of terminology and movement concepts. An additional performance final is also required in technique and choreography classes.

Students receive 2 hours for technique courses taken for the first time and 1 credit for subsequent enrollment in the same level technique course.

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.

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.

146 Improvisation 2-1

Movement exploration in response to given problems or ideas. Emphasis on individual movement and group interaction. May be repeated.

148 Jazz Technique: Beginning 2-1

A practical course in contemporary jazz technique with application to musical theatre. May be repeated.

149 Stott Conditioning I 2-1

This course introduces the Stott/Pilates conditioning process creating a balanced body in alignment and muscular development. 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. Stott/Pilates I students will cover beginning and intermediate mat exercises. General knowledge of muscle groups and movements and functions of each will be explored. May be repeated.

240 Introduction to Dance 3

A survey of dance as an art form presented in both lecture and studio format. This course includes a brief history of dance and dance theatre, a survey of dance in relation to other fine art forms and a basic introduction to the creative choreographic process. Movement analysis, evaluation and criticism will be explored through kinetic and literary exercises. The practical experience of this course is intended to develop the student's personal aesthetic and appreciation of dance. This course satisfies the fine arts requirement.

- 241 20th Century Dance History and Aesthetics** 3
This course addresses contemporary issues in the ballet and modern dance idioms in the 20th century. Through the study of history and aesthetics, major works and choreographers will be analyzed through film, video, criticism and creative exploration. This course satisfies the fine arts requirement.
- 242 Dance Composition 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. Solo and group choreography will be explored.
- 243 Repertory/Performance Workshop** 1-3
Variable credit offered for performance and production. Student must be concurrently enrolled in a technique class. May be repeated for a maximum of 9 credit hours. By audition 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. Prerequisite: DANC 144 or permission of the instructor. May be repeated.
- 245 Ballet Technique: Intermediate** 2-1
A technique course with an emphasis on correct alignment and proper execution of barre and center exercises. Prerequisite: DANC 145 or placement audition. May be repeated.
- 248 Jazz Technique: Intermediate** 2-1
Jazz technique at a more advanced level with emphasis on performance and styles. Prerequisite: DANC 148 or placement audition. May be repeated.
- 249 Stott Conditioning II** 2-1
This course is an extension of Stott/Pilates I. Beginning and intermediate mat exercises will be reviewed before proceeding to the advanced mat exercises. Reformer (equipment work) will be explored at the beginning and intermediate level. Musculoskeletal system will be reviewed and muscle origin, insertion and actions will be a primary focus. Prerequisite: DANC 149. May be repeated.
- 342 Dance Composition 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.
- 344 Modern Dance Technique: Advanced** 2-1
A more advanced technique course with an emphasis on execution and expression. Prerequisite: DANC 244. May be repeated.
- 345 Ballet Technique: Advanced** 2-1
A continuation of ballet technique with an emphasis on accuracy, style, intricate combinations, strength, endurance and more complete vocabulary. Prerequisite: DANC 245 or placement audition. May be repeated.
- 347 Pointe Technique** 1
A course for the advanced ballet student in the technique of pointe work. Prerequisite: placement audition. Corequisite: DANC 245 or 345. 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 vocabu-

lary and contemporary styles. The course prepares the dancer for complex group and solo work for concert performance, video, and musical theatre. Prerequisite: DANC 248 or placement audition. May be repeated.

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, Historical Social Dance, Folk Dance, Irish, Tap. May be repeated.

397 Independent Study 1-3

Research for the advanced student. Consent of instructor required.

PROGRAM IN THEATRE

The program in theatre provides a comprehensive background in this multifaceted discipline. The study of theatre illuminates, enriches and interprets human existence. It allows the student the opportunity to gain knowledge of both the process of theatre production and the ideas explored in the literature of the theatre. The goals of the theatre program are:

- to introduce students to the multiple and varied arts which comprise the theatre;
- to engender in students an understanding and respect for the discipline of the theatre;
- to develop a knowledgeable and appreciative audience for live theatre through course offerings and theatrical productions;
- to produce, in as professional a manner as possible, important pieces of dramatic literature.

A student is required to explore three basic areas of theatre: its historical and literary foundations; the techniques of translating theory into action; and the translation itself, that is, production. The course work will be applied in practice through production assignments under the close supervision of faculty.

GENERAL EDUCATION REQUIREMENTS

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

ADVANCED WRITING PROFICIENCY

Students complete this requirement by submitting a portfolio in the fall of the senior year. The papers in the portfolio include: an analysis of a one-act play and two other papers written for courses which fulfill the requirements for the major in Theatre.

SENIOR COMPREHENSIVE

The senior comprehensive in theatre takes place during the fall and spring semesters of the senior year. In the fall, the student chooses a one act play to research and analyze on both literary and theatrical levels. This work is then synthesized into a paper. During the spring, the student actualizes the production, serving as both director and designer, for a live performance before an audience.

PROGRAM REQUIREMENTS

Major in Theatre (36-38 hours)

- THTR 205, 245, 265, 355, 375, 380, 475, 480
- one dance technique course (2 hours)
- one course (3 hours) in dramatic literature offered by theatre, English or modern languages
- three additional THTR courses

Minor in Theatre; production (12 hours)

- THTR 245, 265, 375
- THTR elective at the 300/400 level

Minor in Theatre; performance (12 hours)

- THTR 205, 265, 375
- THTR elective at the 300/400 level

THEATRE COURSES (THTR)

135 Introduction to Theatre 3

A broad and comprehensive view of theatre and how it communicates. Fulfills the fine arts requirements.

205 Introduction to Acting 3

Exploration of the elements of a realistic acting technique using games, improvisations and exercises, culminating in two-character scenes later in the semester. Fulfills the fine arts requirement.

245 Stagecraft 3

An introduction to the techniques of the backstage world. Areas of study include scenic and property construction, scenic painting, stage lighting, theatre safety and special effects.

265 Play Analysis for the Theatre 3

Reading and analyzing play texts from theatrical and literary perspectives. Fulfills the fine arts requirement. Offered once every year.

305 Characterization 3

Exploration of the process of characterization with emphasis on techniques of physical transformation and psychological realism. Prerequisite: THTR 205.

355 Voice and Movement 3

Development of techniques based on understanding and integration of body/mind. Areas of study include body image, body awareness, alignment, relaxation, voice production and vocal work on literature.

360 Oral Interpretation 3

The study and analysis of literature through performance. Students will gain experience in the epic, lyric, and dramatic modes of solo performance in addition to a beginning exploration of ensemble work in a performance study. (Also listed as COMM 360.)

375 Rehearsal and Performance 1-3

Rehearsal and performance of a faculty-directed production. Participation as an assistant director, stage manager or actor in a 5-6 week rehearsal/ performance period. Prerequisite: Audition, permission of the instructor. May be repeated for up to a maximum of 9 hours of credit.

377 Playwriting I 3

Principles of writing for the stage. Emphasis on dramatic structure, character development, plot management, dialogue and critical analysis.

- 378 Contemporary Drama** 3
An examination of the texts and movements which comprise contemporary theatre in England and America.
- 380 History of Theatre** 3
A study of the development of theatrical art, including the physical theatre, production practices and cultural contexts, from the beginnings in primitive rituals through contemporary time.
- 405 Playing Shakespeare** 3
A technique to equip the contemporary actor to deal more comfortably with the textual and stylistic problems of acting Shakespeare. Prerequisite: THTR 205.
- 410 Advanced Topics in Acting** 3
Courses for advanced actors. Possible topics: improvisation, musical theatre, audition techniques, and period styles.
- 430 Theatre Management** 3
The principles and practice of producing for the commercial stock, resident college, and community theatre.
- 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. Prerequisite: THTR 272 or permission of the instructor.
- 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.
- 488 Practicum** 1-3
Individual practical projects for the advanced student. Prerequisite: Permission of the instructor. May be repeated for up to six hours of credit.
- 490 Special Topics in Theatre Studies** 1-3
Seminars in theatre. Sample topics: a literary seminar on Tennessee Williams, stage make-up, stage management. May be repeated for credit.
- 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 Disorders

The Communicative Disorders minor is designed to provide information about speech and language pathology to students who have interest in this field. Instruction in this program is balanced between the theoretical and the pragmatic. Students study the causes, characteristics, and therapies for various disorders of communication.

Study of the anatomy and physiology of speech and hearing is also an integral component of the minor. In addition, students select courses from the categories of language and psychology. They have opportunity for internships and independent study.

Most students select this minor in preparation for further study of communicative disorders in graduate school. Following graduate school, they may enter the field as speech-language pathologists. Others choose the minor to gather information that is beneficial to their professional and personal lives.

PROGRAM REQUIREMENTS

Minor in Communicative Disorders (15 hours)

- COMD 337
- one of the following: PSYC 301, 339
- one of the following: COMD 425, ENLT 305, PSY 475 (at Notre Dame)
- two of the following: COMD 324, 490, 497, 499

COMMUNICATIVE DISORDERS COURSES (COMD)

324 Sign Language I

3

Introduction to basic sign language. American Sign Language syntax and vocabulary are emphasized as well as sign communication, which focuses on the native language of the Deaf. Appreciation and awareness of Deaf culture is a major consideration within the course. (Also listed as COMM 324.)

337 Introduction to Communicative Disorders

3

A study of the causes, characteristics, and treatments of speech, language, and hearing disorders. Course content also includes speech and language

development and suggestions for living and working with those who have communicative disorders. (Also listed as COMM 337.)

425 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, and dialects as represented by phonetics.

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.

COMMUNICATIVE DISORDERS

Courses of Study

Saint Mary's College

497 Independent Study

Research for the advanced student.

Prerequisite: Permission of instructor.

1-3

499 Internship

Placement for the advanced student.

Practical experience with a speech-language pathologist. Student internships may be at hospitals; managed care facilities; clinics; or public schools, K-12.

Graded: S/U.

1-3





Computer Science

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 Computation Mathematics which combines mathematics and computer science

(see Mathematics), a major in Management Information Systems which combines business and computer science (see Business Administration and Economics) and two minors outlined below.

PROGRAM REQUIREMENTS

Minor in Computer Science (15-16 hours)

- CPSC 207, 307
- two of the following: CPSC 315, 328, 417
- one other CPSC course above 207

Minor in Information Science (14-16 hours)

- CPSC 103, 207, 217
- one of the following: CPSC 417, 429
- one additional course of the following: CPSC 315, 328, 417, 429
- students with appropriate preparation may substitute any 300/400 level course for CPSC 103

COMPUTER SCIENCE COURSES (CPSC)

101 Orientation to Information Technology 0

Designed to teach students to make effective use of the campus information technology resources and the most important networked systems used for campus information, communications, and instruction. Topics will also include network awareness and strategies for developing information fluency. Course meets for two sessions. Graded: S/U.

102 Spreadsheets 1

This course introduces the student to an integrated spreadsheet application. Topics covered include: cell formulas and built-in functions, formatting, charting, 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. Some object-oriented programming is included.

207 Computer Programming 3

This course explores program development and design with objects; the designs are implemented in Java. The emphasis is on designing, writing and correcting programs. Topics include the internal organization of the computer, procedures and functions, elementary data structures, and techniques of problem solving. No previous experience with computers is required. The course is focused around a weekly two-hour laboratory and provides in-depth programming experience.

217 COBOL Programming in Business Systems 3

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

307 C and Assembly Language Programming 3

This course is designed to deepen a student's understanding of how a computer works by studying the C programming language and how it interfaces with assembly language. A weekly laboratory provides experience in controlling the behavior of the computer in ways not possible in higher level languages. Topics include computer organization, assemblers, loaders, link editors and memory management. Prerequisite: CPSC 207 or equivalent.

308 Electronic Communications 3

An introduction to data communications in a business setting. 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, interactive pages with JavaScript and distributed execution using Java. Prerequisite: CPSC 207 and 328 or permission of instructor.

315 Simulation: Theory and Application 3

Theory of computer simulation, including applications of continuous and discrete models of industrial and management systems. The AweSim and Visual SLAM

(Simulation Language for Alternative Modeling) languages are used. Topics include probability distributions, random number generation, queuing, and design and analysis of simulation experiments. Prerequisites: MATH 114 (or 345) and CPSC 207.

328 Data Structures 3

This course introduces the concepts and techniques of structuring data for complex problems, and provides experience in accessing and processing this data. An object-oriented paradigm is used throughout the course. The course is designed especially for students who will choose a career in information technology. Prerequisite: CPSC 207.

417 Systems Analysis and Design 4

This course includes a study of systems, particularly those which lend themselves to computer representation, a study of systems analysis and design and the completion of a major systems project done in a team environment. The project will involve the analysis of an actual system problem, the writing of a system proposal to solve the problem, the presentation of the proposal to the users of the system and the design and construction of a Prototype to implement the proposal. Prerequisite: CPSC 328 or 217 or permission of instructor.

429 Data Base Systems 3

This course will study the concept of a database, basic data concepts and data organization, the relational data model, object-oriented databases and database design and implementation. Students will complete a semester-long project done in a team environment. Prerequisite: CPSC 217 or CPSC 328 or permission of instructor.

497 Independent Study 1-2

Provides properly qualified students with an opportunity for independent study and careful consideration from an advanced standpoint of selected topics in computer science. Departmental approval required. May be repeated.



Education

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.

Teachers graduating from the Education Department at Saint Mary's College will have the professional knowledge, skills, and dispositions needed 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, to be active against causes of alienation, poverty, and oppression, and to 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 student 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.

THE TEACHER EDUCATION PROGRAM

The undergraduate teacher education program offers elementary education (elementary school setting grades K–6), middle school education (middle school setting grades 5–9); high school education (high school setting grades 9–12). The performance-based standards for the initial preparation of teachers are those recommended and adopted by the Indiana Professional Standards Board.

The degree offered through the department is the Bachelor of Arts.

ADVANCED WRITING PROFICIENCY

Candidates prepare two submissions to the Advanced Writing Proficiency Portfolio. Additional detailed information on the Advanced Writing Proficiency Portfolio is found in the *Guide to the Portfolios for the Teacher Education Program* available to students in the Shaheen College Bookstore.

SENIOR COMPREHENSIVE

Candidates complete EDUC 472 *Student Teaching in the Elementary School* and *The Student Teaching Portfolio* at the Proficient Level, attain the Indiana Professional Standards Board required cut-off scores for the Pre-Professional Skills Tests (PPST) and the *Praxis Examinations (Specialty Area Tests for Elementary Education and Reading)*.

SPECIAL REQUIREMENTS OF THE EDUCATION DEPARTMENT

All education students must:

- Achieve a cumulative grade point average of 2.5 in general education courses prior to applying for admission to the Education Department.
- Complete EDUC 201 Teaching in A Multicultural Society with a grade of C+ or above, receive a satisfactory score on the Initial Teaching Portfolio, receive a satisfactory evaluation from the EDUC 201 field-based supervisor, and attain the Indiana Professional Standards Board required cut off scores for the Pre-Professional Skills Tests (PPST) prior to being admitted to the Education Department. The student must submit a formal application to the Department at the completion of EDUC 201.
- Complete at a satisfactory level the writing proficiency and advanced writing proficiency requirements.
- Complete at a satisfactory level all required field experiences prior to student teaching.
- Complete 30 extra hours of field experience working with children outside of the assigned field work linked to education courses. Prior to student teaching, documentation of this field experience must be filed with the Director of Student Teaching.
- Complete at a satisfactory level the Methods and Materials Teaching Portfolio.
- File a petition for placement in student teaching with the Director of Student Teaching/Field Study one year prior to the semester of student teaching. Students must have 2.7 cumulative grade point average for placement in student teaching.
- Successfully complete student teaching and the Student Teaching Portfolio.
- Meet the Indiana criteria on Praxis I and II Teacher Examinations (PPST and Content Specialty Area Test).
- Complete and submit for certification the application for the Indiana standard, original teaching license.

It is the student's responsibility to be aware of and meet the specific requirements and deadlines for a B.A. in Elementary Education and/or completion of Middle School Education and/or completion of High School Education licenses. Students who seek licensure in a state other than Indiana must assume the responsibility to meet specific requirements for licensing in that state.

Interstate Agreement Contracts (for licensure) exist between the state of Indiana and the following states: AL, AZ, AR, CA, CO, CN, DE, District of Columbia, FL, GA, HI, ID, IL, KY, LA, ME, MD, MA, MI, MS, MT, NE, NH, NJ, NM, NY, NC, OH, OK, OR, PA, RI, SC, TN, TX, UT, VA, WA, WV and WY (as of April 2003).

ELEMENTARY EDUCATION

The Education Department offers the elementary education major. Students completing this major will have completed all requirements to be licensed in the Primary and Intermediate school settings. The successful major will have met the developmental and the generalist standards for Early and Middle Childhood Education. The elementary education programs are approved by the Indiana Professional Standards Board and the National Council for Accreditation of Teacher Education.

Major in Elementary Education

- EDUC 201, 213, 215, 220, 240, 301, 302, 303, 304, 305, 308, 352, 354, 406, and 472
- HIST 103 or HUST 103 or 197 or Cultural Geography (when offered)
- MATH 118, and 302

Minor in Early Childhood Education (12 hours)

- EDUC 310, 311, 480, 485

Minor in Reading

- EDUC 301, 304, 306, 308, 404, 406, 486
- one of the following: EDUC 481, ENLT 305, COMD 425

MIDDLE SCHOOL EDUCATION

The Education Department offers a certification program in Middle School Education. Students completing this program will have completed all requirements to be licensed in the Middle School setting. The successful program completer will have met the developmental standards of Early Adolescence and the content standards in one of the following areas: English, Mathematics, Science, Social Studies. The middle school program is approved by the Indiana Professional Standards Board and the National Council for Accreditation of Teacher Education.

Middle School Certification Program

- EDUC 201, 220, 342, 350 or 352, 354 or 356, 404, 472 or 473 or 475, 487
- one course from one of the following areas:
 - » Social Studies: EDUC 302, 443
 - » Language Arts/English: EDUC 301, 304, 406, 447
 - » Science: EDUC 303, 449
 - » Mathematics: EDUC 305, 451
- additional content requirements in one of the following fields: English, Mathematics, Science, Social Studies.

HIGH SCHOOL EDUCATION

The Education Department offers a minor in Secondary Education. Students completing this minor will have completed all requirements to be licensed in the High School setting. The successful program completer will have met the developmental standards of Adolescence/Young Adult and the content standards in one or more disciplines. The high school program is approved by the Indiana Professional Standards Board and the National Council for Accreditation of Teacher Education.

Saint Mary's students planning to complete the Secondary Education minor must have a major or complete the approved coursework in one of the following content disciplines approved for Saint Mary's College: business, English; modern languages (French, Spanish); mathematics; all science majors (science majors must complete licensing requirements in one of the following areas: chemistry, life science, or earth and space science); history (history majors must complete additional course work in political science and one of the following: sociology, psychology, economics,

EDUCATION

Saint Mary's College

Courses of Study: EDUC

geography); political science (political science majors must complete additional course work in history and one of the following: chemistry, sociology, psychology, economics, geography).

Notre Dame students planning to complete the Secondary Education minor must have a major or complete the approved coursework in one of the following content disciplines approved for the University of Notre Dame: English; foreign languages (French, Latin, Spanish); mathematics; all science majors (science majors must complete licensing requirements in one of the following areas: chemistry, physics, life science, or earth and space science); history (history majors must complete additional course work in political science and one of the following: sociology, psychology, economics, geography); political science (political science majors must complete additional course work in history and one of the following: sociology, psychology, economics, geography).

Minor in Secondary Education

- EDUC 201, 220, 345, 346, 350, 356, 475.
- one of the following: EDUC 443, 445, 447, 448, 449, 451

Students completing the secondary education minor may add Middle School certification by completing the following courses: EDUC 342 and 487.

VISUAL ARTS AND MUSIC EDUCATION

The Education Department offers a certification program for students majoring in Visual Arts and Music Education. Students completing this program will have completed all requirements to be licensed in one or all of the following school settings: Elementary, Primary; Elementary, Intermediate; Middle School; and High School. The successful program completer will have met the developmental standards for one or all of the following: Early Childhood, Early Adolescence, Adolescence/Young Adult; and the content standards in one of the following areas: Visual Arts or Music. The Visual Arts and Music programs are approved by the Indiana Professional Standards Board and the National Council for Accreditation of Teacher Education.

High School Certification Program for Visual Arts and Music

- EDUC 201, 220, 345, 346, 356, 474 or 476
- ART 331 or MUS 453

Middle School Certification Program for Visual Arts and Music

- EDUC 201, 220, 342, 350, 356, 473 or 476, 487
- ART 331 or MUS 453.

Elementary School Certification Program for Visual Arts and Music

- EDUC 201, 220, 240, 352, 354, 471 or 476
- ART 231 or MUS 351.

EDUCATION COURSES (EDUC)

NOTE: EDUC 201 is a prerequisite for all Education courses. EDUC 213, 215, 220, and 240 may be taken concurrently with 201.

201 Foundations for Teaching in a Multicultural Society 3

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 what it means to be a teacher in a multicultural society. Within this multicultural framework, the course addresses themes of child and adolescent development, diversity, learning environment, communication techniques, professionalism, and collaboration as found in the Saint Mary's College Preservice Teacher Standards. Satisfactory completion of the Initial Teaching Portfolio and thirty (30) hours of field experience are required.

213 American Mosaic: Integrative Approaches to the Arts in the Elementary Classroom (Kdg-Grade 6) 2

Beginning teachers of Early and Middle Childhood 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 (primary and intermediate) 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 curriculum. An emphasis will be placed on integrative and inclusive approaches to teaching and learning the arts.

215 Health and Physical Education in Elementary and Middle Schools 3

This course challenges pre-service teachers to develop knowledge, understanding, and the ability to use the comprehensive nature of student's 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 human movement 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 fit and healthy children.

220 Applied Media and Instructional Technology 3

Various educational technologies and media are quickly becoming standard in the modern classroom. This course offers the students the opportunity to operate a computer system in order to use software successfully; evaluate and use computers and related technologies and media to support the instructional process; explore, evaluate, and use computer technology-based material and media; demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision making; select and integrate computer technology-based instruction and media in the curriculum of one's subject area(s) and/or school setting(s); demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities; exhibit knowledge of equity, ethical, legal, and human issues of technology and media; and identify resources for staying current in applications of computing, related technologies, and media in education.

240 Teaching in the Elementary School Setting 3

An introduction to instructional design, methodology, and strategies appropriate for teaching in the elementary school setting, K–6. This course is the study and practice of instructional methods which are common elements of effective teaching including: lesson planning, questioning skills, models of teaching, cooperative learning, assessment, and classroom management and discipline.

301 Teaching Language Arts in the Elementary and Middle School 3

This course is designed for preservice teachers to develop knowledge, understanding, and the ability to use concepts from reading, language and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. A semester-long field experience is required (two mornings or afternoons a week).

302 Teaching Social Studies in the Elementary and Middle School 3

This course is designed for preservice teachers to develop knowledge, understanding, and the ability to use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)—to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. A semester-long field experience is required (two mornings or afternoons a week).

303 Teaching Science in the Elementary and Middle School 3

This course is designed to introduce the concepts and processes in the world of science, including physical, life, and earth and space sciences. The course will teach the incorporation of those concepts and processes at appropriate grade levels and connect concepts and processes to other areas of the elementary and middle school curriculum. Planning strategies, developing techniques, and measuring the outcomes of the teaching process will be covered. A semester-long field experience is required (two mornings or afternoons a week).

304 Developmental Reading 3

Develops the knowledge, skills and teaching strategies essential in implementing a balanced classroom reading program that includes an emphasis on the use of letter/sound relationships, context, and meaningful text. A semester-long field experience is required (two mornings or afternoons a week).

305 Teaching Mathematics in the Elementary and Middle School 3

This course is designed for preservice teachers of mathematics to develop knowledge, understanding, and the ability to use major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data. Emphasis is directed at improving understanding of mathematical concepts in elementary and middle school grades while utilizing effective teaching strategies. Opportunity to develop materials, practice writing and teaching mathematics lessons and/or units, and apply mathematics-related technology for the classroom. Development of a personal philosophy of mathematics instruction, awareness of

current issues and trends in mathematics and applications of mathematics in the world. A semester-long field experience is required (two mornings or afternoons a week).

306 Multicultural Approaches to the 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 wide variety of cultures are studied, including African-American, Native American, Asian American, and Hispanic-American groups.

308 Children's Literature in the Classroom 3

Emphasizes various genres of children's literature appropriate for integration in the elementary curriculum. Practical applications and experiences for extending literature will be provided.

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.

342 Teaching in the Middle School Setting 3

This course provides preservice teachers the opportunity to further define their role as teachers of early adolescents in the middle school classroom. Through immersion in the design of middle school curriculum, teaming, instructional strategies, and traditional, as well as alternative and authentic assessments, students will learn to create effective learning experiences for diverse student populations. A semester long field experience is required (two mornings or afternoons a week).

345 Curriculum & Assessment in the Middle/High School Setting 3

This course provides pre-service teachers the opportunity to further define their role as teachers of adolescents in the middle and/or secondary classroom. Through immersion in the design of curriculum and traditional, as well as alternative and authentic assessments, as well as the theory and practice of service-learning pedagogy, students will learn to create effective learning experiences for diverse student populations. A twice-weekly field experience is required.

346 Instructional Strategies & Classroom Management in the High School Setting 3

Building upon their knowledge of curriculum design, assessment strategies, and the theory and practice of service-learning pedagogy, students will learn to create effective learning experiences for

diverse student populations through effective instructional strategies and classroom management approaches. A twice-weekly field experience is required. Pre-requisite: EDUC 345.

350 Educational Psychology: Human Growth and Development of the Adolescent 3

This course will focus on the special issues facing the junior high/middle and secondary school-age youngster. 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 in an assigned placement site is required.

352 Educational Psychology: Human Growth and Development from Pre-School Through Age Twelve 3

The primary purpose of this course is to examine the application of psychological theory to the teaching/learning process. Students will study typical physical, social, emotional, and cognitive characteristics of the child through age twelve, 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 in an assigned placement site is required.

354 Educational Psychology: Educating Exceptional Learners in the Elementary School and Middle School 3

This course is designed to introduce the preservice teacher to the legal and educational aspects of providing instruction for students with disabilities. Diagnosis and assessment of exceptionality and the etiology of differences in learning are included. Emphasis will be placed upon

various approaches to programming in elementary and middle schools, affective components essential to this programming, and instructions/curricular adaptations made in general education classrooms. Preservice teachers will understand how students differ in their development and approaches to learning and will create and adapt instructional opportunities for diverse learners. Observation and participation in weekly field activities are required.

356 Educational Psychology: Educating Exceptional Learners in Middle School and High School Classrooms 3

This course is designed to focus attention on a group of learners with unique needs and characteristics-adolescents with disabilities. Emphasis will be placed on special education legislation and programming at the middle school, and high school levels. Research based instructional methods available to address the learning and behavior problems typical of adolescent learners with learning disabilities, behavioral disorders, mild mental retardation, or other disabilities will be described. Preservice teachers will understand how students differ in their development and approaches to learning and will create and adapt instructional opportunities for diverse learners. Observation and participation in weekly field activities are required.

372 Education in Great Britain and Ireland 2-3

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 Reading in the Content Area 3

A study of theoretical models of reading, basic reading skills and difficulties, characteristics of text and reading demands placed on students within various content areas, evaluative techniques, children's and adolescent literature and school reading programs. This course develops an understanding of reading problems encountered by students, offers solutions to these problems and emphasizes incorporation of reading, writing, and study skills into instruction in all content areas. Fall semester only. A semester long field experience is required (two mornings or afternoons a week). Prerequisites: EDUC 240 or 342; 345.

