



# **Saint Mary's College Bulletin**

Undergraduate and Graduate Programs

**2016–2017 Academic Year**

Volume 155

Notre Dame, Indiana

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This *Bulletin* depicts the status of graduate and undergraduate programs offered by Saint Mary's College as of June 1 of the year of its publication. Changes in programs do and necessarily must occur. The College maintains the current official status of College policy and programs in the Office of the Registrar. This publication is **not** an offer to enter into a contract. The College reserves the right to modify or eliminate College rules, policies and programs and to apply any such modifications to any student without regard to date of admission, application or enrollment. Any questions regarding changes since June 1, 2016 may be directed to registrar@saintmarys.edu.

August 2016

Welcome!

Whether you are a prospective student considering Saint Mary's College or a current student charting the course of your academic future, the 2016–2017 Saint Mary's College *Bulletin* will be a valuable resource for you. In the *Bulletin*, you will discover a wealth of information: detailed course listings, College history, academic regulations, financial aid materials, athletic programs and resources, faculty listings, and much more.

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



Janice A. Cervelli  
President

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

Notre Dame, Indiana 46556-5001

## General Information



Janice A. Cervelli  
Twelfth President of  
Saint Mary's College

### MISSION STATEMENT

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

### STATEMENT OF PHILOSOPHY AND PURPOSE

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



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

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

## HISTORY OF THE COLLEGE

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

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

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

## ACCREDITATION

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

American Chemical Society

American Speech-Language-Hearing Association (ASHA)

Commission on Collegiate Nursing Education

Council on Social Work Education (CSWE)

Indiana State Board of Nursing

National Association of Schools of Art and Design (NASAD)

National Association of Schools of Music (NASM)

National Council for Accreditation of Teacher Education (NCATE)

Office of Educator Licensing and Development

## MEMBERSHIPS

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

American Association of Colleges for Teacher Education (AACTE)

American Speech Language-Hearing Association (ASHA)

Association of American College and Universities (AAC&U)

Association of Catholic College and Universities (ACCU)

Campus Compact

College Board

Council of Independent Colleges (CIC)

Independent Colleges of Indiana (ICI)

Indiana Campus Compact (ICC)

Michigan Intercollegiate Athletic Association (MIAA)

National Association of Independent Colleges and Universities (NAICU)

National Catholic Education Association (NCEA)

National Collegiate Athletic Association (NCAA)

Women's College Coalition (S)

## GRADUATION RATE

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



**Saint Mary's College Campus**

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

### ACADEMIC/ADMINISTRATIVE FACILITIES

**Angela Athletic Facility**, designed by architect Helmut Jahn and built in 1977, was celebrated as an award-winning recreation and athletic facility. It houses basketball and volleyball courts in a gym area with seating for 2,000. Fitness space is located on the upper level. It is currently undergoing a major renovation and addition with a projected completion date of January 2018. Through project phasing, it will remain in limited operation until construction completion. See also: Intercollegiate Athletics and Recreation Program, .

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

**Dalloways Clubhouse**, At the initiative of Peggy Abood '92 and with financial support from the Parents Council, Dalloways Clubhouse was built in 2000 to replace the previous clubhouse which had stood since 1923. Dalloways is currently serving as temporary office space for the athletic staff while Angela Athletic Facility is undergoing renovations and new construction. Once the Angela project is completed, Dalloways will resume its role to serve as a social gathering space for the campus community.



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

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

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

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

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

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

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

**Spes Unica Hall**, a 68,464 square-foot Academic building, opened in the fall of 2008. The building accommodates eighteen state of the art classrooms with wireless Internet throughout the building, the Center for Spirituality, the Center for Women’s Intercultural Leadership, the Career Crossings Office, and the Center for Academic Innovation. It also houses the Departments of Business Administration and Economics, English, Global Studies (including Anthropology), History, Humanistic Studies, Philosophy, Political Science, Psychology, Religious



Studies, Social Work, and Sociology, and the Interdisciplinary Programs of Environmental Studies, Gerontology, Gender and Women’s Studies, Intercultural Studies, and Justice Education. Students can socialize and study in the many open lounge areas or the café. The reflection room located on the second floor provides a beautiful reflective space for students.

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

## DINING FACILITIES

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

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

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

## INFORMATION TECHNOLOGY

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

Students living in residence halls have access to the campus network and the Internet via ResNet, which provides one high-speed network connection for each room occupant, as well as one cable television connection for each residence room or suite. ResNet staff

provides technical assistance to students who are having problems with their personal computers. Students also have the option of connecting to Saint Mary's College wireless network, "BelleAire", in most areas across campus. Wireless connectivity is available in all residence halls and academic buildings, with over 1,000 wireless access points distributed throughout the campus.

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

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

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

For more information about Information Technology at Saint Mary's College, visit [saintmarys.edu/it](http://saintmarys.edu/it).

## RESIDENCE HALLS

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

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

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

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

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

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

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

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

**Regina Hall**, a 173,700 square-foot structure with its north and south wings. The north wing houses 146 students in singles, doubles and quads. The south wing houses 36 seniors in all single rooms. Regina South residents may also have a small pet. Regina residents enjoy access to a chapel, two large student lounges with adjacent courtyards. Regina is home to the departments of Campus Ministry and Modern Languages. This hall also has many classrooms including a theatre classroom and a dance studio.

## SAFETY AND SECURITY

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

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

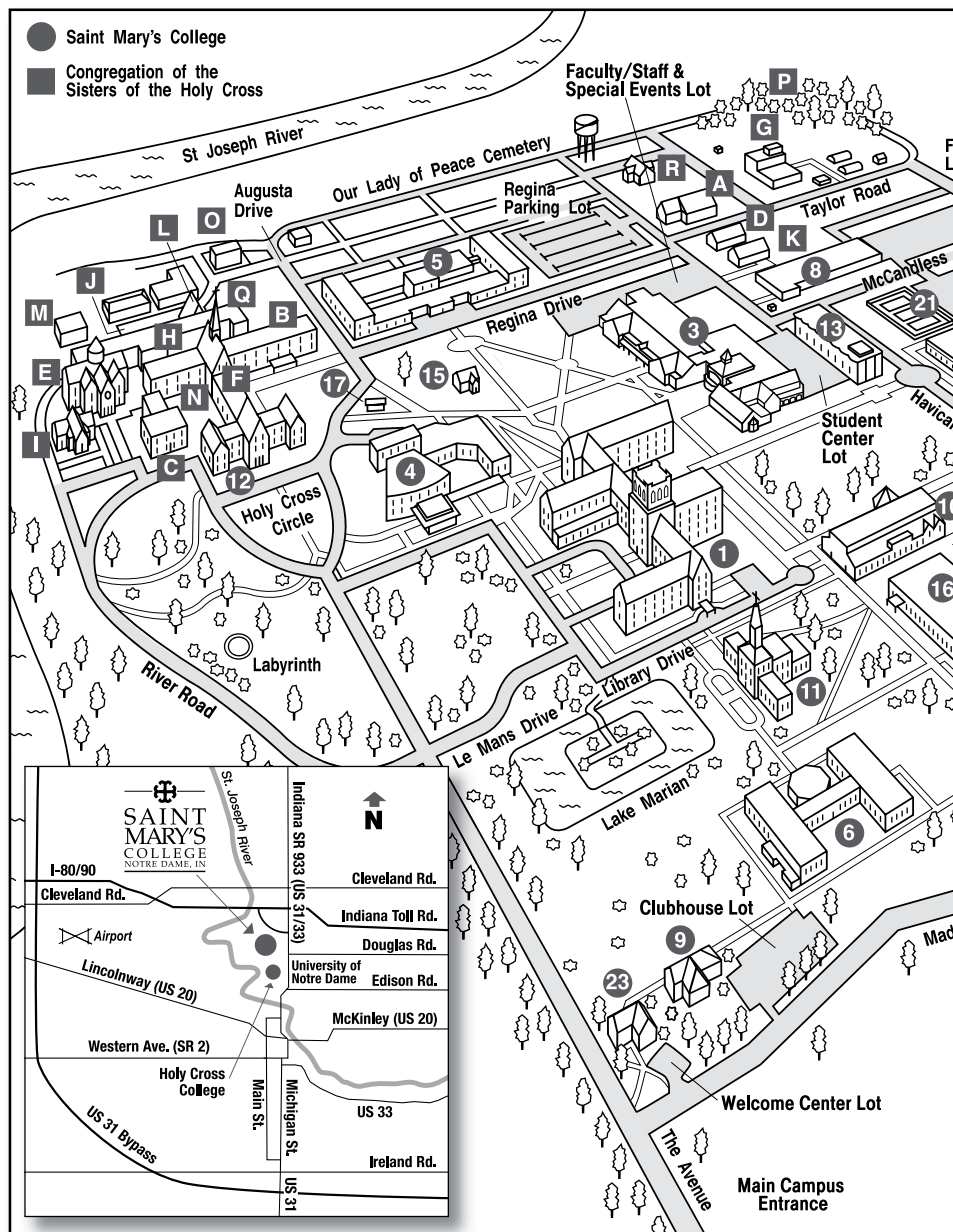
**Blinkie**—An escort service van, driven by security personnel, circles the campus when school is in session (from dark to 2 a.m., Sundays through Thursdays, and from dark to 4 a.m. on Fridays and Saturdays). The "Blinkie" van extends the route to the Grotto on the campus of the University of Notre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

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

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

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

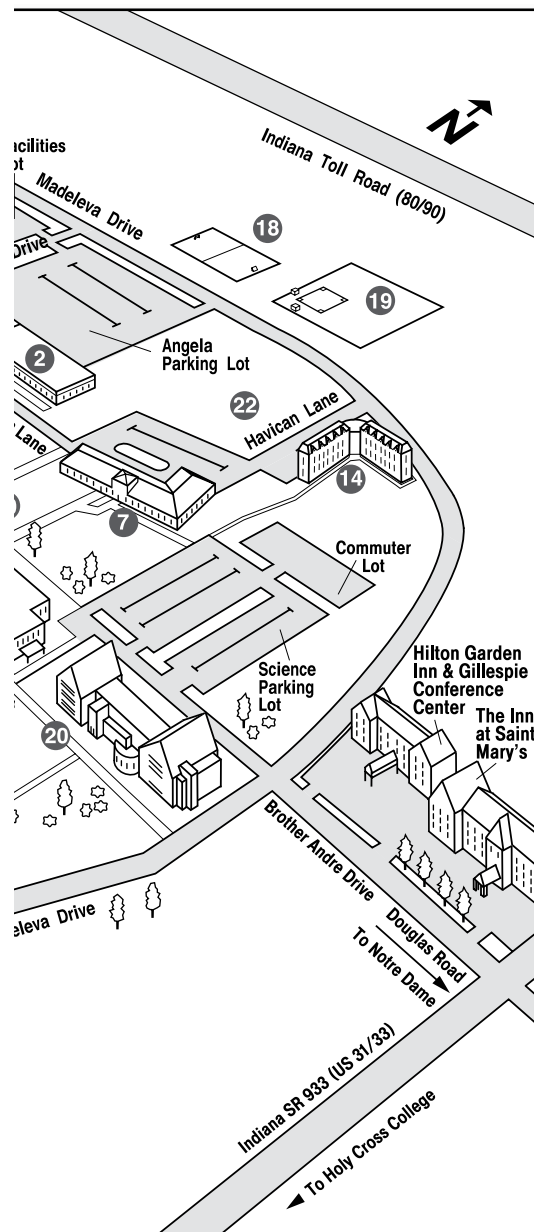
Information on campus safety is available at [www3.saintmarys.edu/campus-safety](http://www3.saintmarys.edu/campus-safety). This web site describes the policies and programs the College has developed to foster a safe and secure environment conducive to the pursuit of education and personal growth. Please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



**Directions to campus:** From the 80/90 Toll Road take exit 77 (South Bend/Notre Dame) and turn right (south) onto Indiana SR 933 (US 31/33). The first light at The Inn at Saint Mary's is the north campus entrance (turn right onto Brother Andre Drive/Douglas Road). If you continue straight on SR 933, the next light is the main campus entrance (turn right onto The Avenue).

#### CONGREGATION LOCATIONS

.....A	Andre House.....
.....B	Augusta Hall.....
.....C	Bertrand Hall.....
.....D	Bethany Convent.....
.....E	Church of Our Lady of Loretto.....
.....F	Center Building.....
.....G	Central Utilities Plant.....
.....H	Convent.....
.....I	Guest House.....



.....J	Holy Family Park.....
.....K	House of Shalem.....
.....L	Lillie O'Grady Center.....
.....M	Loretto Convent.....
.....N	Loures Hall.....
.....O	Mary's Solitude.....
.....P	Nature Trail.....
.....Q	Rosary Hall.....
.....R	St. Bridget's Convent.....

#### COLLEGE LOCATIONS

.....1	Admission Office.....
.....1	Administrative Offices.....
.....1	Alumnae Relations Office.....
.....2	Angela Athletic Facility.....
.....3	Bookstore.....
.....4	Box Office.....
.....5	Campus Ministry.....
.....20	Career Crossings Office.....
.....6	Carroll Auditorium.....
.....20	Center for Academic Innovation.....
.....20	Center for Spirituality.....
.....20	Center for Women's Intercultural Leadership.....
.....8	Central Receiving.....
.....9	Clubhouse.....
.....3	Convenience Store.....
.....3	Cyber Cafe.....
.....10	Cushwa-Leighton Library.....
.....9	Dalloway's Coffee House.....
.....1	Development Office.....
.....8	Document Center.....
.....7	Early Childhood Development Center.....
.....8	Facilities Building.....
.....1	Financial Aid.....
.....11	Haggar College Center.....
.....4	Hammes Gallery.....
.....7	Havican Hall.....
.....12	Holy Cross Hall (residence).....
.....8	Human Resources.....
.....11	Information Technology.....
.....1	Le Mans Hall (residence).....
.....10	Library.....
.....4	Little Theatre/Art Gallery.....
.....6	Madeleva Hall.....
.....8	Mail Services.....
.....13	McCandless Hall (residence).....
.....11	Marketing Communications.....
.....4	Moreau Center for the Arts.....
.....3	Multicultural Services and Student Programs.....
.....3	Noble Family Dining Hall.....
.....4	O'Laughlin Auditorium.....
.....3	Office for Civic and Social Engagement.....
.....4	Office of Special Events.....
.....14	Opus Hall (student apartments).....
.....12	Post Office.....
.....8	Purchasing.....
.....1	President's Office.....
.....5	Regina Hall (residence).....
.....1	Registrar.....
.....15	Riedinger Alumnae House.....
.....16	Science Hall.....
.....17	Security Headquarters.....
.....3	Shaheen Bookstore.....
.....4	Sister Marie Rosaire Gallery.....
.....18	Soccer Field.....
.....19	Softball Diamond.....
.....20	Spes Unica Hall.....
.....3	Student Center/Noble Family Dining Hall.....
.....21	Tennis Courts.....
.....3	Vander Venet Theatre.....
.....22	Volleyball Courts.....
.....23	Welcome Center.....

**SAINT MARY'S COLLEGE**  
NOTRE DAME • INDIANA

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







## **Undergraduate Policies and Programs**

2016–2017 Academic Year

# Guide to Correspondence and Communication

**Saint Mary's College, Notre Dame, IN 46556-5001, (574) 284-4000**  
Email: [admission@saintmarys.edu](mailto:admission@saintmarys.edu) Internet: [saintmarys.edu](http://saintmarys.edu)

## **President, Janice A. Cervelli**

- Institutional Research and Assessment, Daniel Flowers
- College Counsel and Title IX Coordinator, Richard Nugent

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

- Dean of Faculty, Vickie Hess
- Campus and Community Events, Richard Baxter
- Career Crossings Office, Stacie Jeffris
- Center for Academic Innovation, TBD
- Center for Women's Intercultural Leadership, Mana Derakhshani
- Cushwa-Leighton Library, Janet Fore
- Information Technology, Michael Boehm
- Records and Registration, Todd Norris
- Student Success, Diane Fox

## **Vice President for College Relations, Shari M. Rodriguez**

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

## **Vice President for Enrollment Management, Mona C. Bowe**

- Financial Aid, Kathleen Brown
- Admission, Sarah Gallagher Dvorak, '99

## **Vice President for Finance and Administration, Susan K. Bolt**

- Controller, James Herschel
- Facilities, Ben Bowman
- Human Resources, Kris Urschel
- Purchasing, Kathleen Carlson
- Student Accounts, Julie Hardy

## **Vice President for Mission, Judith R. Fean**

- Campus Ministry, Regina Wilson
- Center for Spirituality, Arlene Montevecchio
- Office for Civic and Social Engagement, TBD

## **Vice President for Student Affairs, Karen A. Johnson**

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



## 2016–2017 Undergraduate Academic Calendar

### FALL SEMESTER 2016

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

### SPRING SEMESTER 2017

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

## 2017–2018 Undergraduate Academic Calendar

*Dates for semesters beyond the 2016–2017 academic year are provided for reference and should be considered tentative.*

### FALL SEMESTER 2017

August 17–19	Thur–Sat	Orientation and advising for all new students
August 19	Saturday	Celebration of Eucharist for Belles Beginnings
August 20–27	Sun–Sun	Enrollment for all students
August 21	Monday	Classes begin at 8 a.m.
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October 17	Tuesday	Mid-semester Deficiency Reports due in PRISM by 8 a.m.
October 23	Monday	Classes resume at 8 a.m./Advance registration begins
November 13	Monday	Pre-registration for spring semester 2018 begins
November 22–26	Wed–Sun	Thanksgiving Holiday
November 27	Monday	Classes resume at 8 a.m.
December 7	Thursday	Last class day
December 8–10	Fri–Sun	Study days (no examinations)
December 11–15	Mon–Fri	Final examinations
December 18	Monday	ND student grades due to SMC registrar 12 noon
December 19	Tuesday	All grades due in PRISM by 12 noon

### SPRING SEMESTER 2018

January 14	Sunday	New Student Orientation (afternoon)
January 14–21	Sun–Sun	Enrollment for all students
January 15	Monday	Classes begin at 8 a.m.
January 21	Sunday	Last day to add classes on PRISM (11:59 p.m.)
February 16	Friday	Last day to drop classes
March 1	Thursday	Deadline for 2018–19 Financial Aid application
March 10–18	Sat–Sun	Mid-semester break
March 13	Tuesday	Mid-semester Deficiency Reports due in PRISM by 8 a.m.
March 19	Monday	Classes resume at 8 a.m./Advance registration begins
March 30–April 2	Fri–Mon	Easter Holiday
April 3	Tuesday	Classes resume at 8 a.m.
April 16	Monday	Pre-registration for fall semester 2018 begins
May 3	Thursday	Last class day
May 4–6	Fri–Sun	Study days (no examinations)
May 6	Sunday	Convocation
May 7–11	Mon–Fri	Final examinations
May 14	Monday	ND grades due to SMC registrar by 12 noon
May 15	Tuesday	All grades due in PRISM by 12 noon
May 19	Saturday	Commencement



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

## ADMISSION REQUIREMENTS

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

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

- An application for admission (Common Application), which is available at [commonapp.org](http://commonapp.org).
- An official high school transcript. The high school transcript should be accompanied by an explanation of the grading system.
- Secondary school report completed by a guidance counselor or administrator.
- Scores earned on the ACT or SAT (See Testing Requirements, page 20).
- An essay.

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

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

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

## EARLY DECISION PROGRAM

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

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



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

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

Early Decision applicants who wish to apply for financial aid must file the FAFSA no later than November 15 to receive a notification of financial aid offer before the January 15 deposit deadline. Regular decision students must also submit the FAFSA (Free Application for Federal Student Aid) to the Processing Center after October 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:

- Four units of English literature and composition.
- Two units of the same foreign language.
- Three units of college preparatory mathematics.
- Two units of laboratory science.
- Two units of history or social science.

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

## HOME-SCHOOLED STUDENTS

Home-schooled students are required to present evidence of completion of the aforementioned 16 academic units and submit the requirements listed on page 19. Home-schooled students are encouraged to apply for admission and should contact the Office of Admission with questions.

## TESTING REQUIREMENTS

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

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

## CREDIT BY EXAMINATION

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

## EARLY ADMISSION

Mature, well-qualified students who wish to enroll full-time in college after graduating from high school in three years, may apply for early admission to Saint Mary's College. Major factors in the evaluation of candidates for early admission include a strong academic record and supporting recommendations from teachers and counselors. An informational meeting with an admission counselor is strongly recommended. Admission decisions will not be made until final grades for the junior year are submitted and reviewed.

## DEFERRED ADMISSION

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

## STUDENT SUCCESS PROGRAM

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

## ADMISSION OF TRANSFER STUDENTS

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

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

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

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

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

All transfer students must complete the College requirements for the degree outlined beginning on page 79.

## ADMISSION OF INTERNATIONAL STUDENTS

Saint Mary's College encourages applications from international students. Admission is based on grades and curriculum in a secondary course of study, command of English as demonstrated through standardized testing, an essay and recommendation. Applications should be submitted as early as possible but are accepted on a rolling basis. A candidate's file will be evaluated when all information has been submitted. To be considered for admission, international students must submit the following items:

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

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

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

## DEGREE COMPLETION AND CONTINUING EDUCATION

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

## NON-DEGREE SEEKING STUDENT

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

## READMISSION

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

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

## DIVISION OF STUDENT AFFAIRS

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

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

## INTERCOLLEGIATE ATHLETICS AND RECREATION PROGRAM

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

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

## HEALTH AND COUNSELING

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

## BELLES AGAINST VIOLENCE

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

## RESIDENCE LIFE AND COMMUNITY STANDARDS

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

### Residency Requirement Policy

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

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

### Residency Requirement Exemptions:

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

### Residency Requirement Procedures:

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

Decisions will be communicated with students in a timely manner.

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

### Residence Hall Life

There are five residence halls on Saint Mary's campus housing six residential areas: Holy Cross, Annunciata (for seniors), Le Mans, McCandless, Regina, and Opus Hall apartments (see description on page 11). Each traditional residence hall is staffed by a professional residence hall director and a number of student staff, including resident advisors, desk workers, and mail clerks. The front desks of each hall are staffed 24 hours a day, with full-time and part-time night assistants working the overnight shifts. Access to the buildings is limited after 5 p.m.

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

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



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

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

### STUDENT INVOLVEMENT

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

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

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

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



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

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

## MULTICULTURAL SERVICES

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

## DIVISION FOR MISSION

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

### Campus Ministry

Campus Ministry fosters the call to community where freedom and fullness of life is celebrated through word, sacrament, service, and action for justice. Contributing to the liberal arts tradition, Campus Ministry has a particular responsibility to encourage students to grow in both intellectual and experiential knowledge of their faith and to assume leadership roles within the Church and society.

Campus Ministry offers regular celebrations of Eucharist and Reconciliation and opportunities for communal prayer and praise such as evening prayer (vespers), and praise and worship. These prayer opportunities are ecumenical and often include student leadership. The community also gathers to pray the rosary and to pray before Christ during Solemn Exposition of the Blessed Sacrament. The department offers catechesis and formation for students interested in baptism or for those students baptized in other Christian denominations who would like to become Catholic. Every year students who request it are prepared for Confirmation. Students engage in other forms of reflection and formation through liturgical ministry formation, women's spirituality groups, bible study, retreats and individual spiritual guidance. Campus Ministry offers the chance for interested students to experience pilgrimage to places where the Sisters of the Holy Cross serve outside the United States.

Many students serve as faith leaders on campus as Campus Ministry Interns, Ministry Assistants, and Peer Ministers. These student ministers serve their fellow students by accompanying them in faith, leading them in prayer, and learning and witnessing what it means to be a woman of faith. The Lay Ministry Program, in collaboration with the Religious Studies Department, offers further education and practical experience for those interested in pursuing ministry (See Religious Studies Department, page 333).

## The Center for Spirituality (CFS)

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

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

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

## The Office for Civic and Social Engagement (OCSE)

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



## TUITION, ROOM AND BOARD, FEES

All tuition, room and board, and fee information is for the 2016–17 academic year. Specific information regarding these costs for the 2017–2018 academic year will not be available until May 2017.

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

### Tuition

Full-time, 12 to 18 credits .....	\$19,040
Part-time, 1 to 11 credits .....	\$ 1,500 per credit
Credits over 18 per semester .....	\$ 750 per credit

### Mandatory Fees

Technology Fee .....	\$ 185 per semester
Facilities Fee .....	\$ 135 per semester
Student Government Fee .....	\$ 80 per semester

### Housing Charges

Single Room .....	\$ 3,720 per semester
Single Room with bath .....	\$ 4,000 per semester
Double Room .....	\$ 3,480 per semester
Double Room with bath .....	\$ 3,770 per semester
Triple Room .....	\$ 3,135 per semester
Triple Room with bath .....	\$ 3,425 per semester
Quad Room .....	\$ 2,845 per semester
Quint Room .....	\$ 2,435 per semester
Opus — Double (Seniors only) .....	\$ 4,875 per semester
Opus — Quad (Seniors only) .....	\$ 4,175 per semester
Regina South — Single (Seniors only) .....	\$ 3,720 per semester
Regina South — Super Single (Seniors only) .....	\$ 4,000 per semester

### Board Charges

Board Plan .....	\$ 2,235 per semester
Belles Blue Plan (Off campus, Opus and selected senior housing residents). . .	\$ 430

### Semester Study Abroad Programs

Application Fee .....	\$ 50
Tuition .....	\$ 19,040 per semester
Housing .....	\$ 3,625 per semester
Board Plan .....	\$ 2,235 per semester
Study Abroad Fee .....	\$ 400 per semester
Oxford Program Surcharge (applies to the full-year option only). . .	\$ 11,500 per year

### English Language School

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



## Summer Term 2016

Tuition . . . . .	\$ 420 per credit
Housing . . . . .	\$ 30 per day

**Summer Study Abroad Programs . . . . .**see below

## Special Purpose Fees

Orientation Fee . . . . .	\$ 150
Matriculation (application) Fee . . . . .	\$ 30
Late Enrollment Fee . . . . .	\$ 75

## Course Fees

### Education:

- Supervised Teaching . . . . .	\$ 150 per semester
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### Music:

- Private voice or instrument — one hour per week . . . . .	\$ 500 per hour
- Private voice or instrument — one-half hour per week . . . . .	\$ 300 per half-hour

### Nursing:

- NURS 225, 227 . . . . .	\$ 150 per course
- NURS 321, 323, 326, 330, 407, 410, 414, 415 . . . . .	\$ 50 per course
- Testing fees (Classes of 2016 and 2017) . . . . .	\$ 90 per semester
- Testing fees (Class of 2018) . . . . .	\$ 120 per semester

### Political Science:

- POSC 290 . . . . .	\$ 50 per course
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### Science:

- Biology Labs . . . . .	\$ 50 per lab
- Chemistry Labs . . . . .	\$ 50 per lab
- Physics Labs . . . . .	\$ 50 per lab

### Social Work:

- Field Practicum I . . . . .	\$ 10 per credit hour
- Field Practicum II . . . . .	\$ 10 per credit hour

Students taking classes at the University of Notre Dame or N.I.C.E. institutions are expected to pay fees applicable to those classes. See page 71.

## SUMMER STUDY ABROAD PROGRAMS

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

## DEPOSITS

Enrollment/Damage deposit (new students) . . . . .	\$ 400
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*New students will reserve a housing space by submitting a deposit within two weeks after receiving their acceptance letter. The deposit is nonrefundable for early decision candidates. The deposit is refundable for regular decision candidates, if the College is notified of their withdrawal no later than May 1. Of the \$400 deposit, \$200 will be applied to the first semester charges and \$200 will be held by the College as a room damage deposit until the student withdraws or graduates. The cost to repair any property damage, and/or any unpaid charges, will be deducted from the deposit. Early Decision candidates should refer to page 19.*

## REFUND POLICY

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

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

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

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

- Tuition and fees:

First week . . . . .	70%
Second week . . . . .	55%
Third week . . . . .	40%
Fourth week . . . . .	25%

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

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

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

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

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

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

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

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

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

## UNPAID BALANCE

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

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

## FINANCING

### Payment Policy

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

### Monthly Payment Plan

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

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

### Sibling Remission

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

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

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

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

## RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING AID

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

## PRISM

PRISM is our secure, web-based system which provides students with 24 hour access, seven days a week to financial aid and other student information. Students can view their current financial aid, check the status of their financial aid, and accept or decline their financial aid awards online via PRISM. To access PRISM, go to [my.saintmarys.edu](http://my.saintmarys.edu), log in, and click the PRISM icon.

## CRITERIA FOR FEDERAL AID ELIGIBILITY

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

## HOW TO APPLY FOR AID

To apply for federal and state financial assistance, a student and her family must annually file the Free Application for Federal Student Aid (FAFSA) anytime between October 1 and March 1. The applications should be submitted to the processing centers before March 1 in order to receive priority consideration. Indiana residents need to be sure they complete the FAFSA each year no later than March 10 in order to be considered for aid from the State of Indiana.

## FINANCIAL AID DEADLINES

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

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

**April 1** Deadline for students who are selected for verification review to submit the required verification documents.

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

## HOW FINANCIAL NEED IS CALCULATED

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

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

The Financial Aid *cost of attendance* includes estimates of all expenses a typical student will have during the school year, even expenses that the family will not pay to Saint Mary's College. The Financial Aid Office uses the "Cost of Attendance" to determine how much financial need a student has and to determine the maximum amount of aid for which a student is eligible. The actual amount a family will be expected to pay to Saint Mary's

College will usually be lower than the financial aid Cost of Attendance. Students can view their exact Cost of Attendance, expected family contribution, and calculated financial need, in PRISM.

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

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

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

## OUTSIDE AID

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

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

## WHEN STUDENTS ARE NOTIFIED OF AID DECISIONS

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

## WHEN FINANCIAL AID IS DISBURSED TO STUDENT ACCOUNTS

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

## VERIFICATION

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

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

## SAINT MARY'S AID PROGRAMS

### Academic Scholarships

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

### Endowed, Specific Purpose Scholarships

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

### International Student Scholarship

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

### Academy of the Holy Cross Scholarship

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

### Saint Mary's College Grants

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

## Financial Aid

Anonymous Endowed Scholarships (4)  
The Academy of the Holy Cross Scholarship  
The Adamson Family Scholarship  
The Alumnae Memorial Scholarship  
The Ames/Ehlerman/Roark Scholarship  
The Bridget Anderson/KPMG Accounting Scholarship  
The Georgia (Jill) Anthone Scholarship  
The Catherine and Paul Balbach Scholarship  
The Dymrna Balbach Scholarship  
The Mark Bambenek Memorial Scholarship  
The Bank One of Indianapolis Scholarship  
The Helen S. Bartosch and Pennies E. Ryan Presidential Scholarship  
The Pamela Carey Batz Scholarship  
The Rose Heiser Bauerlein Scholarship  
The Sister Rose Loyola Beattie, CSC Memorial Scholarship  
The Mary Ann and Joseph M. Beckwith Presidential Scholarship  
The Kathy Malone Beeler Scholarship  
The Margery Guillaume Belanger Scholarship  
The Helen Bellina Scholarship  
The Bittorf, Albert, Sullivan Family Scholarship  
The Black Family Scholarship  
The Constance Goodwillie Block Memorial Scholarship  
The Borg-Warner Scholarship  
The Emily Haggerty Bradley Scholarship  
The Robert and Mary Clark Bradley Scholarship  
The Sister Mary Brassil, CSC Scholarship  
The Katherine Ryan Brennan Scholarship  
The Sister M. Rita Estelle Broussard, CSC Scholarship  
The Carolyn Ann Burke Scholarship  
The Grace Burke Memorial Scholarship  
The Business and Economics Scholarship  
The Frank C. and Marion C. Callahan Presidential Scholarship  
The Thomas J. and Mary Ann Kramer Campbell Scholarship  
The Campiglia-Heron Award  
The Marie Corby Carey Scholarship  
The Carfagna Scholarship  
The Alice Danforth Carroll Scholarship  
The Adaline Stefanac Cashore Scholarship  
The Janice Fahey Cavanaugh Scholarship  
The Chicago Alumnae Club Scholarship

## Saint Mary's College

The Frances Acerra and Dominic Henry Christopher Scholarship  
The Florence A. Clark Scholarship  
The Jennifer Herzog Clark Memorial Scholarship  
The Class of 1955 Scholarship  
The Class of 1956 Scholarship  
The Class of 1957 Scholarship  
The Class of 1958/Sister M. Alma Peter, CSC Scholarship  
The Class of 1959 Scholarship  
The Class of 1960 Scholarship  
The Class of 1961 Scholarship  
The Class of 1962 Scholarship  
The Class of 1963 Scholarship  
The Class of 1964 Scholarship  
The Class of 1965 Memorial Scholarship  
The Class of 1991 Circle of Friends Award  
The Cleveland Alumnae Club Award  
The Coley Family Presidential Scholarship  
The Columbus Alumnae Club Award  
The Community Foundation of St. Joseph County Scholarship  
The Patricia Lurel Cook Scholarship  
The Rosemary Maloney Cool and Anna Louise Maloney Patterson Scholarship  
The Marguerite Cooney Scholarship  
The Cornerstone Foundation Scholarship  
The Coryn Family Scholarship  
The Mr. and Mrs. Edward A. Cox Scholarship  
The Robert B. and Ruth E. Cronin Scholarship  
The Crowe Horwath Accounting Scholarship  
The Henrietta O'Brien Crowley Scholarship  
The Eileen Smith Cunningham Ireland Program Memorial Scholarship  
The Margaret Hall Cushwa Memorial Scholarship  
The William and Anna Jean Cushwa Moreau Scholarship  
The Margaret Mary Moran D'Arcy Scholarship  
The John J. and Cecil Dahm Scholarship  
The Frances A. Dahrting Scholarship  
The Elizabeth Eagen Daley Scholarship  
The Dallas Alumnae Club Award  
The Martha Abberger Daly Scholarship  
The Matilda and Gayle Davido Scholarship  
The Nancy Branton Davies Scholarship

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

The Harold P. Graham Family Presidential Scholarship  
 The Carlene Grube Memorial Scholarship in Nursing  
 The Lorraine Cahill Greenock Memorial Scholarship  
 The Gladys Reed Gwinn Scholarship  
 The Haggar Family Scholarship  
 The Nancy Driscoll Haley Scholarship  
 The Hamman Family Scholarship  
 The P. Jordan and Marjorie Hosinski Hamel Scholarship  
 The Katherine A. Hammel Scholarship  
 The Carolyn Dunlay Hamilton Scholarship  
 The Evelyn L. Hannon Memorial Scholarship  
 The Mary Kathryn Carroll Hartigan Scholarship in Elementary Education  
 The Elizabeth Conlin Havican Scholarship  
 The H. J. Heinz Company Foundation Presidential Scholarship  
 The Mr. and Mrs. Andrew A. Hellmuth Memorial Scholarship  
 The Hellyer Family Scholarship  
 The William A. Hickey Scholarship in Biology  
 The Sister Bernice Hollenhorst, CSC Scholarship  
 The Holy Cross Grant Fund  
 The Irene Horning Memorial Scholarship  
 The Michael S. Horvath and Martha A. Horvath Scholarship  
 The Sister Saint Jean Howl, CSC and Sister M. Clarissa Conroy, CSC Memorial Award  
 The Indianapolis Alumnae Club Award  
 The Jim Jack Memorial Scholarship  
 The Janovsky-DePauw Memorial Scholarship  
 The Edward and Mary Johnson Scholarship  
 The Alma Vukovits Jordanich Scholarship  
 The Sister Magdala Judge, CSC Scholarship  
 The Kansas City Alumnae Club Award  
 The Mary Ann Lynch Keeler Award  
 The Shannon Marie Kennedy Rome Program Memorial Scholarship  
 The Wayne Kent Memorial Scholarship  
 The Kiefer Family Award  
 The William Kleine Family Scholarship  
 The Sister M. Jean Klene, CSC Scholarship  
 The Suzanne Kondratenko Memorial Rome Program Award  
 The Korb-O'Brien Scholarship  
 The Kuhn, Lehmann, Carey Scholarship  
 The Mary, Grace and Elizabeth Kuntz Scholarship  
 The Peter A. Kuntz, Sr. Family Scholarship

The Ladies of Notre Dame/Saint Mary's College Scholarship  
 The Landry-Pauli Family Scholarship  
 The Carmella and Joseph Lazzara Memorial Scholarship  
 The Dorothy May Leavitt Presidential Scholarship  
 The Monsignor J. William Lester Scholarship  
 The Lilly Faculty/Staff Scholarship  
 The Constance Baird Linbeck and Mary Elizabeth Baird Cherry Memorial Scholarship  
 The William P. and Mary Lou Linnen Scholarship  
 The Los Angeles Alumnae Club Award  
 The Nancy Brozovich Lucey Memorial Scholarship  
 The Nancy "Nini" Stoll Lyman Memorial Scholarship  
 The Frances B. Lyon Scholarship  
 The Jo Ann Grima MacKenzie Scholarship  
 The Katherine McClatchy McAnaney Scholarship  
 The Lawrence J. and Gretchen McCabe Presidential Scholarship  
 The Elizabeth Ritchie McCandless Scholarship  
 The Marion McCandless Scholarship  
 The Anne A. McCarthy Scholarship  
 The Peter Walsh McCarthy Memorial Scholarship  
 The Sister Maria Concepta McDermott, CSC Scholarship  
 The Ann McGahey Memorial Scholarship  
 The Jerry McElroy Memorial Scholarship  
 The Monsignor John J. McGrath Scholarship  
 The McGraw-Morrical Family Scholarship  
 The John William and Gloria Schulte McKenna Family Scholarship  
 The Mary Kelly McLaughlin Scholarship in Sociology  
 The Robert McLaughlin Scholarship  
 The Helen Neumann McMahon Scholarship  
 The Margaret Hayes McManus Scholarship  
 The Judith Rauenhorst Mahoney Scholarship  
 The Barbara Hajdu Mastone Memorial Scholarship  
 The Carol Mahony Memorial Scholarship  
 The Mangan-Michaud Scholarship  
 The Susanne Kahl Laatz Mangan Memorial Scholarship in Education  
 The Maureen Hayes Mansfield Scholarship  
 The Meagher Family Scholarship  
 The John and Mary Mortimer Meany Presidential Scholarship  
 The William S. and Catherine G. Miller Scholarship  
 The Anne Barany Monsereez Scholarship

The Carol Ann Mooney Scholarship  
 The Consuelo and Edward Mooney Scholarship  
 The Norman and Phyllis Mooney Scholarship  
 The Father Basil Anthony Moreau, CSC Scholarship  
 The Moreau Music Scholarship  
 The Pauline Hellman Mulroney Memorial Scholarship  
 The Carmen Murphy Scholarship  
 The David J. Murphy Carmelite Scholarship in Theology  
 The Murphy Sisters Scholarship  
 The Tom and Olive Murray Scholarship  
 The Nellie Smith Nacy Scholarship  
 The Nessinger Scholarship  
 The Marjorie A. Neuhoof Scholarship  
 The Archbishop Noll Scholarship  
 The Janis Harris North Scholarship  
 The Notre Dame Federal Credit Union Scholarship  
 The Mary Katherine O'Brien Scholarship  
 The Patrick O'Brien Scholarship  
 The Sister M. Basil Anthony O'Flynn, CSC Scholarship  
 The Sister M. Francis Jerome O'Laughlin, CSC Scholarship  
 The Lucille Weigand O'Shaughnessy Scholarship  
 The O'Toole Scholarship  
 The Opportunity Scholarship  
 The Parents Council Scholarship  
 The Raymond and Beulah Patnaude Scholarship  
 The Theresa McLaughlin Patterson Scholarship  
 The Julie R. Pellettiere Scholarship  
 The Mary Gay Peltier Memorial Scholarship  
 The Susan P. Peters Scholarship  
 The June Hoene Petersen Scholarship  
 The Peterson-O'Connell Scholarship  
 The Patricia McAndrews Pilger Scholarship in Social Work  
 The Robert A. Podesta/Bruno Schlesinger Memorial Scholarship  
 The Edwina Powell Memorial Scholarship  
 The Presidential Fellowship  
 The Presidential Scholarships for Academic Excellence  
 The Pricewaterhouse Coopers Accounting Scholarship  
 The Ernestine M. Radlin Scholarship  
 The Mary Rauh Scholarship  
 The Sister Miriam Joseph Rauh, CSC Scholarship  
 The Susan Gudgeon Reilly Scholarship  
 The Louis Riedinger and Adaline Crowley Riedinger Scholarship



The Sister Pauline Roach, CSC Scholarship  
 The Sister Agnes Anne Robers, CSC Scholarship  
 The Dorella Katherine Robinson and Joyce Robinson Adamson Scholarship  
 The Roche Family Scholarship  
 The Hannah S. Rosenthal Scholarship  
 The Angela Andrews Rome Program Memorial Award  
 The Elizabeth O'Hara Ryan Scholarship  
 The Mary A. Ryan Scholarship  
 The Cynthia B. Sack Memorial Award  
 The Saint Louis Alumnae Club Award  
 The San Diego Alumnae Club Award  
 The Scanlon/McKeever Award  
 The Winifred Mulcahey Schaefers Memorial Scholarship  
 The Paul J. and Carol A. Schierl Scholarship  
 The William J. and Sophronia B. Schmuhl Scholarship in Social Work  
 The Scholl Foundation Nursing Scholarship  
 The Roy and Mary Schultheis Scholarship  
 The Sister Maria Pieta Scott, CSC Scholarship  
 The Gwendolyn Seidensticker Scholarship  
 The Sesquicentennial Memorial Scholarship in honor of the Sisters of the Holy Cross  
 The Eli and Helen Shaheen Scholarship  
 The Helen M. Sheppard Scholarship  
 The J. Patrick Showalter Family Scholarship  
 The Shuff Family Scholarship  
 The Sisters of the Holy Cross Memorial Scholarship  
 The Sisters of the Holy Cross Sesquicentennial Scholarship  
 The Frances Slattery Scholarship  
 The Elise Peyton Smith Scholarship  
 The Sodexo Scholarship  
 The South Bend Alumnae Club Scholarship  
 The Spes Unica Scholarship for Indiana Students  
 The Mary Stoeckinger Memorial Scholarship in Science  
 The Student Government Service Scholarship  
 The Rose McCullough Sullivan Scholarship  
 The Spike Sullivan Family Scholarship  
 The Todd Sullivan Scholarship  
 The Regina Marie Symonds Scholarship  
 The Bea Tarara Memorial Scholarship  
 The Sister M. Agnes Cecile Teders, CSC Scholarship  
 The Joseph and Virginia Trippel Memorial Scholarship

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

### **Lilly Room Grants**

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

### **ROTC Room Grants**

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

### **Yellow Ribbon Program**

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

### **Saint Mary's Undergraduate Tuition Remission**

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

### **Sibling Remission**

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

### **Tuition Exchange Programs**

Each year a select number of new awards are made to full-time undergraduate students who have parents who work at colleges or universities which participate in the Consortium of Catholic Colleges Tuition Exchange and the Council of Independent Colleges Tuition Exchange. To be considered for these full tuition awards parents should begin the application process with their employer's tuition exchange liaison and also complete the Free Application for Federal Student Aid (FAFSA) by DEcember 15. Tuition Exchange can only be used during the fall and spring semesters, except for periods of study abroad during which the award cannot be used.

### **Other Saint Mary's Awards**

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

### **Additional Scholarships**

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

### Student Employment

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

### FEDERAL FINANCIAL AID PROGRAMS

#### Federal Pell Grant Program

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

#### Federal Supplemental Education Opportunity Grant (SEOG)

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

#### Federal TEACH Grant

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

#### Federal Work Study Program

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

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

#### Federal Perkins Loan

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

#### Federal Direct Student Program

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

*Subsidized* – Awarded to students with financial need (per the FAFSA). No interest accrues while the student is enrolled at least half time. The 2016–17 interest rate will be announced after July 1. The 2015–16 interest rate was 4.29 percent.

*Unsubsidized* – Awarded to students who have no financial need (per the FAFSA). Interest starts accruing once the loan is disbursed. The 2016–17 interest rate will be announced after July 1. The 2015–16 interest rate was 4.29 percent.

#### Direct Loan Undergraduate *Annual* Limits

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

#### Direct Loan *Aggregate* Limits

Dependent Undergraduates — **\$31,000** (no more than \$23,000 of which may be subsidized)  
Independent Undergraduates — **\$57,500** (no more than \$23,000 of which may be subsidized)

#### Federal Parent Plus Loan Program

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

A credit check is required for this loan, but if a parent is denied the loan due to credit the student may then borrow an additional amount of unsubsidized Direct Loan (\$4,000 for freshmen and sophomores and \$5,000 for juniors and seniors). There are fees of 4.272 percent with this loan. Interest accrues while the student is enrolled in school and the interest rate is fixed. The 2016–17 interest rate will be announced after July 1. The 2015–16 interest rate was 6.84 percent Information about how to apply for a Federal Parent PLUS Loan is on our web page at [saintmarys.edu/loans](http://saintmarys.edu/loans).

### STATE AID PROGRAMS

#### Indiana Frank O'Bannon Grant

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

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

#### Indiana 21<sup>st</sup> Century Scholars

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

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

### **Indiana Student Teaching Stipend**

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

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

### **Indiana Minority Teacher Scholarship**

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

### **Mitch Daniels Early Graduation Scholarship**

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

### **Indiana Part-time Grant Program**

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

### **Rhode Island State Grant**

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

### **Vermont State Grant**

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

## **OTHER AID PROGRAMS**

### **ROTC**

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

### **Notre Dame Faculty/Staff Dependent Undergraduate Tuition Remission**

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

### **Private/Alternative Student Loans**

Various lenders offer private/alternative loans to students specifically for college costs. Repayment typically begins after the student graduates or is no longer enrolled. These loans require a student to have a satisfactory credit history and/or a credit-worthy co-signer. The interest rates and loan fees can vary by lender, and often these financing

terms are tied to the credit worthiness of the student borrower and co-signer. The maximum amount students can borrow is the annual cost of attendance minus all other financial aid the student has been awarded. Information about how to apply for an alternative loan is on our web page at [saintmarys.edu/loans](http://saintmarys.edu/loans).

## **FINANCIAL AID FOR STUDY ABROAD**

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

## **FINANCIAL AID FOR STUDENTS LIVING OFF CAMPUS**

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

## **FINANCIAL AID FOR SUMMER SCHOOL**

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

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

## **FINANCIAL AID FOR POST-BACCALAUREATE PROGRAMS**

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

## **FINANCIAL AID IN SUBSEQUENT YEARS**

### **Application Process**

Each year students must complete the Free Application for Federal Student Aid (FAFSA). For example, to receive financial aid during the student’s sophomore year, these aid applications should be completed by March 1 of the freshman year.

### **Financial Aid Standards of Academic Progress**

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

## Academic Scholarship Renewal

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

Presidential Scholarships – 3.00	Madeleva Scholarship – 2.70
Dean's Scholarship – 2.80	Le Mans and Bertrand Awards – 2.50
Brother Andre Award – 2.0	

## Need-Based Aid Renewal

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

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

## Indiana Frank O'Bannon Grant

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

## FINANCIAL AID STANDARDS OF ACADEMIC PROGRESS

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

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

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

The criteria used to determine academic progress are cumulative grade point average, number of credits earned, and maximum time frame for completion of degree. To ensure that a student is making progress throughout her course of study, Saint Mary's College assesses the student's progress at the end of each fall and spring semester. All periods of enrollment are reviewed, including semesters during which no financial aid was received.

## Grade Point Average (GPA)

Students must have a minimum cumulative grade point average of 1.8 at the end of their first semester, 1.9 at the end of their second semester, and 2.0 for the remaining semesters.

## Number of Credits Earned

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

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

## Maximum Time Frame for Completion of Degree

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

## Financial Aid Termination

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

## Reinstatement of Eligibility

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

## Appeals

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



**Financial Aid Probation**

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

**Grades of Withdrawal (W)**

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

**Grades of Incomplete (X)**

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

**Repeated Courses**

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

**Transfer Hours**

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

**Changes of Major/Degree Program**

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

**Second Bachelor Degrees**

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

**Timing of Reviews**

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

**Minimum Satisfactory GPA Expectations for Part-Time Students**

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

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

**STUDENT LOAN COUNSELING**

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

**Entrance Counseling**

Entrance counseling is a process that aims to help students understand the rights and responsibilities associated with their student loans before the student incurs the legal obligation to repay those loans. This counseling covers the importance of repayment, the consequences of default, the use of the Master Promissory Note, and provides sample monthly repayment amounts. Note that Saint Mary's cannot credit a student's account with loan proceeds until she has completed entrance loan counseling.

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

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

**Exit Counseling**

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

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

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

**Federal Student Aid Ombudsman**

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

- Propose solutions to discrepancies in loan balances and payments,
- Clarify interest and collection charges,
- Clarify financial aid requirements,
- Find loan holders,
- Rehabilitate loans by establishing satisfactory repayment plans,
- Reestablish eligibility for Federal Aid,



- Find promissory notes,
- Defer or discharge loans,
- Resolve issues related to income tax refund offsets, default status, consolidations, or bankruptcies,
- Service quality, and any other customer concerns.

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

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

## WITHDRAWING FROM SAINT MARY'S COLLEGE

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

Please note that the College's calculation to determine the amount of tuition, room and board charges for which the student is responsible is separate from the federal calculation of how much federal aid the student can retain to pay those charges. Information about the College's refund policy can be found on page 31.

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

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

The **amount of Title IV assistance a student has earned** is calculated by first determining the percentage of assistance the student has earned/can keep, and then by applying that

percentage to the total amount of Title IV assistance that was disbursed, or could have been disbursed, to the student.

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

## Disbursement of Aid After Withdrawal

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

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

## Return of Title IV funds

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

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



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

## DIVISION OF ACADEMIC AFFAIRS

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

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

## ACADEMIC OFFICES, PROGRAMS AND SERVICES

### The Office of Academic Affairs and First Year Studies

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

### Disabilities Resource Office

The Disabilities Specialist coordinates services and accommodations for students with disabilities who provide appropriate documentation (see page 67). The disabilities specialist works with identified students who have dyslexia and processing/ attention-related difficulties. These students are supported in mastering organizational skills, time management proficiency and academic learning strategies. This office is located in the Academic Resource Center in Madeleva Hall.

### Office of Student Success

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

study skills and strategies that apply to academic, career, and life skill success. The Office for Student Success, from which the Success Program originates, also offers student success workshops, programs, and individual consultation for the general student population.

## **Pre-Professional Advising**

### **Pre-Health Advising**

See the Pre-Med/Pre-Health Professions section beginning on page 323 for advising information.

### **Pre-Law Advising**

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

## **Advising for Four Years and Beyond**

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

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

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

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

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

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

- Continually build on their knowledge, transferring their learning between a variety of experiences and courses.
- Understands the distinctive core values and mission of Saint Mary's College, as well as the legacy and continuing influence of the Sisters of the Holy Cross in relation to those values and that mission.

## **Career Crossings Office**

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

### **Choosing a Major/Exploring Career Options**

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

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

### **Internship Searching**

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

### **Job Searching**

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

### **Résumé and Cover Letter Writing**

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

### **Networking and Interviewing Skills**

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

### **Graduate and Professional School Preparation**

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

### Exploring Alternative Post-Graduate Options

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

### On-Campus Recruiting Program

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

### College Central Network

All students have an account created for them to access the College Central Network system, featuring numerous job and internship opportunities. Students can review postings, apply for positions, post résumés, and more. Access the site at <http://collegecentral.com/saintmarys>.

### Alumnae Resource Network

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

### Career Resource Center

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

### The Center for Academic Innovation

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

### The Center for Women's Intercultural Leadership

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

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

### International Programs

Saint Mary's has a long history of providing quality international programs as an essential part of our educational mission—forming women leaders who will make a difference in the world. As this world becomes increasingly interdependent, the College offers an expanding range of semester, year, semester break, and summer study and service programs in a wide variety of countries, and encourages students to take advantage of them. These programs are coordinated by the Global Education Office within the Center for Women's Intercultural Leadership. Since program requirements and credit arrangements vary considerably, students should start the planning process as early as possible in their college careers. The Global Education Office will assist students in researching and pursuing their options. Students should work closely with the academic advisors and program coordinators to craft a course of study that will allow them to take full advantage of the opportunities available while making progress toward their major and Sophia Program requirements. For Saint Mary's College programs, the program coordinator in charge will also guide the student through the application process, and financial aid for semester programs will be applied. Students may apply for institutional study abroad grants and national scholarships. To be accepted for credit, non-Saint Mary's semester or summer programs must meet pre-defined academic standards and must be approved in advance by the Office of Academic Affairs and First Year Studies and the Global Education Office. These programs are generally not eligible for Saint Mary's financial aid.

### Academic Year Programs

#### Córdoba, Argentina

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

#### Fremantle, Australia

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

#### Innsbruck, Austria

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

### **Shanghai/Nanjing, China**

Saint Mary's students may participate in the program at the Shanghai Center on the campus of East China Normal University through our partnership with the Council of International Educational Exchange (CIEE) for the fall, spring semester or the full year. Shanghai, one of Asia's most exciting business and cultural centers, is the perfect environment for students to take Chinese Language courses, business classes and other courses (Chinese culture, culture studies, history, journalism, etc.) in English to understand China in a global context. Students have opportunities to learn outside the classroom through volunteer opportunities, cultural activities, a three-day field trip with excursions to Chinese companies and factories, or an organizational internship. The Shanghai Program is open to students of any major. Prior study of Chinese at Saint Mary's is strongly recommended. The Nanjing Intensive Chinese Language and Culture Program at the CIEE center on the campus of Nanjing University is open to students who have studied Mandarin Chinese for two semesters. Nanjing, China's ancient capital, is rich in scenic and historic sites. The goal of the program is to increase students' language proficiency and cross-cultural competency through close interaction with community life via small classes, a unique area studies course taught in English and Chinese, and a research project with guidance from individual advisors. Students on the two programs have opportunities to explore Southwest China or Northwest China on a one-week module and other cities in Eastern China.

### **Oxford, England**

Saint Mary's is one of a few Catholic colleges and universities in the United States that have been invited to participate in the Overseas Student Programme at Blackfriars Hall of Oxford University, which provides highly motivated and advanced students (cumulative GPA of at least 3.7 and turning 21 by their return) with a special opportunity to spend up to a year studying at one of the world's most storied universities, as well as at one of the most famous centers for the study of the Catholic intellectual tradition. Participants in the program are able to work one-on-one with world class faculty members, enjoy conversations and forge friendships with other talented students from around the world, and imbibe the history and culture of a medieval university city as well as that of England itself. Blackfriars' course offerings are most robust in the disciplines of philosophy, theology, history and literature, though it is also possible to take tutorial and lecture courses at Blackfriars in economics, politics, and psychology, as well as to take lectures, seminars and language courses from the full range of offerings across Oxford University.

### **Angers, France**

Saint Mary's College offers students the opportunity to study in Angers for the fall, spring, and academic year or for the four-week summer program at the Université Catholique de L'Ouest (UCO) in CIDEF, which is the Institute of French as a Foreign Language. Students enroll in French language courses and, depending on level, one or two content courses toward their undergraduate degree. The semester and full-year programs start with a language intensive period to fully immerse in French. In addition to language, CIDEF course offerings include history, art history, literature, philosophy, politics, culture, and topical subjects. We strongly recommend that interested students complete a year of college-level introductory French. Students must have an overall 2.5 GPA and a B average in French at the time of application. Admission to the program is finalized through UCO. Students live with host families and participate in a variety of extracurricular activities at the university.

### **Maynooth, Ireland**

Since 1977, approximately 40 students per year have studied at the National University of Ireland at Maynooth (NUIM.) in Maynooth, Ireland. These students attend regularly

scheduled classes with and live among Irish students. They mainly choose sophomore-level general education courses approved for the Sophia Program in literature, history, classical civilization, philosophy, theology, economics, anthropology, or sociology. A course in Irish culture including lectures and tours is required. Students on the Ireland Program may enroll for the Irish academic year or for one semester. Applicants should demonstrate a serious attitude in their college work (a 2.8 cumulative GPA is recommended), and must complete an application process to qualify.

### **Rome, Italy**

Facilitated by our partner in Rome, John Cabot University (JCU), a year, semester, or summer term in Rome provides a life-changing experience that has a significant and lasting impact on students' intellectual, spiritual, and personal growth. Classes are held in English on JCU's campuses in Trastevere. All Saint Mary's students live in JCU owned apartments with Italian and other international students. The units are fully furnished with a kitchen, and RA's are on site 24/7. A meal plan at JCU's cafeteria is included, although students will need to take extra funds for cooking or eating out when not on campus. While in Rome all students take an Italian language course. During the academic semester most will take 3–4 other courses selected from a long list and wide variety of courses that have been approved to meet Sophia Program requirements. JCU offers major and minor programs with upper-level courses in many areas. Saint Mary's students may also apply for internships in Rome through JCU. Interested students must have an overall GPA of 2.5/4.0. It is strongly recommended that students complete a year of college level introductory Italian before going overseas.

### **Ifrane, Morocco**

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

### **San Juan, Puerto Rico**

In Puerto Rico, students study at the Universidad del Sagrado Corazón (Sagrado) in the heart of the city. Founded in 1880, Sagrado is a Catholic, independent, co-educational and non-profit institution that encourages and facilitates spiritual, moral, intellectual, social, and physical development of students. Saint Mary's students take the integrated studies program for 12-18 credits per semester and choose 2-4 courses from regular course offerings taught in Spanish and taken with local students. One language class is required as part of cultural immersion and there is an optional internship or service learning course. Students are housed in *residencias*, on-campus dormitories. A minimum 3.0 GPA at the time of application is required. Students applying to the integrated studies program must have completed the intermediate college-level Spanish sequence or the equivalent, or be native/near-native speakers of Spanish.

### **Cape Town, South Africa**

Saint Mary's College offers an international program provided by International Studies Abroad (ISA) at the University of the Western Cape (UWC), Cape Town. Popular areas of study at UWC include: Social Development Studies, Politics and African Studies, Performing Arts, Health Studies, and Environmental Studies. Students can choose courses taught in English in a wide range of subject areas. Students may take 4 courses or the equivalent of 16 credits per semester and may enroll for fall or spring semester

or the full year. Upon arrival, students will participate in arrival orientation (the ISA Bridging Cultures Program) before the university orientation for new students. The program excursions include a one-day trip to Table Mountain and Cape Peninsula, multiple days to Aquilia Game Reserve or the Jermainus Backpacker Lodge, and a one-day trip to Langa Township and Robben Island, where Nelson Mandela was imprisoned for 18 years. The program is open to sophomores, juniors, and seniors. Applicants for this program must have a minimum 2.5 GPA.

### **Seoul, South Korea**

In 2008, Saint Mary's established a direct student exchange program with Ewha Womens University in Seoul, South Korea, which was established in 1886 as the first higher education institution for Korean women. It is now one of the most prestigious universities in Korea and the largest women's university in the world. English is a popular language in South Korea and most things are already translated into English. Students choose from more than 300 courses taught in English, with pre-approval from their academic advisors, and can study for a year or semester. The University has the following colleges: Liberal Arts, Social Sciences, Natural Sciences, Engineering, Arts, Education, Law, Pharmacy, Business, Health Science, and International Studies. Korean language is not required, but students may take the Korean Language Course at different levels which counts for 6 credits. Students must have a 2.5 cumulative GPA to be eligible for this program.

### **Alicante, Spain (approval pending)**

In partnership with Spanish Studies Abroad, Saint Mary's students study at the Universidad de Alicante (UA) and live with host families. Students immerse in Spanish language and culture studying with international students at the same level of Spanish. Eligibility for the Spanish Studies Program is a 3.0 GPA in Spanish coursework and a minimum of 1 year of elementary college Spanish or the equivalent or heritage speaker. Advanced students of Spanish may enroll in the Integrated Studies Program and take classes at UA alongside Spaniards. Eligibility is 3.0 GPA in Spanish coursework and successful completion of 2 semesters of advanced college Spanish or the equivalent, or heritage speaker.

### **Seville, Spain**

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

## **Summer Study Abroad**

### **China Summer Program**

Realizing the important role that China is playing in the world today, Saint Mary's offers the China Summer Study Program in collaboration with China Women's University and the China Soong Ching Ling Foundation in Beijing. It is a three-week summer study program from mid-May to early-June. Students will have opportunities to visit Chinese universities and students, GOs and NGOs, different cultural sites, a scenic view site, rural areas and cities, including Beijing and Shanghai, and experience the oldest civilizations and fast economic development in China. The program will focus on Chinese girls' education and women's empowerment. Students will complete a

community service project and are required to take a 3-credit course on Chinese Girls/Women and Society (in English). A second 3-credit course may be offered. This program is open to all students and Chinese language is not required.

### **Environments of Ecuador Summer Program**

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



### **European Summer Study Program**

The European Summer Study Program is an introduction to European history, culture, international business and other topics. This four-week program is offered each summer, from mid-May to mid-June. Classes are offered, not in the usual four-walled setting, but instead in the places where events happened. The key to the learning process on this study trip is experience. Students can take up to six credits and apply them toward their electives. In the past this program has visited Dublin, Edinburgh, London, Paris, and Brussels, and taken side trips from major cities to places like Killarney and Blarney or Stonehenge and Bath.

### **Internships in Seville**

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

### **Greece Summer Study Program**

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



### **Honduras Summer Service Learning Program**

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

### **Travel Writing in Jamaica**

Saint Mary's College has partnered with the University of the West Indies (Mona Campus) in Kingston, Jamaica to offer a three-week summer study program. Kingston is the largest and predominantly English-speaking city south of the United States. Mona is the founding campus of the multi-part, multi-national University of West Indies. The program offers a three-credit course in Travel Writing (ENWR 223: Travel Writing in Jamaica), which will be taught on the UWI campus and during excursions on the island. This course satisfies Sophia LO1: Arts for Living (Creative and Performing Arts) and Sophia LO3: Intercultural Competence (A) requirements. The program is open to students in any major.

### **Korean Summer Program**

Ewha Womans University offers two different summer sessions to cater to students diverse needs. Session I is a four-week program (from June to July) in which students can choose a maximum of two courses from more than 30 English-taught courses in Korean Studies, East Asian studies, Women's Studies, Music, Art & Design, and North Korean Studies and earn up to six credits. Four levels of Korean language courses are also offered. Session II is a two-week program (in early August) in which students will earn three credits through an "Introductory Korean Studies" course. All the participants of Session II are required to take some Korean language lessons. The special lecture topics include Art History, Popular Culture, Relations with North Korea, Traditional Music, Cinema, Women & Society, K-pop Dance, and Cooking. Students will engage in hands-on learning through field trips and cultural excursions to places rich in traditional and contemporary Korean culture. The Korean Summer Program is open to students in all majors and Korean language is not required for the application.

### **London LEB Summer Programs**

Students from all majors may take 6 semester hours comprised of a three-credit Practicum Project and another course, or 2 three-credit courses. The Practicum is similar to an internship but based around small-group engagement with staff and experts. Students live in shared apartments or residence halls with kitchen facilities in the Bloomsbury neighborhood of London. Classes are held at Birkbeck, a constituent college of the University of London. Student ID's allow access to University of London facilities. Field School in Global Health Risk is held in Athens, Greece, and is available following the London summer program for students with junior or senior standing and majoring in Global Studies, Nursing, Political Science, Social Work, or any major with Pre-Med.

### **Archaeology in Trim, Ireland**

Students who attend the summer program in Trim, Ireland will participate in the Blackfriary Community Heritage and Archaeology Project. The project offers a hands-on opportunity for students to excavate the buried remains of a 13th century

Dominican friary (the Black Friary). Excavations at the site since 2010 have revealed much of the friary's structural remains and have resulted in the collection of thousands of archaeological artifacts dating primarily to the medieval and post-medieval periods. Students live with local families and experience true home life in the provincial Ireland. On the 6 week program students will complete course work on Introduction to Field Archaeology, Advanced Methods in Field Archaeology, and Bioarchaeology modules. The course work will transfer as 6 credits, shorter programs of 2 weeks and 4 weeks are also available.

### **Uganda Summer Program**

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

## **Semester Break Programs**

### **Honduras Program**

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

### **Education Studies in Ireland**

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

## **English Language School**

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

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

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

## ACADEMIC POLICIES AND PROCEDURES

### Academic Calendar

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

### Summer Sessions

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

### Academic Load

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

### Add/Drop

A course may be added through PRISM until the end of the first week of the semester (ends Sunday at 11:59 p.m.). Course additions may continue through the end of the seventh day of the semester (Tuesday at 5 p.m.) with instructor permission through the use of an Add/Drop form available in the Registrar's Office (161 Le Mans Hall). A course may be dropped without penalty during the first five weeks of the semester. (See also: Withdrawal from a Course, page 75.)