406 Corrective Reading 3

An examination of various conceptualizations of the reading process, relationship among the language arts areas, visual, auditory and other factors which affect reading ability, measurement and observational reading assessment techniques, remediation and management of the corrective reading program. This course focuses on diagnosis and remediation of reading difficulties within the regular classroom setting. Spring semester only. A semester long field experience is required (two mornings or afternoons a week).

443 Teaching Social Studies in the Middle School and High School 3

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 con-

tent areas(s). A semester long field experience is required (two mornings or afternoons a week). Prerequisite: EDUC 342 or 345.

445 Teaching Modern Languages in the Middle School and 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. A semester long field experience is required (two mornings or afternoons a week). Prerequisite: EDUC 342 or 345. (Also listed as MODL 445.)

447 Teaching English in the Middle School and High School 3

This course provides preservice teachers the opportunity to specifically apply their content knowledge in English to adolescents in the middle school and/or high school classroom. Through immersion in the design of curriculum units, instructional strategies, and traditional, as well as alternative and authentic assessments, students will learn to create effective learning experiences for diverse student populations. Fall semester only. A semester long field experience is required (two mornings or afternoons a week.) Prerequisite: EDUC 342 or 345.

448 Teaching Business in the Middle School and High School 3

This course will examine objectives, instructional methods, testing, grading, and standards in business education. Current developments in the field will also be addressed. Special emphasis is given to development of a curriculum guide and video taping of a mini-lesson. Students will: (1) develop knowledge of job requirements and opportunities in

business and allied fields; (2) determine the goals of business education and factors influencing business education, including the objectives of vocational education and occupational technology; and (3) learn how to gather meaningful survey data from employers, current students and alumni for program assessment and improvement. Fall semester only. A semester long field experience is required (two mornings or afternoons a week). Prerequisite: EDUC 342 or 345.

449 Teaching Science in the Middle School and High School 3

The purpose of this course is to teach students the necessary skills and techniques to become effective secondary science teachers. Students will acquire a variety of: (1) foundational skills and concepts related to technology; (2) instructional strategies to adapt and plan instruction to meet student needs; (3) laboratory and field-based learning activities; (4) classroom management techniques to establish and maintain an environment conducive to learning science; and (5) techniques for assessing student outcomes. Fall semester only. A semester long field experience is required (two mornings or afternoons a week). Prerequisite: EDUC 342 or 345.

451 Teaching Mathematics in the Middle School and High School 3

This course is designed to discuss current developments in contemporary mathematics, identify and apply principles of learning mathematical concepts and use a variety of methods in teaching mathematics at the secondary level. Students will (1) plan instruction for a variety of ability levels; (2) plan a mathematics program for a multicultural setting; (3) locate and use a variety of materials for secondary mathematics; (4) write, teach, and evaluate mathematical concepts; (5) discuss a variety of alterna-

tive 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. A semester long field experience is required (two mornings or afternoons a week). Prerequisite: EDUC 342 or 345.

470 Student Teaching in the Elementary/Middle School 12

472 Student Teaching in the Elementary School 12

473 Student Teaching in the Middle School 12

474 Student Teaching in Middle School/High School 12

475 Student Teaching in High School 12

476 Student Teaching in the Elementary, Middle and High School 12

Student teaching is a semester-long experience under the supervision of qualified cooperating teachers and a college supervisor. The experience includes observation, participation, full time teaching, and conferences. Student teachers will follow the calendar of the host school. Student Teaching Portfolio is required. Submission of application for instructional license in the state of Indiana is required. Fee: \$120. Graded: S/U.

480 Seminar in Early Childhood Education 3

An introduction to current research and practical issues in the field of early childhood education. Synthesizing experiences and implementing the information from investigations will be the focus of the students' learning. Course

structure allows for maximum individualization of learning, permitting students to pursue areas of interest within the field of study.

481 Seminar in Reading 3

An investigation of recent research in the field of reading. Course structure allows for maximum individualization of learning, permitting students to pursue areas of interest within the general field of study.

485 Practicum in Early Childhood Education 3

Students will have the opportunity to assess young children's academic readiness, abilities and needs in order to plan, implement, and evaluate developmentally appropriate curriculum and instructional strategies in early childhood settings. Practicum settings provide students with opportunities to work with early childhood professionals, parents and various community resources to learn to teach the young children of our developmentally and culturally varied environment.

486 Practicum in Reading 3

This course is designed to give preservice teachers the opportunity to assess students' reading abilities and needs and to plan, implement, and evaluate appropriate instructional strategies. Practicum settings insure work with children of varied backgrounds. Spring semester only.

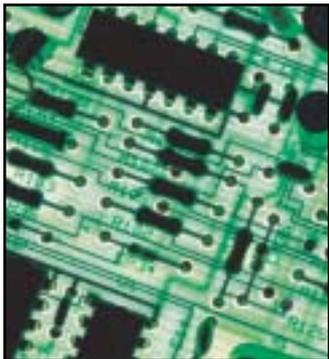
487 Practicum in the Middle School 3

Students participate in content-based field experiences in the middle school. Actual classroom activities are performed under the supervision of qualified teachers. Practicum settings include interaction with students from diverse ethnic and cultural backgrounds. This course will provide experience and training in accordance with the principles espoused by the National Middle School Association. Spring semester only. A semester long field experience is required (two mornings or afternoons a week). Prerequisite: EDUC 342.

497 Independent Study 1-3

Students may carry independent study with an approved instructor. Content is dependent on student need and interest. Must have approval of department chair.





Engineering

Saint Mary's College and the University of Notre Dame offer a five-year dual degree program, leading to a bachelor's degree from Saint Mary's in chemistry or in one of the humanities or social sciences at the end of the fourth year, and a bachelor's degree from Notre Dame in one of the engineering programs at the end of the fifth year.

The cooperative program presumes that the Saint Mary's student will take pre-engineering courses at Notre Dame in addition to the courses required to satisfy degree requirements at Saint Mary's College. At the end of her third or fourth year the student applies for transfer to the College of Engineering at Notre Dame. Notre Dame courses are used as electives to satisfy Saint Mary's degree requirements, and Saint Mary's courses are used as electives to satisfy Notre Dame's degree requirements.

To be recommended for acceptance at Notre Dame at the end of her third year, a Saint Mary's student must have completed at least 96 semester hours with a minimum of a 3.0 GPA in technical courses. 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

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 broaden imaginative capacities.

The English Department offers three degree programs: English Literature, English Writing, and a Double Major in English Literature and Writing. In addition, two minor programs are offered in English Literature and English Writing.

GENERAL EDUCATION REQUIREMENTS

The following English courses may be used to fulfill the General Education requirement: ENLT 104W, 106W, 109W and any upper level literature courses.

TEACHER PREPARATION

The English Department in conjunction with the Education Department offers courses leading to state licensing for English.

SENIOR COMPREHENSIVE

Successful completion of ENLT 495 *Senior Literature Seminar* satisfies the senior comprehensive requirement for the English Literature major. Successful completion of ENWR 495 *Senior Writing Project* satisfies the senior comprehensive requirement for the English Writing major.

ADVANCED WRITING PROFICIENCY

Advanced writing proficiency in the major is demonstrated by a portfolio review.

PROGRAM REQUIREMENTS

Major in English Literature (27 hours)

- ENLT 413, 495
- choose one: ENLT 378, 379, 411 or any course designated to fulfill pre-1700 British literature
- choose two: ENLT 380, 381, 382 or any course designated to fulfill 18th/19th Century British literature
- choose one: ENLT 377, 383 or any course designated to fulfill 20th/21st Century literature
- choose one: ENLT 375, 376, 377 or any course designated to fulfill American literature
- two ENLT or ENWR courses above the 100 level (203 may be counted only once toward the major)

Major in English Writing (27 hours)

- ENWR 311, 495, ENLT 413
- choose one: ENWR 317, 319
- choose one: ENLT 378, 379, 411 or any course designated to fulfill pre-1700 British literature
- choose one: ENLT 380, 381, 382 or any course designated to fulfill 18th/19th Century British literature
- choose one: ENLT 377, 383 or any course designated to fulfill 20th/21st Century literature
- two ENWR electives above the 100 level

Double Major in Literature and Writing (48 hours)

- ENLT 413, ENWR 311, 495
- choose one: ENLT 378, 379, 411 or any course designated to fulfill pre-1700 British literature
- choose three: ENLT 380, 381, 382 or any course designated to fulfill 18th/19th Century British literature
- choose two: ENLT 377, 383 or any course designated to fulfill 20th/21st Century literature
- choose one: ENLT 375, 376, 377 or any course designated to fulfill American literature
- one ENLT elective
- four ENWR electives above the 100 level

Minor in English Literature (15 hours)

- choose one: ENLT 413, 203 (when topic is Shakespeare for Non-Majors)
- choose one: ENLT 378, 379, 411 or any course designated to fulfill pre-1700 British literature
- choose one: ENLT 380, 381, 382 or any course designated to fulfill 18th/19th Century British literature
- choose one: ENLT 377, 383 or any course designated to fulfill 20th/21st Century literature
- one ENLT elective above the 100 level

Minor in English Writing (15 hours)

- ENWR 311
- choose one: ENWR 317, 319
- choice of three advanced writing electives.

**ENGLISH (Literature) COURSES
(ENLT)**

**103-104W Introduction to
Language and Literature 3, 3**

Designed to develop skills in reading, thinking and writing. Students may earn three literature hours and fulfill the writing proficiency requirement in this two-semester sequence.

106W Language and Literature 3.5

A range of courses taught in tandem with "W" courses in other disciplines. Students may earn three literature hours and fulfill the writing proficiency requirement.

109W Language and Literature 4

A range of courses allowing students to earn three literature hours and fulfill the writing proficiency requirement.

203 Studies in Literature 3

A range of courses offering further studies of interest, designed for students from a variety of majors. May be repeated.

203W Studies in Literature 3

A literature course designed for students who need a second opportunity to fulfill the writing proficiency requirement.

204 Literature of Social Justice 3

Readings among a range of literary texts which raise pointed questions about problems standing in the way 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), with an emphasis on the novel. Contemporary cultural influences, such as the Women's Movement, are also discussed.

221 Children's Literature 3

The various narrative forms of the classic literature for children with special emphasis on myth, folktale, fairy tale and short fiction. (Applies as a General Education elective only as a second English course.)

243 Greek Literature 3

Greek literature from Homer to Plato: history, philosophy, tragedy, comedy and lyric poetry.

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.

**282 British Literature: 1800
to Present 3**

Readings through the Romantic, Victorian, modern and contemporary periods.

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.

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.

- 308 Arthurian Literature** 3
An exploration of the myth of Arthur in the works of such authors as Malory, Chretien de Troyes, Beroul, Twain, Tennyson, and T.H. White.
- 331 Feminist Memoirs** 3
A critical analysis of the memoir as a literary form. Central to the course will be the ways in which feminist writers have used memoir writing to describe both personal and political experiences and to theorize from these experiences. The course will explore how feminist writers have used memoir to develop feminist theory and how memoirs function as theoretical texts.
- 341 Development of the English Novel I** 3
A critical and historical study of the English novel from Defoe to Jane Austen.
- 342 Development of the English Novel II** 3
A critical and historical study of the English novel from Walter Scott to Thomas Hardy.
- 343 Development of the English Novel III** 3
A critical and historical study of the English novel 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.
- 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, with reference to the appropriate works of literature.
- 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 which 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 1865-1945** 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, Howells, 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, read in Middle English; Breton lais, ballads, excerpts from Malory, and works of the *Pearl* poet.
- 379 Early Modern Writers** 3
Major Renaissance authors, including Wyatt, Sidney, Spenser, Shakespeare (sonnets), Marlowe, Donne, Wroth, Lanyer, Southwell, and Milton. Visual aids recreate the historical milieu, with attention to mythology, humanism, hierarchy, Neo-platonism in poetry and painting, the Reformation, politics, and the double standard.
- 380 The 18th Century** 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 English Romantic literature and culture (1790-1837). Blake, Byron, Coleridge, Keats, Radcliffe, Percy and Mary Shelley, Dorothy and William Wordsworth, and others.
- 382 Victorian Literature** 3
The study of literary techniques and social context during the extensive reign of Queen Victoria (1837-1901). Arnold, Eliot, Browning, Dickens, Newman, Tennyson and others.
- 383 20th Century British Literature** 3
Survey of modern literature, with primary focus on literary experimentation and innovation. Conrad, Joyce, Yeats, Lawrence, Woolf, Eliot, and others.
- 390/490 Special Topics Seminar in Literature** 1-3
A range of courses offering advanced literary study. May be repeated.

ENGLISH

Courses of Study: ENLT, ENWR

Saint Mary's College

397/497 Independent Study May be repeated.	1-3	ENGLISH (Writing) COURSES (ENWR)	
411 Chaucer <i>The Canterbury Tales, Troilus and Criseyde,</i> the dream visions, and lyrics.	3	311 Creative Writing	3 Study and practice of various types of creative writing.
413 Shakespeare Representative comedies, tragedies and histories, with emphasis on theatre.	3	313 Journalism	3 Techniques of news writing, editing, copy editing, feature writing and newspaper makeup and publication. (Also listed as COMM 313)
417 Major Literary Figures (British)	3	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.
419 Major Literary Figures (American and Other)	3	317 Expository Writing	3 Practice in informative writing to develop mastery of a clear, accurate style and of the basic type of factual writing.
495 Senior Literature Seminar 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 with- in 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.	3	319 Classical Rhetoric	3 A course devoted to the art of presenting an argument in writing. Attention is paid to the rich body of advice compiled from ancient times onward with respect to style, organization of evidence, the vari- ous appeals open to the writer, and the object of argumentation itself.
502 AP English Language Survey of AP English Language syllabus. Includes interdisciplinary prose reading skills and composition in a variety of modes. Specific areas: authorial purpose, audience, generic conventions, and resources of language: syntax, word choice, tone. Course methodology also discussed. Problem-solving sessions and individual notebooks are important com- ponents. May be repeated for up to a maximum of four hours of credit.	2	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 envi- ronment. Students will build upon their experience and explore new techniques in working toward a confident voice.

325 Play Writing 3

Experimentation and practice in writing plays within a workshop environment. Students will build upon their experience and explore new techniques in working toward a confident voice.

333 Magazine Writing 3

The rich field of periodical publications is the object of this course, which offers students an opportunity to try their hand at subject matters and voices both suitable to different magazine readerships and reflective of their own interests and opinions. (Also listed as COMM 333)

390 Special Topics in Advanced Writing 1-3

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 majors in the writing program during the second semester of the

senior year. Successful completion of the Senior Writing Project satisfies the comprehensive examination requirement for the B.A. Prerequisite: Senior standing as ENWR major.

497 Independent Study 1-3

May be repeated.

**GENERAL ENGLISH COURSES
(ENGL)****498 Teaching Assistantship in English Writing or Literature** 1-3**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. At least junior standing required. Approval of department required. Does not fulfill ENWR elective requirement for the major. Graded: S/U. May be repeated for up to 3 hours.





History

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. Indeed, history offers a truly liberal education that enables the student to prepare herself for an enlightened life and a successful career in practically any field one can imagine.

GENERAL EDUCATION REQUIREMENTS

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

TEACHER PREPARATION

The History Department in conjunction with the Education Department offers courses leading to state licensing for History/Social Studies.

ADVANCED WRITING PROFICIENCY

A History major will submit to the department a portfolio containing her own selection from papers she has written in any of the various history courses. If the student has completed a senior essay of substantial length, it alone will suffice for her portfolio.

SENIOR COMPREHENSIVE

The senior comprehensive consists of two parts: 1) A one-to-two hour objective examination is required of all senior history majors who take their senior comprehensive in the History department; 2) either the Senior Seminar with the requirement of a satisfactory senior essay, or a four-hour written examination.

PROGRAM REQUIREMENTS

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.

Major in History (30 hours)

- HIST 101 and 102, or HIST 103 and 104.
- 9 hours from Division I, United States History, including HIST 201, 202
- 9 hours from Division II, European History, including:
 - » at least one of the following: 342, 343, 344, 345, 347
 - » at least one of the following: 348, 349, 350, 359, 360
- 3 hours from Division III, Other Areas
- one additional 300 level HIST course (HIST 397, Independent Study, may be taken for one elective course)

Minor in History; general (15 hours)

- 15 hours above the 100 level
 - » 2 courses in two of the three divisions
 - » 1 course in the third division

Minor in History; American, European or Third World (12 hours)

- 12 hours above the 100 level in the desired area

HISTORY COURSES (HIST)

NOTE: There is no distinction between 300 and 400 level courses in level of instruction or required prerequisites. The numbering is for convenience only.

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 historical and 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 historical and 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. An introductory course for beginners.

DIVISION I: UNITED STATES

201 United States History to 1865 3

Political, social and economic development of the United States from the colonial period through the Civil War.

202 United States History Since 1865 3

Political, social and economic development of the United States from the Civil War to the present.

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 The Experience of Women in American History 3

A study of how race, class and gender come together to shape the identities of American women from Colonial times to the present

325-326 Studies in American Culture I-II 3, 3

Under the broad implications of American culture, an examination and interpretation of the American heritage in political concepts, art, literature, music, technology, philosophy and religion to enrich the intellectual grasp of the American scene. Presupposes an adequate knowledge of United States history.

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 formation and disintegration, 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; Christianity in the United States.

347 Renaissance and Reformation 3

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 political changes, new intellectual movements, advances in science and technology, and changes in economic and social conditions, which formed the fabric of European civilization in the seventeenth and eighteenth centuries.

349 Great Lives and Minds: From Renaissance to Enlightenment 3

Great men and women and their ideas that shaped the course of human history from the 15th through the 18th centuries will be studied. This age of transition from the medieval to the modern era will be viewed through the interesting biographies of these men and women.

350 Great Lives and Minds: From Enlightenment to Existentialism 3

Great men and women and their ideas that determined the course of history in our recent past will be studied. The modern age is viewed through the personal

histories of these men and women whose brilliance and foolishness, strengths and weaknesses, and actions and inactions are major factors in making the world as it is today.

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 The World 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, 1066-1600 3

A survey of the early history of England, covering its Celtic origins to the Renaissance, but 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.

371 The City in Modern 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, her emergence as a super-power and her role in the Cold War and after.

DIVISION III: OTHER AREAS

377 Russia 3
 (See description in Division II)

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.

382 Modern East/Central Europe 3
 The course primarily covers the history of Poland, Bohemia and Hungary from the French Revolution and Napoleon to the transition from communism at the end of the twentieth century. Other countries of the region are considered but less extensively. Topics included are the rise of nationalism, the struggles for independence and the problem of inter-regional relations.

385 Latin America 3
 A study of the history and culture of Latin America.

OTHER ELECTIVES

261 Contemporary Affairs 2
 Current domestic and international affairs and their historical roots. Recommended as an elective for non-majors.

390 Special Topics in History 1-3
 This course presents selected topics chosen by the professor which are of special importance and relevance but 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.

HISTORY

Courses of Study: HIST

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. Prerequisites: Junior standing and permission of the department chair. Graded: S/U. 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)

495 Senior Seminar**2**

The Senior Seminar is offered as an alternative to the comprehensive examination requirement for the B.A. degree in history. The two-hour credit is not counted as

part of the 24-hour major requirement. The material varies but will include historiography, historical methodology and directed research on a topic or topics agreed upon by the instructor and students.

502 AP History**2**

A survey of the content curriculum and methods of European History. This course covers the main epochs of modern European history from 1450 to 1980's. It combines intellectual, political and social history. Along with content, instructional technique and course design will be discussed. May be repeated for up to a maximum of four hours of credit



Humanistic Studies

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, but it also recognizes the vital contributions of non-Western and non-Christian societies to broaden the student's cultural perspective. The role of women in various eras, and works by and about them also receive special notice.

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.

GENERAL EDUCATION REQUIREMENT

The following humanistic studies courses may be used to fulfill General Education requirements: HUST 103, 197, 203, 212, 292. Higher level courses may be used to fulfill a second requirement.

SENIOR COMPREHENSIVE/ADVANCED WRITING PROFICIENCY

The senior comprehensive exam in humanistic studies is a long essay (written over a two-week period in a senior's spring semester) exploring the interrelation between the history and literature of selected eras of Western culture. This essay is used to assess the college's Advanced Writing Proficiency requirement.

PROGRAM REQUIREMENTS

Typically a student begins the major in her junior year unless she is planning to student-teach, to attend the Washington semester or India program, or to study abroad at any time during her junior or senior year. In these cases, the student should enter the program as a sophomore.

Major in Humanistic Studies (26 hours)

- HUST 321, 322, 323, 324, 334—taken sophomore or junior year
- HUST 461, 462, 463, 464—taken junior or senior year

Minor in Humanistic Studies (14 hours)

- 14 hours in 300/400 level courses

Double Majors/Minors

Courses taken outside the major may be selected to complement the Humanistic Studies program or to provide the student with a second area of concentration. Many students combine a major in Humanistic Studies with a major or minor in another discipline, such as economics, English, political science, history, philosophy, psychology or religious studies. With careful planning, a few students have majored in Humanistic Studies and one of the fine arts or sciences, or in 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, History 3

This course studies the ways people talk about their past through myths, legends, and history by focusing on subjects such as the Trojan War, King Arthur, Joan of Arc, and the sinking of the *Titanic*, among others.

203 Asian Influence on Western Literature 3

An introduction to the cultures of India, China and Japan through their influence on Western writers, thinkers and artists. Texts include books about the East written by Westerners and also translations of Asian literature.

212 High Society 3

A social and cultural history of the 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)

263 Irish Cultural History 3

A year-long introduction to the major expressions of Irish culture. Includes tours to areas studied. (Ireland campus only)

282 Great Cities of Europe 2

An introduction to the culture of three major European cities: Rome, London and Paris. Slides and recordings supplement the course.

292 Readings in 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.

NOTE: The following courses require permission of instructor to enroll.

321 Cultural History I: Medieval Culture 3

A study of the people, institutions, events, and ideas that shaped Western culture from the decline of Rome to the late Middle Ages. (Also listed as HIST 401)

322 Cultural History II: Renaissance & Reformation 3

A study of the intellectual, religious, political, and social developments that marked the transition from the unified world view of medieval Christendom to the new

movements of Renaissance humanism and religious Reformation. (Also listed as HIST 402)

323 Colloquium I **3**
Selected readings in medieval literature, including Augustine's *Confessions*, *The Song of Roland*, *Tristan and Iseult*, the Letters of Abelard and Heloise, *Sir Gawain and the Green Knight*, and Chaucer's *Canterbury Tales*.

324 Colloquium II **3**
Selected readings in Renaissance and Reformation literature, including Dante's *Divine Comedy*, Petrarch's *My Secret*, Boccaccio's *Decameron*, Castiglione's *Book of the Courtier*, Erasmus' *Praise of Folly*, More's *Utopia*, and Cellini's *Autobiography*.

334 Art and Culture **2**
A study of the relationship of art and culture during selected stages of Western civilization.

390/490 Special Topics **1-3**
Topics in Humanistic Studies not covered in regular department offerings. May be repeated for credit with a different topic.

461 Cultural History III: Absolutism, Enlightenment, and Revolution **3**
A study of the people, events, and ideas that shaped European society from the Elizabethan Age to the French Revolution with emphasis on absolutist culture, the Scientific Revolution, the Enlightenment, and the birth of modern feminism. (Also listed as HIST 405)

462 Cultural History IV: The Modern World **3**
A study of European culture since Napoleon, with emphasis on new ideologies (nationalism, romanticism, socialism), political and social revolutions, the World Wars, and the modern world view. (Also listed as HIST 406)

463 Colloquium III **3**
Selected readings from the seventeenth and eighteenth centuries, including Shakespeare's *Tempest*, Pascal's *Pensées*, Montaigne's *Essays*, de Lafayette's *Princesse de Clèves*, Pope's *Essay on Man*, Voltaire's *Candide*, and Goethe's *Sorrows of Young Werther*.

464 Colloquium IV **3**
Selected readings from the nineteenth and twentieth centuries, including various Romantic poets, Turgenev's *Fathers and Sons*, Freud's *Civilization and Its Discontents*, Woolf's *To the Lighthouse*, Camus's *The Plague*, O'Brien's *The Things They Carried*, and Norris's *Dakota*.

497 Independent Studies **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

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 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.

GENERAL EDUCATION REQUIREMENT

ICS 201 may be used to fulfill a General Education requirement in the BA, BBA and BS degrees only.

PROGRAM REQUIREMENTS

Student-Designed Major

Given the interdisciplinary nature of InterCultural Studies, a superior student may design a program of study that uses intercultural dynamics as a framework to organize her specific concerns. Interested students must declare their intentions by the spring semester of sophomore year and submit a proposal prepared with the help and advice of a faculty sponsor.

Minor in InterCultural Studies (15 hours)

The minor consists of an interdisciplinary series of courses that emphasize intergroup dynamics while challenging a monocultural perspective.

- ICS 201
- two courses from Category I
- two courses from Category II
- only one course in any academic discipline may be taken in each category

CATEGORY I: Intercultural Dynamics in the United States

Category I focuses on intercultural dynamics within the United States. The focus may include contemporary intercultural dynamics and/or the historical origins of the multiple cultures that constitute the current intercultural milieu in the United States.

ANTH 370

BUAD 329

COMM 350

ENLT 203 (approved topics)

ENLT 293

NURS 414

PSYC 381

SOC 355

SOC 360

CATEGORY II: Intercultural Dynamics on a Global Scale

Category II emphasizes intercultural dynamics across the globe. Courses may emphasize the dynamics between non-Western and Western cultures, or the course may focus on the impact of non-Western cultures on the dominant culture in the United States.

ANTH 141
 BIO 313
 BIO 320
 BUAD 422
 HIST 389
 HUST 203
 MLFR 408
 MLFR 490

MLFR 491
 PHIL 245
 PHIL 254
 POSC 319
 RLST 380
 SMC 207
 SMC 209

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) stages of intercultural awareness, and 4) xpressions of identity. The course emphasizes the necessity of intercultural skills in the pluralistic society of the United States in the 21st century. An understanding of different perspectives is also fostered through the study of texts which voice the viewpoints and histories of various identity groups within the United States.

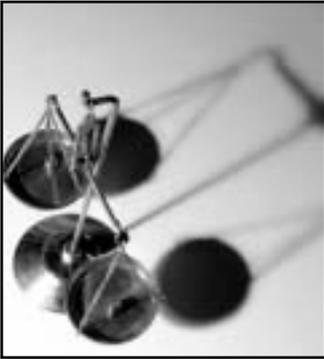
300 Experiential Learning 1-3

Experiential learning courses combine

standard forms of classroom instruction and interaction within the real-world settings. Such courses are an effective way to link course objectives with direct experience of the world beyond the classroom because they provide students opportunities to encounter the many layers of meanings that comprise human beings' social worlds. Experiential learning offerings may serve as Category or Category 2 courses depending on the topic. May be repeated with different topic.

490 Special Topics 1-3

Topics of special interest in InterCultural Studies not covered in the regular offerings of the program. Special topics offerings may serve as Category 1 or Category 2 courses depending on the topic. May be repeated with different topic.



Justice Education

Justice education has always been an integral part of Saint Mary's mission. The College's goal is to educate women of character who are knowledgeable about contemporary social issues and committed to a vision of justice inspired by Christian tradition. A formal academic program is available to all students through an interdisciplinary minor in justice studies that examines historical and contemporary justice issues. By design, the minor is structured so that

theory, experience, reflection and commitment are related.