### Appeal Procedures

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

### Academic Hearing Board

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

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

### Academic Appellate Board

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

The student must initiate the appeal of a judicial action in writing to the chair of the Academic Standards Committee within 48 hours of receiving the notification. All appeals must be based on new evidence or violation of rights to due process. The Academic Appellate Board will meet to discuss the merit of the appeal. If the board believes the appeal lacks merit, the appeal is denied. If the board requires additional information, it may require a meeting with the student. If the appeal has merit, the student will be granted a hearing before the academic appellate board.

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

### Appeal Procedure for Denial of "W"

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

### Assignment of Credit

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

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

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

### Attendance/Absence

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

personal health or family concerns are approved and monitored by the Office of Academic Affairs and First Year Studies.

### Auditing a Course

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

### Classification of Students

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

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

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

### Continuation in College

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

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

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

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

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

### Course Numbering

Course offerings are numbered according to levels, from introductory to advanced. Lower-division courses are numbered from 100 to 299; upper-division from 300 to 499. All courses are semester long unless noted otherwise in the course descriptions or schedule of classes.

Courses with an “RM” suffix are taught on the Rome campus; courses with a “W” suffix indicate a writing proficiency course.

### Credit by Examination

Saint Mary’s College will accept up to 30 semester hours of credit by examination (Advanced Placement, International Baccalaureate, SAT II Subject Test, and College Level Examination Program) toward the 128 hours required for a degree. See the *Academic Guide for First Year Students* for more information. In extraordinary circumstances, the College reserves the right to award credit through a Departmental Exam when approved by Academic Affairs Council.

### Declaration of Major and Minor

By the end of the sophomore year, students must petition an academic department for acceptance into a major program. The Office of Academic Affairs and First Year Studies sends each sophomore a Major Petition form with instructions for completion. Students should then meet with department chairs and advisors about possible major programs. First-Year students may not formally petition a department for acceptance into a major program; however, they may take prerequisite and/or introductory courses in the major in the first year. To declare a **minor**, a student must complete the Minor Petition form from the Office of Academic Affairs and First Year Studies. (See also: Guidelines for Optional Minors, page 101.)

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

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

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

### Disabilities

Saint Mary’s College will provide reasonable accommodations to qualified students with disabilities who request accommodations and provide appropriate documentation.

Documentation should be provided by an appropriately credentialed professional—a physician for physical disabilities, a psychologist with training in the learning disabilities of adults and adolescents for learning disabilities, a mental health provider licensed to diagnose psychiatric disabilities. The specific content of the documentation will vary with the nature of the student’s disability, but in all cases it should include a diagnosis, justification, recommendations, and a clear rationale for the recommendations.

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

Distance Education/Online Courses

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

Examinations

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

- serious illness of the student.
- emergency or important event in the student’s immediate family.
- three exams scheduled in one day or three consecutive exam periods within 24 hours.
- students on varsity teams who qualify for tournaments which conflict with exam dates.

Grade Point Average (GPA)

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

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

Grade Reports

Students may view final grades via PRISM through the my.saintmarys.edu portal. At the end of each semester a student will be mailed a grade report only upon request. The grade report is withheld if a student has not met all financial obligations to the College, and PRISM access denied.

Grade Scale

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

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

Grades not included in calculating the GPA:

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

Graduate Credit

A Saint Mary’s undergraduate may take up to six hours of graduate credit at Saint Mary’s College and apply these credits toward her undergraduate degree. Graduate courses may not be taken on a pass/fail basis. The following requirements need to be satisfied:

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

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

Hybrid Courses

Hybrid courses combine positive features of face-to-face and online instruction, and Saint Mary’s College offers hybrid courses as part of our undergraduate course offerings. Hybrid courses combine online learning experiences that are not possible in the traditional classroom, with the benefits of the face-to-face classroom experience that is one of the hallmarks of a Saint Mary’s education.

In a hybrid course, online learning activities offer a functional equivalent to classroom contact hours, with a subsequent reduction in the number of face-to-face meetings over the course of a semester.

When hybrid courses substitute online learning activities for classroom contact hours, the online activities need not occur for the same amount of time as the in-class contact hours they replace. Instead, the online learning activities must cover the same material and achieve the same learning outcomes as the in-class contact hours, as laid out in the course syllabus. Assessments (such as graded assignments, exams, student collaborations and student presentations, etc.) ensure that the material and outcomes are the same in the hybrid course as they would be in its wholly face-to-face counterpart.

Saint Mary’s College places the following constraints on undergraduate hybrid courses:

- Hybrid courses substitute online activities for 33–50 percent of contact hours.
- Courses not designated as hybrid are expected to meet in accordance with their scheduled face-to-face session.
- Faculty may teach up to two hybrid courses during the academic year, contingent on permission from the department chair or program coordinator.
- Faculty must still hold five office hours per week on campus.

Saint Mary’s College places the following limits on undergraduate student registration in hybrid courses:

- First year students in their first semester may not take hybrid courses.
- Up to 21 credits may be hybrid courses.

- Departments and Programs may limit the number of hybrid courses that a student may take in her major or minor program of study during the regular academic year.
- Sophia Program in Liberal Learning courses may be hybrid courses, subject to the same limits detailed above.
- Students may take hybrid courses from Saint Mary's College, the University of Notre Dame, or NICE Consortium institutions during the academic year, but not from other colleges or universities. Hybrid courses taken in the Co-Exchange Program with the University of Notre Dame and the N.I.C.E. program are counted in the limits set above.
- Faculty development in teaching hybrid courses is required for those who wish to do so. A syllabus of an existing course that is reconfigured as a hybrid course shall undergo an expedited review by the TLTR or their designee.
- Hybrid course syllabi shall be reviewed by the department chair to ensure that they do not exceed any department limits on online activities that substitute for class time

Student advising is key to implementing this policy. A student must demonstrate eligibility to take a hybrid course prior to registration. Failing this eligibility, the student will be blocked from registering for the hybrid course.

## Honors

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

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

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

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

(For a complete listing of College Honors and Awards see page 75.)

## Incomplete

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

## Independent Study/Internships

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

## Mid-semester Deficiency Notices

Instructors are required to provide deficiency notices to all students whose work is not satisfactory at midterm. Failure to receive a mid-semester deficiency notice does not preclude the possibility that the student may still fail the course, nor does it imply that

the student will automatically pass the course. Mid-semester deficiencies do not become part of a student's official record. Deficiency notices are available online through PRISM.

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

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

## Notre Dame Co-Exchange Program

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

## Pass/Fail Option

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

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

## Permanent Record and Transcript

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

## Proctored Exams for Online Courses

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

### In-person proctoring

Exams are given online through Blackboard. A proctor must be arranged in advance. A student needs to present or email a potential proctor a letter detailing proctoring duties as provided by the course instructor. The course instructor needs an email from the proctor from their official (e.g. employer-provided) email address briefly explaining who they are and how they know the student.

- Find your own proctor meeting the requirements below:
  - not a family member
  - not a close friend
  - in a position of authority, for example:
    - o professor
    - o teacher
    - o librarian
    - o police officer
    - o coach
    - o clergy (priest, pastor, nun, rabbi, etc. of a generally recognized faith)
    - o military officer (not your direct superior)
    - o manager (not your direct supervisor)
    - o some other trustworthy individual with no conflict of interest.

- Find a test center through **National College Testing Association**

This website contains information on participants both inside and outside the United States: [www.ncta-testing.org/cctc/find.php](http://www.ncta-testing.org/cctc/find.php), including test center location, service availability students from other institutions, hours of operation, testing fees, etc.

### Online proctoring

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

### Registration

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

### Repeated Course

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

### Statement on Academic Honesty

Each student shall be honest in her academic work and shall support the honesty of others. She shall, moreover, guard against any appearance of dishonesty. Faculty members have a responsibility to refer to the College policy on academic honesty at the beginning of each course. Teachers shall foster the honesty of their students by conducting each course in a manner which discourages cheating or plagiarism. They shall, moreover, thoroughly investigate any evidence of cheating in their classes. Course instructors who have evidence of cheating or plagiarism shall make the charge and any subsequent action known to the student. Only then shall an appropriate penalty be imposed as stated in the course syllabus. It is recommended that the instructor submit in writing the name of any student found guilty of academic dishonesty serious enough to have been penalized, along with

a description of the penalty imposed, to the Associate Dean for Advising and Director of First Year Studies. Such reports will be kept in confidence, except in the case of continued violations by a student, in which case the reports may be presented to the Committee on Academic Standards.

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

### In addition:

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

### Violation of Academic Honesty

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

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



7. altering any materials or apparatus and, thereby, interfering with another student's work; and
8. plagiarism (see the following statement in which plagiarism is defined).

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

### A Note on Plagiarism<sup>1</sup>

Plagiarism means presenting, *as one's own*, the works, the work, or the opinions of someone else. It is dishonest, since the plagiarist offers, as her own, for credit, language, information, or thought for which she deserves no credit. Plagiarism occurs when one uses the exact language of someone else without putting the quoted material in quotation marks and giving its source (exceptions are well-known quotations—from the Bible or Shakespeare, for example). In formal papers, the source is acknowledged in a footnote; in informal papers, it may be put in parentheses or made a part of the text: "Robert Sherwood says..." This first type of plagiarism, using without acknowledgment the language of someone else, is easy to understand and to avoid. *When a writer uses the exact words of another writer or speaker, she must enclose those words in quotation marks and give their source.*

A second type of plagiarism is more complex. It occurs when the writer presents, as her own, *the sequence of ideas, the arrangement of material, and/or the pattern of thought of someone else*, even though she expresses it in her own words. The language may be hers, but she is presenting and taking credit for the work of another. She is, therefore, guilty of plagiarism if she fails to give credit to the original author of the pattern of ideas.

Students writing informal theses, in which they are usually asked to draw on their own experience and information, can guard against plagiarism by a simple test. They should be able to answer NO to the following questions:

1. Am I deliberately recalling any particular source of information as I write this paper?
2. Am I consulting any source as I write this paper?

If the answer to these questions is NO, the writer need have no fear of using sources dishonestly. The material in her mind, which she will transfer to her written paper, is genuinely digested and her own. The writing of a research paper presents a somewhat different problem; the student is expected to gather material from books and articles read for the purpose of writing the paper. In the careful research paper, however, (and this is true of term papers in all college courses), credit is given in footnotes for every idea, conclusion, or piece of information which is not the writer's own, and the writer is careful not to follow closely the wording of the sources she has read. If she wishes to quote, she encloses the passage in quotation marks and gives credit to the author in a footnote, but she writes the bulk of the paper in her own words and in her own style, using footnotes to acknowledge the facts and ideas taken from her reading.

<sup>1</sup>Saint Mary's College, which has edited this material, reprints it with the permission of the publisher from *Understanding and Using English*, by Newman P. Birk and Genevieve B. Birk (Odyssey Press: 1972)

### Transfer Credit

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

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

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

**Pre-College:** No credit is awarded for courses taken before a student completes her sophomore year of high school. Transfer credit is generally elective credit.

### Withdrawal from a Course

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

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

### Withdrawal from the College

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

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

A student who is not intending to return to Saint Mary's for the next semester should also notify the Office of Academic Affairs and First Year Studies in writing. (See also: Readmission, page 22.)

## COLLEGE HONORS AND AWARDS

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

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

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

## DEPARTMENT AWARDS

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

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

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

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

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

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

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

**The Jerome L. McElroy Outstanding Achievement Award** is presented to the most outstanding Business Administration and Economics department major in the senior class.

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

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

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

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

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

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

**The Deloitte Award** is presented to an accounting senior for excellence in Intermediate Accounting.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Leonilda Francesca Acerra and Dominico Enrico Christofaro Award

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Academic Degree and Graduation Requirements

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

### DEGREES

#### Bachelor of Arts (B.A.)

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

art	humanistic studies
art history concentration	mathematics
studio art concentration	teacher concentration
communication studies	music
communicative sciences and disorders	philosophy
computing and applied mathematics	physics
economics	physics and applied mathematics
elementary education	political science
English literature	psychology
English writing	religious studies
English literature and writing	sociology
gender and women's studies	Spanish
global studies	statistics and actuarial mathematics
concentrations detailed on page 224	student-designed major
history	theatre
women's history concentration	

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

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

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

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

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

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

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

### **Bachelor of Science (B.S.)**

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

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

### **Bachelor of Science in Nursing (B.S.N.)**

A Bachelor of Science in Nursing degree is offered for students pursuing a major in nursing.

### **Bachelor of Social Work (B.S.W.)**

A Bachelor of Science in Social Work degree is offered for students pursuing a major in social work.

### **Second Degree**

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

### **Dual Degree Engineering Program**

Saint Mary's College has established a dual degree engineering program with the University of Notre Dame. The combination of a liberal arts pre-engineering program with the highly technical courses of study required for engineering careers is an ideal education for engineers who are called upon to combine values with the technical skills of their field. This program, when successfully completed, culminates in a B.A. or B.S. from Saint Mary's, and a B.S. in engineering from Notre Dame. (See also: Engineering, page 191.)

## **COLLEGE REQUIREMENTS FOR ALL UNDERGRADUATE DEGREES**

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

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

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



## **THE SOPHIA PROGRAM**

The Sophia Program is the new curriculum, approved by the Saint Mary's College Board of Trustees on April 23, 2010, representing the education that is common for all Saint Mary's undergraduate students. It has its basis in what used to be called general education courses, but it goes beyond that to promote integration with majors or minors. The Sophia Program was introduced in the fall of 2012 for the class of 2016. Since that time, additional requirements have been introduced. The Sophia Program will continue to be phased in over the next few years. Students who begin at Saint Mary's during the 2016–2017 academic year are required to complete the Sophia Program as detailed on pages 82 through 100 of this *Bulletin*.

## **LEARNING OUTCOMES**

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

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

### **Liberal Learning Outcomes**

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

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

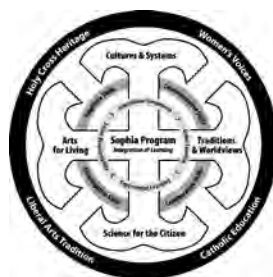
The sub-outcomes for knowledge acquisition are divided among fifteen areas distributed among four arms of the cross under these broader components: Arts for Living, Cultures & Systems, Traditions & Worldviews, and Science for the Citizen. A student must take courses in each of these fifteen areas to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

**NOTE:** The Sophia Program represents a dynamic curriculum with regular changes and new courses certified for particular learning outcomes. The following lists of Sophia Program course certifications (pages 84–100) are accurate at the time of publication. Not all sections of all courses have been certified for the Sophia Program. The class schedule search feature in PRISM provides section-level certification details.

## SOPHIA PROGRAM REQUIREMENT SUMMARY

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

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



- **Cultures and Systems**

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

- **Traditions and Worldviews**

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

- **Science for the Citizen**

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

- **Arts for Living**

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

## Cognitive and Communicative Skills (LO2) Requirements

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

- **Basic Writing Proficiency**

- » Fulfill Writing Proficiency through any designated course

- **Critical Thinking Seminar**

- » One Critical Thinking course

- **Women's Voices**

- » Three Women's Voices courses

## Intercultural Competence and Social Responsibility (LO3) Requirements

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

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

- **Intercultural Competence**

- » One Intercultural Competence A course
- » One Intercultural Competence B course

- **Social Responsibility**

- » One Social Responsibility A course
- » One Social Responsibility B course

- **Global Learning**

- » One Global Learning A course
- » One Global Learning B course

- **Academic Experiential Learning**

- » One Academic Experiential Learning course

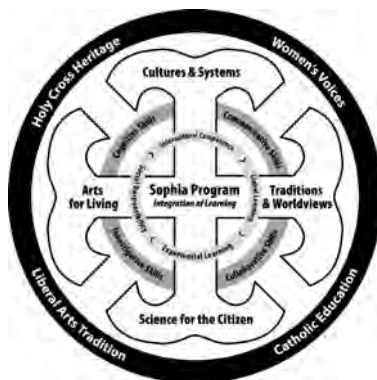
**Saint Mary's courses:** All courses which satisfy Sophia requirements must be taken for a grade, and must be taken at Saint Mary's unless an exception is approved by the Office of Academic Affairs and First Year Studies.

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

## LO1 Knowledge Acquisition and Integration of Learning

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

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



## Cultures and Systems

### Literature

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

### Achieve Literature Learning Outcomes through one of the following:

ENLT 106W	Language and Literature: Becoming American	3.5 hours
ENLT 109W	Language and Literature	4 hours
ENLT 206	Studies in Literature	3 hours
ENLT 211	Animals in Literature and Society	3 hours
ENLT 212	Ecopoetics in the Age of the Anthropocene	3 hours
ENLT 217	Contemporary Women's Fiction	3 hours
ENLT 222	Greek Literature	3 hours
ENLT 223	Classical Mythology	3 hours
ENLT 224	Sorcery and Damnation	3 hours
ENLT 232	Arthurian Literature	3 hours
ENLT 238	Jane Austen	3 hours
ENLT 244	Tolkien and Modern Fantasy	3 hours
ENLT 251	African-American Literature	3 hours
ENLT 253	Native American Literature	3 hours
ENLT 255	Women of Genius: American Literature in the Suffragette Era	3 hours
ENLT 272	Studies in Multiethnic Graphic Narrative	3 hours
ENLT 278	From Fiction to Film	3 hours
ENLT 311	Medieval Literature	3 hours
ENLT 312	Chaucer	3 hours
ENLT 314	16th/17th-Century British Literature	3 hours
ENLT 315	Shakespeare	3 hours
ENLT 316	Shakespeare and the Power of Art	3 hours
ENLT 327	18th-Century British Novel: Novel Women	3 hours
ENLT 328	18th-Century British Literature	3 hours
ENLT 330	Romantic Movement	3 hours
ENLT 332	Romantic Era Feminism	3 hours
ENLT 333	Victorian Literature	3 hours

ENLT 337	The Brontes	3 hours
ENLT 340	20th-Century British Literature	3 hours
ENLT 343	20th-Century British Novel	3 hours
ENLT 346	American Literature to 1865	3 hours
ENLT 347	American Literature 1865 to 1945	3 hours
ENLT 348	American Literature 1945 to Present	3 hours
ENLT 350	Studies in American Literature	3 hours
ENLT 354	Immigrant Women's Writing	3 hours
ENLT 362	Contemporary Global Literature	3 hours
ENLT 363	Twentieth Century and Contemporary African Literature	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 387	Gender and Sexuality in Literature	3 hours
ENLT 415	Shakespeare and the World	3 hours
HUST 103	Lives and Times	3 hours
HUST 292	Greek and Roman Culture	3 hours
MLTF 130	Love, Sex, and Marriage in French Literature	3 hours
MLTS 135	Theatre as Protest in Spanish	3 hours
THTR 378	Contemporary Women's Drama	3 hours
THTR 410	Advanced Topics in Theatre: Tennessee Williams	3 hours

## History

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

### Achieve History Learning Outcomes through one of the following:

HIST 103	World Civilization I	3 hours
HIST 104	World Civilization II	3 hours
HIST 201	United States History to 1865	3 hours
HIST 202	United States History from 1865	3 hours

## Modern Languages

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

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

MLAR 101-102	Introductory Arabic	8 hours
MLCH 101-102	Introductory Mandarin Chinese	8 hours
MLFR 101-102	Introductory French	8 hours
MLFR 111-112	Intermediate French	8 hours



MLGR 101-102	Introductory German	8 hours
MLGR 111-112	Intermediate German	8 hours
MLIT 101-102	Introductory Italian	8 hours
MLIT 111	Intermediate Italian	3 hours
MLSP 101-102	Introductory Spanish	8 hours
MLSP 105-106	Elementary Spanish	8 hours
MLSP 111-112	Intermediate Spanish	8 hours
MLSP 115-116	Intermediate Spanish for Heritage Speakers	8 hours

### ***Social Science I***

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

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

ANTH 141	People and Nature	3 hours
ANTH 253	Survey I: Culture and Language	3 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student	3 hours
MUS 140	Your Music, Your Life	3 hours
MUS 275	Global Music	3 hours
MUS 341	Latin American Music	3 hours
POSC 151	Political Issues	3 hours
POSC 160	Global Political Issues	3 hours
POSC 201	American Politics	3 hours
POSC 206	International Politics	3 hours
POSC 207	Comparative Politics	3 hours
PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the U.S.	3 hours
SOC 257	Sociology of Families	3 hours
SOC 350	Global Childhoods	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours

## **Traditions and Worldviews**

### ***Philosophical Worldviews***

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

#### **Achieve Philosophical Worldviews Learning Outcomes through one of the following:**

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

### ***Religious Traditions I***

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

#### **Achieve Religious Traditions I Learning Outcomes through the following:**

RLST 101	Introducing Religious Studies	3 hours
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### ***Religious Traditions II***

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

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

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

### ***Historical Perspectives***

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

#### **Achieve Historical Perspectives Learning Outcomes through one of the following:**

ART 142	Introduction to Film History and Analysis	3 hours
ART 241	Art History Survey I	3 hours
ART 242	Art History Survey II	3 hours
ENLT 266	Film Criticism	3 hours
ENLT 303	History of the Book	3 hours
ENLT 304	History of the English Language	3 hours
ENVS 161	Introduction to Environmental Studies	3 hours
GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 220	Introduction to LGBTQ Studies	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 371	The City in European History	3 hours
HIST 413	Women in Revolutions	3 hours

HUST 197	Myth, Legend, History	3 hours
HUST 205	History of Famous Women	3 hours
HUST 212	High Society	3 hours
ICS 201	Introduction to Intercultural Studies	3 hours
MATH 272	Women in Mathematics: Seminar	3 hours
MLFR 440	Contemporary France	3 hours
MLIT 350	Italian Short Story	3 hours
MLIT 360	Italian Cultural Studies	3 hours
MUS 241	Music Appreciation	3 hours
MUS 242	American Popular Music	3 hours
MUS 271	Music History I: Antiquity–1750	3 hours
PHIL 230	Socrates to Scholasticism	3 hours
PHIL 331	Descartes to Skepticism	3 hours
PHYS 312	Modern Physics	3 hours

## Science for the Citizen

### Natural Science

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

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

BIO 105	Cells to Self	4 hours
BIO 106	Mendel, Darwin and the World We Live In	4 hours
BIO 107	Physiology of Women	3 hours
BIO 109	Marine Biology	3 hours
BIO 112	Evolution for Everyone	3 hours
BIO 113	Human Structure	4 hours
BIO 120	Human Genetics and Society	3 hours
BIO 141	Human Anatomy and Physiology I	4 hours
BIO 142	Human Anatomy and Physiology II	4 hours
BIO 153	Foundations of Biology I	4 hours
BIO 154	Foundations of Biology II	4 hours
CHEM 101	Chemistry for the Citizen	4 hours
CHEM 102	Chemistry in Everyday Life	3 hours
CHEM 118	Integrated General, Organic and Bio-Chemistry	5 hours
CHEM 121	Principles of Chemistry I	4 hours
CHEM 122	Principles of Chemistry II	4 hours
ENVS 171	Introduction to Environmental Science	3 hours
PHYS 101	Introductory Topics in Physics: Motion	4 hours
PHYS 105	Astronomy	3 hours
PHYS 121	General Physics I	4 hours
PHYS 122	General Physics II	4 hours
PHYS 205	Nuclear Science	3 hours

## Social Science II

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

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

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

## Arts for Living

### Creative and Performing Arts

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

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

ART 101	Drawing I	3 hours
ART 102	Drawing II	3 hours
ART 103	Design Lab I	3 hours
ART 104	Design Lab II	3 hours
ART 125	Silkscreen	3 hours
ART 141	Art Encounter	3 hours
ART 211	Ceramics: Introduction to Clay	3 hours
ART 212	Throwing on the Wheel	3 hours
ART 216	Introduction to Furniture Design	3 hours
ART 218	Modeling and Replication	3 hours
ART 221	Photography I	3 hours
ART 236	Sustainable Textiles	3 hours
ART 237	Handmade Paper & Felt	3 hours
ART 239	Fibers: Fabric Printing	3 hours
ART/COMM 266	Introduction to New Media	3 hours
COMM 103	Introduction to Communication	3 hours
DANC 145	Ballet Technique: Beginning	1–2 hours
DANC 148	Jazz Technique: Beginning	1–2 hours
DANC 240	Introduction to Dance	3 hours
DANC 244	Modern Dance Technique	1–2 hours
DANC 245	Ballet Technique: Intermediate	1–2 hours
DANC 248	Jazz Technique: Intermediate	1–2 hours
DANC 344	Modern Dance Technique	1–2 hours
DANC 345	Ballet Technique: Advanced	1–2 hours
DANC 348	Jazz Technique: Advanced	1–2 hours
ENWR 222	Tourist or Traveller: Travel Writing in the New Millennium	3 hours
MUS 104	Class Guitar	1 hour

MUS 111-131	Applied Music	1–2 hours
MUS 150	Voices in Time	3 hours
MUS 164	Introductory Music Composition	3 hours
MUS 181	Theory I: Fundamentals of Music	3 hours
THTR 135	Introduction to Theatre	3 hours
THTR 205	Introduction to Acting	3 hours
THTR 365	Play Analysis	3 hours
THTR 385	Beginning Fashion and Costume Construction	3 hours

### Professional Arts

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

### Achieve Professional Arts Learning Outcomes through one of the following:

ART 495	Senior Comprehensive in Art History	3 hours
BUAD 201	Principles of Financial Accounting	3 hours
BUAD 221	Principles of Management	3 hours
BUAD 240	Financial Success Strategies for Women	3 hours
BUAD 346	Personal Ethics & Corporate Culture	3 hours
CSD 220	Introduction to Communicative Disorders	3 hours
COMM 370	Political Communication	3 hours
COMM 383	Art and Entertainment Law	3 hours
CPSC 207	Computer Programming	3 hours
EDUC 201	Foundations for Teaching in a Multicultural Society	3 hours
GERO 201	Gerontology: Policies and Services	3 hours
GLST 101	Corporate Social Responsibility in Global Context	3 hours
NURS 227	Foundations of Nursing Practice	3 hours
SW 202	Introduction to Social Work	3 hours
SW 235	Human Behavior and the Social Environment I	3 hours
SW 236	Human Behavior and the Social Environment II	3 hours
SW 340	Working with Diverse Populations	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 362	Perspectives in Gerontology	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours

### Mathematical Arts

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

### Achieve Mathematical Arts Learning Outcomes through one of the following:

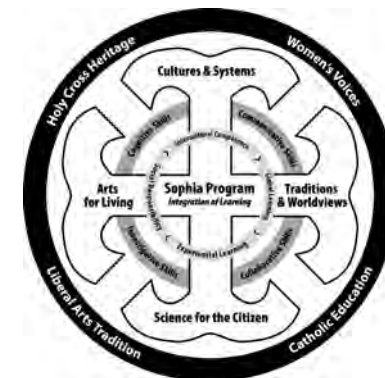
MATH 102	Liberal Arts Mathematics	3 hours
MATH 104	Finite Mathematics	3 hours
MATH 105	Elements of Calculus I	3 hours
MATH 115	Calculus for the Life Sciences I	4 hours
MATH 131	Calculus I	4 hours
MATH 133	Theory and Application of Calculus	4 hours
MATH 231	Calculus III	4 hours

## LO2 Cognitive and Communicative Skills

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

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

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



### Basic Writing Proficiency

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

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

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

### Critical Thinking Seminar

- A Saint Mary's student evaluates and formulates claims about issues, ideas, artifacts, or events using critical thinking methods that are appropriate to the discipline of the seminar.

- A Saint Mary's student demonstrates basic information literacy skills as listed in the information literacy sub-outcomes.
- A Saint Mary's student demonstrates effective oral communication in presentational or interactive contexts.
- A Saint Mary's student develops and organizes written arguments.