PROGRAM REQUIREMENTS

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 Studies (15 hours)

- JUST 250
- one of the following: PHIL 254, RLST 235, 236, 240
- three of the following:
 - BUAD 241
 - ECON 354
 - ENLT 203, 204, 293, 374, 490 (relevant topics)
 - JUST 260, 301, 320
 - PHIL 245, 254, 352
 - POSC 304, 314, 319, 324
 - PSYC 354
 - RLST 235, 236, 240 (if not taken for the requirement above)
 - SOC 203, 355, 360
 - SW 332
- other courses may be substituted by permission

JUSTICE EDUCATION COURSES (JUST)

199 The Urban Plunge

Between semesters, students may visit sites in various cities where people involved in Christian social ministry are working in different forms of social action. Students are put in touch with contact persons and go in small groups to

1

spend two days observing and reflecting upon societal injustices. An orientation and follow-up program to enable students to reflect on their experiences is conducted by Notre Dame. To obtain credit, students must attend these meetings and fulfill some reading and writing assignments connected with their experience. May be repeated.

200 People and Justice 1

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

241 Personal Ethics and Corporate Culture 3

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

250 Christians in the World 3

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

260 Social Thought and the American Worker 3

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

290 Special Topics in Justice Education 1-3

Introductory level course in topics in Justice Education not covered in the regular department offerings. May be repeated for credit with a different topic.

300 Experiential Learning 1-3

This course examines justice questions, poverty and development within an experiential framework, involving study and reflection, an immersion experience, and processing of the questions and issues that emerge from experience. The immersion will be offered at various sites which will rotate each year.

301 The Quest for Human Rights 3

Do people have rights solely because of their humanity? 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.

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

JUSTICE EDUCATION

Courses of Study: JUST

in working for justice, the course models a pedagogy based on the praxis cycle: first, an educated social analysis of the culture in which the students find themselves, followed by a theological reflection upon that culture and the ways faith and a concern for justice might connect to the students' experience of society. Finally, the course examines the component of commitment and pastoral strategies from the standpoint of their own life situations.

397 Independent Study **3**

This course is designed to provide upper-level students the opportunity to explore social justice issues systematically and in a framework of their own design. An

emphasis will be placed on approaches which draw from a variety of disciplines and which incorporate various perspectives on issues of domestic and global concern.

499 Internship **1-3**

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





Mathematics

Mathematics is a human activity which 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 preparation for graduate studies, careers in business or industry and for those who intend to teach mathematics. The Statistics and Actuarial Mathematics major makes possible a sequence of courses giving the student experience in model-building and is recognized by the Society of Actuaries as a pre-actuarial program. The Computational Mathematics major enables those students with a strong interest in computer science to pursue an integrated program of mathematics and computer science. A teacher concentration enables the student to obtain secondary school certification in the state of Indiana.

GENERAL EDUCATION REQUIREMENTS

The College General Education requirement in mathematics can be satisfied by successful completion of any mathematics course except Math 100. Several major departments require specific mathematics courses, but students can be counseled by the mathematics department in order to enroll in courses which are appropriate to their interests and ability.

TEACHER PREPARATION

The department encourages students to prepare for teaching on all levels. Through the teacher concentration, courses are provided which enable mathematics majors to fulfill Indiana secondary teaching certification requirements. Students interested in secondary teaching are counseled within the department to add professional education courses to their mathematics major program. Elementary education students may take courses leading to a college mathematics minor (15 hours) or a double major in mathematics and elementary education.

ADVANCED WRITING PROFICIENCY

The purpose of this requirement is to nurture the development of mathematical writing in order to deepen the student's understanding of mathematics and to enable the student to communicate mathematical ideas to a range of audiences. Sophomores are expected to demonstrate proficiency in expository mathematics by the submission of an acceptable portfolio. Juniors are expected to demonstrate proficiency in technical or analytical mathematical writing by the submission of an acceptable portfolio. Seniors demonstrate their ability to write mathematics by completing a senior comprehensive paper which is evaluated by a committee of three faculty.

SENIOR COMPREHENSIVE

Mathematics majors, in the second semester of the senior 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.

MATHEMATIC PROFICIENCY TEST

Students enrolled in MATH 118, 302, and in courses numbered below 115 are required to pass a mathematics proficiency test in order to continue in the course.

COMPUTER SCIENCE

Courses are designed to educate students of the liberal arts in computer science, to provide computer programming instruction for students of mathematics, science, business and social science, and to establish a solid foundation in computer software theory and practice for students of all disciplines. The courses are taught by the Department of Mathematics. The College offers a major in Computational Mathematics for those students who wish to pursue an integrated program of mathematics and computer science. The College also offers a minor in computer science and a minor in information science (See Computer Science page 105).

PROGRAM REQUIREMENTS

Bachelor of Arts: Major in Mathematics (38-42 hours)

- prerequisites: MATH 131-132, 225, 231, CPSC 207 (or equivalents)
- 24 hours of courses above 300 including:
 - » MATH 326, 495, 496
 - » two of the following full-year sequences: MATH 341-342, 345-346, 353-354
 - » one course at the 300-level in each of these areas: modern algebra; analysis; applied mathematics

Bachelor of Science: Major in Mathematics (60 hours)

- completion of the above requirements
- a minimum of 60 hours in mathematics and science courses with at least 15 hours of science (other than mathematics or computer science) including one full-year sequence of a major's laboratory course in biology, chemistry or physics.

Bachelor of Arts: Major in Statistics and Actuarial Mathematics (42-46 hours)

- prerequisites: MATH 131-132, 225, 231, 252, CPSC 207 (or equivalents)
- 24 hours of courses above 300 including:
 - » MATH 326, 345-346, 372, 438, 495, 496
 - » either MATH 341-342 or 353-354
- recommended courses for students who plan to sit for the Actuarial Exams:
 - » Economics through ECON 352 *Intermediate Microeconomics*, BUAD 101 *Accounting Concepts*, BUAD 312 *Principles of Finance*

Bachelor of Science: Major in Statistics and Actuarial Mathematics (60 hours)

- completion of the above requirements
- a minimum of 60 hours in mathematics and science courses with at least 15 hours of science (other than mathematics or computer science) including one full-year sequence of a major's laboratory course in biology, chemistry or physics

Bachelor of Science: Major in Computational Mathematics (54-58 hours)

- prerequisites: MATH 131-132, 225, 231, 251, CPSC 207 (or equivalents)
- CPSC 328 and 417
- either CSPC 307 or 308
- either CSPC 315 or 429
- 24 hours of mathematics courses above 300 including:
 - » MATH 326, 332, 339, 345-346, 438, 496
 - » either MATH 341 or 353

Bachelor of Arts: Major in Mathematics (teacher concentration) (39-43 hours)

- prerequisites: MATH 131-132, 225, 231, CPSC 207 (or equivalents)
- 24 hours of courses above 300 including:
 - » MATH 326, 339, 345-346, 361, 495, 496
 - » either MATH 353-354 or MATH 341 and 353

Bachelor of Science: Major in Mathematics (teacher concentration) (60 hours)

- completion of the above requirements
- a minimum of 60 hours in mathematics and science courses with at least 15 hours of science (other than mathematics or computer science) including one full-year sequence of a major's laboratory course in biology, chemistry or physics

Minor in Mathematics (15-18 hours)

- a minimum of one course in calculus
- two of the following: MATH 108 or 326, 110 or 361, 114 or 346, 211, 225, 332, CPSC 207
- two additional courses above MATH 104 (MATH 104 allowed with departmental approval)

Minor in Mathematics/Computer Science (21-23 hours)

- a minimum of one course in calculus
- two of the following: MATH 108 or 326, 110 or 361, 114 or 346, 211, 225, 332
- CPSC 207, 217 or 307, 328
- one additional MATH (above 104) or CPSC (above 207) course

MATHEMATICS COURSES (MATH)

100 Problem Solving Strategies in Mathematics **2**

Intensive study of the problem solving process. Algebraic, patterning, modeling and geometric strategies are explored. Consent of the Department is required. This does not fulfill the College General Education requirement in Mathematics.

101 The Language of Mathematics **3**

Logic, sets, selected applications of theoretical mathematics. Permission of the instructor or department chair is required.

102 Liberal Arts Mathematics **3**

Mathematical modeling through the use of graph theory. Designed primarily for first year college students.

104 Finite Mathematics **3**

Set theory, counting techniques, probability, linear programming, and finance topics as time permits.

105-106 Elements of Calculus I, II **3, 3**

Introduction to differential and integral calculus designed primarily for liberal arts students. Limits are treated intuitively. Emphasis on applications.

108 Elements of Linear Algebra **3**

Matrices, systems of equations, vector spaces, determinants, eigenvalues, linear transformations. Emphasis on applications. Prerequisite: MATH 104 or 105.

110 Modern Geometries **3**

Finite geometries. Transformational geometry with an introduction to fractals. Euclidean geometry of the polygon and

circle, including the golden ratio and tessellations. Introduction to projective geometry and other non-Euclidean geometries. Prerequisite: MATH 104 or 105.

114 Introduction to Statistics 3

Description and analysis of data distributions for categorical and quantitative variables, including association between variables. Correlation and regression. 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. Use of statistical software. Prerequisite: MATH 104 or 105 or equivalent.

115-116 Calculus for the Life Sciences I, II 4, 4

Brief treatment of the real numbers, sets, functions, polynomials and graphs. Differential and integral calculus with special emphasis on the exponential and logarithmic functions and on ordinary differential equations. The last section of the course is equivalent to a three-credit course in statistics including use of statistical software. Motivating examples and exercises will be taken from the biological applications when possible. Not adequate preparation for MATH 231.

118 Patterns in Mathematics for Elementary Teachers 3

Basic properties of the real number system; elementary number theory; numeration systems; problem solving strategies. 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 college mathematics 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; polar coordinates; 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.

133 Theory and Application of Calculus 4

This course is designed for students who have completed a full year of calculus in high school and have mastered the mechanics of differentiation and integration. The basic concepts of calculus, including limits, derivatives, integrals, sequences and series, will be explored in depth. The emphasis of the course is on understanding the theory of calculus and constructing mathematical models.

211 Elementary Number Theory 3

Basic number theoretic concepts are studied, with an emphasis on writing proofs. Divisibility; primes; Euclid's algorithm and its consequences; linear diophantine equations; residue classes; linear congruences; arithmetic functions. Prerequisite: MATH 118 or 131.

225 Foundations of Higher Mathematics 3

Sets, logic, and functions. Introduction to abstract mathematical structures. Writing of mathematical proofs and expository papers.

231 Calculus III 4

Power series. Vectors in three dimensions, vector calculus. Functions of several variables: partial derivatives, gradients, multiple integrals with applications. Use of software packages for graphing. 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. Prerequisite: MATH 114. (Also listed as BUAD 341)

251 Principles of Operations Research **3**

An introduction to Operations Research—quantitative models used in management decision-making. The course will focus on the models as tools with computer software used extensively for problem solving and assignments. Case studies are used. Prerequisite: A year of Calculus or MATH 114. (Also listed as BUAD 427)

252 Principles of Actuarial Mathematics **3**

The topics in this course include the mathematical theory of interest, as well as the economic and financial theory of interest. Annuities, amortization schedules, yield rates and sinking funds are covered. Prerequisite: Two semesters of Calculus or equivalent.

272 Women and Mathematics: Seminar **2**

The life, times and work of the notable women from Hypatia to Noether. Recent history of American women in mathematics. The societal and cultural influences which cause women to leave mathematics at all levels. Students in turn assume leadership of discussion. Prerequisite: three college mathematics courses.

302 Mathematics for Elementary School Teachers **3**

Review of basic properties of the complex number system. Foundations of Euclidean geometry with additional study of transformational geometry. Use of hand-held calculators. Elementary probability and statistics. The course meets for an additional required one-hour laboratory weekly. Recommendations of MAA and NCTM are continued. Prerequisites: Two MATH courses including MATH 118.

326 Linear Algebra **3**

The study of linear transformations on vector spaces. Topics include systems of linear equations, linear independence of vectors, matrices, dimension, determinants, eigenvalues, inner products and orthogonality. Prerequisites: MATH 225 and 231.

332 Numerical Analysis **3**

Computer arithmetic and algorithm convergence. Solutions of equations, polynomial interpolation, numerical differentiation and integration. Ordinary differential equations, numerical approximations of solutions to initial value problems. Error analysis. Prerequisite: MATH 231.

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 reals; topology of E_n ; limits, continuity and differentiability of multi-variate functions; Implicit Function Theorem; Riemann integrations; infinite series, series of functions and series expansion. Prerequisites: MATH 225 and 231.

345 Probability **3**

A calculus-based approach to probability theory. Topics include probability spaces, classical theory, random variables, discrete and continuous 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 estimation, sampling distributions, tests of hypotheses, theory of estimators, analysis of variance, regression and correlation analysis, experimental design, modeling and decision criteria. The application of statistical analysis to

MATHEMATICS

Courses of Study: MATH

Saint Mary's College

decision problems is stressed.

Prerequisite: MATH 345 or equivalent.

353-354 Modern Algebra I, II 3, 3

Basic algebraic systems: groups, rings, and fields. Applications, including symmetry groups and algebraic coding theory.

Prerequisites: MATH 326.

361 Geometry 3

Historical and formal development of Euclidean and non-Euclidean geometries; role of axiom systems; congruence, parallelism, measurement. Prerequisite: MATH 225.

362 Topology 3

Basic concepts of point set topology, including separation axioms, connectedness, compactness and continuous mapping. Prerequisite: MATH 231.

372 Stochastic Models 3

Stochastic models of contingent payment, survival, frequency, severity and ruin. Compound distribution models. Emphasis on application to actuarial models. Prerequisite: MATH 345.

382 Modeling Applications 1

The examination, analysis and preparation of a variety of mathematical models of real-world phenomena from economics, science and industry. Models of discrete, continuous, and statistical situations are included. May be repeated for credit.

Only one hour may be used for the mathematics major. Prerequisites: MATH 345 and invitation by the department.

438 Mathematical Programming 3

Topics include model building; classical optimization; linear programming; integer programming; non-linear programming. Use of the computer is encouraged. Prerequisite: senior status.

490 Special Topics 1-3

Topics in Mathematics not covered in the regular department offerings. May be repeated for credit with a different topic.

495, 496 Pro-Seminar I, II 2, 2

Student presentation of selected topics.

Prerequisite: Permission of the department chair.

497 Independent Study 1-2

Provides properly qualified students with an opportunity for independent study and careful consideration from an advanced standpoint of selected topics in undergraduate mathematics. Prerequisite: Permission of the department chair.

501 Topics in Undergraduate Mathematics 1 - 3

Workshop in topics of undergraduate mathematics and related pedagogy. Designed for faculty currently teaching or preparing to teach the specified topics. Prerequisite: Appropriate mathematical preparation. May be repeated for credit.

502 AP Mathematics 2

A survey of the content of the AP Mathematics syllabus. The selection of topics and their applications will be guided by the preparation of the students. Appropriate technology will be used. Instructional technique and design of an AP course will be discussed. Problem-solving sessions are an integral part of the course. May be repeated for up to a maximum of four hours of credit.

572 Mathematics, Science and Gender: Seminar 2-3

The life, times and work of notable women in mathematics and science from history. A study of recent research on gender differences in preferred learning styles and cultural influences which affect progress in school. Readings and class discussion will culminate in planning school projects in which to celebrate the great women. Prerequisite: a baccalaureate degree and position as teacher of mathematics or science.



Modern Languages

The Department of Modern Languages offers two programs for majors: the Bachelor of Arts in French and the Bachelor of Arts in Spanish. It also offers a program for minors in French, Italian and Spanish. Introductory, elementary and intermediate courses in German complete the department's offerings. Saint Mary's students may continue the study of German at the University of Notre Dame.

At the introductory, elementary and intermediate levels, the program of modern languages aims to develop in the language studied the skills of listening, speaking, reading and writing. Class discussion and the language laboratory supplement a thorough foundation in language structure. Cultural aspects of the various countries are presented 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; to foster an aesthetic appreciation of representative works.

Students planning to major or minor in a language are encouraged to study abroad with one of the affiliated college programs, or under any plan approved by the department. They should see their major advisor about which courses taken abroad will satisfy major or minor requirements.

GENERAL EDUCATION REQUIREMENT

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

- For students starting a new language: MLFR, MLGR, MLIT or MLSP 101-102
- For students continuing a language they have already studied: MLFR, MLGR, MLIT or MLSP 105-106 or 111-112. The department will advise placement into these levels.
- Students may receive college credit for either the 105-106 sequence or the 111-112 sequence but not both.
- At Notre Dame: Students may complete their language requirement at Notre Dame if they wish to take a language that is not taught at Saint Mary's.

TEACHER PREPARATION

The Modern Language Department in conjunction with the Education Department offers courses leading to state licensing for French and/or Spanish.

ADVANCED WRITING PROFICIENCY

The College's Advanced Writing requirement in the major will be fulfilled by the successful completion of the major portfolio.

SENIOR COMPREHENSIVE

In **French**, the senior comprehensive examination is a French literature/studies examination based on an approved reading list. In **Spanish**, the senior comprehensive examination will provide the graduating Spanish major with the opportunity to demon-

strate her knowledge in her field by means of written and oral examinations, on culture/civilization and literature.

MAJOR PORTFOLIO IN FRENCH AND SPANISH

As part of the French and Spanish majors, students are required to satisfactorily complete a final portfolio. Throughout the course of their studies students will periodically submit a cumulative portfolio of representative work produced in their major courses for the purposes of self and departmental assessment.

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*. 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.

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

INTERNATIONAL PROGRAMS

The College sponsors international programs in Rome, Italy; Maynooth, Ireland; and Madras, India. In addition, Saint Mary's is affiliated with the Center for Cross-Cultural Studies in Seville, Spain, and with Cultural Experiences Abroad, in Dijon, France. (See also pages 48-51.) Saint Mary's students may also participate in the international programs at the University of Notre Dame. These programs include Angers, France; Innsbruck, Austria; Puebla, Mexico; Fremantle, Australia; Toledo, Spain; Nagoya, Japan and others. These programs are open to all qualified students with at least sophomore standing.

PROGRAM REQUIREMENTS

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.

Major in French (24 hours)

- MLFR 303-304 (or their equivalent), 305, 306
- two French studies courses from the following: MLFR 408, 440, 491, 497 (when appropriate.)
- two French literature courses from the following: MLFR 450, 452, 453, 454, 455, 456, 457, 462, 490, 497 (when appropriate.)

Major in Spanish (24 hours)

- MLSP 210, 320, 414, 416
- one of the following: MLSP 316, 317
- one of the following: MLSP 418, 420, 422, 424
- one of the following: MLSP 425, 427
- one of the following: MLSP 429, 431

Minor in French (12 hours)

- three of the following: MLFR 303, 304, 305, 306, 370
- one 400 level course

Minor in Italian (12 hours)

- 12 hours at the 200 level and above

Minor in Spanish (12 hours)

- 12 hours at 200 level and above
- MLSP 320 is a prerequisite for any literature course

Minor in Latin American Studies (12 hours)

- two courses (6 hours) in Latin American studies from the following MLSP 317, 425, 427, 429, 431.
- two courses (6 hours) in other disciplines related to Latin America (history, economics, political science, sociology, etc.)

MODERN LANGUAGE COURSES (MODL)

Sophomores, juniors and seniors are admitted by permission of the instructor.

390 Topics in French Studies in Translation 1-3

An interdisciplinary study of intellectual, cultural, and/or socio-historical phenomena through French or francophone history. Authentic materials and texts in translation will be drawn primarily from historical, philosophical, and literary sources. Prerequisites determined by the instructor. May be repeated for credit. Taught in English.

445 Curriculum Methods for Teachers of Foreign Languages 3

Introduces students to language acquisition theory and its implications for the classroom. Topics covered include development of student competency in each of the four skills (reading, listening, speaking, writing), the teaching of culture, and the use of authentic materials. Recommended for any language major, especially those considering teaching as a profession, as well as those students considering graduate study. Taught in English. (Also listed as EDUC 445)

101-102 Introductory French I, II 4,4

Designed to give beginning students a basic knowledge of the language. Four class periods and a language lab requirement. College credit will not be given if units in French have been earned in high school.

105-106 Elementary French I, II 4, 4

Designed to develop basic skills in students with limited prior knowledge of French. The language laboratory is an essential tool in the learning process. Emphasis placed on comprehension and conversational skills, and cultural understanding. Four class periods and a language lab requirement.

111-112 Intermediate French I, II 4, 4

Designed to develop basic skills according to the needs of the students. The language laboratory is an essential tool in the learning process. Audio and videotapes stress cultural aspects of French civilization. Four class periods and a language lab requirement.

**FRENCH COURSES (MLFR)
Introductory, Elementary, and Intermediate language courses are restricted to first-year students.**

124 Cross-Cultural Reading and Conversation 3

Designed to develop students' speaking and listening skills as well as introduce

them to the concept of cross-culturalism through the study of various aspects of contemporary French and American cultures. The course will consist of reading and listening texts, discussions, vocabulary practice, and cross-cultural role-play.

NOTE: Minimum prerequisite for all 200 and 300 level course listings: MLFR 105-106 or 111-112 or equivalent, or the permission of the instructor.

206 French Conversation 3

Designed to develop accuracy and fluency in the spoken language, this course will pay special attention to providing students at the intermediate level with the necessary tools to maintain and improve their speaking and listening skills in French. This course is required for students seeking Secondary Education Certification.

302 Professional French 1

Offers students the opportunity to acquire and practice specialized vocabulary skills in French, according to their professional interests. Designed to be taken concurrently with Advanced Conversation or Advanced Composition.

303-304 Transition to French Literature I, II 3, 3

A transition course from language to literature, using representative works from various periods.

305 Advanced French Composition 3

Designed to develop the student's writing skills through study of French structure and vocabulary. Directed and free composition.

306 Advanced French Conversation 3

Designed to develop accuracy and fluency in the spoken language. Prerequisite: MLFR 206 or permission of the instructor.

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 independent, computer-based tutorial.

370 French Civilization 3

The emphasis on the cultural past of France or on its current social, political, economic and international problems will vary with the expressed desire of the students.

NOTE: Minimum prerequisite for all 400-level course listings in French: any 300-level course, or equivalent, or permission of the instructor.

408 The Culture of Business in the French-Speaking World 3

Offers extensive reading practice in a variety of content areas, such as business, economics, political science and social sciences, and acquaints students with the culture of business as well as the socio-political climate of these countries. Students will read and discuss magazine and newspaper articles, and excerpts from books on issues in the French-speaking world. Topics may include: the environment, unemployment and social services, trade relations, immigration, natural resources and their exploitation, women in the work force. Taught in French (Also listed as BUAD 408)

440 Contemporary France 3

Contemporary French cultural identity, and social and economic issues are discussed through their historical background and Web-based media sources.

450 French Literature in the Middle Ages and the Renaissance 3

Representative works from the roman courtois to excerpts from Rabelais and Marguerite de Navarre show the evolution of the French language from *ancien français* to Renaissance French, and the

development of the major genres in French literature.

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 discussion of selected literature of the 18th century ranging from the novel to philosophical essays with special attention to works by Prévost, Marivaux, Laclos, Montesquieu, Sade, Diderot, Voltaire and Rousseau.

454 19th-Century French Literature 3

Readings and analysis of representative novels from the Romantic through the Realist periods, with emphasis on 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.

456 20th-Century French Theater 3

Major trends in the French theater of the 20th century, as revealed through a close study of representative works of playwrights from Jarry to Arrabal.

457 20th-Century French Literature 3

Reading and discussion 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 the cultures illustrated through their literature. The literature is examined from a sociological and political as well as artistic point of view. A variety of novelists and poets from North Africa, West Africa, the Caribbean and Quebec will be read.

490 Topics in French Literature 1-3

An intensive study of a literary movement, theme, genre or author. Maybe repeated for credit with different topic.

491 Topics in French Studies 1-3

An interdisciplinary study of intellectual, cultural, and/or socio-historical phenomena through French or francophone history. Authentic materials and texts will be drawn primarily from historical, philosophical, and literary sources. May be repeated for credit with different topic.

497 Independent Study 1-3

Provides qualified advanced students with an opportunity for independent research culminating in a long essay. May be repeated for credit.

GERMAN COURSES (MLGR)

Introductory, Elementary, and Intermediate language courses are restricted to first-year students.

Sophomores, juniors and seniors are admitted by permission of the instructor.

101-102 Introductory German I, II 4,4

Designed to give beginning students a basic knowledge of the language. Four class periods plus a language lab requirement. College hours will not be given if units in German have been earned in high school.

105-106 Elementary German I, II 4, 4

Designed to develop basic skills in stu-

MODERN LANGUAGES

Courses of Study: MLGR, MLIT

Saint Mary's College

dents with limited prior knowledge of German. The language laboratory is an essential tool in the learning process. Emphasis placed on comprehension and conversational skills, and cultural understanding. Four class periods and a language lab requirement.

111-112 Intermediate German I, II 4,4

Designed to develop basic skills according to the needs of the students. Four class periods plus a language lab requirement. Cultural materials are an integral part of the course.

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. May be repeated for credit. Prerequisite: MLGR 101. May be repeated for credit.

ITALIAN COURSES (MLIT)

Introductory and Intermediate language courses are restricted to first-year students. Sophomores, juniors and seniors are admitted by permission of the instructor.

101-102 Introductory Italian I, II 4,4

Designed to give beginning students a basic knowledge of the language. The language laboratory is an essential tool in the learning process. College credit will not be given for this course if units in Italian have been earned in high school. Required for prospective students of the Saint Mary's College Rome Program.

103-104 Italian Conversation and Reading I, II 1, 1

Designed to develop simple Italian everyday conversation and to introduce the student to Italian culture. Required for prospective students of the Saint Mary's College Rome Program.

111 Intermediate Italian 4

Review of basic Italian grammar with concentration on more advanced grammatical structures, vocabulary building, conversation and written expression.

123 Intermediate Italian Conversation I 1

Practical dialogues for daily life in Italy.

NOTE: Minimum prerequisite for all 200 and 300 level course listings: MLIT 111 or the equivalent and permission of instructor.

204 Introduction to Italian Literature 3

The development of Italian literature is traced from its origins through the 19th century.

210 Italian Language and Literature 3

Designed to introduce the student to the basic literary genres while expanding upon the language skills acquired in Intermediate Italian.

280 Italian Culture and Civilization 3

This course is intended to enhance proficiency in the communicative skills in Italian and to expand on the students' understanding of the culture from which the language evolved through the study of significant aspects of its history, literature, art, music and thought.

305 Advanced Composition 3

Designed to develop proficiency in writing in Italian.

306 Advanced Italian Conversation 3

This course is intended to develop the student's oral skills to be able to communicate clearly and effectively in Italian.

310 Advanced Italian Grammar 3

The primary objective of this course is to review the most salient and difficult points of Italian grammar.

320 Italian Cinema, 1945-65 3
 An overview of Italian cinematography during the two decades following WW II, with special emphasis on the masterpieces of Rossellini, De Sica, Visconti, Fellini, Antonioni, and Pasolini.

350 Italian Short Story 3
 An introduction to short stories of representative 20th-century Italian writers.

TAUGHT IN ROME (RM)

101-102 RM Introductory Italian I, II 4, 4
 Designed to give students a basic knowledge of the language. College credit will not be given for this course if units in Italian have been earned in high school.

111-112 RM Intermediate Italian I, II 4, 4
 Review of basic Italian grammar with concentration on more advanced grammatical structures, vocabulary building, conversation and written expression.