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

ANTH 141	People and Nature	3 hours
ART 103	Design Lab I	3 hours
BIO 107	Physiology of Women	3 hours
CHEM 121L	Principles of Chemistry I Lab	4 hours
COMM 103	Introduction to Communication	3 hours
ENVS 161	Introduction to Environmental Studies	3 hours
GLST 101	Corporate Social Responsibility in Global Context	3 hours
GWS 207	Introduction to Gender and Women's Studies	3 hours
HIST 103	World Civilization I	3 hours
HIST 104	World Civilization II	3 hours
HIST 201	United States History to 1865	3 hours
HUST 103	Lives and Times	3 hours
MATH 133	Theory and Application of Calculus	3 hours
MLTF 130	Love, Sex, and Marriage in French Literature	3 hours
MLTS 135	Theatre as Protest in Spanish	3 hours
MUS 140	Your Music, Your Life	3 hours
MUS 150	Voices in Time	3 hours
PHIL 110	Introductory Philosophy	3 hours
POSC 151	Political Issues	3 hours
POSC 204	Political Thought	3 hours
PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours
RLST 101	Introduction to Religious Studies	3 hours
SOC 204	Social Psychology	3 hours
SOC 255	Race, Ethnicity, and Identity in the United States	3 hours
SW 202	Introduction to Social Work	3 hours

**Women's Voices**

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

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

ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ART 125	Silkscreen	3 hours
ART 141	Art Encounter	3 hours
ART 142	Introduction to Film History and Analysis	3 hours
ART 218	Modeling and Replication	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 221	Photography I	3 hours
ART 224	Video Art	3 hours

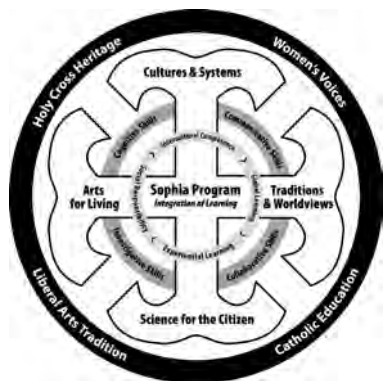
ART 241	Art History Survey I	3 hours
ART 242	Art History Survey II	3 hours
ART 345	Realism to Surrealism: Art from 1839 to 1944	3 hours
ART 350	Alternative Media: Art from 1945 to 1989	3 hours
ART 355	Art Today: Art Since 1990	3 hours
ART 360	Performance in Art and New Media	3 hours
ART 411	Alternative Processes in Ceramics	3 hours
BIO 107	Physiology of Women	3 hours
BIO 200	Women's Voices in Biology	3 hours
BUAD 240	Financial Success Strategies for Women	3 hours
BUAD 329	Gender and Race Issues in Management	3 hours
CHEM 102	Chemistry in Everyday Life	3 hours
CHEM 342	Bio-Inorganic Chemistry and Materials	3 hours
COMM 103	Introduction to Communication	3 hours
COMM 200	Interpersonal Communication	3 hours
COMM 210	Mass Communication: Past, Present, Future	3 hours
COMM 302	History and Criticism of Public Address	3 hours
COMM 420	Female Beauty: Discourse, Rhetoric, and Theory	3 hours
CSD 220	Introduction to Communicative Disorders	3 hours
EDUC 240	General/Special Education Partnerships in Elementary/Middle School	3 hours
EDUC 308	Children's Literature in Elementary/Middle School	3 hours
EDUC 404	Content Area Literacy Instruction	3 hours
ENLT 109W	Language and Literature	4 hours
ENLT 213	Environmental Literature	3 hours
ENLT 217	Contemporary Women's Fiction	3 hours
ENLT 238	Jane Austen	3 hours
ENLT 253	Native American Literature	3 hours
ENLT 255	Women of Genius: American Literature in the Suffragette Era	3 hours
ENLT 327	18th-Century British Novel: Novel Women	3 hours
ENLT 332	Romantic Era Feminism	3 hours
ENLT 337	The Brontes	3 hours
ENLT 350	Studies in American Literature	3 hours
ENLT 354	Immigrant Women's Writing	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 367	Caribbean Women's Literature	3 hours
ENLT 387	Gender and Sexuality in Literature	3 hours
ENLT 455	Emily Dickinson	3 hours
GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 275	Global Women's Leadership	6 hours
GWS/POSC 333	Transnational Feminisms	3 hours
HIST 103	World Civilization I	3 hours
HIST 104	World Civilization II	3 hours
HIST 201	United States History to 1865	3 hours
HIST 202	United States History from 1865	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 371	The City in European History	3 hours
HIST 410	Studies in Women's History (The History of Sexuality in the U.S.)	3 hours
HIST 413	Women in Revolutions	3 hours
HUST 103	Lives and Times	3 hours
HUST 205	History of Famous Women	3 hours
MATH 252	Theory of Interest	3 hours
MATH 272	Women in Mathematics: Seminar	3 hours
MLIT 102	Introductory Italian II	4 hours

MLSP 102	Introductory Spanish II	4 hours
MLSP 112	Intermediate Spanish II	4 hours
MLSP 116	Intermediate Spanish for Heritage Speakers II	4 hours
MLSP 208	Spanish Conversation	3 hours
MLTF 130	Love, Sex, and Marriage in French Literature	3 hours
MLTS 135	Women Making Mischief: Theatre and Performance as Protest in the Spanish-Speaking World	3 hours
MUS 150	Voices in Time	3 hours
MUS 241	Music Appreciation	3 hours
MUS 271	Music History I: Antiquity–1750	3 hours
MUS 275	Global Music	3 hours
NURS 323	Perinatal Nursing	5 hours
NURS 415	Nursing Leadership	5 hours
PHIL 110	Introductory Philosophy	3 hours
PHIL 233	Philosophy of Gender	3 hours
PHYS 312	Modern Physics	3 hours
POSC 160	Global Political Issues	
POSC/JUST 301	The Quest for Human Rights	3 hours
POSC 304	Latin American Politics	3 hours
POSC 365	Gender and Politics	3 hours
PSYC 323	Psychology of Personality	3 hours
PSYC 337	Social Psychology	3 hours
RLST 101	Introducing Religious Studies	3 hours
SOC 257	Sociology of Families	3 hours
SW 202	Introduction to Social Work	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours
THTR 205	Introduction to Acting	3 hours
THTR/ENWR 325	Playwriting I: One-acts by Women	3 hours
THTR 365	Fashion and Costume History	3 hours
THTR 378	Contemporary Drama	3 hours
THTR 385	Fashion and Costume Construction	3 hours

### LO3 Intercultural Competence and Social Responsibility

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

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



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

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

### Intercultural Competence (A)

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

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

ANTH 253	Survey I: Culture and Languages	3 hours
ANTH 254	Survey II: Human Prehistory	3 hours
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
BUAD 329	Gender & Race Issues in Management	3 hours
CHEM 118	Integrated General, Organic and Bio-Chemistry	5 hours
COMM 103	Introduction to Communication	3 hours
COMM 369	Public Communication	3 hours
EDUC 201	Foundations for Teaching in a Multicultural Society	3 hours
EDUC 471-478	Student Teaching	3 hours
ENLT 109W	Language and Literature	4 hours
ENLT 251	African-American Literature	3 hours
ENLT 253	Native American Literature	3 hours
ENLT 362	Contemporary Global Literature	3 hours
ENLT 363	Twentieth-Century and Contemporary African Writing	3 hours
ENWR 222	Tourist or Traveler: Travel Writing in the New Millennium	3 hours
GWS 275	Global Women's Leadership	6 hours
HIST 103	World Civilization I	3 hours
HIST 104	World Civilization II	3 hours
ICS 201	Introduction to Intercultural Studies	3 hours
ICS/JUST 310	Diversity Dialogues	3 hours
ICS 330	The Catalyst Trip	0–1 hour
MLFR 112	Intermediate French II	4 hours
MLFR 440	Contemporary France	3 hours
MLIT 360	Italian Cultural Studies	3 hours
MLSP 112	Intermediate Spanish II	4 hours
MLSP 116	Intermediate Spanish for Heritage Speakers II	4 hours
MUS 275	Global Music	3 hours
MUS 341	Latin American Music	3 hours
NURS 225	Health Assessment	3 hours
PHIL 245	Philosophy of World Cultures	3 hours
POSC 360	The Politics of Race	3 hours
PSYC 337	Social Psychology	3 hours
RLST 101	Introducing Religious Studies	3 hours
RLST 102	Religion in Communities	1 hour
RLST 381	Islam: Beliefs, Practices, and Current Events	3 hours

SOC 153	Sociological Imaginations	3 hours
SOC 230	Inequalities in Education	3 hours
SOC 255	Race, Ethnicity and Identity in the U.S.	3 hours
SOC 257	Sociology of Families	3 hours
SOC 350	Global Childhoods	3 hours
SW 340	Working with Diverse Populations	3 hours

## Intercultural Competence (B)

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

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

ANTH 346	Gender in Cross-Cultural Perspective	3 hours
COMM 369	Public Communication	3 hours
EDUC 222	Introduction to English as a Second Language in Elementary /Middle School	3 hours
GWS 275	Global Women's Leadership	6 hours
GWS 499	Internship	1–3 hours
ICS 201	Introduction to Intercultural Studies	3 hours
ICS 250	Intercultural engagement through Study Abroad	1 hour
ICS 270	Honduras Service Learning	1 hour
ICS/JUST 310	Diversity Dialogues	3 hours
ICS 330	The Catalyst Trip	0–1 hour
MLSP 208	Spanish Conversation	3 hours
MLTC 280	Modern and Contemporary Chinese Society and Culture	3 hours
MUS 275	Global Music	3 hours
RLST 101	Introducing Religious Studies	3 hours
RLST 102	Religion in Communities	1 hour
RLST 225	Reading the Hebrew Bible in Jewish and Christian Terms	3 hours

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

## Social Responsibility (A)

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

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

ANTH 141	People and Nature	3 hours
ANTH 253	Survey I: Culture and Languages	3 hours
ANTH 254	Survey II: Human Prehistory	3 hours
BIO 112	Evolution for Everyone	3 hours
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health	3 hours
BUAD 329	Gender & Race Issues in Management	3 hours
BUAD/JUST 346	Personal Ethics and Corporate Culture	3 hours
CHEM 118	Integrated General, Organic and Bio-Chemistry	5 hours
COMM 200	Interpersonal Communication	3 hours
ENLT 211	Animals in Literature and Society	3 hours

ENLT 365	African-American Literature	3 hours
GERO 201	Gerontology: Policies and Services	3 hours
GLST 101	Corporate Social Responsibility in Global Context	3 hours
GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 220	Introduction to LGBTQ Studies	3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 275	Global Women's Leadership	3 hours
GWS 290	Special Topics	1–3 hours
HIST 103	World Civilization I	3 hours
HIST 104	World Civilization II	3 hours
HIST 201	United States History to 1865	3 hours
HIST 371	The City in European History	3 hours
HUST 103	Lives and Times	3 hours
HUST 205	History of Famous Women	3 hours
HUST 212	High Society	3 hours
MLSP 116	Intermediate Spanish for Heritage Speakers II	4 hours
PHIL 110	Introductory Philosophy	3 hours
PHIL 233	Philosophy of Gender	3 hours
PHIL 254	Social Justice	3 hours
PHIL 255	Medical Ethics	3 hours
POSC 160	Global Political Issues	3 hours
PSYC 337	Social Psychology	3 hours
RLST 236	Faith in Action	3 hours
RLST 240	Catholic Social Thought	3 hours
RLST 261	Catholic Faith and Life	3 hours
RLST 476	Theology for Ministry I: Theory	3 hours
RLST 486	Theology for Ministry I: Practicum	1–3 hours
SOC 153	Sociological Imaginations	3 hours
SOC 203	Social Problems	3 hours
SOC 204	Social Psychology	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 230	Inequalities in Education	3 hours
SOC 255	Race, Ethnicity and Identity in the U.S.	3 hours
SOC 257	Sociology of Families	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 350	Global Childhoods	3 hours
SW 202	Introduction to Social Work	3 hours
SW 235	Human Behavior and the Social Environment I	3 hours
SW 236	Human Behavior and the Social Environment II	3 hours
SW 334	Social Welfare Policy and Service	3 hours
SW 340	Working with Diverse Populations	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 362	Perspectives in Gerontology	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours
THTR 378	Contemporary Women's Drama	3 hours

## Social Responsibility (B)

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



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

ANTH 141	People and Nature	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 236	Sustainable Textiles	3 hours
BIO 316	Conservation Biology	4 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student	3 hours
ENLT 231	Animals in Literature and Society	3 hours
ENVS 161	Introduction to Environmental Studies	3 hours
ENVS 331	Human Ecology and Spirituality	3 hours
GERO 201	Gerontology: Policies and Services	3 hours
GWS 275	Global Women's Leadership	6 hours
GWS 499	Internship	1–3 hours
ICS/JUST 310	Diversity Dialogues	3 hours
ICS 330	The Catalyst Trip	0–1 hour
PHIL 254	Social Justice	3 hours
POSC 326	Global Environmental Politics	3 hours
PSYC 355	Psychology and Poverty	3 hours
RLST 225	Reading the Hebrew Bible in Jewish and Christian Terms	3 hours
RLST 236	Faith in Action	3 hours
RLST 240	Catholic Social Thought	3 hours
RLST 476	Theology for Ministry I: Theory	3 hours
SOC 345	Sociology of Poverty	3 hours
SW 202	Introduction to Social Work	3 hours
SW 235	Human Behavior and the Social Environment I	3 hours
SW 236	Human Behavior and the Social Environment II	3 hours
SW 334	Social Welfare Policy and Service	3 hours
SW 340	Working with Diverse Populations	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours

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

**Global Learning (A)**

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

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

ANTH 141	People and Nature	3 hours
ANTH 253	Survey I: Culture and Languages	3 hours
ART 242	Art History Survey II	3 hours
ART 345	Realism to Surrealism: Art from 1839 to 1944	3 hours
ART 355	Art Today: Art Since 1990	3 hours
ENLT 262	Studies in Multiethnic Graphic Narrative	3 hours
ENLT 362	Contemporary Global Literature	3 hours
ENLT 363	Twentieth-Century and Contemporary African Writing	3 hours
HIST 103	World Civilization I	3 hours
HIST 104	World Civilization II	3 hours
HIST 371	The City in European History	3 hours
HUST 212	High Society	3 hours
MLFR 112	Intermediate French II	4 hours
MLFR 440	Contemporary France	3 hours
MLIT 102	Introductory Italian II	4 hours

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

**Global Learning (B)**

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

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

ANTH 141	People and Nature	3 hours
ANTH 253	Survey I: Culture and Languages	3 hours
ANTH 254	Survey II: Human Prehistory	3 hours
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ART 142	Introduction to Film History and Analysis	3 hours
ART 241	Art History Survey I	3 hours
ART 242	Art History Survey II	3 hours
ART 345	Realism to Surrealism: Art from 1839 to 1944	3 hours
ART 350	Alternative Media: Art from 1945 to 1989	3 hours
ART 355	Art Today: Art Since 1990	3 hours
ART 360	Performance in Art and New Media	3 hours
BIO 109	Marine Biology	3 hours
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health	3 hours
CHEM 118	Integrated General, Organic and Bio-Chemistry	5 hours
EDUC 222	Introduction to English as a Second Language in Elementary/Middle School	3 hours
ENLT 213	Environmental Literature	3 hours
ENLT 328	18th-Century British Literature	3 hours
ENLT 362	Contemporary Global Literature	3 hours
ENLT 363	Twentieth-Century and Contemporary African Writing	3 hours
ENVS 161	Introduction to Environmental Studies	3 hours
GLST 101	Corporate Social Responsibility in Global Context	3 hours
GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 220	Introduction to LGBTQ Studies	3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 275	Global Women's Leadership	6 hours
GWS 290	Special Topics	1–3 hours
HIST 103	World Civilization I	3 hours
HIST 104	World Civilization II	3 hours
MLSP 116	Intermediate Spanish for Heritage Speakers II	4 hours
MUS 275	Global Music	3 hours
MUS 341	Latin American Music	3 hours
PHIL 254	Social Justice	3 hours
PHYS 205	Nuclear Science	3 hours
POSC 160	Global Political Issues	3 hours
POSC 206	International Politics	3 hours
POSC 326	Global Environmental Politics	3 hours
RLST 381	Islam: Beliefs, Practices, and Current Events	3 hours

SOC 203	Social Problems	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 350	Global Childhoods	3 hours
SOC 382	Sociology of Popular Culture	3 hours

## Academic Experiential Learning

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

### Achieve Academic Experiential Learning Outcomes through one of the following:

ART 219	Sculptural Knitting and Crochet	3 hours
BIO 316	Conservation Biology	4 hours
COMM 369	Public Communication	3 hours
CSD 485	CSD Clinical Practicum	3 hours
EDUC 201	Foundations for Teaching in a Multicultural Society	3 hours
EDUC 471-478	Student Teaching	3 hours
ENLT 211	Animals in Literature and Society	3 hours
GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 275	Global Women's Leadership	6 hours
GWS 499	Internship	1-3 hours
ICS 250	Intercultural Engagement Through Study Abroad	1 hour
ICS 270	Honduras Service Learning	1 hour
ICS/JUST 310	Diversity Dialogues	3 hours
ICS 330	The Catalyst Trip	0-1 hour
MLTC 280	Modern and Contemporary Chinese Society and Culture	3 hours
MLSP 208	Spanish Conversation	3 hours
PHIL 254	Social Justice	3 hours
PHIL 255	Medical Ethics	3 hours
PSYC 355	Psychology and Poverty	3 hours
RLST 102	Religion in Communities	1 hour
RLST 236	Faith in Action	3 hours
RLST 240	Catholic Social Thought	3 hours
RLST 486	Theology for Ministry II: Practicum	1-3 hours
SOC 345	Sociology of Poverty	3 hours
SW 202	Introduction to Social Work	3 hours
SW 236	Human Behavior and the Social Environment II	3 hours

## MAJOR REQUIREMENTS

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

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

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

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

## GUIDELINES FOR OPTIONAL MINORS

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

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

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

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

## FOUR YEAR GRADUATION PROMISE

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

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

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

If a student follows the above requirements and is unable to graduate on time because one (or more) required course is unavailable, the College will offer a substitute. If no substitution can be made, the College will waive tuition and mandatory fees for her to



enroll in the required course(s) at Saint Mary's in a subsequent summer session or semester. Some courses in the Saint Mary's curriculum are offered online during the summer.

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

## GRADUATION REQUIREMENTS

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

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

**Degree Candidates/Late Completion of Degree Requirements:** If a student will have completed all of her degree requirements no later than the end of the calendar year of her class year, permission may be requested from the Office of Academic Affairs and First Year Studies to walk in commencement exercise as a "degree candidate." "Degree candidates" do not receive a diploma and are not graduates of Saint Mary's College until the end of the semester following the completion of all degree requirements.

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



# Art

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



## **FACULTY**

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

## **DEPARTMENT DESCRIPTION**

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

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

The B.A. art major selects a concentration in art history, studio art, or both. All studio art majors, B.A. and B.F.A. complete an area of emphasis (12 hours) in one of the following areas: ceramics, fiber, new media art, painting, photo media, printmaking, or sculpture. Through visiting artist programs, lectures and gallery exhibitions, the department shares its experience with students at the College and the larger community. The Moreau Art Galleries are an integral part of the art program and make professional exhibitions of contemporary art readily accessible for teaching and learning.

## **TEACHER PREPARATION**

The Art Department in conjunction with the Education Department offers courses leading to state licensing for Visual Arts. (See Visual Arts Education, page 181.)

## **ADVANCED WRITING PROFICIENCY**

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

## **SENIOR COMPREHENSIVE**

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

## DEPARTMENTAL LEARNING OUTCOMES

### Formal, technical and material skills

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

### Creative problem solving and critical analysis

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

### Technology proficiency

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

### Research and writing skills

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

### Historical and contemporary art practice

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

### Senior comprehensive

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

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

## PROGRAM IN ART

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

#### All of the following:

ART 101	Drawing I	3 hours
ART 102	Drawing II	3 hours
ART 103	Design Lab	3 hours
ART 241	Art History Survey I	3 hours
ART 242	Art History Survey II	3 hours
ART 495*	Senior Comprehensive in Studio Art	3 hours

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

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

ART 125	Silkscreen	3 hours
ART 205	Painting: Oil	3 hours
ART 207	Water Based Media	3 hours
ART 211	Ceramics: Introduction to Clay	3 hours
ART 212	Throwing on the Wheel	3 hours
ART 216	Introduction to Furniture Design	3 hours
ART 217	Reductive/Constructive	3 hours
ART 218	Modeling and Replication	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 221	Photography I	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 224	Video Art	3 hours
ART 227	Etching	3 hours
ART 228	Lithography	3 hours
ART 236	Sustainable Textiles	3 hours
ART 237	Handmade Paper & Felt	3 hours
ART 238	Fiber: Surface Design	3 hours
ART 239	Fiber: Fabric Printing	3 hours
ART 266	Introduction to New Media	3 hours
ART 270	Topics in Studio Art	1–3 hours

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

ART 125	Silkscreen	3 hours
ART 205	Painting: Oil	3 hours
ART 207	Water Based Media	3 hours
ART 211	Ceramics: Introduction to Clay	3 hours
ART 212	Throwing on the Wheel	3 hours
ART 216	Introduction to Furniture Design	3 hours
ART 217	Reductive/Constructive	3 hours
ART 218	Modeling and Replication	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 221	Photography I	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 224	Video Art	3 hours
ART 227	Etching	3 hours
ART 228	Lithography	3 hours
ART 236	Sustainable Textiles	3 hours
ART 237	Handmade Paper & Felt	3 hours
ART 238	Fiber: Surface Design	3 hours
ART 239	Fiber: Fabric Printing	3 hours
ART 266	Introduction to New Media	3 hours
ART 270	Topics in Studio Art	1–3 hours

ART 301	Advanced Drawing	3 hours
ART 305	Advanced Painting I	3 hours
ART 306	Advanced Painting II	3 hours
ART 311	Advanced Ceramics: Hand Building and Slip Casting	3 hours
ART 318	Beyond Object	3 hours
ART 319	Digital Fabrication	3 hours
ART 321	Photography II: Lighting Workshop	3 hours
ART 323	Photo-Silkscreen	3 hours
ART 325	Video Art II	3 hours
ART 327	Printmaking III	3 hours
ART 330	Book Arts/Artists' Books	3 hours
ART 335	Animation Workshop	3 hours
ART 337	Advanced Fiber: Surface Construction	3 hours
ART 338	Advanced Fiber: Surface Design	3 hours
ART 357	Holography Workshop	1–3 hours
ART 366	Cyberfeminism and New Media Practices	3 hours
ART 370	Topics in Studio Art	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 407	Painting Studio	3 hours
ART 411	Alternative Processes in Ceramics	3 hours
ART 417	Advanced Sculpture Topics	3 hours
ART 421	Photography III: Beyond the Frame	3 hours
ART 427	Printmaking Studio	3 hours
ART 499	Internship	1–3 hours

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

ART 293	Asian Art	3 hours
ART 345	Realism to Surrealism: Art from 1839 to 1944	3 hours
ART 346	Museums and Culture	2–3 hours
ART 350	Alternative Media: Art from 1945 to 1989	3 hours
ART 355	Art Today: Art Since 1990	3 hours
ART 371	Topics in Art History and Criticism	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 485	Art History Methods and Theory	3 hours
ART 499	Internship	1–3 hours

**Participate in portfolio reviews every semester**

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

**All of the following:**

ART 241	Art History Survey I	3 hours
ART 242	Art History Survey II	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 485	Art History Methods and Theory	3 hours
ART 495*	Senior Comprehensive in Art History	3 hours

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

**All of the following:**

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

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

*Ancient/Medieval*

ART 371	Topics in Art History and Criticism	1–3 hours
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*Eighteenth/Nineteenth Century*

ART 345	Realism to Surrealism: Art from 1839 to 1944	3 hours
ART 346	Museums and Culture	2–3 hours
ART 371	Topics in Art History and Criticism	3 hours

*Twentieth Century*

ART 345	Realism to Surrealism: Art from 1839 to 1944	3 hours
ART 350	Alternative Media: Art from 1945 to 1989	3 hours
ART 371	Topics in Art History and Criticism	3 hours

*Contemporary*

ART 355	Art Today: Art Since 1990	3 hours
ART 371	Topics in Art History and Criticism	3 hours

*Non-Western/Underrepresented Traditions*

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

*Media Specific*

ART 360	Performance in Art and New Media	3 hours
ART 371	Topics in Art History and Criticism	1–3 hours

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

ART 125	Silkscreen	3 hours
ART 142	Introduction to Film History and Analysis	3 hours
ART 205	Painting: Oil	3 hours
ART 207	Water Based Media	3 hours
ART 211	Ceramics: Introduction to Clay	3 hours
ART 212	Throwing on the Wheel	3 hours
ART 217	Reductive/Constructive	3 hours
ART 218	Modeling and Replication	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 221	Photography I	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 224	Video Art	3 hours
ART 227	Etching	3 hours
ART 228	Lithography	3 hours
ART 236	Sustainable Textiles	3 hours
ART 237	Handmade Paper & Felt	3 hours
ART 238	Fiber: Surface Design	3 hours
ART 239	Fiber: Fabric Printing	3 hours
ART 266	Introduction to New Media	3 hours
ART 270	Topics in Studio Art	1–3 hours
ART 293	Asian Art	3 hours
ART 301	Advanced Drawing	3 hours
ART 305	Advanced Painting I	3 hours
ART 306	Advanced Painting II	3 hours
ART 311	Advanced Ceramics: Hand Building and Slip Casting	3 hours
ART 318	Beyond Object	3 hours
ART 319	Digital Fabrication	3 hours
ART 321	Photography II: Lighting Workshop	3 hours
ART 323	Photo-Silkscreen	3 hours
ART 325	Video Art II	3 hours
ART 327	Printmaking III	3 hours
ART 330	Book Arts/Artists' Books	3 hours
ART 335	Animation Workshop	3 hours
ART 337	Advanced Fiber: Surface Construction	3 hours
ART 338	Advanced Fiber: Surface Design	3 hours



ART 345	Realism to Surrealism: Art from 1839 to 1944	3 hours
ART 346	Museums and Culture	2–3 hours
ART 350	Alternative Media: Art from 1945 to 1989	3 hours
ART 355	Art Today: Art Since 1990	3 hours
ART 357	Holography Workshop	1–3 hours
ART 360	Performance in Art and New Media	3 hours
ART 366	Cyberfeminism and New Media Practices	3 hours
ART 370	Topics in Studio Art	1–3 hours
ART 371	Topics in Art History and Criticism	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 407	Painting Studio	3 hours
ART 411	Alternative Processes in Ceramics	3 hours
ART 417	Advanced Sculpture Topics	3 hours
ART 421	Photography III: Beyond the Frame	3 hours
ART 427	Printmaking Studio	3 hours
ART 499	Internship	1–3 hours

**Participate in portfolio reviews when enrolled in studio courses**

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

**Maintain a 3.0 GPA in art courses**

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

**All of the following:**

ART 101	Drawing I	3 hours
ART 102	Drawing II	3 hours
ART 103	Design Lab	3 hours
ART 241	Art History Survey I	3 hours
ART 242	Art History Survey II	3 hours
ART 495	Senior Comprehensive in Studio Art (in Area of Emphasis*)	3 hours

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

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

ART 125	Silkscreen	3 hours
ART 205	Painting: Oil	3 hours
ART 207	Water Based Media	3 hours
ART 211	Ceramics: Introduction to Clay	3 hours
ART 212	Throwing on the Wheel	3 hours
ART 216	Introduction to Furniture Design	3 hours
ART 217	Reductive/Constructive	3 hours
ART 218	Modeling and Replication	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 221	Photography I	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 224	Video Art	3 hours
ART 227	Etching	3 hours
ART 228	Lithography	3 hours
ART 236	Sustainable Textiles	3 hours
ART 237	Handmade Paper & Felt	3 hours
ART 238	Fiber: Surface Design	3 hours
ART 239	Fiber: Fabric Printing	3 hours
ART 266	Introduction to New Media	3 hours
ART 270	Topics in Studio Art	1–3 hours

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

ART 125	Silkscreen	3 hours
ART 205	Painting: Oil	3 hours
ART 207	Water Based Media	3 hours
ART 211	Ceramics: Introduction to Clay	3 hours
ART 212	Throwing on the Wheel	3 hours
ART 216	Introduction to Furniture Design	3 hours
ART 217	Reductive/Constructive	3 hours
ART 218	Modeling and Replication	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 221	Photography I	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 224	Video Art	3 hours
ART 227	Etching	3 hours
ART 228	Lithography	3 hours
ART 236	Sustainable Textiles	3 hours
ART 237	Handmade Paper & Felt	3 hours
ART 238	Fiber: Surface Design	3 hours
ART 239	Fiber: Fabric Printing	3 hours
ART 266	Introduction to New Media	3 hours
ART 270	Topics in Studio Art	1–3 hours
ART 301	Advanced Drawing	3 hours
ART 305	Advanced Painting I	3 hours
ART 306	Advanced Painting II	3 hours
ART 311	Advanced Ceramics: Hand Building and Slip Casting	3 hours
ART 318	Beyond Object	3 hours
ART 319	Digital Fabrication	3 hours
ART 321	Photography II: Lighting Workshop	3 hours
ART 323	Photo-Silkscreen	3 hours
ART 325	Video Art II	3 hours
ART 327	Printmaking III	3 hours
ART 330	Book Arts/Artists' Books	3 hours
ART 335	Animation Workshop	3 hours
ART 337	Advanced Fiber: Surface Construction	3 hours
ART 338	Advanced Fiber: Surface Design	3 hours
ART 357	Holography Workshop	1–3 hours
ART 366	Cyberfeminism and New Media Practices	3 hours
ART 370	Topics in Studio Art	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 407	Painting Studio	3 hours
ART 411	Alternative Processes in Ceramics	3 hours
ART 417	Advanced Sculpture Topics	3 hours
ART 421	Photography III: Beyond the Frame	3 hours
ART 427	Printmaking Studio	3 hours
ART 499	Internship	3 hours

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

ART 293	Asian Art	3 hours
ART 345	Realism to Surrealism: Art from 1839 to 1944	3 hours
ART 346	Museums and Culture	2–3 hours
ART 350	Alternative Media: Art from 1945 to 1989	3 hours
ART 355	Art Today: Art Since 1990	3 hours
ART 371	Topics in Art History and Criticism	1–3 hours

ART 397/497	Independent Study	1–3 hours
ART 485	Art History Methods and Theory	3 hours
ART 499	Internship	1–3 hours

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

BIO 213	Introductory Human Anatomy	4 hours
COMM 260	Digital Video Production	3 hours
COMM 383	Art & Entertainment Law	3 hours
COMM 420	Female Beauty	3 hours
COMM 486	Practicum/Production (video/multimedia courses)	3 hours
DANC 240	Intro to Dance	3 hours
DANC 241	Contemporary Issues in Dance	3 hours
ENLT 276	Film Criticism	3 hours
ENLT 277	Women in Film	3 hours
ENLT 278	From Fiction to Film	3 hours
MLIT 320	Italian Cinema, 1945–65	3 hours
PHIL 235	Philosophy of Human Existence	3 hours
PHIL 245	Philosophy of World Cultures	3 hours
PHIL 252	Philosophy of Art	3 hours
THTR 205	Introduction to Acting	3 hours
THTR 245	Stagecraft	3 hours
THTR 380	History of Theatre	3 hours
THTR 445	Scene Design	3 hours
THTR 455	Costume Design	3 hours

Pre-approved Special Topic courses

Additional upper level Art History Courses

**Participate in portfolio reviews every semester**

**Minor in Studio Art—ARTS (24 hours)**

**All of the following:**

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

**One of the following:**

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

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

ART 125	Silkscreen	3 hours
ART 205	Painting: Oil	3 hours
ART 207	Water Based Media	3 hours
ART 211	Ceramics: Introduction to Clay	3 hours
ART 212	Throwing on the Wheel	3 hours
ART 216	Introduction to Furniture Design	3 hours
ART 217	Reductive/Constructive	3 hours
ART 218	Modeling and Replication	3 hours
ART 219	Sculptural Knitting and Crochet	3 hours
ART 221	Photography I	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 224	Video Art	3 hours
ART 227	Etching	3 hours
ART 228	Lithography	3 hours
ART 236	Sustainable Textiles	3 hours
ART 237	Handmade Paper & Felt	3 hours
ART 238	Fiber: Surface Design	3 hours

ART 239	Fiber: Fabric Printing	3 hours
ART 266	Introduction to New Media	3 hours
ART 270	Topics in Studio Art	1–3 hours
ART 301	Advanced Drawing	3 hours
ART 305	Advanced Painting I	3 hours
ART 306	Advanced Painting II	3 hours
ART 311	Advanced Ceramics: Hand Building and Slip Casting	3 hours
ART 318	Beyond Object	3 hours
ART 319	Digital Fabrication	3 hours
ART 321	Photography II: Lighting Workshop	3 hours
ART 323	Photo-Silkscreen	3 hours
ART 325	Video Art II	3 hours
ART 327	Printmaking III	3 hours
ART 330	Book Arts/Artists' Books	3 hours
ART 335	Animation Workshop	3 hours
ART 337	Advanced Fiber: Surface Construction	3 hours
ART 338	Advanced Fiber: Surface Design	3 hours
ART 357	Holography Workshop	1–3 hours
ART 366	Cyberfeminism and New Media Practices	3 hours
ART 370	Topics in Studio Art	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 407	Painting Studio	3 hours
ART 411	Alternative Processes in Ceramics	3 hours
ART 417	Advanced Sculpture Topics	3 hours
ART 421	Photography III: Beyond the Frame	3 hours
ART 427	Printmaking Studio	3 hours
ART 499	Internship	1–3 hours

**Participate in 3 portfolio reviews**

**Minor in Art History—ARTH (18 hours)**

**All of the following:**

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

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

ART 293	Asian Art	3 hours
ART 345	Realism to Surrealism: Art from 1839 to 1944	3 hours
ART 346	Museums and Culture	2–3 hours
ART 350	Alternative Media: Art from 1945 to 1989	3 hours
ART 355	Art Today: Art Since 1990	3 hours
ART 360	Performance in Art and New Media	3 hours
ART 371	Topics in Art History and Criticism	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 485	Art History Methods and Theory	3 hours
ART 499	Internship	1–3 hours

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

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

ART 293	Asian Art	3 hours
ART 345	Realism to Surrealism: Art from 1839 to 1944	3 hours
ART 346	Museums and Culture	2–3 hours
ART 350	Alternative Media: Art from 1945 to 1989	3 hours
ART 355	Art Today: Art Since 1990	3 hours
ART 360	Performance in Art and New Media	3 hours

ART 371	Topics in Art History and Criticism	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 485	Art History Methods and Theory	3 hours
ART 499	Internship	1–3 hours

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

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

ART 293	Asian Art	3 hours
ART 345	Realism to Surrealism: Art from 1839 to 1944	3 hours
ART 346	Museums and Culture	2–3 hours
ART 350	Alternative Media: Art from 1945 to 1989	3 hours
ART 355	Art Today: Art Since 1990	3 hours
ART 360	Performance in Art and New Media	3 hours
ART 371	Topics in Art History and Criticism	1–3 hours
ART 397/497	Independent Study	1–3 hours
ART 485	Art History Methods and Theory	3 hours
ART 499	Internship	1–3 hours

### **ADDITIONAL PROGRAMS**

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

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

## **ART COURSES (ART)**

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

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

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

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

### **102 Drawing II (3)**

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

### **103 Design Lab (3)**

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

### **125 Silkscreen (3)**

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

### **141 Art Encounter (3)**

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

### **142 Introduction to Film History and Analysis (3)**

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

### **205 Painting: Oil (3)**

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

### **207 Water Based Media (3)**

In this course, the goal is to introduce students to some of the water-based media that contemporary artists use today, as well as the techniques employed by them. The course will be conducted as a "materials and technique" course, where students will go in-depth into the tools, methods, applications, and mediums used in conjunction with these media. Students are encouraged to play with the materials so that they may learn what their limitations are. All of the 1st half of the semester work, studies, experiments, etc., will be done in the handmade books created during the first two weeks.

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

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

### **212 Throwing on the Wheel (3)**

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

### **216 Introduction to Furniture Design (3)**

Introduction to Furniture Design focuses on the design and construction of furniture and functional objects within the context of contemporary culture. It integrates creative problem solving with technical and material processes in order to build objects that are ergonomic and interactive. Students will learn a process of design that evolves from sketch, to model -or- prototype, and finally to a finished, usable object. Design for social good and sustainability will also be a departure point for creative projects. Creative projects and technical demonstrations will be augmented by lectures on the history of furniture design and contemporary approaches to functional object-making.

### **217 Reductive/Constructive (3)**

An introductory, predominately "form" based course in which students thematically and technically explore additive and subtractive approaches to object-making. Traditional and experimental techniques, materials, and presentation methods are explored given the course theme. Students gain an

understanding of sculpture as an expanded field through readings, discussions, assignments and projects that address the history and evolution of the discipline.