123-124 RM Intermediate Italian Conversation I, II 1, 1
 Practical dialogues for daily life in Rome.

125-126 RM Lectures and Guided Tours 1, 1
 Rome and environs.

142 RM Advanced Intermediate Italian 4
 Practical readings stress refinement of grammatical structures, linguistic content or general familiarity with current Italian usage. Newspaper articles, "manifesti" and other publicity posters constitute some of the material for a study of how Italian is used and molded to changing ways of life in the present Italian culture.

201-202 RM Contemporary Italian Literature I, II 3, 3
 Selections from 20th-century poets,

Ungaretti, Montale, Saba, Quasimodo, Bassani. Selections from 20th-century Italian prose writers. Prerequisite: MLIT 121 (122) or the equivalent.

203 RM 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)

204 RM Introduction to Italian Literature 3

The development of Italian literature is traced from its origins through the 19th century. Prerequisite: MLIT 111 or equivalent.

490 RM Special Topics 1-3
 Subject matter chosen after consultation with students concerned. May be repeated for credit using different topics.

497 RM Independent Study 1-3
 Provides qualified advanced students with opportunity for independent study. May be repeated for credit with the permission of the department.

SPANISH COURSES (MLSP)

Introductory, Elementary, and Intermediate language courses are restricted to first-year students. Sophomores, juniors and seniors are admitted by permission of the instructor.

101-102 Introductory Spanish I, II 4, 4

Stresses the development of basic skills in the language; aural comprehension, speaking, reading and writing. The student is also introduced to Hispanic culture. The audio, video and computer Language Learning Center is an essential

tool in the learning process. College credit will not be given if units in Spanish have been earned in high school.

105-106 Elementary Spanish I, II 4, 4

This course reviews the principles of the Spanish grammar for students with limited prior knowledge of Spanish. Emphasis is placed on listening comprehension and oral communication skills. The audio, video, and computer Language Learning Center is an essential tool in the learning process.

111-112 Intermediate Spanish I, II 4,4

Development of the basic skills acquired at the introductory level. Latin American and Spanish civilization is a component of the course. The audio, video and computer Language Learning Center is an essential tool in the learning process.

NOTE: Minimum prerequisite for all 200 and 300 level course listings: MLSP 105-106 or 111-112 or equivalent. Permission of department required.

208 Spanish Conversation 3

Designed to develop accuracy and fluency in the spoken language.

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. Prerequisite: permission of instructor.

212 Spanish Composition 3

Designed to develop advanced skills in writing in Spanish. Various themes, styles and types of composition are considered.

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 the equivalent, and permission of the department.

414 Survey of Medieval and Golden-Age Literature 3

A panoramic study of the emergence and development of Spanish poetry, prose and drama within their socio-historical contexts from the 11th century to the end of the 17th.

416 Don Quixote 3

A study of Cervantes' masterpiece. Attention is given to the author's experimentation with the various literary genres of the time as he creates the first modern novel.

418 Survey of 19th and 20th-Century Spanish Literature 3

This survey of representative literary works includes readings from different literary movements such as Romanticism, Realism, the Generation of 1898, Modernism, the Generation of 1927 and contemporary trends.

420 Contemporary Spanish Novel 3

The study of the novel in Spain in the 20th century.

424 Contemporary Spanish Women Writers 3

While focusing on reading and analysis of literary production by Spanish women writers of the 20th century, the course also explores the changing status of women in Spain, examining issues of personal identity, feminist discourse, changing gender roles and literary movements.

425 Latin-American Regional Novel 3

A study of representative works of the novel of the Mexican revolution, the regional novel and other novelistic trends.

427 Contemporary Latin-American Narrative 3

A study of selected novels and short stories by the most influential Latin American writers of the 20th century.

429 Latin-American Women Writers 3

Readings of works of women writers from a range of literary texts (novels, short stories, dramas, poems, essays) which raise questions about the female discourse vs.

the dominant male canon of Latin-American culture.

431 Latin-American Poetry 3

A study of the most important movements, literary trends and poets from Modernism to the present, including Agostini, Cardenal, Darío, Guillén, Martí, Mistral, Paz, and Vallejo.

456 The Generation of 1898 3

Authors and works of the period will be covered within the context of the generational crisis that brought Spain to the forefront of literary renewal.

490 Special Topics 1-3

Topics in Spanish not covered in the regular departmental offerings. May be repeated for credit.

497 Independent Study 1-2

Provides qualified advanced students with an opportunity for independent study and research culminating in a long essay. May be repeated for credit with permission of department.





Music

The Department of Music offers courses to all students and, to its majors, the B.A. in Music and two professional degrees: the B.M. in Music Education and the B.M. in Piano or Vocal Performance. Saint Mary's College is an accredited institutional member of the *National Association of Schools of Music*.

The department seeks to:

- educate music majors in the highest traditions of musical art;
- challenge students to strive for excellence in both individual and group performance;
- develop an intellectual understanding of musical structure and the processes that create it;
- offer state-approved curricula for the preparation of teachers of music in the elementary and secondary schools;
- develop the unique musical talents and personal growth of each student through a low student-teacher ratio;
- provide interesting and valuable courses and ensembles for students who are not music majors, so that they may experience music as either appreciative listeners or as trained participants;
- bring all students by means of varied and superior performance the experience of listening to music creatively;
- educate the wider community by sharing our talents, knowledge, resources, and facilities with both children and adults.

Students wishing to pursue a degree in music should enroll in the music sequence at the beginning of their freshman year. Acceptance as a major is by audition (B.M.) or skills test (B.A.) and by the elimination of any deficiencies. All freshman music majors take the same music courses and declare the specific degree program at the end of that year.

GENERAL EDUCATION REQUIREMENTS

The department also provides interesting and valuable courses for students who are not music majors. The following music courses may be used to fulfill the fine arts General Education requirement: MUS 181 *Fundamentals of Music*; MUS 241 *Music Appreciation*; MUS 242 *American Popular Music*; MUS 275 *The Worlds of Music* or MUS 276 *Folk Music, U.S.A.* A combination of lessons or ensembles will not satisfy a General Education requirement.

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 110.)

ADVANCED WRITING PROFICIENCY

The advanced writing proficiency in the Department of Music has two components:

- A paper written for a music course. The faculty must approve the selection of the piece to be submitted.
- A composition written during the 3rd or 4th semester of the theory sequence. Computer notation and laser printing of the score are required. Both the composition itself and its notation will be assessed. The faculty must approve the selection of the composition to be submitted.

The advanced writing proficiency may be completed at any time after the history and theory sequences have been completed, but no later than November 1 of the senior year.

MUSIC COMPREHENSIVE

The Music comprehensive will focus the student's training in analysis, history, and music literature on a single solo or ensemble composition. The student will present a theoretical and historical analysis of the piece or set of pieces to the faculty and students in the Department of Music. The presentation should, if possible, include a performance of the piece. In the event the faculty determines there are any deficiencies in the presentation, an oral examination over the materials will be scheduled, with only the student and music faculty members present. Students must complete both the 4-semester theory sequence and the 3-semester music history sequence before starting their project, but may proceed at any point thereafter.

ENTRANCE AUDITION REQUIREMENTS FOR MUSIC MAJORS

All students wishing to pursue a Bachelor of Music degree at Saint Mary's College must present either a live audition (preferred) or an audition tape before preregistering. Students should perform two pieces in contrasting styles. Repertoire for singers should include two songs from memory; one in English, and one in a foreign language. To be accepted as a major, a student must qualify for the 100 level of performance.

All students wishing to pursue a Bachelor of Arts degree in music will be required to pass a skills test before final registration.

AUDITION REQUIREMENTS FOR PERFORMANCE MAJORS IN PIANO OR VOICE

Students wishing to become majors in applied music must audition by the end of the freshman year and make formal application to the department chair. Acceptance is based upon the judgment of the entire music faculty.

In Piano

The audition to become a major in piano performance includes the following requirements:

- all major and harmonic minor scales and their arpeggios (four octaves with both hands at M.M. quarter note = 120)
- a two- or three-part invention by Bach
- one movement of a sonata by Beethoven, Haydn, Mozart or Schubert
- one Romantic selection (Liszt, Mendelssohn, Chopin, Brahms, Schumann)
- one 20th-century composition (Ravel, Debussy, Bartok, Webern, Stravinsky, etc.)
- attainment of the 200 level of piano

In Voice

The audition to become a major in vocal performance includes the following requirements:

- one Italian song (Scarlatti, Carissimi, etc.)
- one German Lied or French song (Brahms, Fauré, etc.)
- one English song (Purcell, Britten, etc.)
- attainment of the 200 level of voice

MUSIC MASTERWORKS PROFICIENCY

All music majors must take an aural recognition examination based on a list of musical works distributed at the beginning of each semester. Each major must pass seven of the eight examinations prior to graduation. Transfer students must pass one examination for each semester in which they are enrolled at Saint Mary's College as music majors.

RECITALS AND FORUMS

All music majors must attend recitals sponsored by the department, including a weekly forum which consists of a student recital-class or presentation by faculty and guest lecturers-performers. 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:

- sight read at the piano a four-part chorale and a melody with accompaniment;
- harmonize simple melodies in any key up to four sharps or four flats with and without chord symbols;
- perform four prepared piano pieces consisting of two short pieces in contrasting styles, one of which may be an accompaniment, and two community songs.
- *Keyboard Concentrations*: Play all major and harmonic minor scales and all major and minor arpeggios in all keys with both hands, two octaves at M.M. quarter notes = 60-72.
- *Non-Keyboard Concentrations*: Same as above with a minimum requirement of two octaves hands alone.

PROGRAM REQUIREMENTS**Requirements for all degrees (majors): (24 hours)**

- Theory: MUS 181, 182, 182L, 281, 281L, 282, 282L
- Music History: MUS 271, 272
- advanced writing proficiency
- all music majors must pass the Music Masterworks Proficiency examination
- all music majors must participate in specific recitals and forums sponsored by the department (MUS 100, Recital Forum)
- all music majors must pass the basic Piano Proficiency examination
- all music majors must complete the Music Comprehensive

Bachelor of Music, Major in Music: Concentration in Piano or Vocal Performance (78 hours minimum)

- complete above requirements for all degrees
- 22 hours of applied music; 2 each semester of freshman year, 3 hours per semester thereafter. (Lessons plus Stagecraft)
- MUS 365, 461, 479, 480
- one hour of ensemble during each semester (minimum 8 hours)
- pedagogy in the applied area (2 hours)
- MUS 295, 296 (required of vocal performance majors)
- 12-14 hours of music electives
- attainment of the 500 level in the applied major and the presentation of a faculty-approved half-recital during the junior year and a full recital in the senior year.

Bachelor of Music, Major in Music: Concentration in Education (63 hours)

- complete above requirements for all degrees
- 14 hours of applied music in the major performance area (voice, piano, etc.); two each semester except the student-teaching semester.
- one credit hour of ensemble during each semester except the student-teaching semester (7 hours)
- MUS 251, 252, 253
- MUS 351, 362, 365, 366, 453
- MUS 250 or 451;
- attainment of the 400 level in the applied instrument
- courses in the Education Department required for certification

Bachelor of Arts, Major in Music (43 hours)

- complete above requirements for all degrees
- applied area, minimum of 4 hours and 4 semesters of study on the same instrument
- ensemble area, 2 hours
- approved music electives, 13 hours (6 hours must be in courses other than ensembles and lessons)
- various concentrations may be selected, 8-9 hours each
 - » music history
 - » composition
 - » music education*
 - » voice
 - » piano

*does not provide state-approved teacher certification

Minor in Music (18 hours)

- MUS 181, 182, 182L
- 6 hours of music history/appreciation (selected in consultation with music advisor)
- 4 hours of performance (ensemble, studio or class instruction)

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.)

181 Theory I: Fundamentals of Music 3

For students with little or no previous training in music. A study of the organizational principles inherent in pitch and rhythm systems, with emphasis on the notation of these in written symbols. Such concepts as tonality, transposition, modulation, harmonic motion, and simple forms are introduced. Aural skills, keyboard applications, and the development of fluency in notation are stressed. One-half hour of computer drill per week is required. Fulfills GenEd requirement in fine arts and is the first semester of the theory sequence for majors and minors.

182 Theory II: Diatonic Materials 3

Deals primarily with traditional, diatonic materials, emphasizing part writing, analysis, and composition within that framework. Prerequisite: MUS 181 or consent of instructor.

182L Theory II Lab 2

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

241 Music Appreciation 3

Survey and study of forms and styles of music literature from early music to the 20th century; listening is emphasized. Open to all students as a fine arts elective and fulfills GenEd requirement in fine arts. (4 semester hours when taught as writing proficiency)

242 American Popular Music 3

A study of popular musics in America from around 1840 to the present day, including popular song, blues, jazz, rock 'n roll and folk song. Approach is both from an historical viewpoint, placing this music in a broad cultural context, and an exploration of the aesthetic qualities of the various styles. Listening is emphasized. Open to all students as a fine arts elective, and fulfills GenEd requirement in fine arts.

250 Vocal Techniques 2

Studies in vocal physiology, tone production, diction and related materials designed to develop teaching of singing and performance skills in the classroom. Required for instrumental music education majors, but open to all students with music reading ability.

251 Woodwind Techniques 2

Studies in the instruments, fingerings, tone production and materials for woodwind instruments. Designed for music education majors, but open to all students as a fine arts elective; music reading, however, is essential.

252 String Techniques 2

Studies in the instruments, fingerings, tone production and materials for stringed instruments. Designed for music education majors, but open to all students as a fine arts elective; music reading, however, is essential.

253 Brass and Percussion Techniques 2

Studies in the instruments, fingerings, tone production and materials for brass and percussion instruments. Designed for music education majors but open to all students as a fine arts elective; 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 3 to 4 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.

271 Music History I 3

A survey of art music in Western civilization from the Greeks through the Medieval, Renaissance and Baroque periods. Prerequisite: Acceptance as a music major or permission of instructor.

272 Music History II 3

A continuation of Music History I, surveying the development of art music from the high Baroque to the end of the 20th century. Prerequisite: Acceptance as a music major or permission of instructor.

275 The Worlds of Music 3

A study of music traditions beyond Western art music. Musics of Native Americans, African-Americans, the Orient, and Latin America will be explored in readings, recordings, videos, and films. The translation of some of these musics to, and their impact on, American culture will be investigated. A field project will be required of each student. Open to all students as a fine arts elective and fulfills GenEd requirement in fine arts.

276 Folk Music, U.S.A. 3

An exploration of the impact that folk music has had in American culture from ca. 1800 to ca. 2000. Among the topics to be investigated will be what constitutes the "folk"; the importance of collectors and collections in preserving musical traditions; the purposes of folk music; and its performers. Listening is emphasized. Open to all students as a fine arts elective and fulfills the GenEd requirement in fine arts.

281 Theory III: Chromatic Materials 3

Deals primarily with 18th and 19th century chromatic materials, emphasizing part writing, analysis, and composition within that framework. Prerequisite: MUS 182.

281L Theory III Lab 2

A combination of aural and keyboard skills related to issues in Theory III: singing, hearing, listening analyses, chord progressions involving secondary functions and modulation, score reading, and melody harmonization. 45 minutes of computer drill is required each week. Corequisite: MUS 281.

282 Theory IV: 20th Century Materials; Form Analysis 3

Deals primarily with 20th century practices, and also includes the study of tonal forms, including 18th century counterpoint. Prerequisite: MUS 281.

282L Theory IV Lab 2

A combination of aural and keyboard skills related to issues in Theory IV: singing, hearing, score reading, mixed meter, minimalism, indeterminacy, and listening analyses of large tonal forms. 45 minutes of computer drill is required each week. Corequisite: MUS 282.

295 Vocal Diction I 1

Covers the symbols and sounds of the International Phonetic Alphabet as well as rules of Italian and English diction for singers.

296 Vocal Diction II 1

Reviews the symbols and sounds of the International Phonetic Alphabet and covers rules of German and French diction for singers.

351 Elementary Music Methods 2

Methods and materials for music education in grades K-8 with an emphasis on Orff, Kodaly and Dalcroze techniques. Study of choral techniques for grades 6-8, including the problems of the male

changing voice. Open only to music education majors and elementary education majors with music endorsement.

356 Music in the Elementary School 3

Methods and organization of materials for elementary classroom music, kindergarten through grade six.

362 Orchestration/Arranging 2

Units on instrumentation, choral arranging, and instrumental transcription. Extensive use of computer notation and playback and substantial time in the computer lab outside of class. Most projects are read by department ensembles, and attendance at some evening rehearsals is required. Prerequisite: MUS 282.

364 Intermediate Composition Class 2

A continuation of work begun in the first semester class but with increased emphasis on pitch organization. Three projects deal with limited pitch sets, counterpoint, contrast, and idiomatic writing for selected instruments: the counterpoint/contrast project, the five-note project, the student generated project. Finale computer notation is used extensively. Much of the work is completed in class, but there will be more independent work than in Beginning Composition. Most compositions will be performed on 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 perspective voice teacher various vocal methods and repertoire for all levels of instruction.

Students will learn basic vocal physiology, different methodologies of vocal pedagogy, techniques of teaching vocal technique, and the art of choosing repertoire for the student. Emphasis is placed on the practical aspects of teaching and includes supervised practice teaching of beginning students selected for this course.

452 Piano Pedagogy 2

This course is directed toward the prospective piano teacher and those who have already had some teaching experience. The curriculum is designed to heighten an appreciation of the complexities encountered in a teaching career. Students are encouraged to develop individual teaching tenets in an effort to develop professional attitudes toward keyboard education. Emphasis is placed on the practical aspects of teaching and includes supervised practice teaching of beginning students selected for this course.

453 Secondary Music Methods 2

Methods and materials for performance organizations and for the non-performance curricula in grades 9-12. Open to music education majors only.

461 Form and Analysis 2

Analysis of standard forms in European concert music. The study of how large units of music, including complete movements and multi-movement works, are built from smaller units. Other topics, such as popular music and world music analysis may also be included. Prerequisite: MUS 282.

464 Composition Lessons 1-3

Individual study of composition in a private lesson format. Projects are planned in consultation with the instructor, based on the student's interests, goals, and abilities, as well as the number of credit hours elected. Prerequisite: MUS 364 and permission of instructor. May be repeated for credit.

479-480 Applied Music**Literature I, II** 2, 2

Selected studies designed to acquaint students with the literature of their applied major. Offered as needed.

481 The Composer 2

Advanced theoretical analysis and historical study of the music of one or more composers. May be repeated with different emphasis.

490 Special Topics in Music 1-3

Subjects not in the regular curriculum will be offered from time to time under this title. May be repeated with different emphasis.

497 Independent Study 1-3

Independent study conducted under the supervision of a faculty member with the approval of the department chair. May be repeated.

APPLIED MUSIC COURSES

Each applied course is divided into levels based on technical and musical achievement. (See department chair for detailed descriptions of level expectancies.) The assignment of level is based on a jury examination by the music faculty. Jury examinations are given at the end of each semester.

Applied music instruction is open to all students with approval of the department chair. Music majors and students with previous study will be given preference over beginning students, who should enroll in class instruction, if possible. Credit for applied music is variable: 1 hour for 30-minute private lessons; two hours for 50-minute private lessons. All applied music courses may be repeated for credit, however, a jury examination must be presented to attain a new level.

Each semester of required study, the music major must satisfactorily pass an evaluation by a faculty jury in the major area in which she is taking private

lessons. The jury evaluation by the faculty will consist of a letter grade, a level assignment and written comments which will be mailed to the student at the end of the semester. The average of these grades will comprise the jury examination grade which will be 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.

SPECIAL FEES

- 50-minute private lesson each week: \$360 per semester
- 30-minute private lesson each week: \$215 per semester

CLASS LESSONS (MUS)**101 Class Piano – Beginners** 1

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

102 Class Piano - Proficiency 1

Designed to improve the keyboard proficiency of the music student whose major is not piano, this class emphasizes sight reading and functional skills. The student will learn to harmonize a simple melody, learn accompaniment patterns, read four-part hymns, and play all major and minor scales and arpeggios.

103 Class Voice 1

Primarily for the beginning student who wishes to pursue singing for personal improvement and/or the teaching of singing in the classroom. Prerequisite: Audition with the instructor.

104 Class Guitar 1

Group guitar instruction for those beginning the instrument and/or interested in using the guitar as a teaching aid.

PRIVATE LESSONS

Piano 111, 211, 311, 411, 511
 Organ 112, 212, 312, 412, 512
 Harpsichord 113, 213, 313, 413, 513
 Voice 114, 214, 314, 414, 514
 Violin 115, 215, 315, 415, 515
 Viola 116, 216, 316, 416, 516
 Cello 117, 217, 317, 417, 517
 Double Bass 118, 218, 318, 418, 518
 Percussion 119, 219, 319, 419, 519
 Flute 120, 220, 320, 420, 520
 Oboe 121, 221, 321, 421, 521
 Clarinet 122, 222, 322, 422, 522
 Bassoon 123, 223, 323, 423, 523
 Saxophone 124, 224, 324, 424, 524
 Trumpet 125, 225, 325, 425, 525
 French Horn 126, 226, 326, 426, 526
 Trombone 127, 227, 327, 427, 527
 Baritone Horn 128, 228, 328, 428, 528
 Tuba 129, 229, 329, 429, 529
 Harp 130, 230, 330, 430, 530
 Guitar 131, 231, 331, 431, 531

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. Required of all Performance majors in the sophomore, junior, and senior years. May be repeated for credit.

ENSEMBLE COURSES

Ensembles, including band and orchestra at the University of Notre Dame, are open to all students by audition as electives. Varied credit of 0-1 hour may be elected. May be repeated.

201 Collegiate Choir 1

A women's choir that performs primarily on campus. Goals include developing excellent individual and group tone quality, working toward clear and proper diction, and strengthening aural and

music reading abilities. Performs quality women's repertoire, both sacred and secular, in 2 to 4 parts.

202 Collegium Musicum 1

Instrumental/vocal ensemble open by audition to students from Saint Mary's and Notre Dame. Performances may include readings of student compositions. (Offered as needed.)

203 Women's Choir 1

The College's select women's ensemble. Performs music of all periods with an emphasis on new music. Regularly commissions and records new works. National concert tours every other year, and Carnegie Hall appearances every four years. 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 mixed vocal ensemble open by audition to members of Women's Choir and Notre Dame Glee Club. Presents annual Christmas Madrigal Dinners.

206 Chamber Ensemble 1

The Chamber Ensemble is a string ensemble which performs without a conductor in the tradition of the Orpheus Chamber Orchestra. The group consists of student and community violinists, violists, cellists and bassists, and it performs on various recitals and concerts throughout the year.

207 Wind Ensemble 1

The Wind Ensemble, a select group of wind and percussion musicians, performs major works written for the wind ensemble medium as well as traditional band repertoire. Excellence in performance is integral to the SMC Wind Ensemble, and

MUSIC

Courses of Study: MUS

Saint Mary's College

is open to both students and faculty of Saint Mary's and Notre Dame, in addition to the community at large. Membership is by audition only.

208 Vocal Coaching 1

For singers and accompanists preparing degree recital, or major opera/musical theatre role





Nursing

The curriculum in nursing leading to a B.S. degree prepares the student for first-level positions in a variety of settings where professional nursing is practiced. Graduates have the educational background necessary for study at the graduate level and can move rapidly to the most challenging, demanding and rewarding opportunities available to them in professional nursing. The requirements set by the *Indiana State Board of Nursing*, the

recommendations of the *National League for Nursing*, and the *American Association of Colleges of Nursing* are integrated with those College General Education requirements necessary for the degree.

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.

Pre-nursing students are admitted to the department while completing College General Education requirements. Transfer students will be evaluated on an individual basis. Students who wish to transfer from other nursing programs shall meet the standards required for regularly enrolled students.

Concurrent with most major courses are clinical experiences in a variety of hospitals, nursing homes, clinics and community settings.

Upon completion of course requirements and clinical experience, the student is prepared to take the *National Council Licensure Examination (NCLEX-RN)* for licensure as a registered professional nurse. Students may choose to take the examination for registration in their own home states rather than in Indiana.

Nursing students are required to adhere to all policies and procedures as published in this Bulletin as well as those stated in the official Nursing Department Student Handbook.

ADVANCED WRITING PROFICIENCY

Advanced writing proficiency is evaluated within the major during the first semester of senior year. A designated course paper is submitted for review and is evaluated for demonstration of writing proficiency. The department of nursing requires use of the style manual of the American Psychological Association, 5th edition, for all course assignments as well as the advanced writing proficiency paper.

SENIOR COMPREHENSIVE

Satisfactory completion of a comprehensive examination in the major, second semester, senior year, is required. This exam is administered by computer program and simulates the licensure examination.

ACCELERATED PROGRAM IN NURSING

An accelerated program in nursing is offered for women with a baccalaureate degree in another major from an accredited college or university. Potential candidates must have

completed all the prerequisites for the nursing major and will be admitted as transfer students. Detailed information may be obtained from the Admission Office.

PROGRAM REQUIREMENTS

Required Prerequisite Courses (29 hours)

Students must achieve a 2.5 GPA in the following prerequisite science and nursing courses:

- BIO 152, 213, 214, 216 (or equivalents)
- CHEM 111-124 (or equivalents)
- NURS 101, 224

Major in Nursing (48 or 49 hours)

- PSYC 301 or 305
- NURS 321, 323, 326, 330, 334, 407, 410, 414, 415, 485

NURSING MAJOR COURSES (NURS)

101 Introduction to Professional Nursing 1

This course introduces the student to nursing as a profession. It focuses on the varied roles of the nurse in current society and their origins in history. Roles and responsibilities of a nursing student at Saint Mary's College are included.

224 Essentials of Nursing Practice 6

This course introduces the student to the concepts of holistic health, person, communication, professionalism and basic nursing skills. Principles and skills requisite to the provision of basic nursing care are applied in both the clinical learning laboratory and in clinical settings. Students are further introduced to the concepts and skills of health assessment. The course is designed to assist students to integrate observations, inferences and relationships when collecting health data. Students are prepared to take complete health histories, perform physical examinations and record data. The focus is on differentiating normal from abnormal findings and integrating observations with the provision of nursing care.

321 Introduction to Adult Health 5

This course emphasizes the provision of professional nursing care for clients with acute medical and surgical conditions. Building upon knowledge gained in the basic sciences and other prerequisite courses, students are introduced to the integration and application of that knowledge base in nursing. Medication skills are introduced in mediated learning situations and applied in clinical settings. Intermediate nursing skills, pharmacotherapeutics, and treatment modalities are presented in class, with concurrent clinical practice in a variety of settings. The nursing process is emphasized and utilized in theory practice. Students are introduced to active development and self-evaluation of their learning and practice. Prerequisites: NURS 101, 224

323 Perinatal Nursing 5

The 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. Initially, the student is introduced to the nursing care of low-risk perinatal patients. The course concludes with a focus on the unique nursing care of high-risk perinatal families. Human development concepts

are a central focus of the course. Embryologic and neonatal concepts are emphasized in the nursing care of the normal and high-risk neonate. Current women's health issues are incorporated in the course. Legal and ethical dimensions specific to the perinatal family are explored. Relevant research findings are acknowledged as basic to establishing and advancing the field of perinatal nursing. The course includes application of specific concepts, principles, and theories in various perinatal settings. Decision-making skills and independent functioning are emphasized. Prerequisite: NURS 224. Pre- or corequisite: NURS 321.