### **218 Modeling and Replication (3)**

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

### **219 Sculptural Knitting and Crochet (3)**

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

### **221 Photography I (3)**

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

### **223 Introduction to Digital Photography (3)**

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

### **224 Video Art (3)**

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

### **227 Etching (3)**

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

### **228 Lithography (3)**

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

### **236 Sustainable Textiles (3)**

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

### **237 Handmade Paper and Felt (3)**

This fibers course will introduce hand PAPERMAKING and FELTING, two non-woven surface processes. Papermaking: the class will learn sheet forming, pulp painting, and basic casting, and will make papers from a variety of plant fibers. Felting: the class will create two- and three- dimensional forms from wool felt and will explore wet felting, appliqué methods, needle felting and Nuno felt. Projects will explore the conceptual & expressive potential of the materials and techniques introduced.



Slide lectures and readings will introduce students to the global historic traditions of these two materials that date back to prehistoric times as well as contemporary artists and designers working with handmade paper or felt.

### **238 Fiber: Surface Design (3)**

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

### **239 Fiber: Fabric Printing (3)**

This course in fabric printing will introduce ancient to contemporary methods for applying color, pattern, texture & image on cloth. Printing techniques will include Japanese rice paste resist printing (relief & stencil methods), screen printing and heat transfer printing (dye sublimation). Students will explore the use of dyes, pigments, and resists on a variety of natural and synthetic fabrics. Lectures will introduce historic and contemporary world textiles.

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

This course provides a survey of the historical development of Western and non-Western art and architecture beginning with the Neolithic period and leading up to the thirteenth century. We will study works of art in their cultural contexts in order to gain an understanding of the purpose, meaning, and significance of works of art to those who made and used them. Emphasis will be placed on the exchange of knowledge, ideas, forms, and iconography across cultures over time, and the subsequent change in the meaning and significance of these when put to new uses in new contexts. We will discuss current issues and debates in art history, such as responsible collection practices and repatriation of art objects. We will relate the aesthetic experiences and values of cultures from our period of study to contemporary culture. Over the course of the semester, students will develop their own analysis of the purpose, meaning, and significance of a single art object that they have viewed in a museum, and which dates from the chronological period the course covers.

### **242 Art History Survey II (3)**

This course provides a survey of the historical development of Western and non-Western art and architecture from the Renaissance period to the present. We will study works of art in their cultural contexts in order to gain an understanding of the purpose, meaning, and significance of works of art to those who made, used, and viewed them. Emphasis will be placed on the idea that art history's canon is not fixed, but is instead shaped by the questions we ask and the values we hold in the present. We will discuss current issues and debates in art history, such as the repatriation of art objects looted

during WWII, the role of museums in society, and responses to art controversies. We will discuss how the aesthetic values of cultures from our period of study have influenced contemporary aesthetic values. Over the course of the semester, students will respond to works of art that they have viewed in a museum, and which date from the chronological period the course covers.

### **266 Introduction to New Media (3)**

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

### **270 Topics in Studio Art (1–3)**

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

### **293 Asian Art (3)**

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

### **301 Advanced Drawing (3)**

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

### **305 Advanced Painting I (3)**

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

### **306 Advanced Painting II (3)**

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

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

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

### **318 Beyond Object (3)**

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

### **319 Digital Fabrication (3)**

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

### **321 Photography II: Lighting Workshop (3)**

Through various laboratory projects, students study advanced photographic concepts for studio/artificial and natural lighting 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. (Digital camera required / Digital SLR preferred) Prerequisite: ART 221 or ART 223.

### **323 Photo-Silkscreen (3)**

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

### **325 Video Art II (3)**

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

### **327 Printmaking III (3)**

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

### **330 Book Arts/Artists' Books (3)**

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

### **335 Animation Workshop (3)**

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

### **337 Advanced Fiber: Surface Construction (3)**

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

### **338 Advanced Fiber: Surface Design (3)**

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

### **345 Realism to Surrealism: Art from 1839 -1944 (3)**

This course traces the development of modern art from the invention of photography through WWII. Responding to historical events, the legacy of academic art, and new forms of mass media, artists sought to produce art that reflected and shaped modern life. This course introduces modern approaches to painting, sculpture, design, architecture, performance, film, and photography in tandem with the theoretical texts influencing modern art's production and reception. This course introduces key terms such as modernism, the avant-garde, realism, expressionism, orientalism, primitivism, abstraction, and anti-art. Artistic movements covered include, but are not limited to, Realism, Impressionism, Expressionism, Cubism, Constructivism, Dada, Surrealism, and the Harlem Renaissance.

### **346 Museums and Culture (2–3)**

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



### **350 Alternative Media: Art from 1945 to 1989 (3)**

This course surveys artistic movements and practices from the end of WWII through the end of the Cold War and the onset of the AIDS crisis. Artists responded to the legacy of modern art and the rise of the mass media by exploring alternative media, processes, and exhibition venues. Activist movements prompted artists to confront questions about identity and the relationship between art and politics. Artworks are discussed alongside theoretical texts that influenced art's production and reception. This course introduces key terms such as expressionism, medium specificity, conceptualism, process art, performativity, institutional critique, site-specificity, appropriation, deconstruction, and postmodernism. Artistic movements covered include, but are not limited to, Abstract Expressionism, Gutai, Pop Art, Fluxus, Minimalism, the feminist art movement, the black arts movement, and the Pictures Generation.

### **355 Art Today: Art Since 1990 (3)**

This course examines contemporary art's concerns, themes, and practices in the context of globalization and the growth of the Internet and social media. Regions surveyed include Japan, China, West Asia, India, Africa, South America, Australia, Russia, Eastern Europe, Western Europe and the United States. The contemporary art of each region is discussed in relation to its historical, political, social, and economic context. Simultaneously, the course emphasizes how global political, social, and economic networks lead to artistic concerns, themes, and practices being shared across national borders. Contemporary approaches to painting, sculpture, performance, installation, photography, and digital media are discussed in tandem with theoretical texts influencing contemporary art's production and reception. This course introduces key terms such as globalization, intertextuality, hybridity, performativity, site-specificity, environmental art, the artist-as-curator, interactivity, and relational aesthetics..

### **357 Holography Workshop (1–3)**

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

### **360 Performance in Art and New Media (3)**

This course investigates art and new media practices dating from 1970 to the present that address the construction of identity by way of engagement with performance. Areas of visual art and new media explored include performance art, dance, film, photography, video, video games, and art apps for touchscreen devices. This course surveys critical theories used by performance studies scholars, art historians, and artists to interpret and produce art and new media that engages with questions of identity. Interactive digital publishing platforms that allow for investigation of the relationship between academic writing and theories of performativity and intertextuality will be introduced and opportunities to develop performance works in art and new media will be provided.

### **366 Cyberfeminism and New Media Practices (3)**

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

### **370 Topics in Studio Art (1–3)**

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

### **371 Topics in Art History and Criticism (1–3)**

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

### **397 Independent Study (1–3)**

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

### **402 Teaching Art in Preschool through 8 (3)**

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

### **403 Teaching Art in High School (3)**

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

### **407 Painting Studio (3)**

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

### **411 Alternative Processes in Ceramics (3)**

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

### **417 Advanced Sculpture Topics (3)**

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

### **421 Photography III: Beyond the Frame (3)**

Continued study of the medium's technical and aesthetic dimensions through individual laboratory work, readings, group critiques and discussions. Students are introduced to and work with a range of alternative photographic processes. (Digital camera required / Digital SLR preferred) Prerequisites: ART 321 or 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.

### **485 Art History Methods and Theory (3)**

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

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

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

### **497 Independent Study (1–3)**

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

### **499 Internship (1–3)**

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



# Biology

**Don Paetkau, Department Chair**  
278 Science Hall  
574-284-4684

### **FACULTY/PROFESSIONAL SPECIALISTS**

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

### **DEPARTMENT DESCRIPTION**

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

### **TEACHER PREPARATION**

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

### **ADVANCED WRITING PROFICIENCY**

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

### **SENIOR COMPREHENSIVE**

The Senior Comprehensive requirement in Biology is fulfilled by successful completion of BIO 385 and BIO 485. It also involves completion of a committee-approved paper and an oral presentation to the department.

### **BIOLOGY DEPARTMENT LEARNING OBJECTIVES**

- The Saint Mary's biology major will demonstrate familiarity with current biological principles and practices.
- The Saint Mary's biology major will demonstrate an understanding of the scientific approach to problem solving.
- The Saint Mary's biology major will participate in laboratory and/or field experiences as methods of investigation.
- The Saint Mary's biology major will demonstrate a knowledge of and appreciation for scientific achievement in the world.



## Additional Student Learning Outcomes for each Concentration:

### Integrated Biology Concentration

- The Saint Mary's biology major will demonstrate an understanding of basic biological principles. These include but are not limited to concepts related to the diversity of living organisms, the ecological and evolutionary implications of variations in form and function, eukaryotic cell structure, and functional aspects of the eukaryotic cell.
- The Saint Mary's biology major will be able to explain the genetic basis for variation among living organisms, the relationship between genotypic and phenotypic expression, and the patterns of inheritance as a result of genetic crosses.
- The Saint Mary's biology major will demonstrate skills pertaining to and required by participation in field courses, courses dealing with morphology, physiological/molecular courses, botanical courses, and zoological courses.
- The Saint Mary's biology major will complete all learning objectives associated with the Senior Comprehensive.

### Cellular/Molecular Biology Concentration

- The Saint Mary's biology major will demonstrate an understanding of basic biological principles. These include but are not limited to concepts related to the diversity of living organisms, the ecological and evolutionary implications of variations in form and function, eukaryotic cell structure, and functional aspects of the eukaryotic cell.
- The Saint Mary's biology major will be able to explain the genetic basis for variation among living organisms, the relationship between genotypic and phenotypic expression, and the patterns of inheritance as a result of genetic crosses.
- The Saint Mary's biology major will demonstrate an in-depth understanding of cellular and molecular function.
- The Saint Mary's biology major will be able to explain how cellular and molecular mechanisms influence the whole organism.
- The Saint Mary's biology major will complete all learning objectives associated with the Senior Comprehensive.

### Ecology, Evolution, and Environmental Biology Concentration

- The Saint Mary's biology major will demonstrate an understanding of basic biological principles. These include but are not limited to concepts related to the diversity of living organisms, the ecological and evolutionary implications of variations in form and function, eukaryotic cell structure, and functional aspects of the eukaryotic cell.
- The Saint Mary's biology major will be able to explain the genetic basis for variation among living organisms, the relationship between genotypic and phenotypic expression, and the patterns of inheritance as a result of genetic crosses.
- The Saint Mary's biology major will demonstrate an in-depth understanding of environmental concepts.
- The Saint Mary's biology major will be able to explain how components of the environment influence all organisms and vice versa.
- The Saint Mary's biology major will complete all learning objectives associated with the Senior Comprehensive.

## PROGRAM IN BIOLOGY

### Bachelor of Science, Major in Biology, Integrative Biology—BIO (60 hours)

Thirty seven (37) hours must be in biology.

#### All of the following:

BIO 153-154	Foundations of Biology I, II	lab	8 hours
BIO 221	Introduction to Genetics	lab	4 hours
BIO 385	Introduction to Research		2 hours
BIO 485	Research in Biology		2 hours

#### One from each of the following areas:

<i>Cellular/Physiological Course</i>			
BIO 230	Molecular Cell Biology	lab	4 hours
BIO 317	Microbiology	lab	4 hours
BIO 328	General Physiology	lab	4 hours
BIO 413	Histology	lab	4 hours
<i>Field Course</i>			
BIO 209	Marine Biology	lab	4 hours
BIO 301	Field Biology	lab	3 hours
BIO 308	Vertebrate Natural History	lab	4 hours
BIO 316	Conservation Biology	lab	4 hours
BIO 323	Ecology	lab	4 hours
BIO 324	Field Botany	lab	4 hours
BIO 332	Ornithology	lab	3 hours
<i>Organismal Course</i>			
BIO 213	Introductory Human Anatomy	lab	4 hours
BIO 220	Comparative Vertebrate Anatomy	lab	4 hours
BIO 308	Vertebrate Natural History	lab	4 hours
BIO 320	Parasitology	lab	4 hours
BIO 332	Ornithology	lab	3 hours
<i>Botanical Course</i>			
BIO 313	Economic Botany		3 hours
BIO 324	Field Botany	lab	4 hours
BIO 335	Plant-Animal Interactions	lab	4 hours

Electives to total 37 hours in Biology. Up to three hours of non-traditional (nt) credits and a maximum of two non-lab courses of three hours each may be counted toward the required elective hours in biology.

BIO 209	Marine Biology	lab	4 hours
BIO 213	Introductory Human Anatomy	lab	4 hours
BIO 220	Comparative Vertebrate Anatomy	lab	4 hours
BIO 230	Molecular Cell Biology	lab	4 hours
BIO 232	Animal Behavior	lab	4 hours
BIO 248	Issues in Environmental Biology		1 hour
BIO 270	Environments of Ecuador		3 hours
BIO 301	Field Biology	lab	3 hours
BIO 308	Vertebrate Natural History	lab	4 hours
BIO 310	Teaching in Biology (3 hours max)	nt	1-3 hours
BIO 312	Evolution		3 hours
BIO 313	Economic Botany		3 hours
BIO 315	Statistical Methods for Biologists	lab	3 hours
BIO 316	Conservation Biology	lab	4 hours
BIO 317	Microbiology	lab	4 hours
BIO 318	Immunology		3 hours
BIO 320	Parasitology	lab	4 hours
BIO 323	Ecology	lab	4 hours
BIO 324	Field Botany	lab	4 hours

BIO 326	Developmental Biology	lab	4 hours
BIO 328	General Physiology	lab	4 hours
BIO 332	Ornithology	lab	3 hours
BIO 333	Biomedical Technology, Ethics, and Decision Making		3 hours
BIO 335	Plant-Animal Interactions	lab	4 hours
BIO 340	Medical Terminology		2 hours
BIO 410	Pathophysiology		3 hours
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health		3 hours
BIO 417	Cancer Biology		3 hours
BIO 497	Independent Study	nt	1–3 hours
BIO 499	Internship	nt	1–3 hours

#### Required Supporting Courses

##### All of the following:

CHEM 121-122	Principles of Chemistry I, II	8 hours
CHEM 221	Organic Chemistry I	4 hours

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

MATH 131-132	Calculus I, II	8 hours
MATH 133, 114	Theory and Application of Calculus/Introduction to Statistics	7 hours
MATH 133, 225	Theory and Application of Calculus/Foundations of Higher Mathematics	7 hours

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

#### ***Bachelor of Science, Major in Biology, Concentration in Cellular/Molecular Biology—BICM (60 hours)***

Thirty seven (37) hours must be in biology.

##### All of the following:

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

Electives to total 37 hours in Biology. Up to three hours of non-traditional (nt) credits and a maximum of two non-lab courses of three hours each may be counted toward the required elective hours in biology.

BIO 209	Marine Biology	lab	4 hours
BIO 213	Introductory Human Anatomy	lab	4 hours
BIO 220	Comparative Vertebrate Anatomy	lab	4 hours
BIO 232	Animal Behavior	lab	4 hours
BIO 248	Issues in Environmental Biology		1 hour
BIO 270	Environments of Ecuador		3 hours
BIO 301	Field Biology	lab	3 hours
BIO 308	Vertebrate Natural History	lab	4 hours
BIO 310	Teaching in Biology (3 hours max)	nt	1–3 hours
BIO 312	Evolution		3 hours
BIO 313	Economic Botany		3 hours
BIO 315	Statistical Methods for Biologists	lab	3 hours
BIO 316	Conservation Biology	lab	4 hours
BIO 318	Immunology		3 hours
BIO 320	Parasitology	lab	4 hours
BIO 323	Ecology	lab	4 hours

BIO 324	Field Botany	lab	4 hours
BIO 326	Developmental Biology	lab	4 hours
BIO 332	Ornithology	lab	3 hours
BIO 333	Biomedical Technology, Ethics, and Decision Making		3 hours
BIO 335	Plant-Animal Interactions	lab	4 hours
BIO 340	Medical Terminology		2 hours
BIO 410	Pathophysiology		3 hours
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health		3 hours
BIO 413	Histology	lab	4 hours
BIO 417	Cancer Biology		3 hours
BIO 497	Independent Study	nt	1–3 hours
BIO 499	Internship	nt	1–3 hours

#### Required Supporting Courses

##### All of the following:

CHEM 121-122	Principles of Chemistry I, II	8 hours
CHEM 221	Organic Chemistry I	4 hours

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

MATH 131-132	Calculus I, II	8 hours
MATH 133, 114	Theory and Application of Calculus/Introduction to Statistics	7 hours
MATH 133, 225	Theory and Application of Calculus/Foundations of Higher Mathematics	7 hours

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

#### ***Bachelor of Science, Major in Biology, Concentration in Ecology, Evolution and Environmental Biology—EEEB (60 hours)***

Thirty seven (37) hours must be in biology.

##### All of the following:

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

##### Two of the following:

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

Electives to total 37 hours in Biology. Up to three hours of non-traditional (nt) credits and a maximum of two non-lab courses of three hours each may be counted toward the required elective hours in biology.

BIO 209	Marine Biology	lab	4 hours
BIO 213	Introductory Human Anatomy	lab	4 hours
BIO 220	Comparative Vertebrate Anatomy	lab	4 hours
BIO 230	Molecular Cell Biology	lab	4 hours
BIO 232	Animal Behavior	lab	4 hours
BIO 270	Environments of Ecuador		3 hours
BIO 301	Field Biology	lab	3 hours
BIO 308	Vertebrate Natural History	lab	4 hours



BIO 310	Teaching in Biology (3 hours max)	nt	1–3 hours
BIO 313	Economic Botany		3 hours
BIO 316	Conservation Biology	lab	4 hours
BIO 317	Microbiology	lab	4 hours
BIO 318	Immunology		3 hours
BIO 320	Parasitology	lab	4 hours
BIO 324	Field Botany	lab	4 hours
BIO 326	Developmental Biology	lab	4 hours
BIO 328	General Physiology	lab	4 hours
BIO 332	Ornithology	lab	3 hours
BIO 333	Biomedical Technology, Ethics, and Decision Making		3 hours
BIO 335	Plant-Animal Interactions	lab	4 hours
BIO 340	Medical Terminology		2 hours
BIO 410	Pathophysiology		3 hours
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health		3 hours
BIO 413	Histology	lab	4 hours
BIO 417	Cancer Biology		3 hours
BIO 497	Independent Study	nt	1–3 hours
BIO 499	Internship	nt	1–3 hours

#### Required Supporting Courses

##### All of the following:

CHEM 121-122	Principles of Chemistry I, II	8 hours
CHEM 221	Organic Chemistry I	4 hours

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

MATH 131-132	Calculus I, II	8 hours
MATH 133, 114	Theory and Application of Calculus/Introduction to Statistics	7 hours
MATH 133, 225	Theory and Application of Calculus/Foundations of Higher Mathematics	7 hours

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

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

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

BIO 105	Cells to Self	lab	4 hours
BIO 106	Mendel, Darwin, and the World We Live In	lab	4 hours
BIO 107	Physiology of Women		3 hours
BIO 120	Human Genetics and Society		3 hours
BIO 153	Foundations of Biology I	lab	4 hours
BIO 154	Foundations of Biology II	lab	4 hours
BIO 209	Marine Biology	lab	4 hours
BIO 213	Introductory Human Anatomy	lab	4 hours
BIO 214	Human Physiology	lab	4 hours
BIO 216	Introduction to Microbiology	lab	4 hours
BIO 220	Comparative Vertebrate Anatomy	lab	4 hours
BIO 221	Introduction to Genetics	lab	4 hours
BIO 224	Introduction to Pathophysiology	lab	3 hours
BIO 230	Molecular Cell Biology	lab	4 hours
BIO 232	Animal Behavior	lab	4 hours
BIO 270	Environments of Ecuador		3 hours
BIO 301	Field Biology	lab	3 hours
BIO 308	Vertebrate Natural History	lab	4 hours
BIO 312	Evolution		3 hours
BIO 313	Economic Botany		3 hours
BIO 315	Statistical Methods for Biologists	lab	3 hours
BIO 316	Conservation Biology	lab	4 hours
BIO 317	Microbiology	lab	4 hours
BIO 318	Immunology		3 hours
BIO 320	Parasitology	lab	4 hours
BIO 323	Ecology	lab	4 hours
BIO 324	Field Botany	lab	4 hours
BIO 326	Developmental Biology	lab	4 hours
BIO 328	General Physiology	lab	4 hours
BIO 331	Biotechnology	lab	4 hours
BIO 332	Ornithology	lab	3 hours
BIO 333	Biomedical Technology, Ethics, and Decision Making		3 hours
BIO 335	Plant-Animal Interactions	lab	4 hours
BIO 410	Pathophysiology		3 hours
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health		3 hours
BIO 413	Histology	lab	4 hours
BIO 417	Cancer Biology		3 hours
BIO 497	Independent Study	nt	3 hours
BIO 499	Internship	nt	3 hours

#### GRADUATE STUDY

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

#### INTERNATIONAL PROGRAMS

##### Environments of Ecuador Summer Program

One of the most environmentally diverse countries in the world, Ecuador offers a unique opportunity to experience four distinct ecological settings. Witness 500-pound tortoises on the Galapagos Islands, hummingbirds in the cloud forest, alpacas of the Andes highlands, and Capuchin monkeys in the Amazon. Students will discover a fascinating world of unusual plants and animals. Open to students in all majors, the course (BIO 270) highlights the natural beauty of Ecuador in a 15-day travel experience during the summer in even

years. Particular emphasis is placed on local conservation efforts, the intersections between biology and culture, and the rich diversity of life.

## **BIOLOGY COURSES (BIO)**

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

Biology 105 is built on the following themes: The Cell, Energy, Information, and Integration. Where possible, we will identify individuals and evaluate the contributions that led to major advances in our understanding of these processes and identify the questions that remain unanswered. Throughout the course we will stop to address the relevance of the processes under consideration to life choices and/or current issues facing our communities. Three hours lecture and one 2-hour lab each week. Offered fall semester.

### **106 Mendel, Darwin and the World We Live In (4)**

BIO 106 consists of three modules, each focusing on one of these primary themes: Genetics, Evolution, Ecology. Each module is initiated by considering fundamental biological observations followed by a historically-based view of the work of those who pursued explanations for these observations. Each module places humans in context by taking a look at issues confronting citizens in their everyday lives. Three hour lecture and one 2-hour lab each week. Offered spring semester.

### **107 Physiology of Women (3)**

This course, designed for the non-science major, details the way women's physiology is unique. It includes the obvious ways women and men differ (e.g. the reproductive cycle and pregnancy) as well as less obvious ways a woman's physiology is distinctive (e.g. heart disease and responses to stress). The lens through which all assignments are viewed will be the gender of experimental subjects used in the basic research upon which course information is based. This class meets the NS LO1, WV, and CTS Sophia Program Liberal Learning designations. Offered fall semester; 3 hours of lecture per week; no prerequisites.

### **109 Marine Biology (3)**

This course is an introduction to marine biology. Topics include marine ecosystems, the diversity of marine organisms, interactions between marine organisms and their environment, and humans' involvement with the marine environment. In this course students will investigate fundamental marine biological principles, learn to apply the scientific method to investigate marine biological questions, and critically analyze marine biological issues facing humans in today's world.

### **112 Evolution for Everyone (3)**

This course is designed for nonscience majors and will introduce students to the scientific method, major concepts in evolutionary biology, and will explore the many ways evolution shapes our daily lives. Our foods, relationships, personalities, beliefs, behaviors, and medical treatments are all influenced by natural selection. Evolutionary thinking can help students understand who we are as humans, how we interact in society, and what our place is in the natural world. Offered summers; online course; no prerequisites.

### **120 Human Genetics and Society (3)**

This course is an overview of the importance of human genetics in the modern world based on the study of heritable patterns, biological causes, and social impact of genetic information. Particular emphasis placed on biomedicine, genetic diseases, modern technology, the role of genetic counseling, and the intersections between knowledge and application. Three hours lecture each week.

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

This course is the first of a two-part sequence for the intended nursing major that will cover the chemical basis of cells, cell microscopy, and tissue types as well as the integumentary system, skeletal system, muscular system, and nervous system (including special senses). Course content will also include discussions about health/disease issues of concern as they pertain to the current course material. Laboratory content will include use of the scientific method as well as acquisition and application of knowledge pertaining to physiological processes as discussed in lecture. This class meets the NS LO1 Sophia Program Liberal Learning designations. Offered fall semester for first year intended nursing majors; 3 hours of lecture and 3 hours of lab per week; no prerequisites.

### **142 Human Anatomy and Physiology II (4)**

This course is the second of a two-part sequence for the intended nursing major that will cover the cardiovascular system, blood, lymphatics and immunity, respiratory system, digestive system,

urinary system, endocrine system, and the reproductive system with some information about human development and heredity. Course content will also include discussions about health/disease issues of concern as they pertain to the current course material. Laboratory content will include use of the scientific method as well as acquisition and application of knowledge pertaining to physiological processes as discussed in lecture. This class meets the NS LO1 Sophia Program Liberal Learning designations. Offered spring semester for first-year intended nursing majors; 3 hours of lecture and 3 hours of lab per week. Prerequisite: C or better in BIO 141 recommended.

### **153 Foundations of Biology I (4)**

A study of major concepts of biology with emphasis on cellular structure and function, genetics, respiration, molecular biology, and animal anatomy and cellular physiology. Three hours lecture, one three-hour lab per week.

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

A study of major concepts of biology with emphasis on plant structure and function, ecology, evolution, and diversity of life. Three hours of lecture and one three-hour lab per week.

**Note: Unless otherwise noted, all 200-level biology courses require BIO 153-154 and all 300-level biology courses require BIO 153-154 and BIO 221.**

### **213 Introductory Human Anatomy (4)**

Introductory course applying a systemic approach to the study of human form and function. Laboratory will focus on the study of human osteology, human models, and feline dissection. Intended for students with interest in health professions, regardless of major. Fall semester; three hours lecture and one three-hour laboratory per week. Prerequisites: one semester of introductory biology or permission of instructor.

### **214 Human Physiology (4)**

Concepts of human physiology built upon a strong understanding of human anatomy. For students majoring in areas other than biology. (Three hours lecture and one three-hour laboratory) Offered fall semester. Prerequisite: one semester each of biology and chemistry.

### **216 Introduction to Microbiology (4)**

A general introduction to microorganisms, their cultivation, control and role in infectious disease with emphasis on the host-parasite relationship and the host's response to infection. For students majoring in areas other than biology. (Three hours lecture and three hours of laboratory) Offered spring semester. Prerequisites: BIO 141, 142, and CHEM 118.

### **220 Comparative Vertebrate Anatomy (4)**

A study of vertebrate organ systems in terms of structure, function and evolution to acquire an appreciation of both the uniformity and diversity of anatomical adaptations among living vertebrates. Offered spring semester in alternating years. Three hours lecture and one three-hour laboratory per week. Prerequisites: one semester of introductory biology or permission of instructor.

### **221 Introduction to Genetics (4)**

An introduction to principles including: Mendelian analysis, chromosome structure and function, DNA expression and regulation, quantitative and population genetics, genomics, mutations, and recombinant DNA technology. The laboratory incorporates both classical transmission analysis and modern molecular techniques of DNA manipulation. Fall semester; three hours lecture and one three-hour laboratory per week. Prerequisites: CHEM 121-122; CHEM 221 or permission of instructor.

### **224 Introduction to Pathophysiology (3)**

This class is designed to give students an introduction to the basis of diseases, disorders, and syndromes. Disease pathogenesis (how a disease progresses) and etiology (the study of the cause of disease) will be emphasized. Common diseases and disorders of organ systems will be examined via lectures, case studies, outside research, and class discussions. Offered in the spring semester primarily for sophomore nursing majors. Three hours lecture per week. Prerequisites: BIO 141, 142, and CHEM 118.

### **230 Molecular Cell Biology (4)**

A study of the structure and function of genes, their products and the interrelationship of these products in the cell. The experiments that led to our understanding of these processes and the molecular tools developed from these experiments will be emphasized. The lab provides students an opportunity to use these tools. Spring semester; three hours lecture and one three-hour laboratory per week. Prerequisite: BIO 221.

### **232 Animal Behavior (4)**

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

### **248 Issues in Environmental Biology (1)**

Biological phenomena are found at the root of many major environmental problems; by understanding the biology, we can find new solutions for many issues. This one-hour seminar class will provide students an opportunity to explicitly connect current environmental problems to their biological underpinnings using primary literature, writing assignments, and in-class discussions.

### **270 Environments of Ecuador (3)**

Experience four major ecosystems: Andes highlands, cloud forest, Amazon rainforest, and volcanic islands (Galapagos). Topics include history/culture of Ecuador, native plant and animal diversity, evolutionary biology, environmental impact of human presence, and Ecuadorian efforts at conservation (required pre-travel class sessions, two weeks travel in Ecuador, and travel fees). Appropriate for both biology majors and non-majors. Offered summer, alternate years. Prerequisite: one year of biology or permission of instructor.

### **297 Independent Study (1–3)**

An opportunity for independent study for outstanding first and second-year students. Original research is encouraged. Consent of department chair required. May be repeated.

### **301 Field Biology (3)**

An intensive field course concerned with techniques for studying plants and animals in a natural setting. Offered summers, occasionally.

### **308 Vertebrate Natural History (4)**

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

### **310 Teaching in Biology (1–3)**

Faculty-supervised lecture or laboratory assistance experience for biology majors. Includes preparation time for theory review and procedures as well as peer mentoring in the laboratory and/or lecture under faculty supervision. Application is required: final selection will be by faculty member directing the experience. Variable credit from 1-3 semester hours. Learning contract required. Graded S/U.

### **312 Evolution (3)**

An examination of the theoretical and empirical framework of evolution, the most important unifying principle in modern biology; as evolutionary geneticist Theodosius Dobzhansky noted in 1973, “Nothing in biology makes sense except in the light of evolution.” During the course, students will (1) develop and demonstrate a thorough understanding of the process and pattern of evolutionary change, and (2) develop and demonstrate the ability to analyze, interpret, and discuss recent research literature in evolutionary biology. Fall semester. Prerequisites: BIO 153-154 or equivalent.

### **313 Economic Botany (3)**

An examination of the origin and evolution of crop plants. Emphasis will be placed on the classification, origin, and use of major crops including cereals, roots, fruits, vegetables, spices, beverages, fibers, medicines, and hallucinogens. Offered alternate years with BIO 315, fall semester: three hours lecture.

### **315 Statistical Methods for Biologists (3)**

This course focuses on experimental design in the biological sciences and application/interpretation of statistical methods. Topics covered include types of data, sampling strategies, data presentation and statistical hypothesis testing using both parametric and non-parametric procedures. Offered alternate years with BIO 313, fall semester. Two hours lecture and one three-hour laboratory per week. Prerequisites: Junior standing and MATH 131–132 or equivalent.

### **316 Conservation Biology (4)**

Conservation biology is a relatively new sub-discipline of biology concerned with exploring the underlying causes of biodiversity declines and potential solutions to these problems. During the semester, students enrolled in this course will (1) learn and demonstrate a basic understanding of ecological

and evolutionary processes involved in species diversity, (2) identify and describe the root causes of biodiversity decline in a number of settings, and (3) assess existing conservation strategies and generating new conservation tools. Fall semester; three hours lecture and one three-hour laboratory per week.

### **317 Microbiology (4)**

A cellular/molecular study of microorganisms and their roles in infectious disease, the environment, and industry. The laboratory covers basic methods for the study of microbes including aseptic technique, microscopy, safety, control of infectious organisms, molecular techniques and the generation and interpretation of quantitative data. Offered fall semester: three hours lecture; one two-hour and one one-hour laboratory per week. Prerequisites: CHEM 121–122, 221.

### **318 Immunology (3)**

Cellular and molecular basis of immunity. The course emphasize how the healthy human immune system deals with infectious disease, and failures in that system including autoimmunity, immunodeficiency and allergy. Offered fall semester alternating with BIO 417: three hours lecture. Prerequisites: BIO 153 and 221 or permission of instructor.

### **320 Parasitology (4)**

Survey of parasitic protozoa, helminths and arthropods of medical and economic importance. Emphasis on host-parasite relations, life histories, pathology and control. Spring semester: three hours lecture and one three-hour laboratory per week.

### **323 Ecology (4)**

A course emphasizing ecological principles through lecture presentations, laboratory exercises and field studies. Offered alternate years with BIO 324, fall semester. Three hours lecture and one three-hour laboratory per week.