326 Child Health Nursing 5

Child health nursing focuses on assessment and management of well, acutely and chronically ill, and special needs children and their families. The effect the child's illness has on the family in hospital or community settings is emphasized. Principles of growth and development, nutrition, pharmacology, and ethics are reinforced and expanded. Decision-making and independent learning are emphasized. Research as it relates to theory and practice is discussed and applied. Prerequisite: NURS 224. Pre- or corequisite: NURS 321.

330 Nursing of the Adult – Intermediate 5

This course emphasizes the provision of professional nursing care for clients with long-term chronic conditions. Focus is on care and treatment in the acute and rehabilitative phases of a long-term illness. This course stresses application of scientific principles and decision-making skills in both in-patient and community settings. Prerequisite: NURS 321; Corequisite: 323, 326.

334 Pharmacotherapeutics 3

This course is designed to supplement and reinforce the knowledge of drugs and their use as taught in other nursing

courses. Major drug classifications (prototype drugs) that are frequently prescribed will be covered. Pre- or corequisite: NURS 321 or permission of instructor.

407 Psychiatric/Mental Health Nursing 5

This theory and clinical course focuses on the care of persons of various age groups with psychiatric disorders and chemical dependency. A blending of the art and science of nursing is utilized in the examination of disorders and the care of these troubled persons. Psychiatric nursing interventions and strategies are applied in an acute psychiatric care setting. A multi disciplinary approach is emphasized. Prerequisites: NURS 323, 326, 330.

410 Nursing of Adults – Advanced 5

The holistic perspective of this course considers pathophysiologic, legal, ethical, spiritual, and economic aspects when caring for persons with complex health conditions. Clinical decision-making, critical thinking, and professional accountability are emphasized as students care for persons with multisystem, complex health problems in an acute care environment. Students will gain experience with advanced technology and multifaceted medical and nursing intervention. The course includes application of principles in a variety of settings. Prerequisite: NURS 330.

414 Community Health Nursing 5

This 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. Prerequisite: NURS 330.

415 Nursing Leadership 5

This course introduces the student to the theories and concepts of management and leadership within a nursing framework. Students will examine current economic, political, professional and social issues affecting the professional practice of nursing and their effects on the health care delivery system. Opportunities to observe, analyze and apply the concepts on leadership and management will be provided through clinical experiences in the health care system. In addition, the student will care for a group of patients, developing her priority-setting, delegation, problem-solving and time management skills. This course provides the beginning of the transition process from student to professional nurse. Prerequisite: NURS 330; Pre- or corequisite: NURS 410.

485 Nursing Research 2

This course examines essential concepts, principles, and techniques utilized in scientific inquiry. The research process is systematically introduced with an emphasis on its application to nursing practice. Reading and critique of current nursing research is a central activity during this course. Students are assisted in the development of a realistic research proposal. Prerequisite: Senior major or permission of instructor.

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.

226 Suicide: A Dilemma of Our Times 3

A study of the many aspects of suicide. Topics include: myths of suicide, epidemiology, definitions of suicide, historical aspects, societal view, media influence, criteria for certification of suicide, etiology, therapeutic skills with suicidal person, assessment of suicidal risk, communication of suicidal ideas, intervention, treatment, peer intervention, postvention, ethical issues, murder/suicide, normal and unresolved grieving, and special populations at risk (adolescents, elderly, Native Americans). (Also listed as SOC 226)

376 Understanding the Older Adult 3

This course is designed primarily for students in health care related disciplines. It introduces the student to the specialty of gerontology using a holistic approach. Course content provides a broad background from the biological and natural sciences in addition to the social and behavioral sciences. Topics include legal, ethical, psychosocial and physiologic issues. Learning activities and assignments enhance the student's ability to apply course content to actual client situations. Prerequisites: NURS 204, SW 202 or permission of instructor.

412 Nursing Care of the High Risk Neonate 2

Intensive nursing care of neonates with critical illnesses is the primary focus. Identification of risk factors, problems of prematurity, organization and delivery of special care as well as evaluation of the impact on the family and neonate are emphasized. Clinical experience included. Prerequisite: Senior nursing major.

490 Special Topics 2-3

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

497 Independent Study 1-3

Independent readings, seminar discussions, and related clinical experience in selected areas of interest. Readings and experiences are generally supplemental to, not a substitute for, content and learning experiences provided in regular course offerings. Prerequisite: NURS 330 and permission of the instructor and department chair. May be repeated.





Philosophy

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.

GENERAL EDUCATION REQUIREMENT

The following philosophy course fulfills the General Education requirement in philosophy: PHIL 110; higher level courses may be used to fulfill a second General Education requirement.

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. Successful completion of the comprehensive exam in the spring of the senior year also constitutes successful completion of the Advanced W.

SENIOR COMPREHENSIVE

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 for an independent study and are eligible for honors. The exam consists of a two hour examination in the history of philosophy and a short paper on a topic assigned on the basis of elective work.

PROGRAM REQUIREMENTS

Major in Philosophy (27 hours)

- PHIL 110, 220, 230, 331, 332, 495
- one from each of the two following groups (one must be a 300 level course)
 - metaphysics and epistemology: PHIL 243, 245, 247, 341, 343, 345, 348
 - value theory: PHIL 251, 252, 254, 255, 352, 354
- either PHIL 496 or one 300/400 level elective

Minor in Philosophy (15 hours)

- PHIL 110, 220
- one of the following: PHIL 230, 331, 332
- two PHIL electives

PHILOSOPHY COURSES (PHIL)

110 Introductory Philosophy 3

Readings and discussions designed to introduce the student to the major areas and problems of philosophy through a study of the writings of classical and contemporary thinkers. (4 semester hours when taught as writing proficiency)

NOTE: Philosophy courses numbered above 200 ordinarily require Philosophy 110 as a prerequisite.

220 Introduction to Logic 3

A study of some of the theories and techniques of formal logic in its traditional and contemporary forms.

230 Socrates to Scholasticism 3

A study of the Greek origins of Western philosophy, with special attention to Plato and Aristotle and their impact on medieval thought. Class discussions throughout the term are grounded in a close reading of primary source texts.

235 Existentialism 3

A study of important European philosophers from the 19th and 20th centuries who are associated with the existentialist movement.

236 American Philosophy 3

A study of representative American philosophies, including those emerging from classical European traditions, American women philosophers, and African American and Native American thinkers.

243 Women, Knowledge and Persons 3

An inquiry into the meaning of gender and its philosophical implications. Questions of identity, knowledge, ethics, race, and global responsibility will be considered both from historical and contemporary perspectives.

245 Non-Western Philosophy 3

A study of representative selected texts from Asian, African, Native American or other alternative philosophical traditions.

247 Philosophy of Religion 3

An investigation of the major philosophical issues in religious thought as posed by both critics and advocates. Special attention is paid to the relation between religious faith and knowledge.

251 Business Ethics 3

A study of the moral issues raised by contemporary business practices.

252 Philosophy of Art 3

A study of both traditional and contemporary philosophical theories concerning beauty, the nature of aesthetic experience, principles of criticism, and the function and character of creativity in the arts.

254 Social Justice 3

A philosophical study of problems of justice in the contemporary world.

255 Medical Ethics 3

A philosophical inquiry into moral issues that arise in modern medicine. Some of the issues to be considered include euthanasia, abortion, care for the dying, patients' rights, limits on medical rights, limits on medical experimentation with human beings, defining death, and the patient-therapist relationship.

290/390 Special Topics 1-3

Topics in Philosophy not covered in regular departmental offerings. May be repeated for credit with a different topic.

331 Descartes to Skepticism 3

A study of major themes in 17th and 18th century Western philosophy beginning with Descartes and tracing the development of modern thought through Hume. Class discussions throughout the term are grounded in a close reading of primary source texts.

332 Kant and His Critics 3

A careful reading of Kant accompanied by a study of critical responses to his philosophy. The aim is an understanding of Kant's philosophy as a whole and its relevance to contemporary thought.

- 333 19th Century Philosophy** 3
A study of philosophical questions emerging in the wake of the enlightenment, examining the implications for religion, politics, history, and reason.
- 334 Philosophy of Thomas Aquinas** 3
This course develops the philosophy of Thomas Aquinas both as a dialectical method and with respect to a philosophical issue. The issues, which vary from time to time depending on timeliness and student interest, include Aquinas's theory of natural law, natural theology, and the theory of human nature and knowledge.
- 341 Mind, Knowledge and Reality** 3
A critical investigation of traditional and contemporary theories of mind along with questions concerning the origin, nature and validity of human knowledge.
- 343 20th Century Philosophy** 3
A study of significant contemporary intellectual movements on the continent of Europe, in Great Britain and America since World War II, e.g., phenomenology, post-structuralism, analytic philosophy, and neo-pragmatism.
- 345 Philosophy of Language** 3
A critical investigation of both analytic and continental theories of language with an emphasis on questions of meaning, reference and interpretation.
- 348 Philosophy of Science** 3
An investigation of the meaning and use of scientific concepts and methods.
- 352 Political Philosophy** 3
A study of theories of society and the state which may include classical, contemporary, feminist or ethnic visions of real and ideal community.
- 354 Ethics** 3
A study and critique of selected ethical theories with some application to current moral issues.
- 495 Senior Seminar: New Methods in Philosophy** 3
An intensive study of new methods and thinkers in philosophy. Both primary and secondary texts may be consulted.
- 496 Senior Thesis** 3
An independent study under the supervision of a faculty advisor who guides the writing of a major paper.
- 497 Independent Study** 1-3





Physical Education

The Physical Education Department offers selected courses based on student needs and interests. Popular activities include high impact aerobics, body toning, circuit training, and total body workout, as well as spinning, an intense biking workout. Other classes that are occasionally offered include Lifeguarding, Water Safety Instructor, CPR and First Aid, and "How to Coach the Young Athlete."

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

Physical education activities earn .5 hour. However only one hour may be applied toward the 128 hours required for graduation. Graded: S/U.

Activity Classes Include:

- Circuit Training
- Body Toning
- Total Body Workout
- High Impact Aerobics
- Step Aerobics
- Abdominals/Gluteus
- Spinning
- Yoga





Political Science

The study of political science examines the relations of people and organizations as they seek to order their world. Special attention is paid to the development of explanations of the political process and to the effect of politics on social life and social values.

At Saint Mary's College the study of politics emphasizes two concerns: the basic characteristics of politics and the theories and methods for the

rigorous analysis of political phenomena. To satisfy these concerns the departmental program provides a wide variety of courses in the traditional subfields of political science: American politics and law; comparative politics; international politics; and political theory and methodology. Second, students are encouraged to experience politics directly in the world's "laboratory" of political activity. Opportunities for experiential learning exist in certain courses, in the Washington Semester program, and through the department's internship program.

Graduates of the department enter a wide variety of careers. Majors routinely enter law schools and paralegal programs, business schools and graduate schools in public administration, international politics, and political science. They begin careers as legislative aides, public administrators, teachers, journalists, or managers in the private sector.

GENERAL EDUCATION REQUIREMENTS

Students can fulfill one social science requirement by taking POSC 151 or 152.

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 requirement 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.

WASHINGTON SEMESTER PROGRAM

The department participates in a program designed to let students spend a semester in Washington studying the operations of the national government. The program, a cooperative arrangement between over 100 colleges and the American University, features seminars, an internship, and a supervised research project. Acceptance in the program is restricted to political science majors with at least a 2.5 cumulative GPA. Completion of POSC 152, 217, and for foreign policy study, 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 pro-

gram. Completion of the program fulfills two of the elective courses in the major, and the research project can fulfill the senior thesis requirement.

ROME PROGRAM

The department participates in the educational programs of Saint Mary's Rome campus by offering a course in political science taught in Rome. The course (POSC 203 RM) serves as elective credit in political science. (See page 48.)

FOREIGN STUDY

Students may elect to attend other foreign study programs with institutional approval. The department reserves the right to approve foreign courses that students wish to apply to major or minor requirements, up to a maximum of six hours.

PROGRAM REQUIREMENTS

Major in Political Science (27 hours)

- POSC 152, 204, 206, 207, 217
- four additional 3 hour courses (not including POSC 151, 497, 499)
- satisfactory senior thesis

Minor in Political Science (15 hours)

- POSC 152
- two of the following: POSC 204, 206, 207, 217
- two additional 3 hour courses at the 300/400 level (not including POSC 497, 499)

POLITICAL SCIENCE COURSES (POSC)

INTRODUCTORY COURSES

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

151 Political Issues 3

An analysis of various political ideas, systems, issues, and/or phenomena designed to introduce students to political thinking.

152 Politics of American Democracy 3

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

ADVANCED INTRODUCTORY COURSES

All of the following courses are required for majors in political science. Other students may enroll in these courses subject

to the fulfillment of prerequisites. The courses are offered every other semester.

204 Political Thought 3

The evolution of Western political theories surveyed through a discussion of leading political thinkers and their values.

206 International Politics 3

An introduction to the theories which attempt to explain the ways nations interact with each other, and an application of these theories to selected problems of the contemporary international scene.

207 Comparative Politics 3

An introduction to the theory and method of comparing political systems and application of theory to the politics of selected nations in Europe and the developing world. Prerequisite: POSC 152 advised but not required.

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

ELECTIVE COURSES

The elective courses are grouped by subfield, but students are free to select any course in any subfield if prerequisites are fulfilled. Normally these courses are taught every other year.

I. AMERICAN POLITICS AND LAW

307 Introduction to American Law 3
A study of American law examining the Common Law tradition, federal and state court systems, criminal and civil law and procedure, and current legal issues. Prerequisites: POSC 152, junior/senior status.

313 Mass Media and Public Opinion 3
A study of the nature and development of public opinion focusing on the socializing role of the family, school, and the workplace. Special attention is given to the mass media as a socializing agent. Prerequisite: POSC 152.

314 Political Participation 3
A study of various forms of political participation, their causes, and their impact on democratic rule in the United States. Differences between elections and related conventional participation and other unconventional methods of participation are discussed. Prerequisite: POSC 152.

315 Political Parties and Interest Groups 3
An examination of the structure and behavior of American parties and interest groups and their impact on public policy. Prerequisite: POSC 152.

320 Congress and the Legislative Process 3

An analysis of the structure, processes, and behavior of the United States Congress as a representative institution. Prerequisite: POSC 152.

322 The Presidency 3
The course focuses on the role of the American president in the political system, including the expectations of the Constitution and public about the role of the president, presidential selection, presidential achievements, and uses of power. Prerequisite: POSC 152.

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. Prerequisites: POSC 152, junior/senior status.

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. Prerequisites: POSC 152, junior/senior status.

355 Public Administration 3
A study of bureaucratic behavior in the United States including the origins of bureaucracy, organization theory, problems of agency management, personnel and budgeting, and the interaction of bureaus with other political institutions. Prerequisites: POSC 152, 217.

II. COMPARATIVE POLITICS

203RM Contemporary Italian Problems 3
The development of Italian political insti-

tutions 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. Taught in Rome. (Also listed as MLIT 203RM)

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.

311 The Political Systems of Western Europe 3

An advanced examination of the social, cultural, elite, and institutional aspects of politics in selected Western European nations. Prerequisite: POSC 207.

312 European Politics 3

An examination of the institutions, history and political culture of several nations in Europe. Emphasis on the role of the state, economic development strategies, conceptions of national identity, forms of political participation, and the impact of efforts at European integration. Case studies from Eastern Europe will emphasize the challenges of transition. Prerequisite: POSC 207.

319 Politics of the Third World 3

A comparative analysis of the process of political and socio-economic development in selected political systems of Asia, Africa, and Latin America. Prerequisite: POSC 207.

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.

365 Gender and Politics 3

This course will combine theoretical and empirical analysis of gender as a political issue. Case studies will permit compara-

tive analysis of the diverse ways in which gender emerges as a political issue within distinct social, economic, cultural, and political contexts. The course will also assess the value of gender analysis in the field of political science.

370 Democratization 3

This course will use a wide range of case studies in order 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.

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.

416 United States Foreign Policy 3

An analysis of the internal and external factors which influence the formulation and execution of the foreign policy of the United States. Major concepts and problems of foreign policy are discussed. Prerequisite: POSC 206.

IV. POLITICAL THEORY AND METHODOLOGY

317 Scope and Methods of Political Science 3

A study of the scientific approach to political analysis, the use of quantitative methods and statistics, and the preparation of a research project. Prerequisites: POSC 152, 217.

V. OTHER COURSES

390 Special Topics in Political Science 1-3

The presentation of selected subjects of

POLITICAL SCIENCE

Courses of Study: POSC

special relevance not included in regular departmental offerings. Prerequisite determined by instructor.

495-496 Senior Thesis I, II 1, 1
Tutorial provided on the writing of the senior thesis. Graded: S/U.

497 Independent Study 1-3
Specialized research supervised in a tutorial setting. No more than six hours of independent study in any one department may be used to meet graduation requirements. Independent study does not fulfill elective requirements for majors or minors.

499 Internship in Politics 1-3
Supervised field work in an agency of government. Open only to junior or

senior majors who have completed POSC 152, 217, and two elective courses in the department. It does not fulfill elective requirements for majors or minors. Graded: S/U.

502 AP American Government and Politics Survey 2

A survey of the content, curriculum and methods of AP American Government and Politics. Topics include: the Founding Era and Constitution, three branches of government, civil rights, civil liberties, forms of political participation, and public policy. Along with the content, current political events, instructional technique and course design will be discussed. May be repeated for up to a maximum of four hours of credit.





Psychology

The Department of Psychology offers students a representative and balanced exposure to the theories, methods, findings and issues in the major content areas of psychology. Research and supervised field experiences are also available.

The curriculum and requirements are designed:

- to expose students to psychology as a liberal arts discipline
- to support the varying interests and goals of students
- to provide students with a firm basis for graduate study in psychology and allied areas.
- to promote understanding of oneself and others

GENERAL EDUCATION REQUIREMENTS

PSYC 156 may be used to fulfill the social science General Education requirement.

TEACHER PREPARATION

The Psychology Department in conjunction with the Education Department offers courses leading to state licensing.

ADVANCED WRITING PROFICIENCY

A portfolio of three papers composed and revised in psychology courses must be submitted for approval.

SENIOR COMPREHENSIVE

Satisfactory completion of PSYC 495 satisfies the senior comprehensive examination requirements.

PROGRAM REQUIREMENTS

Major in Psychology (35 hours)

- PSYC 156, 201, 202, 301, 339, 495
- two of the following: 319, 323, 326, 381
- two of the following: 332, 337, 364
- one additional 300/400 level PSYC course

While not required, the following are recommended:

- students contemplating a major or minor in psychology take MATH 104 to satisfy the General Education requirement in mathematics and BIO 103-104 or 151-152 to satisfy the General Education requirement in science.
- to ensure a diversity of perspectives, students complete at least one course with each full-time member of the department
- students planning on graduate school in psychology or allied areas consult with their advisor and begin to develop their long-range schedule shortly after entering the major

Minor in Psychology (18 hours)

- PSYC 156
- one of the following: PSYC 301 or 339
- one of the following: PSYC 319, 323, or 326
- one of the following: PSYC 332, 337, or 364
- two PSYC electives

Self-Designed Minor: Students may propose a self-designed minor comprised of courses selected from psychology and one or more additional disciplines. Proposals for such minors must contain a clearly articulated interdisciplinary theme, and must include between four and seven courses, of which at least two must be at the 300 or 400 level. In addition, all proposals for self-designed minors must have the approval of the chairs of the departments involved, as well as the approval of the assistant to the vice president.

PSYCHOLOGY COURSES (PSYC)

156 Introduction to Psychology 3

An introductory survey of theories, topics, issues and applications in psychology. Two basic approaches are taken in different sections: a topical approach or a systems of thought approach. Courses organized around systems of thought cover biological, psychodynamic, cognitive, behavioral and sociocultural approaches to psychological issues.

201 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.

202 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 201.

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 such processes as heredity and environment, learning, perception, cognition and social and emotional development in the light of current research findings. In labs, students are introduced to the methods used by psychologists who work with and study children. Naturalistic and experimental methods as well as standardized testing are covered. Prerequisite: PSYC 156.

302 Psychology of Adult Development 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 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 the effect of divorce, single-parent and blended families, teenage parenting, dual-career families, and daycare on the developing child. Prerequisites: PSYC 156 and 301 or permission of the instructor.

305 Lifespan Developmental Psychology 3

A study of the basic sequences and processes of human development from the prenatal period through death. Emphasis is on the unique nature of the Lifespan approach to studying development, examining continuities and discontinuities, the interaction of nature and nurture, and age-related and nonnormative influences on development. Prerequisite: PSYC 156.

319 Cognitive and Behavioral Therapies 3

A survey of principles, methods, issues and applications in the cognitive and behavioral therapies. Topics and applications in areas such as applied behavior analysis, cognitive behavior therapy, clinical behavior therapy, and behavioral medicine are included. Prerequisite: PSYC 156.

323 Psychology of Personality 3

Discussion of major contemporary theo-

ries of personality including the psychoanalytic, behavioristic, cognitive, humanistic, and information-processing theories and the research emerging from these theories. Prerequisite: PSYC 156.

326 Abnormal Psychology 3

An introduction to the major questions, issues, perspectives and findings in contemporary abnormal psychology. Topics addressed include the biological, psychoanalytic, behavioral, cognitive, humanistic and sociocultural perspectives, as well as the assessment, treatment, and prevention emphases that flow from each perspective for all major disorders. Prerequisites: PSYC 156 and 323 or permission of the instructor.

332 Animal Learning and Cognition 3

A study of major theoretical approaches and issues in the area of learning, with an emphasis on animal learning. Topics include: operant and classical conditioning, biological constraints, and animal cognition. Prerequisite: PSYC 156.

337 Social Psychology 3

An introduction to experimental research in traditional and applied areas of social psychology. Topics include conformity, persuasion, aggression, pornography and violence, cross-cultural research on psychological phenomenon, and ethics in social research. Prerequisite: PSYC 156.

337L Social Psychology Lab 1

Students are introduced to research methods in social psychology. Groups will engage in a variety of predesigned projects and will complete a project of their own design. Pre- or corequisite: PSYC 337.

339 Physiological Psychology 3

An introduction to the biological bases of behavior. Emphasis is placed on a firm grasp of neuroanatomy, neuro-physiology, and the essentials of neurochemistry

and neuropharmacology, in order that the ways in which the nervous system produces behavior and thought and interacts with the environment may be appreciated. Additional topics include: sensory systems, learning and memory, the physiological bases of behavioral disorder, and consciousness. Prerequisite: PSYC 156.

342 Historical Roots of Modern Psychology 3

A seminar devoted to discussion of persistent issues in psychology, with an emphasis on connections between contemporary questions and both their historical roots and continuing philosophical dimensions. Readings will emphasize original source material. Prerequisites: PSYC 156 and either one additional three credit psychology course, or permission of the instructor.

354 Social Ecology 3

An exploration of contemporary social, environmental and global problems and issues from psychological and other perspectives, and an examination of alternative solutions and antidotes to such problems. Prerequisites: PSYC 156, one additional 100 level social science course, and two 100 level science courses.

360 Psychology and the Law 3

This course examines how psychology has impacted and informed the law, as well as, how psychological opinion differs from the law. Law and legal practice may have as much to do with the people who are interpreting or administering the laws as with the legal doctrines under consideration. This fact constitutes one of the compelling reasons to examine psychological aspects of law. Prerequisite: PSYC 156.

362 Psychological Testing and Measurement 3

An introduction to the history, theory, administration and interpretation of psy-

chological tests, including tests of intelligence, personality, achievement and interests. Prerequisites: PSYC 156 and 201.

364 Cognitive Psychology 3

A survey of contemporary theories and research on the acquisition, retention, and use of knowledge as well as processes involved in thinking. Topics include perception, attention, memory, language, imagery, cognitive development, reasoning, problem solving, creativity, and artificial intelligence. Applications to clinical, developmental, and educational psychology are included. Prerequisite: PSYC 156.

381 Clinical Psychology 3

An introduction to clinical psychology as a helping profession, with a focus on interviewing skills and on facilitating the development of a supportive, nondirective relationship. Topics include: a client-oriented model of helping, identifying and clarifying problems, and formulating strategies for change. Prerequisites: PSYC 326 or permission of the instructor.

386 Practicum in Clinical and Community Psychology 3

Students receive supervised experience in a community setting and meet once a week as a group to discuss and evaluate their experiences and to relate them to topics in clinical psychology. Prerequisites: PSYC 381 and permission of the instructor.

389 Practicum in Teaching Psychology 1-3

Qualified students take responsibility for leading class discussions and preparing instructional and evaluative materials for selected psychology courses under the supervision of the instructor. Prerequisites: PSYC 156, junior standing, and permission of the instructor. May be repeated.

**390 Special Topics
in Psychology** 1-3

An experimental, student or faculty initiated course on a topic not covered in detail in the regular curriculum. Students of demonstrated academic ability and maturity may initiate a course on a topic of their choice provided that they have secured a faculty sponsor in advance who will act as an advisor for and participant in the course. Student-initiated courses require the submission of an acceptable proposal prior to registration. Recent PSYC 390 topics have included: Psychology of Aging, Psychology and Spirituality, and Science and the Self. Prerequisites: PSYC 156 and permission of the instructor.

402 Psychology of Women 3

An examination of the experience of women from various psychological perspectives. Topics include the biological, social, interpersonal, and cognitive factors involved in gender identity, gender roles, and gender differences. Students reflect on and discuss the material from an objective and analytical point of view in addition to a personal point of view reflecting personal values and experience. Prerequisites: junior standing, PSYC 323 or permission of the instructor.

**485 Independent Research
in Psychology** 1-3

The student designs and conducts an empirical study on a problem of her choice and writes up her research in a standard research report format. Prerequisites: PSYC 156 and 201, submission of an acceptable proposal prior to registration, and permission of the instructor. May be repeated for a maximum of 6 hours.

495 Senior Seminar in Psychology 3

A required seminar course for senior psychology majors which is designed to provide the student with an opportunity to reflect on, integrate, and evaluate her experience of the liberal arts and psychology. Successful completion of the Senior Seminar satisfies the comprehensive examination requirement for the B.A. Prerequisite: Senior psychology major status.

**497 Independent Study
in Psychology** 1-3

Intensive and critical reading culminating in a paper in an area that supplements regular course offerings. Prerequisites: PSYC 156, submission of an acceptable proposal prior to registration, and permission of the instructor.





Religious Studies

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.

In conjunction with Campus Ministry, the Department of Religious Studies offers a certificate in Lay Ministry. And through the Co-exchange program with the University of Notre Dame, students at both institutions can take the second requirement and other courses at the other school.

GENERAL EDUCATION REQUIREMENTS

Students take two courses in Religious Studies, six semester hours, as a requirement for graduation. The first General Education course, usually taken in the first year, is RLST 101, *Introducing Religious Studies*. The second General Education course, normally taken in the second year, may be chosen from any 200-level RLST class. 300 and 400 level courses are electives and do not fulfill the two-course core requirement. The College encourages students to enrich their academic program with elective courses in Religious Studies.

ADVANCED WRITING PROFICIENCY

A student completing the Advanced W in Religious Studies assembles a portfolio of three 5–8 page 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 1940); the second examines contemporary sources (1940 to present). Each test consists of three essays. Students prepare their bibliography and test areas in consultation with their academic advisor and other members of the Religious Studies faculty. Students may use any books or articles relevant to the exam while taking it.