### **324 Field Botany (4)**

A study of flowering plant taxonomy with an emphasis on principles of classification, sources of taxonomic data and global diversity. Laboratory sessions emphasize the use of keys to identify plants in the local flora. Offered alternate years with BIO 323, fall semester. Three hours lecture and one three-hour laboratory per week.

### **328 General Physiology (4)**

Mechanisms and processes in cells, organs, and organ systems that work to maintain homeostasis in the organism. Basic physiological principles are the primary emphasis while all organ systems are discussed in order that students may learn to apply the information in any type of setting or in any organism. Critical thinking, problem solving, and understanding interactions among systems are emphasized throughout the course. Spring semester; three hours lecture and one three-hour laboratory per week. Prerequisites: Junior standing, CHEM 121–122, 221.

### **330 Seminar in Molecular/Cellular Biology (1)**

A one-hour seminar examining the latest research in the fields of molecular and cellular biology through weekly student presentations of published research articles and discussion. Graded S/U. Prerequisite: BIO 230.

### **331 Biotechnology (4)**

A study of the current topics in biotechnology, and its impact on society, focusing on the techniques and methods used to discover the function of genes and their products. Three hours lecture and one three-hour laboratory per week. Prerequisite: BIO 230.

### **332 Ornithology (3)**

A study of the basics of avian biology stressing classification, morphology, physiology, behavior and ecology. Field experience emphasized. Offered alternate years, spring semester: two hours lecture and one three-hour laboratory per week.

### **333 Biomedical Technology, Ethics, and Decision Making (3)**

An overview of recent advances in biomedical technology and the ethical issues encountered by consumers when faced with the opportunity to utilize these technological advances. Using case studies, students will review the basic science supporting each new technology, its intended use, and subsequent risks and benefits. Offered spring semester: three hours lecture per week. Junior standing required.

### 335 Plant-Animal Interactions (4)

The characteristics of all organisms are greatly shaped by their interactions with their environment, particularly other organisms. Our primary objectives in this class are to use plant-animal interactions as a framework to examine the morphology, physiology, ecology, and evolution of plants. Spring semester: three hours lecture and one three-hour lab per week.

### 340 Medical Terminology (2)

This course is designed for students who need a medical terminology course for admission into a graduate or professional program. All body systems are covered as students learn the appropriate terms by studying the root words, prefixes, and suffixes used in medically-related fields. Offered fall semesters. Junior standing required.

### 385 Introduction to Research (2)

Designed specifically for biology majors of junior standing in preparation for the required senior project. Includes critical reading of scientific literature, discussion of research methods and data analysis, compiling a bibliography, and writing a literature review and a proposal. Part of Advanced Writing requirement. Includes class meetings and conferences with advisors. Offered spring semester.

### 410 Pathophysiology (3)

Pathophysiology uses case studies to acquaint students with the abnormal physiology associated with states of disease. All organ systems are covered within the semester. Heavily grounded in knowing normal physiology, this class develops critical thinking skills through detailed analysis of alterations in normal mechanisms within the human body. Offered spring semester. Prerequisite (or corequisite with permission of instructor): Junior or senior standing, BIO 214 or 328.

### 412 Emerging Infectious Diseases and Their Impact on Global Health (3)

This course will investigate the factors that drive the emergence of infectious diseases and the effects of emerging diseases on global human health. The course will also address the impact of emerging diseases on the health of wildlife and plant populations. Additionally, the course will discuss the deliberate initiation of emerging infectious diseases; the mechanisms used to mitigate the impact of emerging infectious diseases; and the strategies used to control disease emergence. Offered fall semester; three hours of lecture per week. Prerequisite: BIO 216 or 317.

### 413 Histology (4)

This course will introduce students to the process by which tissues are prepared (paraffin embedding, sectioning, staining) for viewing using a light microscope. The laboratory portion of the course will provide students with the opportunity to refine their skills in microscopy and visual identification of cells, tissues, and organs. Spring Semester every other year: three hours of lecture and three-hour laboratory each week. BIO 153-154 and junior standing required. BIO 213 or 220 highly recommended.

### 417 Cancer Biology (3)

Molecular, cellular, and epidemiologic approaches to the study of cancer causation, prevention, and treatment. Offered alternate years, fall semester: Three hours lecture.

### 485 Research in Biology (2)

Independent research leading to the required Senior Comprehensive. Offered fall semester. Prerequisites: BIO 385, senior standing.

### 490 Special Topics in Biology (1-3)

A variable format (e.g. lecture, lab or seminar) course permitting discussion and analysis of topics not normally covered in detail in regularly scheduled courses. The course content and format will be determined by student and faculty interests. Prerequisites: Junior standing and permission of the instructor. May be repeated with different topic.

### 497 Independent Study (1-3)

An opportunity for independent study for outstanding Junior and Senior students. Original research encouraged. Prerequisite: Permission of faculty advisor and department chair required. May be repeated.

### 499 Internship (1-3)

Practical off-campus experience with an approved medically or biologically related organization. Jointly supervised by a faculty member and a representative from the sponsor. Graded S/U. Prerequisites: Junior standing and permission of department chair.



# Business Administration and Economics

Joyce Hicks, Department Chair  
357 Spes Unica Hall  
574-284-4508

## FACULTY

J. Cerngul, A. Farshbaf, A. Fitwi, J. Hicks, M. Merryman, S. Rohr, J. Vihtelic

## DEPARTMENT DESCRIPTION

The Department of Business Administration and Economics offers a comprehensive program of technical study within the context of the liberal arts. The program is one of the largest of its type among all women's colleges in the country.

## STUDENT LEARNING OUTCOMES

Programs in the department emphasize the following student goals:

- Acquire technical competency in the fields of accounting, management, management information systems, marketing, finance, international business, and economics.
- Acquire professional technological and informational literacy skills.
- Acquire competency in quantitative skills.
- Develop problem solving skills.
- Develop communication and interpersonal skills.
- Develop an ethical sensitivity in a business context.
- Develop a multicultural/international business perspective.
- Explore gender issues in a business setting.

These goals are implemented by offering challenging courses, by providing internship opportunities with local businesses and agencies, and by sponsoring guest speakers and seminars to define the role and future of women in business.

## ADVANCED WRITING PROFICIENCY

To satisfy the Department of Business Administration and Economics Advanced Writing Proficiency requirement students must demonstrate writing proficiency in their chosen disciplines. This requires students to compile a portfolio of three accepted papers from department courses. For Business Administration majors, at least one of three papers must be in a course in the student's concentration. For MIS majors, one of three papers must be in Management Information Systems. For accounting majors, one of the three papers must be in accounting. For Economics majors, all three papers must be in Economics courses. Individual course syllabi will indicate if Advanced W opportunities exist.

## SENIOR COMPREHENSIVE

B.A. In Economics: The Comprehensive Examination in Economics is an objective test on basic material. Successful completion of a major research paper as part of ECON 495 Senior Economics Seminar is also required.

B.B.A.: The Comprehensive Examination utilizes a case study format. It provides teams of students with an integrative group learning experience and tests technical competencies, problem solving and strategic analysis skills, an awareness of ethical issues, communication and interpersonal skills, and quantitative skills. The case also requires the team to consider international and intercultural ramifications.

## PROGRAM REQUIREMENTS

A major may graduate with a Bachelor of Arts degree (B.A.) in economics; a Bachelor of Business Administration degree (B.B.A.) with a major in Business Administration and a concentration in accounting, finance, management, management information systems (MIS), marketing, or international business; a B.B.A. degree with a major in Accounting; or a B.B.A. degree with a major in Management Information Systems.

## PROGRAM IN ECONOMICS

### ***Bachelor of Arts, Major in Economics—ECON (33 hours)***

#### **All of the following:**

ECON 251	Principles of Macroeconomics	3 hours
ECON 252	Principles of Microeconomics	3 hours
ECON 351	Intermediate Macroeconomics	3 hours
ECON 352	Intermediate Microeconomics	3 hours
ECON 495	Senior Economic Seminar	3 hours
BUAD 341	Statistical Application	3 hours

#### **Four of the following (3 hours minimum):**

ECON 354	Economic Development	3 hours
ECON 356	Comparative Economic Systems	3 hours
ECON 357	Public Sector Economics	3 hours
ECON 358	Labor Economics	3 hours
ECON 451	History of Economic Thought	3 hours
ECON 452	International Trade and Finance	3 hours
ECON 470	Topics in Economics	3 hours
ECON 497	Independent Study	1–3 hours

#### **Required Supporting Course**

MATH 114	Introduction to Statistics	3 hours
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## PROGRAM IN BUSINESS ADMINISTRATION

### ***Bachelor of Business Administration, Major in Business Administration—BUAD, Concentrations in Accounting—ACCT; Finance—FIN; International Business—INTB; Management—MGMT; Management Information Systems—MIS; or Marketing—MKT (54 hours)***

The following are required. In addition, at least one concentration must be chosen.

#### **A cumulative grade point average of 2.5 in the following six courses:**

BUAD 201	Principles of Financial Accounting	3 hours
BUAD 202	Principles of Managerial Accounting	3 hours
BUAD 221	Principles of Management	3 hours
BUAD 231	Principles of Marketing	3 hours
ECON 251	Principles of Macroeconomics	3 hours
ECON 252	Principles of Microeconomics	3 hours

#### **All of following:**

BUAD 312	Principles of Finance	3 hours
BUAD 341	Statistical Applications	3 hours
BUAD 344	Business Law I	3 hours
BUAD 346	Personal Ethics and Corporate Culture	3 hours
BUAD 446	Strategic Management	3 hours

#### **One 300/400 level BUEC course (3 hours).**

#### **Required Supporting Courses**

MATH 114	Introduction to Statistics	3 hours
[CPSC 102 and	Spreadsheets	1 hour
CPSC 103]	Introduction to Computers	2 hours
or CPSC 207	Computer Programming	3 hours

#### *Accounting Concentration*

#### **Four of the following:**

BUAD 301	Intermediate Accounting I	3 hours
BUAD 302	Intermediate Accounting II	3 hours
BUAD 303	Cost Accounting	3 hours
BUAD 304	Personal Income Tax	3 hours
BUAD 305	Accounting for Not-For-Profit Organizations	3 hours
BUAD 306	Fraud Examination	3 hours
BUAD 401	Advanced Accounting	3 hours
BUAD 402	Auditing	3 hours
BUAD 404	Advanced Topics in Income Tax	3 hours
BUAD 407	International Accounting	3 hours

#### *Finance Concentration*

#### **Four of the following:**

BUAD 313	Investments	3 hours
BUAD 314	Personal Financial Planning	3 hours
BUAD 315	Management of Financial Institutions	3 hours
BUAD 316	Financial Strategy with Computer Applications	3 hours
BUAD 317	Financial Statement Analysis	3 hours
BUAD 416	International Financial Management	3 hours

#### *International Business Concentration*

#### **Four of the following:**

BUAD 349	Survey of International Business and Economics	3 hours
BUAD 407	International Accounting	3 hours
BUAD 408	Culture of Business in the French Speaking World	3 hours

BUAD 416	International Financial Management	3 hours
BUAD 422	International Management	3 hours
BUAD 432	International Marketing	3 hours
ECON 354	Economic Development	3 hours
ECON 356	Comparative Economic Systems	3 hours
ECON 452	International Trade and Finance	3 hours

#### *Management Concentration*

##### **Four of the following:**

BUAD 321	Human Resource Management	3 hours
BUAD 322	Organizational Behavior	3 hours
BUAD 329	Gender & Race Issues in Management	3 hours
BUAD 342	New Venture	3 hours
BUAD 345	Business Communication	3 hours
BUAD 422	International Management	3 hours
BUAD 427	Principles of Operations Research	3 hours
BUAD 443	Small Business Consulting	3 hours

#### *Management Information System Concentration:*

##### **All of the following:**

CPSC 102	Spreadsheets	1 hour
CPSC 103	Introduction to Computers (or with approval an alternate 300 or 400 level CPSC course)	2 hours
CPSC 207	Computer Programming	3 hours

##### **One of the following:**

CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

##### **Two of the following:**

CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory & Application	3 hours
CPSC 417	Systems Analysis and Design (if not taken above)	4 hours
CPSC 429	Database Systems (if not taken above) (or with approval an alternate 300 or 400 level CPSC course)	3 hours

#### *Marketing Concentration*

##### **Four of the following:**

BUAD 331	Advertising and Promotion	3 hours
BUAD 333	Marketing Research	3 hours
BUAD 334	Buyer Behavior	3 hours
BUAD 342	New Venture	3 hours
BUAD 345	Business Communication	3 hours
BUAD 431	Retail	3 hours
BUAD 432	International Marketing	3 hours
BUAD 434	Sales Management and Professional Selling	3 hours
BUAD 435	Marketing Management	3 hours
BUAD 443	Small Business Consulting	3 hours

## **PROGRAM IN ACCOUNTING**

### ***Bachelor of Business Administration, Major in Accounting—ACCT (63 hours)***

**In addition to the Accounting major a student may choose to earn a concentration in another Business Administration discipline: Finance, International Business, Management, Management Information Systems, and Marketing.**

##### **A cumulative grade point average of 2.5 in the following six courses:**

BUAD 201	Principles of Financial Accounting	3 hours
BUAD 202	Principles of Managerial Accounting	3 hours
BUAD 221	Principles of Management	3 hours
BUAD 231	Principles of Marketing	3 hours
ECON 251	Principles of Macroeconomics	3 hours
ECON 252	Principles of Microeconomics	3 hours

##### **All of the following:**

BUAD 301	Intermediate Accounting I	3 hours
BUAD 302	Intermediate Accounting II	3 hours
BUAD 303	Cost Accounting	3 hours
BUAD 304	Personal Income Tax	3 hours
BUAD 312	Principles of Finance	3 hours
BUAD 341	Statistical Applications	3 hours
BUAD 344	Business Law I	3 hours
BUAD 346	Personal Ethics and Corporate Culture	3 hours
BUAD 402	Auditing	3 hours
BUAD 446	Strategic Management	3 hours

##### **Three of the following:**

BUAD 305	Accounting for Not-for-Profit Organizations	3 hours
BUAD 306	Fraud Examination	3 hours
BUAD 401	Advanced Accounting	3 hours
BUAD 404	Advanced Topics in Income Tax	3 hours
BUAD 407	International Accounting	3 hours
BUAD 444	Business Law II	3 hours

##### **Required Supporting Courses**

MATH 114	Introduction to Statistics	3 hours
[CPSC 102 and	Spreadsheets	1 hour
CPSC 103]	Introduction to Computers	2 hours
or CPSC 207	Computer Programming	3 hours

## **PROGRAM IN MANAGEMENT INFORMATION SYSTEMS**

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

**In addition to the Management Information Systems major a student may choose to earn a concentration in another Business Administration discipline: Accounting, Finance, International Business, Management, and Marketing.**

##### **A cumulative grade point average of 2.5 in the following six courses:**

BUAD 201	Principles of Financial Accounting	3 hours
BUAD 202	Principles of Managerial Accounting	3 hours
BUAD 221	Principles of Management	3 hours
BUAD 231	Principles of Marketing	3 hours
ECON 251	Principles of Macroeconomics	3 hours
ECON 252	Principles of Microeconomics	3 hours

##### **All of the following:**

BUAD 312	Principles of Finance	3 hours
BUAD 341	Statistical Applications	3 hours
BUAD 344	Business Law I	3 hours
BUAD 346	Personal Ethics and Corporate Culture	3 hours
BUAD 446	Strategic Management	3 hours
CPSC 207	Computer Programming	3 hours
CPSC 328	Data Structures	3 hours



CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

**One of the following:**

CPSC 307	C and Assembly Communications	3 hours
CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory & Application	3 hours

**Required Supporting Courses**

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

**Minor in Business Administration—BUAD (18 hours)**

**All of the following:**

BUAD 201	Principles of Financial Accounting	3 hours
BUAD 221	Principles of Management	3 hours
BUAD 231	Principles of Marketing	3 hours
BUAD 312	Principles of Finance	3 hours
ECON 252	Principles of Microeconomics	3 hours

**One 300/400 level BUAD or ECON course (3 hours).**

**Minor in Economics—ECON (18 hours)**

**All of the following:**

ECON 251	Principles of Macroeconomics	3 hours
ECON 252	Principles of Microeconomics	3 hours
ECON 351	Intermediate Macroeconomics	3 hours
ECON 352	Intermediate Microeconomics	3 hours

**Two 300/400 Level ECON courses.**

**CERTIFIED PUBLIC ACCOUNTANT EXAM—150 HOUR REQUIREMENT**

Most states require 150 hours of collegiate education to sit for the Certified Public Accountant (CPA) exam. Students at Saint Mary's College have several options for meeting the 150-hour requirement, including:

- Staying for additional undergraduate work at Saint Mary's, i.e., completing a minor or second major or studying abroad for a year.
- Pursuing a graduate degree at another institution. Many of our graduates go on to complete master's programs.
- Completing the additional college credits in less than five years through a combination of summer school courses and heavier loads during the academic year.
- Going directly into the job market following graduation, prior to completing 150 hours. Many of our graduates have worked with their employers to develop a plan for completion of the hours with employer support.

**BUSINESS ADMINISTRATION COURSES (BUAD)**

**201 Principles of Financial Accounting (3)**

Introduction to accounting and the accounting profession with a focus on the use of accounting information by external decision makers (financial accounting). Emphasis on recording economic transactions, financial reporting and analysis of financial statements. This course is required for all business majors and minors.

**202 Principles of Managerial Accounting (3)**

A continuation of the introduction to accounting with a focus on the use of accounting information by internal decision makers (managerial accounting). Topics include budgeting, cost-volume-profit analysis, standard costing, responsibility accounting and performance evaluation. This course is required for all business majors. Prerequisite: BUAD 201.

**221 Principles of Management (3)**

Introduction to essential principles of management that are necessary for more advanced business study and/or employment in large and small organizations. Major topics include functions of management such as planning and organizing work tasks, coordination and control, foundations of individual and group behavior, motivation, leadership, decision making, change management and communication. Emphasis is on skill development (team and interpersonal).

**231 Principles of Marketing (3)**

Introduction to marketing emphasizing the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, and services for not-for-profit organizations and business firms. Includes study of end consumer and organizational market needs, marketing research, marketing planning, market segmentation, product development, promotion, advertising, personal selling, publicity, sales promotion, direct marketing and channels of distribution. Occasionally taught in Rome.

**240 Financial Success Strategies for Women (3)**

Have you wondered what your life will be like after college? Starting on your own can be challenging. This course will provide you with financial knowledge that will help you to make informed decisions in the real world. Possible topics covered at a basic level could include an overview of the financial planning process, personal financial statements, investing [401(k)s and IRAs], credit management, insurance, income taxes and important legal documents including wills, living wills and durable power of attorney. In addition, gender issues related to personal finance will be discussed. Business majors may receive credit for BUAD 240 or 314, but not both. Appropriate for non-business students. Prerequisite: Junior or senior standing.

**244 Strategies for Financial Success (2)**

This course will provide the financial knowledge that will help make informed decisions in the real world. Topics covered at a basic level may include: investing, including 401(k)s and IRAs, credit management, budgeting, taxes, and insurance. No prior knowledge of business is required. Free elective credit only. Appropriate for non-business students. Prerequisite: Junior or senior standing.

**249 Survey of American Business (1)**

A one-week experiential learning opportunity centering on the American business climate. Through a variety of activities before, during, and after the trip, students will broaden their understanding of diverse business contexts, industries and careers. Office visits may include American and multi-national corporations, private and public companies, exchanges, and federal or state agencies that support or regulate commerce and trade. **Note: Offered as a travel course fall/spring break or summer.**

**301 Intermediate Accounting I (3)**

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

**302 Intermediate Accounting II (3)**

Continuation of BUAD 301; emphasis on accounting concepts and application involving analysis of long-term liabilities and stockholders' equity; preparation of statement of cash flows; correction of errors and accounting changes; accounting for pensions, leases, and deferred taxes. Prerequisite: BUAD 301.

### **303 Cost Accounting (3)**

Theory and practice of accounting for costs in different sectors of the economy, especially in manufacturing companies. Study of particular topics includes job order and process costing, cost-volume-profit relationships, variable costing, balanced scorecard, and variance analysis, static and flexible budgets, and relevant costs for decision making. Behavioral issues are also considered. Prerequisite: BUAD 202.

### **304 Personal Income Tax (3)**

Study of the federal law as it relates to the taxation of individuals. Topics covered include: income, deductions, gains and losses, and alternative methods of computing tax. Special emphasis on tax planning.

### **305 Accounting for Not-for-Profit Organizations (3)**

Accounting for governmental units, colleges and universities, hospitals, voluntary health and welfare organizations, and other non-profit organizations; emphasizing the differences between generally accepted accounting principles for business and non-business enterprises. Prerequisite: BUAD 301.

### **306 Fraud Examination (3)**

Introduction to occupational fraud and abuse. Students will learn how and why occupational fraud is committed, how fraudulent conduct can be detected, and how allegations of fraud should be investigated and resolved. Prerequisite: BUAD 201.

### **312 Principles of Finance (3)**

Managerial finance is the dynamic study of decision making on financial issues pertaining to the firm. An overview of concepts, tools, and techniques acquaints students with the financial manager's activities and decisions employed to maximize shareholder wealth. Prerequisites: BUAD 201 and junior standing.

### **313 Investments (3)**

Studies marketable securities such as common stock, bonds and warrants; analysis of the contractual characteristics of these assets, the markets in which they are traded and factors affecting investment decisions. Prerequisite: BUAD 312.

### **314 Personal Financial Planning (3)**

Presents an overview of personal financial management from the perspective of a professional financial planner. Students gain an appreciation of the need for comprehensive financial planning and a working knowledge of how to carry it out effectively. Topics include financial statement preparation and analysis, debt management, risk management and insurance, investments, retirement and estate planning, and the duties and responsibilities of a professional financial planner. Prerequisite: BUAD 312 (or concurrently).

### **315 Management of Financial Institutions (3)**

Studies the management of financial institutions, with a focus on the asset/liability management theme. Topics include financial markets and interest, interest rate risk management, depository institution management, and regulatory aspects and policy formulation in a rapidly changing environment. Prerequisite: BUAD 312.

### **316 Financial Strategy with Computer Applications (3)**

An integrative course in financial decision making with emphasis on the management of long-term assets and sources of funding. Cases employing spreadsheet financial models are used to blend theory with practice. Prerequisites: CPSC 102 or 207 and BUAD 312.

### **317 Financial Statement Analysis (3)**

Studies a company's financial position and the results of operations by using its financial statements: the balance sheet, income statement, retained earnings statement, and statement of cash flows. Topics include valuation of a firm's equity and debt securities, and evaluation of short-and-long term credit. Prerequisite: BUAD 312.

### **321 Human Resource Management (3)**

Introduces students to the principles and theories of human resource management emphasizing the strategic role of human resource managers as partners with line managers. Topics include social, legal

and ethical considerations of HR; workforce diversity, EEO, and affirmative action; job analysis and human resource planning; recruitment; selection; training and development; performance appraisal; compensation and benefits; safety and health at work and employee and labor relations. Prerequisite: BUAD 221.

### **322 Organizational Behavior (3)**

The course focuses on human behavior in organizational settings, the organization itself, their intersection and small group processes. Topics include OB across cultures, perception and attribution, personality and individual differences, motivation theories and their application, group dynamics, teams at work, power and politics, organizational processes of communication, decision making, change and conflict and negotiation, organizational culture and organizational design for strategic competency. Prerequisite: BUAD 221.

### **329 Gender and Race Issues in Management (3)**

Highlights challenges faced by women and persons of non-Euro-American background in the management world. Topics include changing nature of the of the workforce, barriers faced by women managers, gender differences in communication styles, glass ceiling, career breaks and re-entry into work, work-life balance, dual-career issues, sexual harassment, working with diverse groups including African Americans, Latino Americans, Asian Americans, Arab Americans, organizational payoffs of pursuing diversity. Prerequisite: Junior/Senior standing or permission of instructor.

### **331 Advertising and Promotion (3)**

Study of the various types of advertising and promotion used in today's society, how the consumer perceives a product, the purposes of a promotional campaign and how an organization determines the type of promotion it will use. Topics include advertising, sales promotion, publicity and direct marketing. Cannot receive credit for both BUAD 331 and COMM 406. Prerequisite: BUAD 231.

### **333 Marketing Research (3)**

The role of research in marketing decision-making. Includes marketing problem definition, questionnaire development, sample selection, data analysis, survey methodology, sources of secondary data and presentation of research results. Prerequisite: BUAD 231.

### **334 Buyer Behavior (3)**

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

### **341 Statistical Applications (3)**

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

### **342 New Venture (3)**

In New Venture, students will learn about starting a new business including formulation of a business plan, determining a viable business model, funding the business, price and promotion of the product/service, establishing an accounting information system, and other operational and launch issues faced by small business entrepreneurs. Students will actually experience real world entrepreneurship. This course has no prerequisites and will benefit any students considering starting their own business.

### **344 Business Law I (3)**

Introduction to legal reasoning and the legal environment of business, including the structure and operation of the judicial process and alternate dispute resolution mechanisms; the laws of contracts and sales, agency, bailments and torts. Prerequisite: Junior or senior standing.

### **345 Business Communication (3)**

Introduction to essential aspects of written and oral business communication that include interpersonal skills, making oral presentations, effective listening, giving feedback, writing business letters, reports, proposals, memos and emails. The course also examines gender differences and cross-cultural differences in communication.

### **346 Personal Ethics and Corporate Culture (3)**

Systematic analysis and evaluation of business values, ethical climates of corporate cultures, and the moral issues encountered in business practice. Students develop an ethical framework for future decision making through cases, reading and discussions. (Also listed as JUST 346).

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

Travel to various international locations as part of a summer travel program or from Saint Mary's Rome campus. Lectures on topics in International Business will be interspersed with field trips to businesses and governmental/ trade organizations. Students may enroll for up to three credits with a major paper required. Students with a concentration in International Business may count this course toward their requirements. Prerequisite: BUAD 221 or 231, or ECON 251 or 252.

### **370 Topics in Business (1–3)**

The presentation of selected subjects of special relevance not included in regular departmental offerings. Prerequisite: established by the instructor.

### **401 Advanced Accounting (3)**

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

### **402 Auditing (3)**

Principles, standards and procedures underlying the audit of financial statements. Topics include the legal aspects of auditing, internal control, preparation of related working papers and the audit report. Prerequisite: BUAD 302.

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

Preparation of federal and state income tax returns for low-income individuals. (Cross-listed with University of Notre Dame, College of Business Administration course ACCT 486-Tax Assistance Program.) Graded S/U. Prerequisite: BUAD 304. May be repeated for credit.

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

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

### **407 International Accounting (3)**

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

### **408 Culture of Business in the French-Speaking World (3)**

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

### **416 International Financial Management (3)**

International aspects of corporate financial management, focusing on financial problems unique to firms doing business overseas. Topics covered include exchange rate determination, exchange exposure, political risk, direct foreign investment, international capital markets, funds management, international banking, and financial trade. Prerequisites: BUAD 312 and MATH 114.

### **422 International Management (3))**

Analysis of the global dimensions of management covering topics as strategy, managing, political risk, communication and motivation in cultural complexities, organizing international operations, negotiations, selection training, repatriation, ethics, women in multinational corporations, and current topics. Team case analysis, projects and exercises are used to introduce a variety of important skills needed in international operations. Prerequisite: BUAD 221.

### **427 Principles of Operations Research (3)**

An introduction to operations research—quantitative models used in management decision-making. The course will focus on the models as tools, with computer software used extensively for problem-solving and assignments. Case studies are used. Prerequisites: MATH 114 and BUAD 221 (also listed as MATH 251).

### **431 Retail (3)**

Study of structures and practices of retailing. Emphasis on current and emerging retailing concepts including category stores, cable shopping networks and e-commerce on the Internet. Topics include strategies, merchandise policy, site selection, pricing, and financial control. Prerequisite: BUAD 231.

### **432 International Marketing (3)**

Analysis of the functional and environmental differences peculiar to marketing internationally. Emphasis on developing skills of research, cultural sensitivity, analysis, oral and written communication skills with country description and export feasibility projects including international documentation. Prerequisite: BUAD 231.

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

Study of the different opportunities, duties, responsibilities, and ethics relating to sales management and professional selling in organizations. Emphasis will be on developing the knowledge, attitudes, and skills essential in assessing and meeting client needs for effective selling.

### **435 Marketing Management (3)**

Study of the marketing management activities of planning, organizing, implementing and controlling the marketing mix with emphasis on small and mid-sized businesses through an entrepreneurial project. Prerequisite: BUAD 231, junior or senior business major or permission of instructor.

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

This course offers students the opportunity to experience real-world entrepreneurship by working with an actual client who either wants to launch a new venture or who wants to grow an existing business. Class time will be spent learning about the unique characteristics of small businesses and their owners. Additionally, students will learn about the consulting process: specifically how to identify problems and opportunities confronting small, entrepreneurial firms; how to establish client trust; how to communicate effectively with clients; how to manage expectations; how to develop a project timeline and complete the project in a timely fashion.

### **444 Business Law II (3)**

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

### **446 Strategic Management (3)**

An integrative course in top management decision-making with an emphasis on the process of strategic planning. Cases are used to develop analytical, ethical, teamwork and communication skills important in the business environment. Prerequisites: Senior standing, completion of substantially all other major core requirements. Offered fall semester only. Prerequisites: BUAD 312, senior standing, and substantial completion of all other major core requirements.

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

A study of the laws that impact international trade. Topics include the legal environment of international business; international sales, credits and commercial transactions; and international and U.S. trade law.

### **497 Independent Study (1–3)**

An opportunity for in-depth self-study (with faculty supervision) of a topic in business or economics not otherwise offered by the department. This course will count only as a college free elective and does not fulfill any Business Administration or Economics requirements. Graded S/U. Prerequisite: permission of department chair.



#### **499 Internship in Business/Economics (1–3)**

Professional work experience with a business or non-profit organization in a specific concentration or major. A student works 8–10 hours per week and makes periodic written reports and oral presentations. The Internship in Business course may not be used to satisfy any major requirements. Graded S/U. Prerequisite: Senior standing (or spring semester Junior year) and permission of department chair. Open to BUAD, ECON and MIS majors.

### **ECONOMICS COURSES (ECON)**

#### **151 Survey of Economics (3)**

Provides the non-business major with basic economic concepts along with a wide variety of contemporary economic issues. Topics include demand and supply, unemployment, inflation, monetary and fiscal policies, international trade problems, and reasons for government intervention. This course does not count toward a major in business administration, economics, or MIS and will not substitute for ECON 251 or 252.

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

Economic principles relating to the functioning of the aggregate economy, including the fundamentals of national income measurement and determination, money and banking, fiscal and monetary policies and economic growth.

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

Economic principles relating to the determination of prices and output under competition, monopoly and other market structures. The theory of consumer demand, analysis of the cost structure of the firm, pricing and employment of resources, and distribution of income.

#### **351 Intermediate Macroeconomics (3)**

National income analysis, principles and problems of income determination, inflation, economic growth and economic stability. Prerequisites: ECON 251, 252.

#### **352 Intermediate Microeconomics (3)**

Builds upon microeconomic principles to examine various economic issues and uses more sophisticated concepts. Emphasis is on consumer behavior and theory of the firm. Prerequisites: ECON 251, 252.

#### **354 Economic Development (3)**

Examination of the process of economic growth. Particular attention is given to the problems faced by developing nations and to the alternatives open to these countries. Prerequisites: ECON 251, 252.

#### **356 Comparative Economic Systems (3)**

Study of the economic systems used to allocate resources in various countries. Attention is focused on capitalism, socialism and the mixed economies of Europe. Prerequisites: ECON 251, 252.

#### **357 Public Sector Economics (3)**

Analysis of the role of the government in a market economy and the subsequent effects of government intervention on the allocation of resources. Emphasis will be placed on economic policies such as tax reform, provision of public goods and government regulations. Prerequisites: ECON 251, 252.

#### **358 Labor Economics (3)**

Examination of the demand and supply of labor, human capital theory and income distribution. Issues include poverty and discrimination, migration, gender pay gap, welfare reform and economic effects of unions. Prerequisites: ECON 251, 252.

#### **451 History of Economic Thought (3)**

Detailed study of the leading economic concepts and schools of economic thought from the Greek philosophers up to and including post-Keynesian developments. Prerequisites: ECON 251, 252.