PROGRAM REQUIREMENTS

Major in Religious Studies (27 hours)

- RLST 101 and one 200 level RLST course
- one course in each of the following areas:
 - » Scripture Studies, RLST 306
 - » Historical Theology, RLST 325 or 445
 - » Theory of Theology, RLST 370 or 406
 - » Systematic Theology, RLST 310, 315, 450, or 457
 - » Ethical Studies, RLST 458
- two additional RLST courses at the 300/400 level

Minor in Religious Studies (15 hours)

- RLST 101, and one 200 level RLST course
- three additional courses in RLST; two must be at the 300 level or above

RELIGIOUS STUDIES COURSES (RLST)**101 Introducing Religious Studies 3**

This course introduces students to the study of religion and theological inquiry. Through a variety of sources it explores the meaning of religion in personal and cultural life.

213 Experiencing God 3

An exploration of the ways people come to know the divine through their own experience. This course will focus on works in which people reflect on their experience of the divine, and it will also consider works in which scholars seek to understand religious experience from different perspectives.

230 Images of Christ 3

Who is Jesus Christ? By what names is he called? This course examines the answers given to these questions, highlighting the scriptural, traditional, and modern reasons why and how understandings of Christ differ.

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.

235 Christian Ethics 3

An exploration of the task of Christian ethics in the world today. Attention is given to ethical issues; influential Christian "heroes"; and the role of character and community.

236 Faith in Action 3

This course examines the faith, practices and theories of influential American Christian activists who exemplify a variety of approaches to the Christian quest for justice. It seeks to understand how a commitment to justice can grow out of Christian faith.

240 Catholic Social Thought 3

What is the Church's proper role in social and political life? What are Catholics to think and do in a world which poses ever more difficult moral quandaries? The purpose of this course is to examine the positions taken by Catholic writers on an array of social ethical issues, including political freedom and responsibility, the morality of different economic systems,

women's rights, sexual ethics and the nuclear arms race.

242 Eucharist: A Way of Life 3

This course studies the sacrament as the presence of Jesus in the assembly, in the Word and in bread and wine. It also explores the meals of Jesus, the theologies of Eucharistic celebration through the centuries, the meaning of symbols and rituals as well as the connection between the way Christians celebrate and the way they live.

251 The Christian Tradition 3

An examination of the sources and development of Christianity's central teachings. Consideration of the history and contemporary understandings of those aspects of the faith of prime importance: God, Christ, the Church, the Christian life. What does it mean to be part of the Christian tradition? How can we understand its richness and diversity?

261 Catholic Faith and Life 3

A study of basic doctrinal beliefs, moral values and worship in the Catholic Church. Primarily an introduction to a theological understanding of these issues, the course also considers practical implications for personal and social life.

290 Special Topics 3

The presentation of selected general education topics not covered in regular departmental 200 level courses. May be repeated for credit with a different topic.

Note: Courses at the 300 level are open only to those Saint Mary's and Notre Dame students who have already satisfied their General Education requirement.

300 Why Catholic? 1

This course explores the Catholic vision of Christianity, especially its sacramental vision, its focus on Jesus of Nazareth as

mediator and its vision of Christianity as a communal reality that calls for a radical openness to the voice of the Holy Spirit.

In particular, this course offers an overall sense of the joys and challenges of being Catholic in the new millennium. Graded S/U.

306 Biblical Theology 3

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

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.

310 The Church: Ideas Meet Reality 3

An interdisciplinary study of the Church bringing perspectives of history and theology to bear on the Church's thought and practice. The interplay of ideas and practices is examined in relation to a variety of issues. Some semesters, this course emphasizes a systematic study of ecclesiology, in others an historical study. May be repeated for credit with different topic.

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.

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.

320 Christian Spirituality 3

An exploration of spirituality in the Christian tradition with a focus on the investigation of the classics of this tradition and with an invitation to construct an authentically Christian spirituality for the future.

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.

339 Religion and Literature 3

An interdisciplinary look at some masterpieces of Western literature which deal with the themes of sin, evil, grace, and

redemption. Classical and modern authors.

350 Religion and Psychology 3

An examination of ways in which religion and some basic themes in Christian theology intersect with psychological theories and data to promote understanding of human development.

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.

362 Women and Sexuality 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.

372 The Theology of Thomas Aquinas 3

This course explores the theology of Saint Thomas Aquinas, Doctor of the Church. Aquinas' large corpus of writings requires that, on any given semester, a special theme or combination of themes be selected for study. Some likely themes are the Nature of God, Trinity, Grace, Grace and Freedom, Incarnation, Sacraments, the Theological Ethics of Aquinas, etc.

- 380 World Religions and Christianity** 3
 What do non-Christian religions say about ultimate reality and the meaning of life? How should Christians regard the beliefs and practices of non-Christians? A survey of selected non-Christian theologies and Christian responses.
- 390 Special Topics** 1-3
 The presentation of selected subjects of special relevance not included in regular department offerings. May be repeated with different topic.
- 406 Ways of Doing Theology** 3
 Reflection on the methods and standards used by Christian thinkers to develop appropriate and credible theologies when faced with the most pressing issues in contemporary Christian life.
- 423 Contemporary Catholic Thought** 3
 An examination of developments in post-Vatican II Catholic theology. Topics include the opening of theology to the challenges of modernity, new currents in Christology, recent shifts in reflection on church and ministry, and continuing developments in Catholic social and political theology.
- 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.
- 450 Christ: Old and New Views** 3
 This course investigates the many currents of contemporary reflections on the figure of Christ, showing how ancient truths are interpreted and applied to meet the demands of the modern age.
- 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 Religious Education 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 Religious Education II: Practicum** 3
 Supervised 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.





Sociology

The department's various courses, seminars, research experiences, and internships are designed to meet the needs of the College in general and departmental majors in particular. Specifically, the department is designed to achieve the following objectives:

- to develop an appreciation for the sociological perspective which incorporates three central aspects:
 - 1) the preeminence of social structure and their influences;
 - 2) the value of empirical analysis; and
 - 3) the link between private troubles and public issues, or the individual's experience and larger social processes;
- to provide the requisite background for entry into occupational roles which require an understanding of human social behavior;
- to provide sufficient preparation and direction for those students who intend to continue their studies in the discipline of sociology in graduate school;
- to provide students with an appreciation of the applications and the uses of the discipline of sociology;
- to prepare students to meet the requirements necessary for certification in teaching, for sociology is a supporting area in the Social Studies in the high school setting.

To achieve these objectives the department offers programs in the discipline of sociology and a concentration option in applied sociology. A minor in sociology is also available.

GENERAL EDUCATION REQUIREMENTS

The following courses may be used to fulfill the social science General Education requirements: SOC 153, 203.

TEACHER 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

The Senior Seminar (SOC 495) fulfills the senior comprehensive requirements in the department.

PROGRAM REQUIREMENTS

Major in Sociology (36 hours)

- SOC 153
- SOC 203 or 204
- SOC 355 or 360 and a second diversity course (either SOC 355, 360, or a designated SOC course at the 200 or 300 level with a diversity theme)
- SOC 319, 372, 384, 495
- four three-credit electives in sociology
- dual majors who choose not to complete the comprehensive in sociology are required to take an additional elective in SOC

Major in Sociology with a Concentration in Applied Sociology (36 hours)

- SOC 153
- SOC 203 or 204
- SOC 355 or 360
- SOC 319, 372, 380, 384, 495, 499
- one of the following: BUAD 329, COMM 350, ICS 201, SOC 355, 360
- one of the following: BUAD 322, JUST 260, POSC 217, SOC 305, SW 334
- one three-credit elective in sociology
- dual majors who choose not to complete the applied comprehensive in sociology are required to take an additional elective in SOC

Minor in Sociology (15 hours)

- SOC 153
- SOC 203 or 204
- SOC 355 or 360 or a SOC course at the 200 or 300 level with a diversity theme
- two three-credit electives in SOC (only one of which may be an internship, independent study or research tutorial).

SOCIOLOGY COURSES (SOC)

153 Introduction to Sociology 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. Not open to first semester freshmen.

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.

226 Suicide: A Dilemma of Our Times 3

A study of the many aspects of suicide. Topics include: myths of suicide, epidemiology, definitions of suicide, historical aspects, societal view, media influence, criteria for certification of suicide, etiology, therapeutic skills with suicidal person, assessment of suicidal risk, communication of suicidal ideas, intervention, treatment, peer intervention, postvention, ethical issues, murder/suicide, normal and unresolved grieving, and special populations at risk (adolescents, elderly, Native Americans). (Also listed as NURS 226)

257 Marriage and Family 3

A sociological analysis of marriage and family within contemporary American society. Diversity in family life related to class, race, and gender is considered. Topics include theories of the family, mate selection, changing roles of men and women, parenting, divorce, violence, and family policy.

305 Business and Society 3

An analysis of the cultural and social factors that comprise the social and ethical milieu of economic institutions in our society. The course covers topics such as: corporate pollution and waste; corporate responsibility for the welfare of workers; sexual, racial and handicap discrimination in industry; the problems of conducting business in other societal contexts; corporate bribes and corporate deviance; corporate community responsibility, and corporate values. A case approach is used to illuminate issues in the course. Prerequisites: SOC 153 and a 200 level SOC course.

319 Social Theories 3

This course focuses on various theoretical perspectives offered by classical and

contemporary social theorists. Covering the period from classical Europe social thought of the late 1800s to contemporary theory, students will acquire a fundamental understanding of social theory. By focusing on how differences in socioeconomic background, race, gender, sexual orientation, nationality, etc., shape the types of theories one develops about society, students will have a greater appreciation of the diversity of social theory in conceptualizing society(ies) and culture(s). Prerequisites: SOC 153 and a 200 level SOC course.

329 Religion and Society 3

This course analyzes religion in the United States from a sociological perspective. Emphasis will be given to the relationship between religion and other social institutions including the economy, politics, and the mass media. Prerequisites: SOC153 and a 200 level SOC course.

352 Urban Sociology 3

A study of the characteristics of modern urban society; ecological patterns and processes of urban developments; social structure of urban communities; urban and suburban community problems. Prerequisite: SOC 153 or 203

355 American Minorities 3

The study of the patterns of intergroup relations in America emphasizing analysis of subordinate groups whose members have significantly less control or power over their own lives than the members of a dominant or majority group have over theirs. Minority groups is a principal area of concentration within the discipline of sociology. Prerequisites: SOC 153 and a 200 level SOC course.

360 Social Stratification: Class, Gender, Race 3

This course will identify and investigate the following topics: general principles of

stratification, theoretical explanations by which inequality emerges and is maintained, the relationship between class and other forms of inequality in the United States especially gender, race, and social hierarchy changes over time. Particular attention is given to the role of women in various socio-economic locations in the United States. Prerequisites: SOC 153 and a 200 level SOC course, or WOST 207.

362 Perspectives in Gerontology 3

The study of aging and the aged including the social, emotional, physical and economic aspects of the aging process. Contemporary issues such as ageism, adult transitions, and demographic shifts (the "aging of America") are addressed. Prerequisite: SOC 153 and a 200 level SOC course.

370 Medical Sociology 3

The course focuses on a sociological approach to the study of medical phenomena, including the nature of illness behavior and distribution of disease; the social psychological dimensions of the patient-physician relationship; the socialization of the medical professional; the social organization of medical care delivery systems; the development of international public health programs; and the social context of death and dying in American society. Prerequisites: SOC 153 and a 200 level SOC course.

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: 9 hours in SOC; completion of the College mathematics requirement or permission of the instructor.

373 Crime and Society 3

As an introduction to the topic of criminology, this course examines crime as a social problem within American society. Particular attention is given to the nature and function of law in society, theoretical perspectives on crime, victimology, sources of crime data, the social meaning of criminological data and the various societal responses to crime. These topics are addressed through specialized readings, discussion and analysis. Prerequisites: SOC 153 and a 200 level SOC course.

380 Applied Sociology 3

This course explores the various applications of sociological theory, concepts, and methods to contemporary social behavior and issues. Students will be introduced to aspects of applied sociology, including, but not limited to: program evaluation, needs assessment, policy analysis, focus group research, and action research. Students will come to appreciate the uses of the discipline of sociology with the specific intention of yielding practical applications for human behavior and formal organization. Prerequisite: 9 hours in SOC.

382 Sociology of Popular Culture 3

This course examines contemporary theories about popular culture. Particular attention is given to the symbiotic relationship between popular culture and political economy, and to the impact of American popular culture on both American society and on the emerging global culture. Prerequisites: SOC 153 and a 200 level SOC course.

384 Research Methods 3

The course is designed as an analysis of the process of social research, in terms of problem definition, research design, data sources, and methods of data analysis. Specifically, students are exposed to several types of research methods: survey, content analysis, field research, experiments, historical research, and comparative

research. Pre- or corequisites: SOC 372; 12 hours in SOC, or permission of the instructor.

390 Special Topics in Sociology 1-3

A seminar focusing upon a selected area of interest in sociology. Topics may include such areas as sociology through film, feminist theory, women in society, political sociology, death and dying, poverty, mental illness, social psychiatry, peace studies, sociology of law, criminal justice, juvenile delinquency, etc. This course may be repeated for credit with a different topic and the consent of the advisor. Prerequisite: 9 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 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 five 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, theoretical analysis, or an applied project. Applied Sociology Concentrates must complete an applied project in the course. 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. Applied Sociology Concentrates must complete a minimum of 3 hours in SOC 499. Graded: S/U. Prerequisite: 12 hours in SOC.





Social Work and Anthropology

The Department of Social Work and Anthropology offers programs of study that emphasize 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.

GENERAL EDUCATION REQUIREMENTS

The following courses may be used to fulfill a General Education requirement in the social sciences: ANTH 141, ANTH 253, ANTH 254, or SW 235.

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 wishes 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. ANTH 495 may be used to fulfill the Senior Comprehensive requirement in anthropology as appropriate.

TEACHER PREPARATION

The Social Work and Anthropology Department in conjunction with the Education Department offers courses leading to state licensing for Social Studies.

COUNCIL ON SOCIAL WORK EDUCATION ACCREDITATION

The Social Work Program at Saint Mary's College is accredited as a baccalaureate degree program by the Council on Social Work Education.

SOCIAL WORK PROGRAM

A generalist foundation in social work, anchored in the liberal arts, gives women a way to make a difference by working toward the well-being of individuals and society. The Social Work Program mentors women into career trajectories for leadership in a variety of fields. Some graduates move directly into entry level positions, but most pursue graduate education either directly from the program or shortly thereafter. Because the program is accredited by the Council on Social Work Education, students are able to attain advance standing in many M.S.W. programs. Students are encouraged and supported to pursue the M.S.W. and the Ph.D. degrees in Social Work.

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 field practicum is completed in the senior year at a local social service agency. Practicum placements may include:

- Child Protective Services
- Chapin Street Health Clinic
- Local school corporations
- Office of the 2nd Congressional District of Indiana
- Juvenile Justice Center
- Local mental health agencies
- The Center for the Homeless
- Holy Cross Care and Rehabilitation

All states now have social work licensing examinations. The Social Work Program addresses content in the licensure examinations through adhering to the mandated curriculum requirements set forth by the Council on Social Work Education.

GENERAL EDUCATION REQUIREMENTS

The following course may be used to fulfill a General Education requirement in the social sciences: SW 235.

PROGRAM REQUIREMENTS

Major in Social Work (69 hours)

- SW 202, 235, 236, 331, 332, 333, 334, 484, 485
- SW 486-487, 488-489 fulfill field practicum requirements
- SW 495
- Senior Comprehensive Portfolio and Oral Examination
- dual majors are required to complete the field practicum requirements and SW 495.

Required supporting courses:

- BIO 103 or 104, PSYC 156, ANTH 253
- two of the following: ECON 151 or 251; HIST 202; POSC 152
- one 300 level ANTH course
- two electives selected from the following: BUAD 448, COMM 350, JUST 301, PHIL 254, 255, POSC, 217, PSYC 323, 326, RLST 362, SW 370, 390, WOST 207. Other courses may be substituted with permission from the student's departmental advisor.

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 or Public Policy, or in Criminal Justice should work with their advisors to prepare for these career trajectories.

SOCIAL WORK COURSES (SW)

202 Introduction to Social Work 3

This course is an introduction to the knowledge and skills of the generalist practice of social work. It includes an examination of the history, principles, practice, research and literature in the social welfare field. Theoretical and professional foundations, diverse client systems, areas of practice, contemporary social policies, and social work values are examined. The student is given opportunities to visit community agencies.

235 Human Behavior and Social Environment I 3

This course examines human behavior and the social environment using the generalist social work theoretical framework to explain the interactions of individuals, families, and groups. Special emphasis is given to the biological, social, psychological, and cultural factors which affect human behavior within these micro and mezzo systems. Pre- or corequisites: BIO 103 or 104; PSYC 156.

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, and cultural factors which affect human behavior within these macro systems. Pre- or corequisite: SW 235.

331 Social Work Practice I: Micro Methods 3

The basic class in social work helping methods, this course applies the generalist approach to social work practice with individuals and families. Discussion of case studies with emphasis on systems theory and the ecological method. While this course focuses on micro level practice, the methods introduced are

applicable to all types of social work practice. Prerequisite: social work major; pre or corequisite: SW 235.

332 Social Work Practice II: Mezzo Methods 3

This focus of this course is the generalist approach to problem solving and intervention practices at the small and large group levels, introducing the function and role of the social worker in these settings. The class examines the dynamics that occur when clients with common concerns are brought together for the purpose of helping one another. Prerequisite: social work major; pre- or corequisite: SW 235.

333 Social Work Practice III: Macro Methods 3

This course introduces the function and role of the social worker in organizations, communities, and societies. While many of the processes used in micro, mezzo, and macro practice are similar, there are unique features involved in the macro context which are examined and illustrated. Organizational and community theories are linked to practice applications. Prerequisites: social work major; pre- or corequisite: SW 235, 236.

334 Social Welfare Policy and Service 3

Development of social welfare policy and service in response to changing social conditions. Focuses on the theory, history, scope, nature, organization, and implementation of current programs on local, state, and federal levels and in the private sector. Prerequisite: social work major or permission of instructor.

370 Family Violence and Sexual Abuse Issues 3

This course introduces students to issues of family violence and sexual abuse. Course content includes an examination of the history, principles, practice, research, policy, and literature in the

family violence and sexual abuse field. Ethics, values, and criminal justice issues regarding family violence and sexual abuse issues are emphasized. Prerequisite: SW 202, 235, PSYC 156, or permission of the instructor.

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: 9 hours in SW, junior or senior status, and permission of the instructor and the social work program director.

484-485 Social Work Research Methods and Statistical Concepts I-II 3, 3

This course sequence introduces social work majors to the research methods and

the statistical knowledge base and application of that knowledge to social work practice at a foundational level necessary for generalist social work practice. The integration of research methods and statistical applications is emphasized. The course includes the functions, role, competencies, conceptual framework, values, and ethics related to research in social work practice. Prerequisite: SW 202, 235, 236.

486-487 Social Work Field Practicum I, II 1-6, 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. Prerequisites: SW 202, 235, 236, 331, 332, 333, and 334. These courses must be taken prior to or concurrently with SW 488-489.

488-489 Practicum Seminar I, II 2, 2

A seminar designed to help the student integrate knowledge, practice approaches, and social work value and ethics from course work and field experience. The field placement is the focus for discussion and analysis. Growing self awareness and a beginning frame of reference for professional practice are emphasized. Graded S/U. Prerequisites: SW 202, 235, 236, 331, 332, 333, 334. SW 488-89 must be taken concurrently with or following SW 486-87.

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: 9 hours in SW and junior or senior status, and permission of the instructor, social work program director, and department chair.

ANTHROPOLOGY PROGRAM

The program in anthropology offers a core curriculum in anthropology that introduces students to the perspectives of the discipline: a holistic orientation towards the study of humanity, a comparative approach to sociocultural analysis, and an emphasis on both the description and the interpretation of culture. The study of anthropology encourages students to develop the breadth of knowledge about human cultures and the appreciation of the diversity of human experience that is needed for living and working in an increasingly global society.

Students may complete a minor in anthropology, which provides a foundation to the four fields of general anthropology and to the research methodology of the discipline. Given the interdisciplinary orientation of anthropology as a field of study, a superior student may design a specific program of study which uses culture as a framework and organizes her specific concerns in the Student-Designed Major. For example, students have combined anthropology with environmental studies, ecology, or a particular linguistic or culture area to create an interdisciplinary major.

GENERAL EDUCATION REQUIREMENTS

The following courses may be used to fulfill a General Education requirement in the social sciences: ANTH 141, 253, or 254.

PROGRAM REQUIREMENTS

Minor in Anthropology (15 hours)

- ANTH 253, 254, 364
- two additional ANTH courses at the 300 level or above

Minor in Anthropology (with major in Social Work) (18 hours)

- ANTH 253, 254, 364
- three additional ANTH courses at the 300 level or above

Student-Designed Major

Given the interdisciplinary orientation of anthropology, a superior student may design a specific program of study which uses culture as a framework and organizes her 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.

**ANTHROPOLOGY COURSES
(ANTH)**

141 Culture and Society 3

An introduction to anthropology through the comparative study of cultures, both Western and non-Western. The course focuses on how, in everyday life, people affirm community, moderate conflict, mark the passage of time, and acknowledge the stages of life in birth, marriage and death. Emphasis is placed on the development of personal and cultural identity in particular societies.

142 RM Archaeology 3

Introduction to the presence of the Greeks and Etruscans on the Italian peninsula. Aspects of early Rome and Republican Rome. Final supremacy of Rome during the Empire. Historical and archaeological evidence of these periods 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 cultural anthropology and linguistics. The course takes a comparative approach to the study of culture in both Western and non-Western societies. Topics include: family, kinship, and marriage; economics and adaptational strategies; political organization; religion and ritual; gender roles and socialization; and language. Basic concepts, methods of research, and analytic perspectives are introduced.

254 Survey II: Human Prehistory 3

A survey of physical anthropology and archeology. The course follows an evolutionary approach to the development of human life and culture. Topics include: human genetics, comparative primate studies, the fossil record, the emergence of human culture, and prehistoric archeology. Basic concepts, methods of research,

and analytic perspectives are introduced.

**297 Independent Study
in Anthropology 1-3**

Independent readings, individualized seminars and directed field projects in selected areas designed to meet the special interests of students. Only six hours of independent study (including 497) may be earned in the department. Prerequisites: ANTH 141, ANTH 253 or ANTH 254, and approval of the instructor and the department chair.

346 Anthropology of Women 3

The cross-cultural comparison and analysis of the factors that affect the status of women and relationships that exist between women and men. A variety of theoretical perspectives are used to investigate the following issues: marriage practices and family structure, social organization and kinship, political order, economic strategies, and ritual and ideology. Prerequisite: Introductory level course in ANTH or SW or a course in women's studies, or permission of the instructor.

364 Ethnographic Methods 3

Fieldwork is the hallmark of anthropological research. In this course students read ethnographies written by cultural anthropologists, study the techniques involved in conducting fieldwork, and examine the theoretical perspectives that form the foundation for research. Prerequisite: Introductory level course in ANTH or permission of the instructor.

365 Culture and Personality 3

How does culture shape personality? How do people in different societies come to have such different expectations of what is right and proper? To answer these questions, this course examines personality types, socialization and enculturation, cultural orientations expressed in worldview and values, and language and cognition in Western and non-Western

cultures. Prerequisite: Introductory level course in ANTH or SW, or permission of the instructor.

370 Native American Cultures 3

This course is an introduction to Native American cultures, to the history of European contact and colonialism, and to the contemporary status of Native Americans in U. S. and Canadian society. Ethnography, history, essays, fiction, and film are used to explore important themes such as the diversity and similarity among Native North American groups; the relationship between culture and the natural environment; the meanings of identity, tradition, and acculturation; the mutual impact of Native and European cultures; and the ongoing debate over the representation of Native American peoples. Prerequisite: Introductory course in ANTH or SW, or permission of the instructor.

390 Special Topics in Anthropology 1-3

A seminar focusing on a selected area of interest in anthropology. Topics may include areas such as family and kinship systems, comparative economic systems, comparative religion, ethnomusicology, and geographical area studies. May be repeated for credit with a different topic and the consent of the advisor. Prerequisite: Introductory level course in ANTH or permission of the instructor.

484 Research Methods 3

This course familiarizes students with the types of research methods used in the discipline of anthropology. Emphasis will be given to the application of various

techniques. Pre- or corequisites: 12 hours in ANTH, or permission of the instructor.

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 her/his current research. Prerequisites: 3.0 GPA, 12 hours in ANTH, and selection by a faculty member.

495 Senior Seminar 3

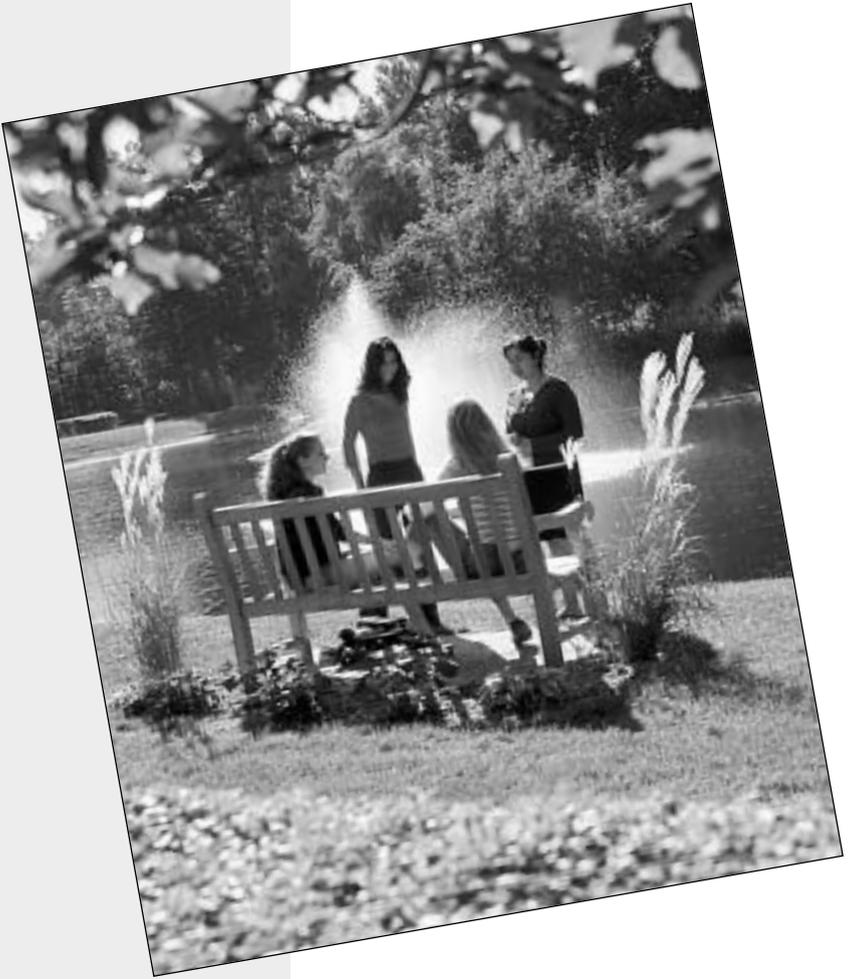
This course serves as the department's senior comprehensive in anthropology. It focuses on selected current issues or theoretical perspectives. Seminar presentations and a major paper are required of each student. Prerequisites: Senior status and permission of the instructor.

497 Advanced Independent Study in Anthropology 1-3

Independent readings and seminar discussions in selected areas of interest. This course is not intended as a substitute for an existing course. Only six hours of independent study (including 297) may be earned in the department. Prerequisites: 9 hours in ANTH, junior or senior status, and permission of the instructor.

499 Anthropological Internship 3

Work in an approved anthropological setting under professional supervision. This course may not be taken in addition to SW 486-87. Graded: S/U. Prerequisites: 12 hours in the department, and permission of the instructor.