#### **452 International Trade and Finance (3)**

Introduction to the pure theory of trade, protectionism, factor mobility, and the foreign exchange market. Income, price, and policy adjustments to balance of payments disequilibria under fixed and flexible exchange rates. Prerequisites: ECON 251, 252.

#### **470 Topics in Economics (1–3)**

The presentation of selected subjects of special relevance not included in regular departmental offerings. Prerequisite: Established by the instructor.

#### **495 Senior Economics Seminar (3)**

Designed as a senior level, second semester course that applies intermediate level macro- and microeconomic theory to current issues. It also seeks to foster communication skills and to utilize the research methods and techniques acquired in Statistical Applications (BUAD 341). Prerequisites: BUAD 341, ECON 351, 352.

#### **497 Independent Study (1–3)**

An opportunity for in-depth self-study (with faculty supervision) of a topic in economics not otherwise offered by the department. This course will count only as a college free elective and does not fulfill any Business Administration or Economics requirements. Graded S/U. Prerequisite: permission of the department chair.



# Chemistry and Physics

**Christopher Dunlap, Department Chair**  
 178 Science Hall  
 574-284-4658



## **FACULTY**

T. Barstis, M. Becker, I. Bentley, K. Cossey, C. Dunlap,  
 D. Feigl, J. Fishovitz, K. Haas, A. Houser, J. Mason

## **DEPARTMENT DESCRIPTION**

The Department of Chemistry and Physics offers a major in chemistry or physics. The courses of study are designed to meet the highest professional standards and are attuned to meet the needs for students with individual variations in preparation, interests, and career goals. Graduates of the chemistry and physics programs are well prepared to undertake careers in industry or teaching, graduate work in chemistry or physics, or advanced study in professional programs such as law or the health professions (including medicine, pharmacy, or dentistry). The majors in chemistry and physics also allow students to participate in the Dual-Degree Engineering Program with the University of Notre Dame.

Courses in chemistry and physics are offered as a service to the other departments that require backgrounds in chemistry or physics for their students. Other courses are specifically designed to fulfill the Sophia Program requirements in the natural sciences for students who are not science majors but who seek to understand scientific concepts and processes that affect their daily lives in a technology-dependent world.

## **Program in Chemistry**

The Bachelor of Science degree in Chemistry has a built-in flexibility that is designed to accommodate the goals of each student while maintaining a rigorous approach to chemistry. All students take a core set of foundational courses, and then choose electives to meet their educational needs. This includes students who wish to pursue a health profession with a focus in biochemistry. We also have students who pursue the Dual Degree Engineering Program with the University of Notre Dame in chemical or environmental engineering. Students who wish to pursue graduate school in chemistry should consider the American Chemical Society certification (see below). There is the opportunity for students who wish to become high school teachers to satisfy the certification of the National Council for Accreditation of Teacher Education. For those planning on entering careers in the health professions, individual counseling is provided to insure that their programs will provide the depth and breadth that is expected in medical and other professional schools in the health sciences.

## **ADVANCED WRITING PROFICIENCY**

Each student writes a formal paper consisting of a technical discussion of the relevant chemical principles and methods related to her oral comprehensive presentation. These are normally submitted during the first semester of the senior year.

## SENIOR COMPREHENSIVE

The Senior Comprehensive requirement in Chemistry is fulfilled by successfully completing two presentations, one in a poster format and one 15 minute oral presentation. Both are given in the second semester of the senior year and include a question and answer period with faculty and students. The topic of the presentation may be based on experimental laboratory chemistry research performed at Saint Mary's or at another institution, or literature research on a chemical topic. Emphasis is placed on explaining the chemistry of the research.

## AMERICAN CHEMICAL SOCIETY CERTIFICATION

Saint Mary's College is an American Chemical Society (ACS) approved school in chemistry. For those students interested in a more intensive chemistry program, an ACS-certified curriculum is available. Interested students should contact the department chair for information

## CHEMISTRY PROGRAM LEARNING OUTCOMES

Undergraduate students upon graduation with a B.S. degree in Chemistry:

- Have a solid foundation in the fundamental principles and applications of current chemistry and scientific theories;
- Are proficient in math and physics, experienced in simulating chemical phenomena using modern computer software, and recognize the importance of these tools for modeling, collecting, and analyzing chemical data;
- Are able to use modern library search engines to locate and retrieve information about a field, topic, or issue in or related to chemistry;
- Can think critically to solve chemical problems and interpret experimental results, and can use and integrate knowledge across disciplines and from a variety of sources to draw reasonable conclusions, appreciate several possible solutions to a problem, and assess the relative validity of each;
- Are skilled in modern laboratory techniques, are mindful of their own health and safety as well as the health and safety of the environment, and are aware of the limitations of their experiments;
- Effectively communicate chemistry through speaking and writing effectively to both scientific and non-scientific audiences;
- Demonstrate an ability to work independently and collaboratively; and
- Understand the ethical, historic, philosophical, and environmental dimensions of problems and issues facing chemists and is sensitive to the value of contribution of different cultures, genders, and religions to scientific thought.

## Bachelor of Science, Major in Chemistry—CHEM (57 hours)

### All of the following:

CHEM 121	Principles of Chemistry I	lab	4 hours
CHEM 122	Principles of Chemistry II	lab	4 hours
CHEM 221	Organic Chemistry I		3 hours
CHEM 221L	Organic Chemistry I Lab	lab	1 hour
CHEM 222	Organic Chemistry II		3 hours
CHEM 222L	Organic Chemistry II Lab	lab	1 hour
CHEM 311	Thermodynamics		3 hours
CHEM 324	Biochemistry		3 hours
CHEM 332	Analytical Chemistry		3 hours
CHEM 342	Bio-Inorganic Chemistry and Materials		3 hours
or CHEM 351	Inorganic Chemistry		3 hours

CHEM 361	Advanced Lab I	lab	4 hours
CHEM 362	Advanced Lab II	lab	4 hours

### One of the following (not taken above):

CHEM 312	Quantum Chemistry		3 hours
CHEM 342	Bio-Inorganic Chemistry and Materials		3 hours
CHEM 351	Inorganic Chemistry		3 hours
CHEM 424	Advanced Biochemistry		3 hours

### Required Supporting Courses

MATH 131	Calculus I (or equivalent)		4 hours
MATH 132	Calculus II (or equivalent)		4 hours
PHYS 121	General Physics I	lab	4 hours
PHYS 122	General Physics II	lab	4 hours

## Bachelor of Science, Major in Chemistry, ACS Certified—CHEM (68–69 hours)

### All of the following:

CHEM 121	Principles of Chemistry I	lab	4 hours
CHEM 122	Principles of Chemistry II	lab	4 hours
CHEM 221	Organic Chemistry I		3 hours
CHEM 221L	Organic Chemistry I Lab	lab	1 hour
CHEM 222	Organic Chemistry II		3 hours
CHEM 222L	Organic Chemistry II Lab	lab	1 hour
CHEM 311	Physical Chemistry I		3 hours
CHEM 312	Quantum Chemistry		3 hours
CHEM 324	Biochemistry		3 hours
CHEM 332	Analytical Chemistry		3 hours
CHEM 342	Bio-Inorganic Chemistry and Materials		3 hours
CHEM 351	Inorganic Chemistry		3 hours
CHEM 361	Advanced Lab I	lab	4 hours
CHEM 362	Advanced Lab II	lab	4 hours
CHEM 424	Advanced Biochemistry		3 hours
CHEM 485	Research		1–2 hours

### Required Supporting Courses:

MATH 131	Calculus I (or equivalent)		4 hours
MATH 132	Calculus II (or equivalent)		4 hours
MATH 231	Calculus III		4 hours
PHYS 121	General Physics I	lab	4 hours
PHYS 122	General Physics II	lab	4 hours

## Minor in Chemistry—CHEM (22–24 hours)

### All of the following:

CHEM 121	Principles of Chemistry I	lab	4 hours
CHEM 122	Principles of Chemistry II	lab	4 hours
CHEM 221	Organic Chemistry I		3 hours
CHEM 221L	Organic Chemistry I Lab	lab	1 hour
CHEM 222	Organic Chemistry II		3 hours
CHEM 222L	Organic Chemistry II Lab	lab	1 hour

### Two of the following (some courses have prerequisites):

CHEM 311	Thermodynamics		3 hours
CHEM 312	Quantum Chemistry		3 hours
CHEM 324	Biochemistry		3 hours
CHEM 332	Analytical Chemistry		3 hours
CHEM 342	Bio-Inorganic Chemistry and Materials		3 hours
CHEM 351	Inorganic Chemistry		3 hours

CHEM 361	Advanced Lab I	lab	4 hours
CHEM 362	Advanced Lab II	lab	4 hours
CHEM 424	Advanced Biochemistry		3 hours

Certain substitutions may be made with the consent of the department to meet the specialized needs of individual students. Students interested in attending graduate school in chemistry or biochemistry are strongly encouraged to participate in research and should consult the department chair about enrolling in additional chemistry, mathematics, and/or biology courses.

## CHEMISTRY COURSES (CHEM)

### 101 Chemistry for the Citizen (4)

A survey course for students majoring in disciplines other than the natural sciences. Application of fundamental chemical principles to selected inorganic, organic, and biological systems, with particular emphasis on topics of interest to citizens in a technological society. (Three hours lecture and one two-hour laboratory)

### 102 Chemistry in Everyday Life (3)

This course seeks to make the Saint Mary's College student aware of the chemicals that affect her directly as she lives her daily life. (Three lecture hours per week).

### 118 Integrated General, Organic and Bio-Chemistry (5)

An introduction to the fundamental concepts of general chemistry, organic chemistry and biochemistry with applications to the field of nursing. Laboratory experiments will closely correspond with the lecture material. (Four hours lecture and one two-hour laboratory) Prerequisite: One year high school chemistry and Math 102 or concurrent enrollment in any higher level math course; or permission of the instructor

### 121 Principles of Chemistry I (4)

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

### 122 Principles of Chemistry II (4)

An introduction to chemical energetics, chemical equilibria, acid-base chemistry, and kinetics. Laboratory will explore principles presented in lecture. (Three hours lecture and one three-hour laboratory) Prerequisite: CHEM 121 or permission of instructor.

### 221 Organic Chemistry I (4)

A treatment of the properties, structures, preparations and reactions of the important classes of compounds of carbon with emphasis on foundational concepts illustrated primarily through the chemistry of aliphatic hydrocarbons. (Three hours lecture and one three-hour laboratory) Prerequisite: CHEM 122.

### 222 Organic Chemistry II (4)

A treatment of the properties, structures, preparations and reactions of the important classes of compounds of carbon. Aromatic chemistry is introduced and representative functional groups are covered. (Three hours lecture and one three-hour laboratory) Prerequisite: CHEM 221 and CHEM 221L.

### 311 Thermodynamics (3)

A detailed study of thermodynamics, statistical mechanics, and kinetics. This calculus-based course integrates concepts of chemistry and physics. (three hours lecture) Prerequisites: CHEM 122; PHYS 122.

### 312 Quantum Chemistry (3)

A detailed study of quantum chemistry, including techniques and applications of quantum theory, atomic and molecular structure, bonding, symmetry, group theory, and spectroscopy. (Three hours lecture) Prerequisites: CHEM 122; MATH 231; PHYS 122. Recommended: CHEM 221.

### 324 Biochemistry (3)

A study of the chemical reactions of cells, the major metabolic pathways, and the interrelationship of these pathways. (Three hours lecture per week) Prerequisites: CHEM 222.

### 332 Analytical Chemistry (3)

Quantitative methods of analysis are explored. The theory and application of wet chemical techniques and modern instrumental techniques (spectroscopy, chromatography and electrochemistry) are introduced with a focus on method selection and underlying chemical concepts. Analytical chemistry uses of statistics and equilibrium are also discussed. (Three hours lecture per week). Prerequisites: CHEM 122, PHYS 122.

### 342 Bio-Inorganic Chemistry and Materials (3)

This course explores the properties and bonding of inorganic elements that are important to biological systems and biologically-inspired inorganic materials. Students will apply chemical principles in understanding the endogenous roles of metals in charge balance, catalysis, and structure. Students will learn how inorganic chemists design metal-based drugs and imagining agents to solve problems in human health, and how reverse-engineering of bio-inorganic systems have led to revolutionary inorganic solid state- and nano-materials. (Three hours lecture per week) Prerequisite: CHEM 222.

### 351 Inorganic Chemistry (3)

A study of modern inorganic chemistry with emphasis on the principles, properties, and chemical trends of coordination compounds. This course will also explore the essentials of structure, bonding, symmetry, spectroscopy, and reactivity. (Three hours lecture per week). Prerequisite: CHEM 222. Concurrent or Prerequisite: CHEM 312.

### 361 Advanced Lab I (4)

Laboratory methods in chemistry are explored. Students will learn how to design and conduct experiments and gain hands-on experience with various laboratory techniques within the overall context of answering chemical questions. They will learn the basic chemical and physical principles upon which these varied techniques are based, plus they will demonstrate and apply their overall chemical knowledge from their first through third years of courses and laboratories. Students will also learn scientific presentation and writing skills. (Two 4-hour laboratories per week). Prerequisite: CHEM 222.

### 362 Advanced Lab II (4)

A continuation of Chemistry 361, students will explore more advanced laboratory techniques, building upon their experience of the previous course. Students will also build their scientific writing and presentation skills. (Two 4-hour laboratories per week). Prerequisite: CHEM 361.

### 424 Advanced Biochemistry (3)

Advanced topics in the chemistry and chemical mechanisms involved in intermediary metabolism and developmental processes with consideration of the biochemistry current in the literature. Offered according to student demand. (Three hours lecture per week). Prerequisites: CHEM 324 and 311, or permission of instructor.

### 475 Advanced Laboratory Techniques (1–2)

Advanced laboratory work in selected areas (such as polymers, natural products, computational methods, special separation techniques) determined by interests of the students and the instructor. Offered according to student demand. Prerequisite: Permission of the instructor. May be repeated for credit with different laboratory projects.

### 485 Research (1–3)

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

### 490 Topics in Chemistry (2–3)

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

### 497 Independent Study (1–2)

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

### 499 Chemistry Internship (1–4)

Graded S/U.

# PROGRAM IN PHYSICS

## FACULTY

M. Becker, I. Bentley, J. Mason

## PROGRAM DESCRIPTION

The program in physics allows students to investigate the microscopic and the macroscopic through courses covering topics such as astronomy, biophysics, nuclear science, classical mechanics and modern physics.

The B.S. in Physics is a curriculum designed to prepare students for graduate school in physics. The B.S. in Physics also provides adequate preparation for traditional physics professions in the private sector, the military, academia and national laboratories. Physicists work in industries including construction, education, energy, defense, finance, law, medical, music, space, sports, television, transportation, and even video game.

The B.A. in Physics is highly flexible, making it possible to combine studies in physics with other programs, thereby supporting careers in biophysics, computational modeling, economic modeling, history of science, medicine, philosophy of science, physical chemistry and teaching high school science.

For those interested in a career in aerospace, structural civil, electrical, or mechanical engineering, the degrees offered in Physics, both B.A. and B.S., nicely complement the Five-Year Dual Degree Program in Engineering with the University of Notre Dame.

## PROGRAM LEARNING OUTCOMES

- Students will create a conceptual framework for understanding a system and identifying physical principles, physical constraints, and the laws of nature underlying that system.
- Students will demonstrate problem solving, order of magnitude estimation, and applied mathematics in order to produce clear and concise solutions to physics problems.
- Students will apply knowledge of physics and mathematics to real world situations.
- Students will develop basic laboratory skills, practice laboratory safety perform error analysis and propagation, and effectively communicate laboratory results.
- Students will retrieve, organize, discuss, and properly reference primary literature and analyze the content within.
- Students will recognize and evaluate the ethical, historical, philosophical, and/or environmental consequences of scientific action.
- Students will demonstrate enhanced critical thinking.

## ADVANCED WRITING PROFICIENCY

Each student writes a formal paper consisting of a technical discussion of the relevant physical principles, mathematics and methods related to her oral comprehensive presentation. These are normally submitted during the first semester of the senior year. This paper also includes an abstract.

## SENIOR COMPREHENSIVE

The Senior Comprehensive requirement in Physics is fulfilled by successfully completing two presentations, one in a poster format and one 15 minute oral presentation. Both are given in the second semester of the senior year and include a question and answer period with faculty. The topic of the presentation may be based on experimental laboratory research performed at Saint Mary's or at another institution, or literature research on an

approved topic. Emphasis is placed on explaining the physics of the research. An abstract of the topic is also required prior to the oral presentation.

## PROGRAM IN PHYSICS

### *Bachelor of Science, Major in Physics—PHYS (60 hours)*

#### All of the following:

PHYS 121	General Physics I	lab	4 hours
PHYS 122	General Physics II	lab	4 hours
PHYS 311	Thermodynamics		3 hours
PHYS 312	Modern Physics		3 hours
PHYS 313	Classical Mechanics		3 hours
PHYS 333	Mathematical Methods		3 hours
PHYS 360	Advanced Physics Laboratory	lab	3 hours
PHYS 424	Quantum Mechanics		3 hours
PHYS 444	Electricity and Magnetism		3 hours

#### Required Supporting Courses:

CHEM 121	Principles of Chemistry I	lab	4 hours
CHEM 122	Principles of Chemistry II	lab	4 hours
MATH 131-132	Calculus I, II		8 hours
or MATH 133	Theory and Application of Calculus		4 hours
MATH 231	Calculus III		4 hours
MATH 326	Linear Algebra and Differential Equations		4 hours

#### Additional credits from the following or other 300+ level technical electives in science, computer science, mathematics, or engineering:

PHYS 205	Nuclear Science	3 hours
PHYS 302	Materials Science	3 hours
PHYS 303	Biophysics	3 hours

### *Bachelor of Arts, Major in Physics—PHYS (34– 38 hours)*

#### All of the following:

PHYS 121	General Physics I	lab	4 hours
PHYS 122	General Physics II	lab	4 hours
PHYS 312	Modern Physics		3 hours
PHYS 333	Mathematical Methods		3 hours
PHYS 360	Advanced Physics Laboratory	lab	3 hours

#### Required Supporting Courses:

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 231	Calculus III	4 hours

#### Three of the following:

PHYS 205	Nuclear Science	3 hours
PHYS 302	Materials Science	3 hours
PHYS 303	Biophysics	3 hours
PHYS 311	Thermodynamics	3 hours
PHYS 313	Classical Mechanics	3 hours
PHYS 424	Quantum Mechanics	3 hours
PHYS 444	Electricity and Magnetism	3 hours

### *Minor in Physics—PHYS (17– 18 hours)*

#### All of the following:

PHYS 121	General Physics I	lab	4 hours
PHYS 122	General Physics II	lab	4 hours

#### Three of the following:

PHYS 101	Intro Topics in Physics: Motion	lab	4 hours
PHYS 105	Intro Topics in Physics: Astronomy		3 hours



PHYS 205	Nuclear Science	3 hours
PHYS 302	Materials Science	3 hours
PHYS 303	Biophysics	3 hours
PHYS 311	Thermodynamics	3 hours
PHYS 312	Modern Physics	3 hours
PHYS 313	Classical Mechanics	3 hours
PHYS 333	Mathematical Methods	3 hours
PHYS 424	Quantum Mechanics	3 hours
PHYS 444	Electricity and Magnetism	3 hours

## PHYSICS COURSES (PHYS)

### 101 Introductory Topics in Physics: Motion (4)

An introduction to concepts, applications, and history of physics via exploration of everyday motion. The primary goal of this conceptually-based course is to convey an understanding of science as a way of viewing the natural world. The laboratory introduces fundamental principles of scientific investigation via experimental exploration. This course is intended for students not majoring in science. (Three hours lecture and two hours laboratory).

### 105 Introductory Topics in Physics: Astronomy (3)

A study of stars and galaxies within the Universe from our Earth based perspective. Scientific techniques and the history of scientific observation are included in addition to the properties of light and gravity. This course is intended for students not majoring in science. (Three hours lecture).

### 121 General Physics I (4)

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

### 122 General Physics II (4)

An introduction to electricity, magnetism, optics, and modern physics including nuclear physics. This is the second semester of a two-part calculus-based physics sequence designed for students in science, math, and engineering. (Three hours of lecture per week and two hour laboratory.) Corequisite: either MATH 132 or MATH 133; Prerequisite: PHYS 121 or permission of the instructor.

### 205 Nuclear Science (3)

A study of the scientific, mathematical, and ethical issues concerning topics from nuclear physics. Concepts in nuclear medicine, nuclear power and nuclear weapons are discussed in detail. This course is intended for all students, though proficiency with arithmetic is expected. (Three hours lecture).

### 302 Materials Science (3)

A study of material properties at the intersection of physics, chemistry and engineering. Materials such as polymers, ceramics, and metals will be explored. This course is intended for students interested in science and engineering. (Three hours lecture). Co-requisite: CHEM 121; Prerequisite: PHYS 122.

### 303 Biophysics (3)

A study of the physical principles underpinning a variety of biological processes including ideas of energy, temperature, and entropy. Brownian motion, diffusion, the dynamics of small numbers of particles and self-assembly are studied. This class is intended for any science student. (Three hours lecture). Prerequisite: PHYS 122.

### 311 Thermodynamics (3)

A detailed study of thermodynamics, statistical mechanics, and kinetics. This calculus-based course integrates concepts of chemistry and physics. Also cross-listed as CHEM 311. (Three hours lecture). Prerequisites: CHEM 122; PHYS 122.

### 312 Modern Physics (3)

An introduction to the conceptual and mathematical foundations of elementary quantum physics, and the historical framework and methodology of twentieth century physics, including contributions of women scientists. Special relativity and molecular physics are covered. (Three hours lecture). Prerequisite: PHYS 122.

### 313 Classical Mechanics (3)

A detailed study of classical mechanics including Newton's laws, and conservation laws. Equations of motion are derived based on the Lagrange and Hamiltonian formalisms. (Three hours lecture). Corequisite: MATH 231; Prerequisite: PHYS 122.

### 333 Mathematical Methods (3)

An introduction of physical and engineering applications from various mathematical topics including vector calculus, differential equations, probability and statistics. (Three hours lecture). Corequisite: MATH 231; Prerequisite: PHYS 122.

### 360 Advanced Physics Laboratory (3)

Laboratory methods in physics are explored. This course consists of computational and experimental projects. Possible computational lab topics include the modeling of wave motion, quantized systems, and the gravitational interactions of celestial objects. Experimental topics include analysis of complex circuits, the development of solar cells, and modern physics experiments. (One hour lecture, four hours laboratory). Prerequisites: PHYS 312; PHYS 333, or permission of the instructor.

### 424 Quantum Mechanics (3)

A detailed physical and mathematical study of quantum mechanics including wave mechanics. Physical applications of quantum mechanics are also discussed. (Three hours lecture). Corequisite: MATH 326; Prerequisite: PHYS 312.

### 444 Electricity and Magnetism (3)

A detailed physical and mathematical study of electricity and magnetism focusing on applications from vector calculus. Interactions between electric and magnetic fields are explored including the use of Maxwell's equations. (Three hours lecture). Corequisite: MATH 326; Prerequisite: PHYS 333.

### 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 instructor. Offered according to student demand. (Two or three hours lecture). Prerequisite: Permission of the instructor. May be repeated for credit with a different topic.



# Communication Studies, Dance, and Theatre

Michael R. Kramer, Department Chair  
109 Moreau Center for the Arts  
574-284-4647

## PROGRAM IN COMMUNICATION STUDIES

### FACULTY

M. Austin, S. Baxter, C. Fitzpatrick, H. Ho, M. Kramer, T. Russ

### PROGRAM DESCRIPTION

The Department of Communication Studies, Dance & Theatre offers a Bachelor of Arts major in Communication Studies. The department also offers a minor in Public Relations and Advertising and a second minor in Public Communication.

### PROGRAM LEARNING OUTCOMES

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

### ADVANCED WRITING PROFICIENCY

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

### SENIOR COMPREHENSIVE

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

## PROGRAM IN COMMUNICATION STUDIES

### **Bachelor of Arts, Major in Communication Studies—COMM (33 hours)**

#### **All of the following:**

COMM 103	Introduction to Communication (with a grade of B- or above)	3 hours
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COMM 210	Mass Communication: Past, Present, Future	3 hours
COMM 330	Critical Issues in Mass Communication	3 hours

#### *Senior comprehensive sequence*

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

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

#### **Two of the following:**

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

#### **Two of the following:**

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

#### **Two of the following:**

COMM 200	Interpersonal Communication	3 hours
COMM 203	Small Group Communication	3 hours
COMM 255	Magazine Writing	3 hours
COMM 257	Journalism	3 hours
COMM 260	Digital Video Production	3 hours
COMM 266	Introduction to New Media	3 hours
COMM 290	Special Topics	3 hours
COMM 302	History and Criticism of Public Address	3 hours
COMM 303	Advertising in Society	3 hours
COMM 304	Public Relations	3 hours
COMM 307	Organizational Communication	3 hours
COMM 308	Persuasion	3 hours
COMM 312	Argumentation	3 hours
COMM 350	Intercultural Communication	3 hours
COMM 360	Oral Interpretation	3 hours
COMM 369	Public Communication	3 hours
COMM 370	Political Communication	3 hours
COMM 383	Art and Entertainment Law	3 hours
COMM 384	Mass Communication Law	3 hours
COMM 404	Non-Profit Public Relations Campaigns and Theory	3 hours
COMM 406	Marketing Communication	3 hours
COMM 420	Female Beauty: Discourse, Rhetoric, and Theory	3 hours
COMM 454	Communication Ethics	3 hours
COMM 486	Practicum/Production	3 hours
COMM 490	Special Topic	1–3 hours
COMM 497	Independent Study	1–3 hours
COMM 499	Internship	1–3 hours

### **Minor in Public Communication—PUBC (18 hours)**

#### **All of the following:**

COMM 312	Argumentation	3 hours
ENWR 307	Rhetoric	3 hours
PHIL 220	Introduction to Logic	3 hours

#### **Two of the following:**

COMM 255	Magazine Writing	3 hours
COMM 369	Public Communication	3 hours
COMM 257	Journalism	3 hours

#### **One of the following:**

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

### **Minor in Public Relations/Advertising—PRAD (18 hours)**

#### **All of the following:**

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

#### **One of the following:**

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

#### **One of the following:**

COMM 255	Magazine Writing	3 hours
COMM 257	Journalism	3 hours
COMM 260	Digital Video Production	3 hours
COMM 266	New Media	3 hours
COMM 404	Non-Profit Public Relations Campaigns and Theory	3 hours
COMM 486	Practicum/Production	3 hours
COMM 499	Internship	3 hours

## COMMUNICATION STUDIES COURSES (COMM)

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

Students develop an increased competency in communicating with precision and style, and also have the opportunity to think critically and creatively about the process of communication. Major topics in communication theory and practice are surveyed in addition to a focus on public speaking.

### **200 Interpersonal Communication (3)**

A study of interpersonal communication theories and concepts. Focus on the role of communication in understanding and constructing interpersonal relationships in various social contexts. Prerequisite: COMM 103.

### **203 Small Group Communication (3)**

A study of the process and theories of communication in small groups. The focus is on improving individual communication in groups. Prerequisite: COMM 103.

### **210 Mass Communication: Past, Present, Future (3)**

This course is designed to sensitize the student to the emergence, current status, and future direction of American media systems. Emphasis is placed on the political/economic pressures that shape media systems and how the media shape and influence mass culture.

### **240 Introduction to Performance Studies (3)**

This course introduces students to key topics and theories in contemporary performance studies. Special emphasis is placed on links between Theatre, Dance, and Communication Studies approaches to the field.

### **255 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 255).

### **257 Journalism (3)**

Techniques of news writing, editing, copy editing, feature writing and newspaper makeup and publication (also listed as ENWR 257). Prerequisite: Junior or senior standing or permission of instructor.

### **260 Digital Video Production (3)**

The course focuses on the video production process by introducing students to the use of video cameras and microphones, the basic principles of lighting for video, the use of non-linear editing software, the mechanics of delivering video content to social media and online platforms. The emphasis of the course is on visual storytelling techniques and elements of contemporary communication theory that are useful for crafting and conveying messages to well-defined audiences over the medium of video.

### **266 Introduction to New Media (3)**

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

### **290 Special Topics (1–3)**

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

### **302 History and Criticism of Public Address (3)**

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

### **303 Advertising in Society (3)**

The study of the role of advertising in contemporary society. Topics include the history and sociology of advertising and the analysis of advertising and marketing efforts from a communication perspective.

### **304 Public Relations (3)**

The course provides both theoretical knowledge and practical experience in the skills and techniques that cover several closely associated areas: writing for public relations, copy dissemination, media use and media network design ranging across internal and external media, print, electronic and audiovisual media.

### **307 Organizational Communication (3)**

This course examines communication processes that shape diverse organizational settings. Topics include the study of organizational culture, managerial communication, the construction of gender roles within organizational settings, and the role of communication in designing progressive work environments.

### **308 Persuasion (3)**

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

### **312 Argumentation (3)**

The study of argumentation as applied to public and mediated discourse. Topics include: patterns of reasoning, identification and analysis of fallacies, types of supporting evidence, presentation and refutation of cases. Students will participate in debates over current political issues. Prerequisites: COMM 103 and 210 or permission of instructor.

### **330 Critical Issues in Mass Communication (3)**

This course is designed to introduce students to: the political economy of media institutions in a global environment; the media effects research tradition; and ethical issues associated with mass communication in culture. Special attention is focused on information control in this age of convergence of media institutions, the impact of computer technology on social and community life, and privacy issues. Prerequisites: COMM 103 and 210.

### **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)**

This class will study the role of public speaking in society through putting theory into practice. An experiential education course, class time is divided between studying theories of communication and the practice of public communication through the act of teaching communication studies to guests at a local service agency.

### **370 Political Communication (3)**

This course studies politics through a communication perspective. The goal is to deepen students' understanding of and critical thinking about communication's role in political processes. Students will apply communication and media theories to political cartoons, speechwriting, advertising, debates, journalism, new media technology, and entertainment. Recurring themes include the perception of political communication as a problem in our political system, the role of women as political communicators, and ideas for reforming political communication.

### **383 Art and Entertainment Law (3)**

A study of intellectual property as it applies to art and entertainment. Topics include: moral and economic rights, contracts, copyright, unfair competition, privacy, publicity, and censorship.

### **384 Mass Communication Law (3)**

Exploration of governmental regulations of electronic and print media in America. Historical and contemporary analysis of law in such areas as defamation privacy, state secrets, obscenity, copyright, regulation of advertising, access to government information, free press/fair trial and regulation of broadcasting, cable, and the internet. Prerequisite: COMM 210 or permission of instructor.

### **385 Research in Communication (3)**

Introduction to modes of scholarly inquiry in communication studies. Students are introduced to quantitative research methods as well as a variety of qualitative methods, such as: historical, participant-observation, focus groups, and extended interviews. Prerequisite: 12 hours of COMM or permission of instructor.

#### **404 Non-Profit Public Relations Campaigns and Theory (3)**

In this course, you will learn about the driving theories of public relations, the particular nature and characteristics of non-profit organizations, and the practical element of designing a potentially working campaign for a local non-profit organization. Prerequisite: COMM 304.

#### **406 Marketing Communication (3)**

This course surveys the field of marketing communications from the perspective of Integrated Marketing Communications. The course explores the principles of consumer behavior and mass communication as a theoretical basis as well as practical aspects of the field, such as strategies for media selection, message execution, branding, and marketing mix tools. Cannot receive credit for both COMM 406 and BUAD 331.

#### **420 Female Beauty: Discourse, Rhetoric, and Theory (3)**

This course will examine the cultural expectations and standards of female beauty as embodied and enacted through various discourses including: cultural, media, interpersonal and intrapersonal. Through studying the ways that female beauty is communicated throughout these discourses, students will come to a greater understanding of their own experiences of female beauty and formulate ways to move beyond and resist the dominant norms of beauty. The material will be approached from a feminist, critical perspective with theoretical readings from communication studies, feminist theory, and cultural studies, amongst other areas. Prerequisite: Junior standing.

#### **454 Communication Ethics (3)**

Survey of ethical theories focusing on their application to communication. Interpersonal, small group, persuasion and mass media situations will be considered. Prerequisite: 12 hours of COMM.

#### **486 Practicum/Production (3)**

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

#### **490 Special Topics (1-3)**

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

#### **495 Seminar in Rhetoric and Criticism (3)**

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

#### **496 Seminar in Advanced Research Methods (3)**

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

#### **497 Independent Study (1-3)**

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

#### **499 Internship (2-3)**

Placement of the advanced student in internship opportunities, generally off-campus. A typical internship might be at a television or radio station, advertising or public relations firms, or in the marketing or public communication division of an area business. Offered each semester. Graded S/U. Prerequisite: 18 hours of COMM. May be repeated.