Women's Studies

The program in Women's Studies integrates liberal arts education at Saint Mary's by using women's experiences and feminist theory to address the humanities, social sciences, natural sciences, and fine arts. This interdisciplinary approach teaches students to understand women's experiences in the past and to analyze contemporary women's situations at both national and global levels. The Women's Studies program encourages students to

understand and respect cultural diversity as well as to develop their awareness of social transformation processes. Students examine a range of feminist theories that address not only gender but also race, ethnicity, sexuality, class, nationality, and other differences.

Students who minor or major in women's studies enroll both in courses housed in the program and in courses offered in other disciplines. Faculty who teach in the program include representatives from departments throughout the college. A minor or major in women's studies supports career choices in human services, education, public policy, business, and other fields calling for social and historical awareness, critical thinking, and engagement with human diversity.

GENERAL EDUCATION REQUIREMENT

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

PROGRAM REQUIREMENTS

Student-Designed Major (30 hours)

Given the interdisciplinary nature of women's studies, a superior student may design a program of study that uses gender and feminist theory as a framework for analysis and within which to organize her specific academic interests. Interested students must declare their intentions by spring semester of sophomore year and submit a proposal prepared with the help and advice of a faculty sponsor. Plans for fulfilling the Senior Comprehensive and the Advanced Writing Proficiency in Women's Studies will be described in the proposal.

Minor in Women's Studies (14 hours)

The minor consists of a minimum of 14 hours (5 courses), including:

- WOST 207
- one course in feminist theory (ENLT 331, PHIL 243, POSC 365, RLST 362, SOC 360, WOST 366, and others as offered);
- three additional courses from the list below, no more than one course in any one department,

Available courses include:

- | | | |
|------------|------------|------------|
| • ANTH 346 | • ENLT 367 | • PSYC 302 |
| • BUAD 329 | • HIST 324 | • PSYC 304 |
| • BUAD 448 | • MATH 272 | • PSYC 402 |
| • COMM 302 | • MLSP 424 | • RLST 362 |
| • ENLT 205 | • MLSP 429 | • SOC 360 |
| • ENLT 293 | • NURS 222 | • SW 370 |
| • ENLT 275 | • PHIL 243 | • WOST 366 |
| • ENLT 331 | • POSC 365 | |

"Special topics" courses (290/390/490) in various departments and other courses may be included when appropriate. A current list of Women's Studies courses is available from the program coordinator.

WOMEN'S STUDIES COURSES (WOST)

207 Introduction to Women's Studies

3

This interdisciplinary course introduces students to the field of women's studies. It focuses on the lives and work of American women, the significance and meaning of gender at different periods in American history, and the development of U.S. feminism and feminist theory. Particular attention is given to the ways in which race, ethnicity, sexuality, class, and age and generational location shape women's experiences and the various socio-political meanings of gender in the U.S.

290 Special Topics

1-3

Introductory level course in topics in Women's Studies not covered in the regular department offerings. May be repeated for credit with a different topic.

366 The Challenge of Women's Studies to the Academic Disciplines

3

An examination of the challenges feminist scholarship poses for the disciplines in terms of content, methodologies and assumptions. The first half of the course provides an overview, the second a close investigation of one or two selected areas that will change from year to year.

390 Special Topics

1-3

Upper level course in topics in Women's Studies not covered in the regular department offerings. May be repeated for credit with a different topic.

497 Independent Study

1-3

An opportunity for students to do independent study. Content dependent on student interests and background. Approval of Women's Studies Coordinator required.

499 Internship

1-3

Practical off-campus experience in a Women's Studies-related field at an approved site. Jointly supervised by a faculty member and a representative from the sponsoring agency. Open to junior or senior Women's Studies majors or minors who have taken at least two Women's Studies courses. Must be approved by the Women's Studies Program Coordinator. A reflection paper appropriate to the nature of the internship will be required. Graded: S/U. May be repeated for up to three hours.



Semester Around the World

The following courses are taught in the Semester Around the World Program under the department designation **SMC**. (See also page 48)

203 The Arts of India

An in-depth introduction to the classical and popular forms of Indian arts; visual arts, music, dance, theater/film. Lectures and in-class presentations by experts will be complemented by guided tours of museums, galleries, dance/stage/film theaters.

205 History and Literature of India

A survey of ancient, medieval and modern history of India complemented by reading and discussion of literary masterpieces from each period. Lectures by experts from each period of history will be illustrated by documentary films.

207 Indian Society

The structure(s) of Indian society as well as marriage and family life will be the focus of this course. Changing patterns of caste relations will be highlighted. Visits to villages and urban centers as well as overnight stays with families will be part of the learning experience.

4

211 Government and Developmental Economics

The constitution as well as the structures of the Central (Federal) and State governments of India will be studied along with the successes and failures of the developmental efforts through a semi-socialist economic system.

309 Philosophy and Religion of India

Fundamentals of Hindu, Buddhist, Jain and Sikh religions of India and their interplay with Islam and Christianity will be studied along with the system of Indian philosophy. Readings of scriptures and classic texts will be complemented by witnessing of religious practices in temples, mosques and churches.

3

3

3

3

Board of Trustees 2003-2004

Sister Joan Marie Steadman, C.S.C. '67

Chair

General Counselor
Sisters of the Holy Cross
Notre Dame, Indiana

Margaret Mary Scanlan Shuff '63

Vice Chair

Publisher
Boca Raton, Florida

Deborah Johnson Schwiebert '74

Secretary

Manager
Deere.com
Moline, Illinois

William J. Schmuhl, Jr.

Treasurer

President
Heywood Williams, Inc.
Elkhart, Indiana

Sister Alma Mary Anderson, C.S.C. '65

Professor of Art
Indiana State University
Terre Haute, Indiana

Sister Rachel Callahan, C.S.C. '62

Vice President, Mission Services
Holy Cross Health
Silver Spring, Maryland

Lawrence M. Coss

Chairman
Cannon River Investments, Inc.
River Falls, Wisconsin

Sarah Belanger Earley '71

President
The Alumnae Association
Board of Directors
Bloomfield Hills, Michigan

Marilou Eldred

President
Saint Mary's College
Notre Dame, Indiana

Sister Anna Mae Golden, C.S.C.

General Counselor
Sisters of the Holy Cross
Notre Dame, Indiana

Karen Schultz Goodyear '71

Chicago, Illinois

Harold P. Graham

President
H.P. Graham Construction Co., Inc.
Joliet, Illinois

Barbara A. Hamel '79

Senior Vice President
Bank of America
Chicago, Illinois

Jerry Hammes

Real Estate and Banking
South Bend, Indiana

Joyce McMahon Hank '52

Moline, Illinois

Sister Eva Mary Hooker, C.S.C. '63

Professor of English
Saint John's University
Collegeville, Minnesota

Raymond L. Kratzer

Senior Managing Director
Wayne Hummer Investments LLC
Chicago, Illinois

Shirley A.R. Lewis

President
Paine College
Augusta, Georgia

Sara K. Mahoney '04

Saint Mary's College
Student Representative
LaCrosse, Indiana

Reverend Kenneth M. Molinaro, C.S.C.

Second Assistant Provincial
Congregation of Holy Cross, Indiana
Province
South Bend, Indiana

Carmen C. Murphy

South Bend, Indiana

Myron C. Noble

Chairman, Communications Division
Valmont Industries
Plymouth, Indiana

John J. O'Connor

Vice Chancellor
and Secretary of the University
State University of New York
Albany, New York

Beverly Troxler O'Grady '63

President
Wilkinson O'Grady & Co., Inc.
New York, New York

Susan Eyerly Pichler '61

Cincinnati, Ohio

Jennifer Mathile Prikkel '95

Dayton, Ohio

Sister Kathleen Reilly, C.S.C. '65

Vice President for Mission
Saint John's Health System
Anderson, Indiana

Susan Fitzgerald Rice '61

Principal
SFR Consulting
Los Angeles, California

Colleen C. Ryan

Deephaven, Minnesota

Sister Barbara Spears, SNJM

Assistant Superintendent of Schools
Archdiocese of Baltimore
Baltimore, Maryland

John B. Veihmeyer

Managing Partner, Washington, D.C.
KPMG LLP
McLean, Virginia

Jill Lynn Vihtelic

Faculty Representative
Department of Business Administration
and Economics
Saint Mary's College
Notre Dame, Indiana

J. Bradley Webb

Controller and General Counsel
Packey Webb Ford
Wheaton, Illinois

Richard H. Wick

President and Chief Executive Officer
Industrial Grinding Inc.
Dayton, Ohio

Sister Veronique Wiedower, C.S.C.

General Councillor
Sisters of the Holy Cross
Notre Dame, Indiana

Gloria G. Ybarra-Morris '75

Attorney
Phoenix, Arizona

Administrators

Marilou Eldred, Ph.D.

President

Sharon Rodriguez, B.S.

Vice President, College Relations

Sister M. Rose Anne Schultz, C.S.C., '66, M.A.

Vice President, Mission

Linda Timm, Ph.D.

Vice President, Student Affairs

Patrick White, Ph.D.

*Vice President, Academic Affairs
Dean of Faculty*

William Ackerley, M.A.

Director, Business & Foundation Relations

Rick Addis, M.S.

Director, Major Gifts & Special Projects

Christine Arzst, '00, B.A.

Residence Hall Director

Jason Bailey, M.Ed.

Assistant Director, Student Activities

Kay Ball, M.S.W.

Director, Development

Debra Bauters, B.S.N

Assistant Director, Health and Wellness

Richard Baxter, B.F.A.

Director, Office of Special Events

Bonnie Bazata, M.A.

*Director, Community Connections,
Center for Women's Intercultural
Leadership*

Suzanne Bellina, M.S.

Assistant Director, Athletics & Recreation

Martin Bennett, M.A.

*Assistant Director, Admission Office
International Recruitment Coordinator*

Thomas Boelman, M.F.A.

Scenographer, Technical Director

Mona Carrandi Bowe, B.S.

Associate Director, Admission Office

Laura Brandenburg, B.F.A.

*Director, College Relations Information
Services*

Anita Brandon, B.S.

Programmer/Analyst I

Angela Bryant, M.A.

*Career Counselor, Counseling & Career
Development*

Joseph Carey, C.S.C., M.A.

Campus Minister

Adaline Cashore, '70, B.A.

Director, Donor Relations

Peter Checca, Ph.D.

Counselor, Rome Program

Gina Christiana, M.S.W

*Counselor, Counseling & Career
Development*

Katherine Coulston, B.A.

Counselor, Admission Office

Susan Dampeer, '72, B.A.

Assistant to the President

Catherine DeCleene, B.G.S.

Director, Health and Wellness

Belinda Deeds, B.A.

Assistant Director, Office of Special Events

Daniel Deeter, B.A.

Director, Purchasing

John DeLee, M.B.A.

Director, Facilities

Anna Liza Denny, M.A.

Residence Hall Director

Mary Elizabeth DePauw, Ph.D.
Director, Counseling & Career Development

Kathleen Dolezal, '00, B.A.
Counselor, Admission Office

Sister Kathleen Dolphin, P.B.V.M., Ph.D.
Director, Center for Spirituality

Stacy Eckstein, B.S.
Assistant Director, Student Activities

Michelle Egan, '93, B.A.
Assistant Director, Alumnae Relations

Melanie Engler, B.A.
Director, Public Relations

Nicholas Farmer, M.S.
Director, Marketing and Communications

Judith Fean, M.A.
Director, Campus Ministry

Jayne Fogle, B.A.
Director, Learning Tree

J. Keith Fowlkes, M.A.
Director, Information Technology

Carol Haag
Assistant to the Registrar

Rosemarie Harris, B.G.S.
Interim Director, Security

Kathleen Hausmann, B.A.
Coordinator of Student Computing

Mary Ellen Hegedus, M.L.S., M.P.A.
Director, Research for Development

Barbara Butler Henry, '85, B.B.A.
Director, Alumnae Relations

Istvan Hideg, B.S.E.
Integrated Technologies, Programmer/Analyst

Leslie Hitchcock, B.S., C.P.A.
Controller

Cynthia Horton-Cavanaugh, B.S.N.
Nurse, Health and Wellness

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

Jamie Humbert, '00, B.A.
Counselor, Admission Office

Kara Johnson
Financial Aid Counselor

Lori Johnson, M.S.
Assistant Director, First Year Studies

Terri Johnson, M.L.S.
Director, Office of Multicultural Affairs

Lynn Kachmarik, M.S.
Director, Athletics & Recreation

Debra Kelly, B.A.
Director, Human Resources

Lorraine A. Kitchner, M.S.
Registrar

Ilse Klinkhamer
Coordinator, Language Lab

Sister Linda Kors, C.S.C., B.S.
Director, SURV

John Kovach, B.G.S.
Archivist, Library

Mark Kubacki
Superintendent, Grounds

Natissa Kultan, B.S.
Residence Hall Director

Joyce Lantz, M.S.
Associate Director, Admission Office

Alyson Leatherman, '01, B.A.
Counselor, Admission Office

Reginald Lechner
Superintendent, Maintenance

Mary Lelik, M.S.
Director, Institutional Research

Shirley Leonard, B.S.
Accountant, Business Office

Laurie Lowry, M.A.
Counselor, Ireland Program

Mary Clare Lucy, '99, B.A.
Counselor, Admission Office

Cynthia Maciejczyk, M.A.
Courier Editor, Public Relations

Jo Ann MacKenzie, '69, MB.A.
Director, Planned Giving

Daniel Mandell, Ph.D.
Faculty Support Specialist

Teresa Marcy, '59, B.A., Licence es-Lettres
Assistant to the Vice President, Academic Affairs

Douglas McKeown
Network & System Administrator

Elaine Meyer-Lee, Ed.D.
Director, International/Intercultural Learning, Center for Women's Intercultural Leadership

Peggy Miller, B.S.
Chemistry Lab Coordinator

Anita Morse, Ph.D.
Research Analyst, Development

Mary Lou Mullen, M.S.A.
Director, Annual Fund

Mary Pat Nolan, M.A.
Director, Admission Office

Mary Nucciarone, B.A.
Director, Financial Aid

Erin O'Neill, '96, B.A.
Assistant Director, Admission Office

Kelly Paris, B.S.
Counselor, Financial Aid

Mary Gay Peltier, M.S.B.A.
Assistant Director for Administrative Computing

Kristina Pendley, M.A.
Assistant Director, Counseling & Career Development

Lisa Peppers, '87, B.A.
Assistant Director, Office of Special Events

Gregg Petcoff, B.S.
Assistant Director, Athletics & Recreation

Melissa Peters, '95, B.M.E.
Residence Hall Director

Janice Pilarski, M.A.
Coordinator, Justice Education

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

Marilyn Rajski
Director, Building Services

Linda Rakow, M.S.
Associate Director, Financial Aid

Marcia Rickard, Ph.D.
Interim Associate Dean, Academic Affairs; Director, Center for Academic Innovation

Sister Agnes Roberts, C.S.C.
Director, Facilities Planning

Karen Roberts, B.A.
Counselor, Admission Office

Daniel Robinson, B.A.
Programmer/Analyst I

Tracy Robison, M.S.
*Director, Intercultural Living,
Center for Women's Intercultural
Leadership*

Georgeanna Rosenbush, M.A.
Director, Student Activities

Jeffrey Roth, B.S.
Production Manager

Michelle Russell, M.S.
Director, Residence Life

Shannon Sarachman, '01, B.B.A.
Accountant, Business Office

Meredith Reid Sarkees, Ph.D.
*Director, Center for Women's Intercultural
Leadership*

Sister Betty Smoyer, S.N.D., M.M.E.
Campus Minister

Chantelle Snyder, B.A.
Graphic Designer

Curtis Sochocki
Senior Graphic Designer

Jill Svete, B.A.
Banner Analyst

Lisa Taylor, '90, B.B.A.
Research Analyst, Development

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

Susan Trawitz
Microcomputer Support Specialist

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

Sandra Vanderwerven
Manager, Bookstore

Susan Vanek, '70, M.A.
Director, First Year Studies

William Waymouth
Head, Media Center

Sister M. Louisita Welsh, C.S.C., '58, M.S.
Assistant to the Vice President, Mission

Merideth Williamson, '00, B.A.
Desktop Computer Support Specialist

Marie Willis, B.A.
*Assistant Director, Office of Multicultural
Affairs*

JudeAnne Wilson, '96, B.A.
Assistant Director, Annual Fund

Anne Wright, B.S.
Director, National Major Gifts

Brenda Zumbrun
Supervisory Accountant



Faculty

Mark Abram-Copenhaver, *Assistant Professor of Theatre*. B.A., Lycoming College; M.F.A., Illinois State University.

Kimiko Akita, *CWIL Dissertation Fellow*. B.A., Mount Mary College; M.A., Michigan State University.

Susan Alexander,* *Associate Professor of Sociology*. B.A., M.A., Illinois State University; Ph.D., Southern Illinois University.

Sister Kathleen M. Antol BVM, *Assistant Professor of Chemistry*. B.A., Mundelein College; M.S. University of Missouri; Ph.D., Texas Woman's University.

Don S. Balka, *Professor 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 of Education*. B.A., Central Methodist College; M.A., Webster University; Ph.D., Southern Illinois University.

Toni Barstis, *Associate Professor of Chemistry*. B.S., Aquinas College; M.S., Ph.D., University of Michigan.

J. Philip Bays, *Professor of Chemistry*. B.A., Northwestern University; Ph.D., University of Wisconsin.

Joseph Marc Belanger, *Assistant Professor of Political Science*. B.A., University of California, Santa Cruz; Ph.D. University of Massachusetts.

Joseph J. Bellina, Jr., *Associate Professor of Physics*. B.A., Ph.D., University of Notre Dame.

Linda Berdayes, *Assistant Professor of Communication Studies*. B.S.W., M.A., Ph.D., Ohio State University.

Vicente Berdayes, *Associate Professor of Communication Studies*. B.S.W., M.A., Ph.D., Ohio State University.

George H. Bick, *Professor (Emeritus) of Biology*. B.S., M.S., Tulane University; Ph.D. Cornell University.

Theodore M. Billy, *Professor of English*. B.A., King's College; M.A., Ph.D., State University of New York at Binghamton.

Thomas F. Bonnell, *Professor of English*. B.A., Saint Olaf College; M.A., Ph.D., University of Chicago.

Alexis Brooks-De Vita, *Assistant Professor of English*. B.A., University of Vermont; M.A., Ph.D., University of Colorado.

Kurt Buhring, *Visiting Instructor of Religious Studies*. B.A., Grinnel College; M.A., University of Chicago.

JoAnn M. Burke, *Assistant Professor of Social Work*. B.S.N. University of Cincinnati; M.S.S., Ph.D., Byrn Mawr College.

Marcia Burns, *Acquisitions Librarian*. B.A., Marycrest College; M.A.L.S., Rosary College.

Carolyn Call, *CWIL Post Doctoral Fellow*. B.S., M.S., Cornell University; M.Div., Colgate-Rochester Divinity School.

Eugene A. Campanale, *Associate Professor (Emeritus) of Education*. A.B., M.A., University of Notre Dame; Ed.D., Indiana University.

Rita Mary Cassidy, *Associate Professor (Emerita) of History*. B.A., Marymount College; M.A., Ph.D. University of California.

Karen Chambers, *Associate Professor of Psychology*. B.A., Boston State College; M.A., Middlebury College; Ph.D., Pennsylvania State University.

Peter Checca, *Assistant Professor of Modern Languages and Counselor, Rome Program*. B.A., Boston State College; M.A., Middlebury College; Ph.D.,

InSook Chung, *Assistant Professor of English*. B.A., Korean National Open University; M.A., Ph.D., University of Missouri.

Ann Kramer Clark, *Professor of Philosophy*. B.A., Smith College; Ph.D., University of Texas at Austin.

Rosalind E. Clark, *Associate Professor of English*. B.A., M.A., Ph.D., University of Massachusetts.

Mary V. Connolly,* *Associate Professor of Mathematics*. A.B., Manhattanville College of the Sacred Heart; A.M. Brown University; M.S., University of Illinois.

Sister Miriam Cooney '51, *Professor (Emerita) of Mathematics*. B.S., Saint Mary's College; M.S., University of Notre Dame; Ph.D., University of Chicago.

Nancy D'Antuono,* *Professor of Italian*. A.B., Hunter College; M.A., Ph.D., University of Michigan.

Stacy Davis, *Assistant Professor of Religious Studies*. B.A., University of Tulsa; M.T.S., Phillips Theological Seminary.

Amalia de la Torre, *Associate Professor (Emerita) of Spanish*. LL.D., University of Havana; B.A., M.A., Indiana State University; Ph.D., Indiana University.

Mary Elizabeth DePauw, *Director of Counseling and Career Development, Assistant Professor of Psychology*. B.A., Loyola University; M.Ed., Ph.D., University of Missouri.

Mana Derakhshani, *Associate Professor of French*. 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.

Cynthia E. Dieckgrafe, *Associate Professor of Dance*. B.F.A., Wichita State University; M.F.A., University of Illinois.

Clarence F. Dineen, *Professor (Emeritus) of Biology*. B.E., Saint Cloud State College; M.S., Ph.D., University of Minnesota.

Rosemary Jantzen Doherty, *Associate Professor (Emerita) of English*. B.A., M.A., Ph.D., University of Notre Dame.

Brother Bernard Francis Donahoe, *Associate Professor of History*. B.A., M.A., Ph.D. University of Notre Dame.

Christopher Dunlap, *Associate Professor of Chemistry*. B.A., Illinois Wesleyan University; Ph.D. University of Minnesota.

Sister M. Rosaleen Dunleavy '47, *Professor (Emerita) of Biology*. B.A., Saint Mary's College; M.S., University of Notre Dame.

Sylvia Dworski, *Professor (Emerita) of Modern Languages*. B.A., Connecticut College; M.A., Ph.D., Yale University.

Kara W. Eberly, *Associate Professor of Biology*. B.A., M.S., M.A., Indiana University; Ph.D., University of Notre Dame.

Keith J. Egan, *Professor of Religious Studies, Holder of the Joyce McMahon Hank Aquinas Chair of Catholic Theology*. Ph.B., Mount Carmel College; M.A., The Catholic University of America; Ph.D., Cambridge University.

Nano Farabaugh, *Associate Professor of Nursing*. B.A., College of Saint Teresa; M.S., University of Massachusetts.

Sister Marianne Farina, *CWIL Post Doctoral Fellow*. B.A., Parsons School of Design, New York University; M.A., Santa Clara University.

Dorothy M. Feigl, *Professor of Chemistry*. B.S. Loyola University, Chicago; Ph.D., Stanford 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, *Assistant Professor of Religious Studies*. B.A., Hellenic College; M.Div., Holy Cross Greek Orthodox School of Theology.

Gerald L. Gingras, *Associate Professor of Spanish*. B.S., Central Connecticut State College; M.A., Ph.D., Indiana University.

Sandra Ginter, *Assistant Professor of Art*. B.F.A., Kansas City Art Institute; M.F.A., Cranbrook Academy of Art.

Mary Kate Goodwin-Kelly, *CWIL Post Doctoral Fellow*. B.A., University of Notre Dame; M.A., Ph.D., University of Rochester.

Catherine G. Green, *Assistant Professor of Education*. B.A., Purdue University; M.A., Northwestern University; Ph.D., Northern Illinois University.

Laura E. Haigwood, *Associate Professor of English*. B.A., M.A., Ph.D., University of California.

Kelly Hamilton '80, *Associate Professor of English*. B.A., Saint Mary's College; M.A., Ph.D., University of Notre Dame.

Patricia Hancock, *CWIL Visiting Scholar*. B.A., Indiana University, South Bend; M.S.W., Indiana University, Indianapolis.

Ella S. Harmeyer,* *Assistant Professor of Nursing*. B.S.N. Indiana University; M.S., University of North Carolina.

Clayton W. Henderson, *Professor of Music*. B.F.A., M.F.A., Ohio University. Ph.D., Washington University.

Astrid Henry, *Assistant Professor of Women's Studies and English*. B.A., Sarah Lawrence College; M.A., New School of Social Research; Ph.D., University of Wisconsin.

William A. Hickey, *President (Emeritus) and Professor of Biology*. B.S., King's College; M.S., Ph.D., University of Notre Dame.

Joyce Lucas Hicks, *Associate Professor of Business Administration*. B.S. University of San Francisco; M.B.A., University of Notre Dame.

Philip Hicks,* *Associate Professor of Humanistic Studies*. B.A., M.A., University of Cambridge; Ph.D., John Hopkins University.

Jill Hobgood '83, *Librarian*. B.A., Saint Mary's College; M.L.S., Indiana University.

Krista K. Hoefle, *Assistant Professor of Art*. B.F.A., Savannah College of Art and Design; M.F.A., Pennsylvania State University.

Robert J. Hohl, *Reference Librarian*. B.A., University of Detroit; M.L.S., McGill University.

Sister Bernice Hollenhorst, '60, *Director (Emerita), Cushwa Leighton Library*. B.A., Saint Mary's College; M.A.L.S., Rosary College.

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, *Assistant Professor of Religious Studies*. B.A., Wesleyan University; M.Ed., Harvard University; Ph.D., University of Chicago.

Joseph M. Incandela, *Professor of Religious Studies*. B.A., University of Notre Dame; M.A., Ph.D., Princeton University.

Jeffrey Jacob, *Professor of Music*. B.M., University of Cincinnati; M.M., the Julliard School; D.M.A., John Hopkins University.

Richard Jensen, *Professor of Biology*. B.S., M.S., Austin Peay State University; Ph.D., Miami University.

Carla Johnson, *Professional Writing Specialist*. B.A., Indiana University, South Bend; Ph.D., University of Notre Dame.

Sister Marjorie Jones '55, *Cataloger (Emerita)*. B.S.L.S., The College of Saint Catherine; B.A., Saint Mary's College.

Phyllis Kaminski,* *Professor of Religious Studies*. B.A., College of Notre Dame; M.S., Georgetown University; M.A., Fordham University; Ph.D., Toronto School of Theology.

Mary Ann Kanieski, *Assistant Professor of Sociology*. B.A., Central Michigan University; M.S., Ph.D., Purdue University.

Lina Kawar, *CWIL Post Doctoral Fellow*. B.S., University of Jordan; M.S.N. George Mason University; Ph.D., University of Rochester.

Christine Keating, *CWIL Post Doctoral Fellow*. B.A., Carleton College; M.A., University of Washington; M.A., George Washington University.

Sister M. Cecilia Ann Kelly '51, *Professor (Emerita) of Art*. B.A., Saint Mary's College; M.F.A., University of Utah.

Jayne Kendle, *Assistant Professor of Nursing*. B.S.N., University of Evansville; M.S.N., University of Missouri.

Sei-Hill Kim, *Assistant Professor of Communication Studies*. B.S., Seoul National University; M.A., Sogang University; Ph.D., Cornell University.

Renée Kingcaid, *Professor of French*. B.A., Ohio Dominican College; M.A., Ph.D., Ohio State University.

Sister Mary Jean Klene '59, *Professor of English*. B.A., Saint Mary's College; M.A., University of Notre Dame; Ph.D., University of Toronto.

Frances Bernard Kominkiewicz, *Assistant Professor in Social Work and Director, Social Work Program*. B.S.W., M.S.W., Indiana University, Indianapolis; M.S.A., Ph.D., University of Notre Dame.

Michael R. Kramer, *Assistant Professor of Communication Studies*. B.S., Winona State University; J.D., University of Wisconsin, Madison; M.A., University of Wisconsin, Milwaukee.

Carolyn S. Langley, *Assistant Professor of Communicative Disorders*. B.S., Edinboro University; M.S., Indiana University; Ed.D., Andrews University.

Belinda P. Laumbach, *CWIL Fellow*. B.A., M.A., New Mexico Highlands University; Ph.D., University of New Mexico.

Loretta Li, *Assistant Professor of Education*. B.S., M.A., Ph.D., University of Kansas.

Julia Long, *Reference Librarian*. B.A., Butler University; M.L.S., Indiana University.

Ann Loux, *Professor (Emerita) of English*. B.A., Maryville College; M.A., University of Chicago; Ph.D., University of Virginia.

Laurie Lowry, *Lecturer in Dance, Counselor, Ireland Program*. B.A., Butler University; M.A., University of Hawaii.

Beatrice Lynch, *Associate Professor (Emerita) of Nursing*. B.S., M.A., Ed.S., Central Michigan University.

Sister M. Elena Malits '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 of Humanistic Studies*. B.A., Maryville College of the Sacred Heart; M.A., University of Michigan; Ph.D., University of Notre Dame.

Teresa Marcy '59, *Assistant to the Vice President and Lecturer in Political Science*. B.A., Saint Mary's College; Diplome, Institute d'Etudes Politiques, Lyons, Aix, France.

Katherine Marshall, *Catalog Librarian*. B.A., M.L.S., Indiana University.

Terence J. Martin, Jr., *Professor in Religious Studies*. B.A., M.A., Indiana University; Ph.L. Catholic University of America; Ph.D., University of Pennsylvania.

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,* *Associate Professor of Chemistry*. B.S., Seattle University; M.S., Ph.D., Ohio State University.

Margaret McCarthy '58, *Counselor/Lecturer for Ireland Program*. B.A., Saint Mary's College; M.A., University College, Dublin.

Kevin McDonnell, *Professor of Philosophy, Holder of the Edna and George McMahon Aquinas Chair in Philosophy*. B.A., Manhattan College; Ph.D., Georgetown University.

Jerome L. McElroy, *Professor of Economics*. B.A., M.A., Ph.L., S.T.L., Saint Louis University; Ph.D., University of Colorado.

Grace Sullivan McGuire, *Associate Professor (Emerita) of Education*. B.A., University of Kansas; M.A., Northwestern University.

Richard F. Measell, *Assistant Professor of Economics*. B.A., Furman University; M.A., Ph.D., University of Maryland.

Maria Meléndez, *CWIL Fellow*. B.A., Colorado State University; M.A., University of California, Davis.

Nancy Menk,* *Professor of Music, Holder of the Leighton Endowed Chair in Music*. B.A., M.A., Indiana University of Pennsylvania; M.M., D.M.A., University of Cincinnati.

Mary Ann Merryman, *Professor of Business Administration*. B.S., Manchester College; M.S.A., University of Notre Dame.

Elaine Meyer-Lee, *Director of International/InterCultural Learning and Assistant Professor of Education*. B.A., Earlham College; M.A., Lesley College; Ed.D. Harvard University.

Donald Miller, *Professor of Mathematics*. B.S., Kent State University; M.S., University of Notre Dame.

Joseph Miller,* *Associate Professor of Psychology*. A.B., Lycoming College; M.A.C.T., Ph.D., University of Tennessee.

Ewa Misiolek, *Assistant Professor of Mathematics*. M.A., State University of New York at Stony Brook.

Zae Munn, *Professor of Music*. B.M., Roosevelt University; M.M., D.M.A., University of Illinois.

The Rev. David Murphy, *Associate Professor (Emeritus) of Religious Studies*. B.A., Mount Carmel College; M.Th., The 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.

Isis Nusair, *CWIL Dissertation Fellow*. B.A., Tel-Aviv University; M.A., University of Notre Dame.

Donald Paetkau, *Assistant Professor of Biology*. B.S., M.S., University of Manitoba; Ph.D., University of Notre Dame.

H. James Paradis, *Professor (Emeritus) of Art.* B.S., M.A.T., Indiana University.

Thomas Parisi, *Professor of Psychology.* B.S., Union College; M.A., New York University; Ph.D., University of Rochester.

John L. Pauley II,* *Associate Professor of Communication Studies.* B.A., Southwestern College; M.Div., Denver Seminary; M.A., Ph.D., University of Texas.

Annette Peacock-Johnson, *Assistant Professor of Nursing.* B.S.N., Illinois Wesleyan University; M.S.N., Wayne State University.

Charles F. Peltier, *Associate Professor of Mathematics.* B.S., College of the Holy Cross; M.S., Ph.D., University of Notre Dame.

Sister M. Alma Peter, *Associate Professor (Emerita) of Chemistry.* B.S., Immaculate Heart College; M.S., Marquette University.

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.

Janice M. Pilarski, *Coordinator/ Lecturer of Justice Education.* A.B., M.A., University of Notre Dame.

Patricia Pilger '54, *Assistant Professor (Emerita) of Social Work.* B.A., Saint Mary's College; M.S.W., Saint Louis University.

Richard C. Pilger, Jr., *Professor (Emeritus) of Chemistry.* B.S., University of Notre Dame; Ph.D., University of California.

Catherine Pittman, *Associate Professor of Psychology.* B.S., Central Michigan University; M.A., Ph.D., Northern Illinois University.

Ann Plamondon, *Professor of Communication Studies.* B.A., Furman University; M.A., Ph.D., Emory University; J.D., University of Notre Dame.

Thomas R. Platt,* *Professor of Biology.* B.A., Hiram College; M.S., Bowling Green State University; Ph.D., University of Alberta.

Charles Poinsett, *Professor (Emeritus) of History.* B.A., M.A., Western Michigan University; Ph.D., University of Pittsburgh.

Mary K. Porter, *Associate Professor of Mathematics.* B.A., St. Norbert College; M.A., University of Colorado; Ph.D., Syracuse University.

Portia Prebys '66, *Director of Rome Program, Lecturer of History (Rome Campus).* B.A., Saint Mary's College; Ph.D. University of Sassari, Italy.

Cyriac K. Pullapilly, *Professor of History, Director, Semester Around the World Program.* A.B., Saint Thomas College, India; Ph.D., University of Chicago.

Isis Quinteros, *Professor of Spanish.* B.A., M.A., Universidad de Chile; Ph.D., Universidad de Madrid.

Jerry R. Rank, *Professor (Emeritus) of Spanish.* A.B., Drury College; M.A., Ph.D., University of Wisconsin.

Claude D. Renshaw, *Professor of Business Administration.* B.A., M.B.A., Michigan State University; C.P.A.

Marcia Rickard, *Interim Associate Dean of Faculty, Director, Center for Academic Innovation, Associate Professor of Art.* B.A., Indiana University; A.M., Ph.D., Brown University.

Jose A. Rico Ferrer, *Assistant Professor of Modern Languages.* B.A., Universidad de Granada; M.A., Villanova University.

Michael Robinson, *Associate Professor of Business Administration.* A.B., Indiana University; M.B.A., Loyola University.

John Ruhe, *Professor of Business Administration*. B.A., Valparaiso University; M.B.A., Indiana University; Ph.D., University of Florida.

Michael D. Sanders, *Assistant Professor of Business Administration*. B.S., M.S., Purdue University.

Billy Ray Sandusky,* *Associate Professor of Art*. B.F.A., Indiana University; M.F.A., Tulane University.

Meredith Reid Sarkees, *Director, Center for Women's InterCultural Leadership and Professor of Political Science*. B.A., Antioch College; M.A., George Washington University; Ph.D. State University of New York at Buffalo.

Sean Savage,* *Associate Professor of Political Science*. B.A., Assumption College; M.A., Syracuse University; Ph.D., Boston College.

Patricia A. Sayre, *Associate Professor of Philosophy*. B.A., Wheaton College; Ph.D., University of Notre Dame.

Bruno P. Schlesinger, *Professor (Emeritus) of Humanistic Studies/Holder of the Bruno Schlesinger Chair in Humanistic Studies*. B.A., University of Vienna; Ph.D., University of Notre Dame.

David Sever, *Professor of Biology*. B.S., M.S., Ohio University; Ph.D., Tulane University.

William N. Shannon III, *Associate Professor of Business Administration*. B.S., Carnegie Institute of Technology; M.B.A., University of Toledo.

John R. Shinnors, *Professor of Humanistic Studies*. B.A., Loyola University; M.A., Ph.D., University of Toronto.

Catherine A. Shoupe,* *Associate Professor 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; M.S., Ph.D., University of Notre Dame.

David R. Stefancic, *Associate Professor of History*. B.A., University of Wisconsin, Stevens Point; M.A., Marquette University; Ph.D., University of Wisconsin, Milwaukee.

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.

Mary M. Studer, *Visiting Assistant Professor of Business Administration*. B.A., University of Notre Dame; M.B.A. Loyola University.

Katherine Sullivan, *Associate Professor of Theatre*. B.A., Eastern Illinois University; M.F.A. Illinois State University.

Anne Susalla, *Associate Professor of Biology*. A.B., Madonna College; M.S., University of Detroit; Ph.D., Indiana University.

William L. Svelmoe, *Assistant Professor of History*. B.A., University of California, Irvine; M.Div., Talbot Theological Seminary; M.A., Ph.D., University of Notre Dame.

Umberto Taccheri, *Assistant Professor of Italian*. A.B., University of Rome "La Sapienza,"; Ph.D., University of Pennsylvania.

Richard W. Tarara, Jr., *Professor of Physics*. B.S., Ph.D., University of Notre Dame.

Laurel Thomas, *Associate Professor of Music*. B.A., Occidental College; M.M., University of Illinois; D.M.A., University of Texas.

Mary Lou Tash Thompson, *Assistant Professor (Emerita) of Physical Education*. B.S., Hanover College.

Julie Tourtilotte '82, *Associate Professor of Art*. B.F.A., Saint Mary's College; M.F.A., Cranbrook Academy of Art.

Mary Ann Traxler, *Associate Professor of Education*. B.A., Michigan State University; M.A., Central Michigan University; Ph.D., Michigan State University.

George Trey,* *Associate Professor of Philosophy*. B.A., University of Northern Iowa; M.A., University of Kansas; Ph.D., Loyola University.

Nancy Turner, *Associate Professor of Education*. B.S., Bowling Green State University; M.S., Youngstown University; Ph.D., Andrews University.

Douglas Tyler, *Professor of Art*. B.A., M.A., Michigan State University; M.F.A., Cranbrook Academy of Art.

Linnea Vacca, *Assistant Professor of English*. M.A., Ph.D., University of Chicago.

Susan Vance, *Professor of Business Administration*. B.A., University of Massachusetts; B.S., Illinois State University; J.D., Thomas M. Cooley Law School.

Jill Lynn Vihtelic,* *Professor of Business Administration*. B.A., M.B.A., C.F.P., Michigan State University.

Alan D. Vlach, *Assistant Professor of Mathematics*. B.A., California State University; M.A., University of California, Davis; Ph.D., University of Notre Dame.

Doris J. Watt, *Professor of Biology*. B.S., M.S., University of Arkansas; Ph.D., University of Oklahoma.

Mary A. Wcisel, *Assistant Professor of Nursing*. B.S., Ball State University; M.S.N., Indiana University.

Herold D. Weiss, *Professor (Emeritus) of Religious Studies*. B.A., Southern Missionary College; M.A., B.D., Andrews University; Ph.D., Duke University.

Max Westler,* *Associate Professor of English*. B.A., Boston University; M.A., Ph.D., Columbia University.

Patrick E. White, *Vice President/Dean of Faculty, Professor of English*. A.B., University of Chicago; M.A., Ph.D., University of Iowa.

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.

Dorothy Wisler-Dietrich, *Assistant Professor of Nursing*. B.S.N., Indiana University; M.S.N., Ph.D., Andrews University.

Helen Cartier Withey '28, *Associate Professor (Emerita) of Religious Studies*. B.A., M.A., Saint Mary's College.

Marjorie A. Yarger, *Lecturer of Mathematics*. B.S., Valparaiso University; M.S., Indiana University.

Francis A. Yeandel, *Assistant Professor (Emeritus) of Business Administration*. B.A., University of Southern California; M.Ed., Temple University; Ph.D., University of Notre Dame.

Jennifer Zachman, *Assistant Professor of Modern Languages*. B.A., College of St. Benedict; M.A., Ph.D., Pennsylvania State University

*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

Sarah Belanger Earley '71

Vice President

Colleen Mooney McGee '90

Secretary

Deborah Stancik Krawczyk '78

Marilyn Wolter Laboe '61
Monroe, Michigan

Karen Zagrocki McDonald '76
Chicago, Illinois

Mary Virginia Tuohy O'Leary '89
Palm City, Florida

Robin Lee Cochrane Yacovetta '93
Louisville, Kentucky

MEMBERS TO 2004

Jacquelyn Baumer Berg '59
Huntsville, Alabama

Holly Rieger Curley '80
Los Altos, California

Sarah Belanger Earley '71
Bloomfield Hills, Michigan

Roslyn Castrogiovanni Hill '69
Houston, Texas

Colleen Mooney McGee '90
Allentown, Pennsylvania

Ann DeWitt O'Keefe '83
Lisle, Illinois

MEMBERS TO 2005

Maureen O'Brien Doyle '67
Florham Park, New Jersey

Julie Ann Wagner Feasel '89
Lewis Center, Ohio

Deborah A. Stancik Krawczyk '78
Strongsville, Ohio

MEMBERS TO 2006

Sarah Sullivan Bigelow '96
Collinsville, Illinois

Sheila Conlin Brown '56
Princeton, Illinois

Ann Regan Casey '79
Valparaiso, Indiana

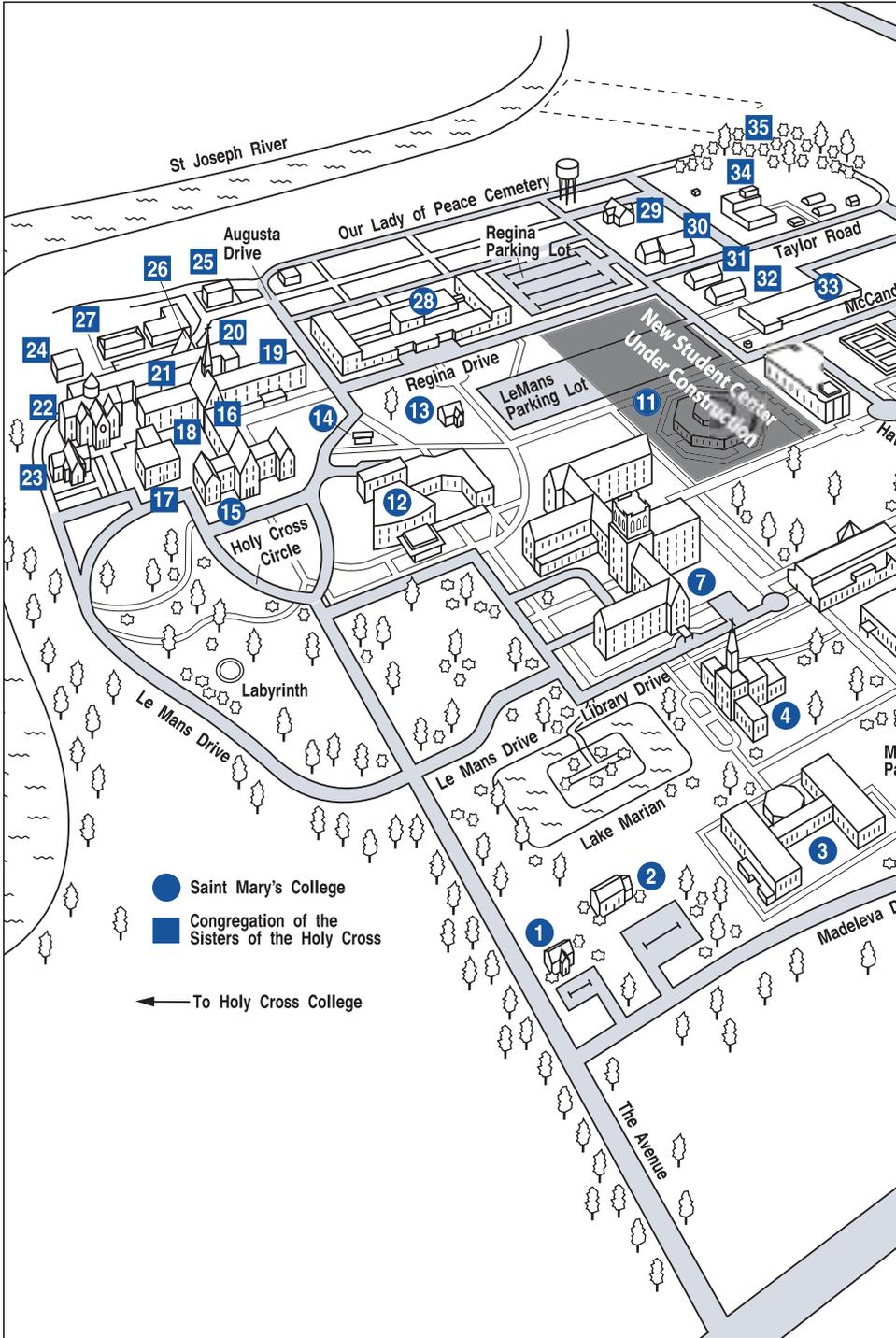
Christina Carrara Mortillaro '93
Thousand Oaks, California

Kara O'Leary '89
South Bend, Indiana

ALUMNAE RELATIONS OFFICE STAFF:

Barbara Butler Henry '85
Director of Alumnae Relations

Michelle Poeppe Egan '93
Assistant Director of Alumnae Relations



St Joseph River

Augusta Drive

Our Lady of Peace Cemetery

Regina Parking Lot

Taylor Road

26 25

35 34

29 30

31

32

33 McCand

24

27

21

20

19

28

New Student Center Under Construction

Regina Drive

LeMans Parking Lot

22

18

16

15

14

13

12

11

23

17

15

14

13

12

Labyrinth

Le Mans Drive

Le Mans Drive

Library Drive

Lake Marian

7

4

- Saint Mary's College
- Congregation of the Sisters of the Holy Cross

← To Holy Cross College

1

2

3

Madeleva D

The Avenue



Legend

Admission Office.....	7
Administrative Offices.....	7
Alumnae Association.....	7
Andre House.....	30
Angela Athletic Facility.....	9
Augusta Hall.....	19
Bertrand Hall.....	17
Bethany Convent.....	31
Bookstore.....	4
Box Office.....	12
Campus Ministry.....	28
Carroll Auditorium.....	3
Church of Our Lady of Loretto.....	22
Center Building.....	16
Central Receiving.....	33
Central Utilities Plant.....	34
Clubhouse.....	2
Convent.....	21
Cushwa-Leighton Library.....	8
Dalloway's Coffee House.....	2
Dining Hall.....	11
Early Childhood Development Center.....	6
Facilities Building.....	33
Guest House.....	23
Haggar College Center.....	4
Hammes Gallery.....	12
Havican Hall.....	6
Holy Cross Hall (residence).....	15
Holy Family Park.....	27
House of Shalem.....	32
Human Resources.....	33
Le Mans Hall (residence).....	7
Library.....	8
Lillie O'Grady Center.....	26
Little Theatre/Art Gallery.....	12
Loretto Convent.....	24
Lourdes Hall.....	18
Madeleva Hall.....	3
Mail Services.....	33
McCandless Hall (residence).....	10
Marketing Communications.....	6
Mary's Solitude Prayer Center.....	25
Moreau Center for the Arts.....	12
Moreau Hall.....	12
Nature Trail.....	35
Noble Family Dining Hall.....	11
O'Laughlin Auditorium.....	12
Office of Special Events.....	12
Post Office.....	15
Purchasing.....	33
Printing Services.....	33
Regina Hall (residence).....	28
Riedinger Alumnae House.....	13
Rosary Hall.....	20
St. Bridget's Convent.....	29
Science Hall.....	5
Security Headquarters.....	14
Shaheen Bookstore.....	4
Sister Marie Rosaire Gallery.....	12
Snack Bar ("The Crossings").....	4
Soccer Field.....	37
Softball Diamond.....	38
Tennis Courts.....	36
Volleyball Courts.....	39
Welcome Center.....	1



Index

- academic calendar 4–5
- academic dismissal 42
- academic honesty 55
- academic load 41
- academic probation 41
- academic progress,
 - financial aid 39–40
- academic policies 41–46
- academic/service
 - honors and awards 51
- accreditation 9
- Accelerated Program in Nursing
 - admission 19
 - program 171
- adding a course 41
- administration 220–223
- Admission Office 15–20
- advanced placement 17
 - modern languages 152
- advertising minor 94
- advising (see: First Year Studies/
 - Academic Affairs) 46
- allied medical fields 72
- Alumnae Association 235
- Alumnae Resource Network 23
- American studies minor 130
- Angela Athletic Facility 11
- Annunciata Hall 13
- Anthropology Department
 - courses (ANTH) 211–213
 - major/minor 211
- Art Department 63
 - courses (ART) 65–70
 - major/minor 64
- athletics 21
- attendance/absence 41
- Biology Department 71
 - courses (BIO) 73–76
 - major/minor 72
- Board of Trustees 218–219
- Bookstore, Shaheen 11
- Business Administration
 - & Economics department 77
- Business Administration Department
 - courses (BUAD) 79–86
 - major/minor 78–79
- calendar 4–5
- campus and buildings 11–13
- campus life 21–28
- campus map 236–237
- Campus Ministry 27
- career development 22–23
- Center for Academic Innovation 47
- Center for Women's InterCultural
 - Leadership 47
- Center for Spirituality 27
- Chemistry Department 87
 - courses (CHEM) 89–91
 - major/minor 88
- Chimes 26
- classification of students 41
- classrooms 12
- Communication, Dance and
 - Theatre Department 93
- Communication Department
 - courses (COMM) 94–97
 - major/minor 94
- Communicative Disorders 103–104
 - courses (COMD) 103–104
 - minor 103
- comprehensive examination 59
- Computer Science 105
 - courses (CPSC) 105–106
 - minor 105
- continuing education 19
- counseling 22
- Counseling & Career
 - Development Center 21–22
- course numbering 42
- Dalloway's Coffeehouse 13
- Dance Department 97
 - courses (DANC) 98–100
 - minor 98
- declaration of major/minor 42
- deferred admission 17
- degrees/majors 57–58

- degree requirements 57–62
- department awards 51–55
- deposits 30
- Dijon, France program 49
- distribution requirements 60–61
- Division for Mission 27
- Division of Student Affairs 21
- early admission 17
- Early Childhood Education minor 109
- early decision program 15–16
- Economics Department
 - courses (ECON) 85–86
 - major/minor 78–79
- Education Department 107
 - courses (EDUC) 111–117
 - major 109
- Elementary Education 108–109
- engineering,
 - cooperative program 62, 119
- English Department 121
- English Literature
 - courses (ENLT) 123–126
 - major/minor 121–122
- English Writing
 - courses (ENWR) 126–127
 - major/minor 122
- examinations 43
- expenses 29
- faculty 225–233
- fees 29–30
- financial aid 33–40
- financial information 29–32
- First Year Studies/Academic Affairs 46
- foreign study 48–51
- Fremantle, Australia program 49
- French Department
 - courses (MLFR) 153–155
 - major/minor 152
- full-time student 41
- General Education Program/
 - requirements 58–59
- German Department
 - courses (MLGR) 155–156
- grade point average 43
- grade reports 43
- grade scale 43
- graduation rate 10
- graduation with honors 51
- grants and scholarships,
 - institutional 35
- guide to correspondence
 - and communication 2
- Haggar College Center 11
- Havican Hall 12
- Health and Wellness Services 23–24
- History Department 129
 - courses (HIST) 130–134
 - major/minor 129–130
- history of the College 8
- Holy Cross Hall 13
- honors list 44
- honors and awards 51–55
- housing 24–26
- Humanistic Studies Department 135
 - courses (HUST) 136–137
 - major/minor 135–136
- incomplete 44
 - financial aid 40
- India (see Semester Around the World Program)
- information, general 7–10
- information science minor 105
- Information Technology 9–10
- Innsbruck, Austria program 49
- international programs 48
- international student, admission 18–19
- international student scholarship 37
- intercollegiate athletics 21
- Intercultural Studies Department 139
 - courses (ICS) 140
 - major/minor 139–140
- Interstate Compact Agreement 108
- Ireland Program 48
- Italian Department
 - courses (MLIT) 156–157
 - minor 153
- Justice Education Department 141
 - courses (JUST) 141–143
 - minor 141
- Latin American Studies minor 153
- Le Mans Hall 12
- Library, Cushwa–Leighton 11
- Madeleva Memorial Classroom
 - Building 12

- major requirements 59
- Mathematics Department 145
 courses (MATH) 147–150
 major/minor 146–147
- McCandless Hall 13
- midterm deficiency 44
- minors, guidelines for optional 62
- Mission Statement 7
- Modern Languages Department 151
 courses (MODL) 153
 majors/minors 152-153
- Moreau Center for the Arts 12
- Multicultural Affairs, Office of 24
- Music Department 161
 courses (MUS) 165–170
 majors/minor 163-164
- Noble Family Dining Hall 13
- Northern Indiana Consortium
 for Education (NICE) 44
- Notre Dame, Co–Exchange Program 44
- numbering of courses 42
- Nursing Department 171
 accelerated program 19, 171
 courses (NURS) 172-175
 major 172
- Occupational Therapy Program 71
- O’Laughlin Auditorium 12
- part–time student 39, 41
- pass/fail 45
- permanent record 45
- Philosophy Department 177
 courses (PHIL) 178–179
 major/minor 177
- Physical Education Department 181
- Physical Therapy program 71
- Physics Department 87
 courses (PHYS) 91
- Political Science Department 183
 courses (POSC) 184–187
 major/minor 184
- pre-medical, pre-dental, pre-health
 profession studies 62
- probation and suspension,
 financial aid 40
- Psychology Department 189
 courses (PSYC) 190-193
 major/minor 189-190
 self-designed minor 190
- public communication minor 94
- public relations minor 94
- publications, student 26
- reading minor 109
- recreational facilities 11
- recreation program 21
- refund policy 30–32
- Regina Hall 12, 13
- registration 45
- reinstatement 20
- Religious Studies Department 195
 courses (RLST) 196–199
 major/minor 195–196
- repeated courses 45
- Residence Life and Housing 24-26
- residence facilities 12-13
- Residence Hall Association 25
- residency requirement 58
- Rome Program 48
- ROTC scholarships 39
- Safety and Security 10
- scholarships 35–37
- Science Hall 12
- second degree 58
- second major 59
- secondary education 109-110
- Semester Around the World
 Program 48, 217
- Semester break programs 50
- Seville, Spain program 49
- Sociology Department 201
 courses (SOC) 202-205
 major/minor 202
- Social Work Department 207
 courses (SW) 209–211
 major 208
- Spanish Department
 courses (SPAN) 157–159
 major/minor 152–153
- special students, admission 19-20
- Spes Unica Resource and Volunteer
 Center (SURV) 28
- Statement of Philosophy and
 Purpose 7
- student activities 26
- student designed major 42
- Summer study abroad 50
- teacher certification 107–110

Theatre Department	100	Women's Studies Department	215
courses (THTR)	101-102	courses (WOST)	216
major/minor	101	minor	215
transcripts	45	student designed major	215
transfer students, admission	18	writing requirement	58
tuition/room and board	29	writing requirement/major	59
Washington Semester Program	183	writing program	121
withdrawal from the college	46		
withdrawal from a course	46		