## **PROGRAM IN DANCE**

### **FACULTY**

I. Dieckgrafe, L. Lowry

### **PROGRAM DESCRIPTION**

The Department of Communication Studies, Dance & Theatre offers a 16-hour minor in dance. The minor prepares students for further involvement in the dance profession as artists, educators, researchers, leaders, and administrators. The program values individuality, diversity, community, and the empowerment of women through artistic expression. The curriculum fosters the development of the individual creative voice, encourages risk-taking and provides diverse artistic and academic opportunities.

### **STUDENT LEARNING OUTCOMES**

The student who successfully completes the minor in dance will have acquired knowledge, understanding, and skills in the following:

Knowledge and understanding:

- of dance as it is practiced in the twenty first century from the perspectives of performer, choreographer, observer;
- across a range of dance technique and movement analysis in order to ensure that certain basic areas essential to dance knowledge are covered;
- to ensure that students will be equipped with the necessary skills and abilities with which to develop their interests at a higher level;
- of the interdisciplinary elements of dance and how to apply appropriate knowledge, concepts, and skills from a range of disciplinary bases;
- of the complex artistic ideas which can be articulated as a choreographer, performer, and knowledgeable observer;
- of current issues within the discipline of dance studies.

Ability to demonstrate skills:

- as a dancer in a range of movement vocabularies and styles;
- in communicating ideas about physical, written, and oral methods of presentation;
- as effective collaborators in their interaction with peers;
- in problem-solving, risk, and initiative in the conception, creation, and performance of choreography;
- in self-reflective evaluation as a tool to improve personal performance;
- in sensitive and appropriate critical skills in evaluation of others' work;
- in the ability to work autonomously, collaboratively, and responsibly.

The superior student may explore the possibility of a Student-Designed Major (SDM) which encourages interdisciplinary and cross-cultural study. Please refer to page 67 of this bulletin for SDM guidelines.

**NOTE: Students receive 2 hours for technique courses taken for the first time and 1 credit for subsequent enrollment in the same level technique course. Level determination occurs each semester with the dance faculty.**

## PROGRAM IN DANCE

### **Minor in Dance—DANC (16 hours)**

DANC 243 Dance Ensemble Workshop (DEW) 3 hours

#### **One of the following:**

DANC 240 Introduction to Dance 3 hours

DANC 241 Contemporary Issues in Dance 3 hours

DANC 242 Dance Composition I/Improvisation I 3 hours

DANC 342 Dance Composition II/Improvisation II 3 hours

#### **One of the following:**

DANC 344 Modern Dance Technique: Advanced 2, 1 hours

DANC 345 Ballet Technique: Advanced 2, 1 hours

#### **Four (minimum) of the following (8 hours):**

DANC 144 Modern Dance Technique: Beginning 2, 1 hours

DANC 145 Ballet Technique: Beginning 2, 1 hours

DANC 146 Improvisation 2, 1 hours

DANC 148 Jazz Technique: Beginning 2, 1 hours

DANC 149 Body Conditioning I 2, 1 hours

DANC 150 Tap Technique: Beginning 2, 1 hours

DANC 239 History of Ballet 3 hours

DANC 243 Dance Ensemble Workshop (DEW) 1–3 hours

DANC 244 Modern Dance Technique: Intermediate 2, 1 hours

DANC 245 Ballet Technique: Intermediate 2, 1 hours

DANC 247 Classical Pointe Technique: Beginning/Intermediate 1 hour

DANC 248 Jazz Technique: Intermediate 2, 1 hours

DANC 249 Body Conditioning II 2, 1 hours

DANC 250 Tap Technique: Intermediate 2, 1 hours

DANC 344 Modern Dance Technique: Advanced 2, 1 hours

DANC 345 Ballet Technique: Advanced 2, 1 hours

DANC 347 Advanced Pointe Technique/Variations 1 hour

DANC 348 Jazz Technique: Advanced 2, 1 hours

DANC 390 Special Topics in Dance 1–3 hours

## DANCE COURSES (DANC)

**NOTE:** All dance technique classes (except DANC 247 and 347) include an academic component. There are required and recommended literary sources as well as written mid-term and final examinations testing knowledge of terminology and movement concepts. A performance final exam is required in upper level technique classes. Dance composition courses present a concert of works.

### **144 Modern Dance Technique: Beginning (2, 1)**

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

### **145 Ballet Technique: Beginning (2, 1)**

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

### **146 Improvisation (2, 1)**

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

### **148 Jazz Technique: Beginning (2, 1)**

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

### **149 Body Conditioning I (2, 1)**

An introduction to the Pilates conditioning process includes beginning mat, stretch band, fitness circle and foam roller workouts. Muscle groups are strengthened through a series of resistance exercises. Primary areas of concentration are core conditioning and maintaining the natural curves of the spine. General knowledge of muscle groups, movement, function, and personal alignment will be explored. May be repeated for one credit.

### **150 Tap Technique: Beginning (2, 1)**

An exploration in basic tap technique developing elementary concepts at the beginning level. May be repeated for one credit.

### **160 Introduction to Ballroom Dancing (1)**

This course is an introduction to beginning steps in six classic ballroom dances: waltz, fox trot, rumba, cha cha, tango, and swing. In each case, the student will learn: proper posture and position; proper technique; how to connect a piece of music to the appropriate dance; and five basic steps.

### **239 History of Ballet (3)**

History of Ballet follows an extensive evolution of ballet from Ancient Greek to the expansion of territory in the Twentieth Century tracing over 350 years of continuous development. Artistic, political, social trends and cultural influences reflected in ballet history will be discussed in conjunction with human advancement. Movement progression will be traced and defined through motif notation description. The manner movement is demonstrated in ballet through history reflects the changing times of human progression. Video recordings and picture renderings will provide a visual document to parallel the historical and artistic choices in movement, music, literary works, costume and set design relating to ballet..

### **240 Introduction to Dance (3)**

This course surveys western and non-western dance forms through lecture and studio format. Movement characteristics are linked to cultural identity through the function of dance. Folk, social, and theatrical dance forms will be explored. In addition, Motif (basic movement notation) reading and writing will be introduced at an elementary level and used as a tool for movement identification and creative exploration. This course is intended to foster the student's personal aesthetics and appreciation of dance.

### **241 Contemporary Issues in Dance (3)**

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

### **242 Dance Composition/Improvisation I (3)**

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

### **243 Dance Ensemble Workshop (DEW) (1–3)**

The ensemble functions as the student dance company in residence. The dancers meet on a regular basis for technique classes, master classes and rehearsals with faculty and guest choreographers. D.E.W. presents an annual concert. Variable credit offered for performance and production. Performance students must be concurrently enrolled in a technique class. May be repeated for a maximum of 9 credits. By audition/permission only.

### **244 Modern Dance Technique: Intermediate (2, 1)**

A course exploring various approaches to technique, with emphasis on the concepts of weight, space, time and flow. May be repeated for one credit.

### **245 Ballet Technique: Intermediate (2, 1)**

Ballet technique at the intermediate level emphasizing correct alignment and proper execution of barre and center exercises. Prerequisite: placement audition. May be repeated for one credit.

### **247 Classical Pointe Technique—Beginning/Intermediate (1)**

A course for the intermediate level ballet student who wishes to explore an extension of ballet technique. Proper alignment and strength will be emphasized in building a strong point foundation. Corequisite: DANC 245. May be repeated for one credit.

**248 Jazz Technique: Intermediate (2, 1)**

Jazz technique at a more advanced level including hip hop and lyrical styles, with an emphasis on performance. Prerequisite: placement audition. May be repeated for one credit.

**249 Body Conditioning II (2, 1)**

This course is an extension of Body Conditioning I. Beginning mat and reformer work will be reviewed before proceeding to intermediate work. Students will experience a more intense conditioning process and investigate conditioning for injuries. May be repeated for one credit.

**250 Tap Technique: Intermediate (2, 1)**

A course for the student who wishes to continue study and be challenged by intermediate level tap technique. Emphasis on clean, clear sounds and movement combinations. Prerequisite: permission of instructor. May be repeated for one credit.

**342 Dance Composition/Improvisation II (3)**

An extension of Dance Composition I, this course incorporates complex theories and ideas in composition and improvisation. Development of the students personal artistic voice will be nurtured through creation and manipulation of movement material in solo and group work. Performance and production elements will be emphasized as part of the advanced study of choreography. Prerequisite: DANC 242.

**344 Modern Dance Technique: Advanced (2, 1)**

A more advanced technique course with an emphasis on technical execution and artistic expression. May be repeated for one credit.

**345 Ballet Technique: Advanced (2, 1)**

Ballet technique for the advanced level student emphasizing accuracy, style, intricate combinations, strength, endurance and advanced vocabulary. Prerequisite: DANC 245 or placement audition. May be repeated for one credit.

**347 Advanced Pointe Technique/Variations (1)**

A course exploring advanced technique in pointe work. Classical variations will be taught to widen the student's knowledge of historical ballets and give them a physical experience in classic works. Prerequisite: placement audition. Corequisite: DANC 245 or 345. Placement audition. May be repeated.

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

A continuation of jazz technique providing a stimulating and rigorous application of both the traditional jazz dance vocabulary and contemporary styles. The course prepares the dancer for complex group and solo work for concert performance, video, and musical theatre. Prerequisite: DANC 248 and placement audition. May be repeated for credit.

**390 Special Topics in Dance (1–3)**

Courses in technique and/or theory. Possible topics: Labanotation, Laban Movement Analysis, Pedagogy, Dance in World Cultures, Music for Dancers, Liturgical and Sacred Dance, Ballet Variations, Historical Social Dance, Folk Dance. May be repeated.

**397 Independent Study (1–3)**

Independent study proposed by the student, conducted under the supervision of a faculty member with the approval of the department chair.

**PROGRAM IN THEATRE**

**FACULTY**

M. Abram-Copenhaver, M. Bialko, M. Duffy, K. Sullivan

**PROGRAM DESCRIPTION**

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

**STUDENT LEARNING OUTCOMES**

A student graduating with a theatre major from Saint Mary's College will be proficient in the following aspects of the art form of theatre:

- **Theory:** Students will be able to identify, understand, and discuss the theories and analytical techniques which underlie the art form of theatre and its component elements: dramatic literature, design, and performance;
- **Practice:** Through experiential course work and participation in departmental productions, students will develop the skills needed to create effective works of theatre.

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

**ADVANCED WRITING PROFICIENCY**

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

**SENIOR COMPREHENSIVE**

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

**PROGRAM IN THEATRE**

***Bachelor of Arts, Major in Theatre—THTR (36 hours)***

**All of the following (22 hours minimum):**

THTR 205	Introduction to Acting	3 hours
THTR 245	Stagecraft	3 hours
THTR 265	Play Analysis for the Theatre	3 hours
THTR 355	Voice and Movement	3 hours
THTR 375	Rehearsal and Performance	1–3 hours
THTR 380	History of Theatre	3 hours
THTR 475	Stage Directing	3 hours
THTR 480	Production Projects	3 hours

**One of the following courses in dramatic literature :**

THTR 378	Contemporary Women's Drama	3 hours
THTR 410	Advanced Topics in Theatre (Tennessee Williams)	3 hours

**Three of the following not used to satisfy the above requirements (9 hours):**

THTR 135	Introduction to Theatre	3 hours
THTR 305	Characterization	3 hours
THTR 325	Playwriting I	3 hours
THTR 360	Oral Interpretation	3 hours
THTR 365	Fashion and Costume History	3 hours
THTR 378	Contemporary Women's Drama	3 hours
THTR 385	Beginning Fashion and Costume Construction	3 hours
THTR 405	Styles of Acting	3 hours
THTR 410	Advanced Topics in Theatre (approved topics)	3 hours
THTR 430	Theatre Management	3 hours
THTR 445	Scene Design	3 hours
THTR 455	Costume Design	3 hours
THTR 477	Playwriting II	3 hours
THTR 490	Special Topics in Theatre Studies	3 hours
THTR 497	Independent Study	1–3 hours
THTR 499	Internship	1–3 hours

**Required Supporting Courses:****One of the following courses in dance (2 hours):**

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

**Minor in Theatre (Production)—THPR (12 hours)****All of the following:**

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

**One of the following 300-400 level electives:**

THTR 305	Characterization	3 hours
THTR 325	Playwriting I	3 hours
THTR 355	Voice and Movement	3 hours
THTR 360	Oral Interpretation	3 hours
THTR 365	Fashion and Costume History	3 hours
THTR 378	Contemporary Women's Drama	3 hours
THTR 380	History of Theatre	3 hours
THTR 385	Beginning Fashion and Costume Construction	3 hours
THTR 405	Styles of Acting	3 hours
THTR 410	Advanced Topics in Theatre (approved topics)	3 hours
THTR 430	Theatre Management	3 hours
THTR 445	Scene Design	3 hours
THTR 455	Costume Design	3 hours

**Minor in Theatre (Performance)—THPE (12 hours)****All of the following:**

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

**One of the following 300-400 level electives:**

THTR 305	Characterization	3 hours
THTR 325	Playwriting I	3 hours
THTR 355	Voice and Movement	3 hours

THTR 360	Oral Interpretation	3 hours
THTR 365	Fashion and Costume History	3 hours
THTR 378	Contemporary Drama	3 hours
THTR 380	History of Theatre	3 hours
THTR 385	Beginning Fashion and Costume Construction	3 hours
THTR 405	Styles of Acting	3 hours
THTR 410	Advanced Topics in Theatre (approved topics)	3 hours
THTR 430	Theatre Management	3 hours
THTR 445	Scene Design	3 hours
THTR 455	Costume Design	3 hours
THTR 477	Playwriting II	3 hours

**THEATRE COURSES (THTR)****135 Introduction to Theatre (3)**

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

**205 Introduction to Acting (3)**

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

**245 Stagecraft (3)**

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

**265 Play Analysis for the Theatre (3)**

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

**305 Characterization (3)**

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

**325 Playwriting I (3)**

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

**355 Voice and Movement (3)**

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

**360 Oral Interpretation (3)**

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

**365 Fashion and Costume History (3)**

This course will give an overview of the history of fashion from prehistoric times to the present day. Upon completion of the course, students will be able to identify appropriate vocabulary terms for garments and their components, silhouettes, how clothing affected manner and style, how social history affected clothing, popular colors, common fibers, prominent designers, and strong primary sources for each period covered. We will discuss the elements of design, and fashion history as a basis for costuming film, theatre, and television. Projects include seeking out primary sources, drawing costume and fashion designs, and composing written, critical analyses of professional costume and fashion designs. Students will also complete two short-answer exams to assess their ability to recall and articulate what information has been presented in the course lectures..



### **375 Rehearsal and Performance (1–3)**

Rehearsal and performance of a faculty-directed production. Participation as an assistant director, stage manager, crew member, or actor in a 5–7 week rehearsal/performance period. Prerequisite: Audition, permission of the instructor. May be repeated for up to a maximum of 9 hours of credit.

### **378 Contemporary Women's Drama (3)**

An examination of the texts and movements which comprise contemporary drama in today's multicultural world, as written by contemporary American women playwrights.

### **380 History of Theatre (3)**

A study of the development of theatrical art, including the physical theatre, production practices and cultural contexts, from the beginnings in primitive rituals through contemporary time.

### **385 Beginning Fashion and Costume Construction (3)**

This course will teach basic costume and fashion technology, will examine the main differences in construction for clothing versus costumes, and will let students participate in a truncated version of the garment construction process. The students in the course will research and understand women's contributions to the field of design and technology, and how women, historically, have been an integral part of the manufacturing process.

### **405 Styles of Acting (3)**

Techniques to equip the contemporary actor to deal more comfortably with the textual and stylistic problems of acting in period plays. Prerequisite: THTR 205 and 305.

### **410 Advanced Topics in Theatre (3)**

Possible topics: improvisation, musical theatre, audition techniques, stage makeup, lighting and sound design, literary seminars.

### **430 Theatre Management (3)**

The principles and practice of producing for the commercial stock, resident college, and community theatre. Areas of study may include theatrical unions, stage management, and grant writing.

### **445 Scene Design (3)**

An in-depth introduction to scenic design for the stage from concept to rendering.

### **455 Costume Design (3)**

The theory and practice of costume design, including design projects.

### **475 Stage Directing (3)**

Emphasis on techniques and styles of directing for the stage. Readings, exercises, and directing project.

### **477 Playwriting II (3)**

Principles of dramatic writing focusing on the full-length form. Experiments with a variety of techniques of composition including improvisation, historical research and oral history. Prerequisite: THTR 377.

### **480 Production Projects (3)**

Planning and execution of a large-scale project. Majors select, analyze, design, direct and produce a one-act play during their senior year of study. This serves as the "capstone" senior comprehensive in Theatre.

### **490 Special Topics in Theatre Studies (1–3)**

Seminars in theatre. Various topics.

### **497 Independent Study (1–3)**

Research for the advanced student. Permission of the instructor. May be repeated.

### **499 Internship (1–3)**

Practical off-campus experience in theatre-related field at an approved site. Jointly supervised by a faculty member and a representative from the sponsoring organization. Graded S/U.



# Communicative Sciences and Disorders

**Susan Latham, Department Chair**  
**150 Madeleva Hall**  
**574-284-4686**

## **FACULTY**

J. Essig, S. Latham, J. Lovett, S. Schneider, R. Tomenko, C. Youngdahl

## **DEPARTMENT DESCRIPTION**

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

Most students select this major in preparation for further study of communicative disorders in graduate school. Admission to graduate programs in speech-language pathology and audiology are highly competitive, often requiring a minimal GPA of 3.4. Following graduate school, they may enter the field as speech-language pathologists or audiologists. Others choose the major to gather information that is beneficial to their professional and personal lives.

## **ADVANCED WRITING PROFICIENCY**

The Advanced Writing Proficiency is fulfilled through successful completion of the clinical portfolio.

## **SENIOR COMPREHENSIVE**

Successful completion of CSD 485, Clinical Practicum in CSD, satisfies the Senior Comprehensive requirement.

## **PROGRAM LEARNING OUTCOMES**

Students will exhibit the knowledge and skills required in the discipline of Communicative Disorders:

- To provide a program that focuses on the study of both normal and disordered processes of speech, language, and hearing, and the application of such knowledge to the diagnosis and treatment of communication disorders, as well as the basic and applied scientific aspects of human communication sciences and disorders.
- To provide our students with an academic background necessary for graduate education and professional certification in speech language pathology and audiology.
- To provide our students with extensive and varied practicum experiences in the diagnosis and treatment of communication disorders.
- To provide our students with opportunities to be involved in research and to learn about various research methodologies and instrumentation.

- To provide our students with opportunities to become proficient in writing and speaking within the discipline.
- To systematically provide our students with structured service learning opportunities and help in integrating learning within the context of communicative disorders.

## PROGRAM IN COMMUNICATIVE SCIENCES AND DISORDERS

### **Bachelor of Arts, Major in Communicative Sciences and Disorders—CSD (42 hours)**

#### **Highly Recommended to fulfill General Education Requirement (see advisor for details)**

One Sophia Program approved Literature ENLT course	3 hours
One Sophia Program approved Natural Science BIO course	4 hours
One Sophia Program approved Natural Science PHYS course	4 hours

#### **All of the following:**

CSD 220	Introduction to Communicative Disorders	3 hours
CSD 230	Anatomy and Physiology of the Speech and Hearing Mechanism	3 hours
CSD 240	Phonetics	3 hours
CSD 310	Child Language Development	3 hours
CSD 330	Speech & Hearing Sciences	3 hours
CSD 334	Evaluation Procedures in Speech & Language Pathology	3 hours
CSD 340	Introduction to Audiology	3 hours
CSD 350	Speech Sound Disorders	3 hours
CSD 412	Clinical Methods and Supervised Observation	3 hours
CSD 485	CSD Clinical Practicum	3 hours

#### **Required supporting courses:**

PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
or PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours
PSYC 305	Lifespan Developmental Psychology	3 hours
PSYC 324	Statistics in Psychology	3 hours
or SOC 372	Sociological Statistics	3 hours

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

CSD 224	Sign Language	3 hours
CSD 360	Adult Acquired Language Disorders	3 hours
CSD 490	Special Topics	3 hours
PSYC 325	Research Methods in Psychology	4 hours
PSY 43455	Psycholinguistics (at Notre Dame)	3 hours
PSY 43271	Autism (at Notre Dame)	3 hours

#### **Other courses may be substituted by permission**

### **Effective for the entering class of 2016:**

*In order to be officially accepted into the communicative sciences and disorders major at the end of the sophomore year, a student must have a cumulative GPA of 3.0 and a minimum prerequisite CSD GPA of 3.25 in the following courses: CSD 220, 230, 240, 310, and 330.*

## COMMUNICATIVE SCIENCES AND DISORDERS COURSES (CSD)

### **220 Introduction to Communicative Disorders (3)**

A study of the causes, characteristics, and treatments of speech, language, and hearing disorders. Course content also includes speech and language development and suggestions for living and working with those who have communicative disorders.

### **224 Sign Language (3)**

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

### **230 Anatomy and Physiology of the Speech and Hearing Mechanism (3)**

A survey of the anatomy and physiology for respiration, phonation, articulation, the nervous system, and hearing. Areas of study will include skeletal structures, muscles, tendons, nerves and circulation necessary for speech and hearing. Prerequisite: CSD 220.

### **240 Phonetics (3)**

A study of the basic principles of speech production: anatomy and physiology of the speech mechanism, phonetic principles of the International Phonetic Alphabet, application of phonetic theory and dialects as represented by phonetics.

### **310 Child Language Development (3)**

A study of the development of oral language communicative competence in infants, toddlers, and children. Course content focuses on the development of the linguistic domains of form (phonology, morphology, and syntax), content (semantics) and use (pragmatics). In addition, social, cognitive, and neurological aspects are addressed. Prerequisite: CSD 220.

### **330 Speech and Hearing Sciences (3)**

An introduction to speech and hearing science, including acoustics, speech production, and instrumentation used in the study of speech and hearing science. Prerequisite: CSD 220.

### **334 Evaluation Procedures in Speech and Language Pathology (3)**

This course provides the student with information about the process of evaluating and diagnosing speech-language disorders. A broad range of information and laboratory experience relevant to evaluation procedures in speech and language pathology is provided. Areas of emphasis include: the diagnostic process, collection of intake information, common assessment procedures, assessment in specific disorder areas, language sample collection and analysis, report writing, and standardized test administration. Prerequisites: CSD 220, 230, 240, and 310.

### **340 Introduction to Audiology (3)**

This course is designed to familiarize the student with the field of audiology in general and provide the foundations for understanding the auditory system, performing and interpreting basic hearing tests as they relate to auditory disorders, and gaining an appreciation for the profession of audiology. Prerequisite: CSD 220

### **350 Speech Sound Disorders (3)**

This course is designed to introduce you to the study of normal and disordered articulation. You will gain familiarity with traditional views of articulation disorders and their treatment as well as current treatment methods derived from the study of phonology. Provides the opportunity to develop and analyze therapy programs for speech sound disorders from a variety of etiologically defined groups. Prerequisites: CSD 240, 310, and 334.

### **360 Adult Acquired Language Disorders (3)**

This course will provide introductory knowledge and skills to understanding adult acquired communication disorders. The course content will focus on disordered communication processes associated with acquired neurogenic disorders (i.e., stroke (left and right hemisphere disorders), traumatic brain injury, dementia, and neurodegenerative disease processes (i.e., Parkinson's Disease, ALS, etc.). The social, financial, cultural issues that are impacted due to these disorders will be emphasized.

### 412 Clinical Methods and Supervised Observation (3)

This course provides the student with information about clinical methods and intervention procedures for individuals with developmental and acquired communication disorders. In addition, a minimum of 25 supervised observation hours are required. Prerequisites: CSD 220, 230, 240, 310, 330, and 334.

### 485 CSD Clinical Practicum (3)

Provides clinical experience for students interested in speech and language pathology and audiology. Prerequisite: CSD 220, 230, 240, 310, 330, 412, and either 334 or 340.

### 490 Special Topics (1-3)

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



# Education

Nancy Turner, Department Chair  
231 Madeleva Hall  
574-284-4485



### FACULTY

I. Chung, M. French A. Gillan, K. Higgs-Coulthard,  
L. Li, T. Suico, M. Traxler, N. Turner

### DEPARTMENT DESCRIPTION

The mission of the Education Department is to develop reflective practitioners who are passionate, ethical school leaders, well prepared in the scholarship, methodology, and professionalism of teaching to successfully cultivate the diverse gifts of each student.

The Education Department seeks to prepare professional educators who have internalized the values of education and who have the passion and commitment to play a critical role in the development of children and society. Additionally, the department supports and encourages its students to explore leadership positions in education. Education students are expected to demonstrate excellence in scholarship and academic ability.

Graduates of the Saint Mary's College Education Department will have the professional knowledge, skills, and dispositions required to meet the needs of students in today's diverse classrooms. The department is committed to developing beginning teachers who value diversity; are able to work for and support issues of social justice; are active against causes of alienation, poverty, and oppression; and support dignity within the profession and within the larger society.

Graduates will have a broad professional knowledge base that enables them to deliver effective instruction using a wide variety of methodologies in a manner that is student centered and focused on individual needs. Graduates will demonstrate compassion for the students and families they serve. They will conduct their professional practice in an ethical and moral manner. Graduates of the Education Department will be reflective practitioners who are able to analyze and grow from their teaching experiences throughout their professional careers.

### TEACHER PREPARATION

The undergraduate teacher education program offers an Elementary Education major (grades K-6) and a Secondary Education minor (grades 5-12). Music Education (P-12) and Art Education (P-12) are also offered. The performance-based standards for the initial preparation of teachers are those recommended by the Office of Educator Licensing & Development, Indiana Department of Education

### ADVANCED WRITING PROFICIENCY

Elementary Education candidates prepare two submissions to the Advanced Writing Proficiency Portfolio. Additional detailed information on the Advanced Writing Proficiency Portfolio is found in the AWP Guidelines available to students on Blackboard.

### SENIOR COMPREHENSIVE

All candidates complete student teaching and the Education Portfolio at the Proficient level.

ACCREDITATION

All teacher education programs are approved by the Indiana Department of Education Office of Educator Licensing and Development and the Council for the Accreditation of Educator Preparation.

NOTE: Specific course requirements for all license areas are in a period of transition because of changes in licensure being implemented by the Indiana Department of Education. Contact the Education Department for current updates.

EDUCATION DEPARTMENT TEACHER CANDIDATE STANDARDS (Learning Outcomes)

Standard 1: Student Development and Diversity

- A Saint Mary’s College teacher candidate applies knowledge of student development, including issues of diversity, to meet learner needs.

Standard 2: Learning Processes

- A Saint Mary’s College teacher candidate uses her knowledge of how learning occurs to increase student learning.

Standard 3: Instructional Planning and Delivery

- A Saint Mary’s College teacher candidate can plan and deliver learning experiences that are standards-based, data-driven, differentiated, tiered, culturally responsive, assessable, and grounded in current technologies.

Standard 4: Assessment

- A Saint Mary’s College teacher candidate uses both formative and summative assessments to promote and monitor continuous student learning.

Standard 5: Learning Environment

- A Saint Mary’s College teacher candidate can apply the factors that create a safe, healthy, supportive, and inclusive learning environment that respects cultural diversity and reflects high expectations using positive and supportive classroom management.

Standard 6: The Professional Environment

- A Saint Mary’s College teacher candidate productively collaborates with diverse stakeholders to ensure and support learning, recognizing and advocating for job-embedded professional development.

Standard 7: Reading

- A Saint Mary’s College teacher candidate can identify and define the foundations of literacy development grounded in scientifically-based reading instruction, as well as use developmentally appropriate practices of evidence-based instruction.

Standard 8: Content

- A Saint Mary’s College teacher candidate demonstrates deep knowledge of the central concepts, tools of inquiry, and structure of the discipline(s) she teaches and uses that knowledge to create learning experiences that make these aspects of the discipline accessible and meaningful to learners.

PROGRAMS IN EDUCATION

Bachelor of Arts, Major in Elementary Education, K-6 —ELED (65 hours)

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 213	American Mosaic: Integrative Approaches to the Arts in Elementary/Middle School		2 hours
EDUC 215	Teaching Wellness in Elementary/Middle School		3 hours
EDUC 220	Applied Media and Instructional Technology		3 hours

EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School	field	3 hours
EDUC 240	General/Special Education Partnerships in Elementary/Middle School		3 hours
EDUC 301	Teaching Language Arts in Elementary/Middle School	field	3 hours
EDUC 302	Teaching Social Studies in Elementary/Middle School	field	3 hours
EDUC 303	Teaching Science in Elementary/Middle School	field	3 hours
EDUC 304	Teaching Reading in Elementary/Middle School	field	3 hours
EDUC 305	Teaching Mathematics in Elementary/Middle School	field	3 hours
EDUC 308	Children’s Literature in Elementary/Middle School	field	3 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student	field	3 hours
EDUC 406	Reading Assessment and Intervention in Elementary/Middle School	field	3 hours
EDUC 472	Student Teaching in Elementary School		12 hours

Additional required courses

HIST 103	World Civilization I		3 hours
or HIST 104	World Civilization II		3 hours
HIST 201	U. S. History to 1865		3 hours
MATH 118	Patterns in Math for Elementary Teachers		3 hours
MATH 302	Math for Elementary Teachers		3 hours

Major in Elementary Education with Mild Intervention Licensure, K-6 —ELMI (77 hours)

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

EDUC 362	Positive Behavioral Support		3 hours
EDUC 365	Assessment Strategies for Exceptional Learners	field	3 hours
EDUC 368	Intervention Strategies in Reading and Other Content Areas	field	3 hours
EDUC 434	Collaboration and Consultation in Special Education	field	3 hours
EDUC 471	Student Teaching in the Elementary / Special Education Classroom (replaces EDUC 472)		12 hours

Major in Elementary Education with minor in Reading, P-12 —ELER (77 Hours)

In addition to the ELED requirements, all of the following are required (Leads to licensure in Reading):

EDUC 306	Multicultural Approaches to the Teaching of Reading		3 hours
EDUC 404	Content Area Literacy Instruction		3 hours
EDUC 481	Seminar in Reading		3 hours
EDUC 486	Practicum in Reading	field	3 hours

Minor in Early Childhood Education—ECED (15 hours)

This is a College minor, not a licensure program.

All of the following:

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 310	Introduction to Early Childhood Education		3 hours
EDUC 311	Curriculum and Assessment in Early Childhood Education		3 hours
EDUC 480	Seminar in Early Childhood Education		3 hours
EDUC 485	Practicum in Early Childhood Education	field	3 hours

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

**Leads to licensure in English as a Second Language.**

**All of the following:**

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 430	Foundations of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE)	field	3 hours
EDUC 432	Methods and Materials of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE)	field	3 hours
ENLT 304	History of the English Language		3 hours

**One of the following:**

ANTH 141	Culture and Society		3 hours
ANTH 253	Survey I: Culture and Language		3 hours
COMM 350	Intercultural Communication		3 hours
ICS 201	Introduction to Intercultural Studies		3 hours

**One of the following (if pursuing ESL licensure along with Elementary or Secondary Education):**

EDUC 477	Student Teaching in the Elementary/English as a Second Language Classroom (replaces EDUC 472)		12 hours
EDUC 478	Student Teaching in the Secondary/English as a Second Language Classroom (replaces EDUC 475)		12 hours

### **Minor in Secondary Education, 5–12 —EDUC (33 hours)**

#### **SECONDARY EDUCATION: LIST OF APPROVED MAJORS**

Students planning to complete the Secondary Education minor must complete a major in one of the following content disciplines approved for Saint Mary's College: English; history (history majors must complete additional course work in political science and one of the following: sociology, psychology, economics); mathematics; political science (political science majors must complete additional course work in history and one of the following: sociology, psychology, economics); science (science majors must complete licensing requirements in one of the following areas: chemistry, life science); Spanish.

**All of the following:**

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 220	Applied Media and Instructional Technology		3 hours
EDUC 345	Curriculum and Assessment in Middle/High School	field	3 hours
EDUC 346	Literacy Strategies and Classroom Management in Middle/High School	field	3 hours
EDUC 350	Educational Psychology: Human Growth and Development of the Middle/High School Student	field	3 hours
EDUC 356	Educational Psychology: Educating Exceptional Learners in Middle/High School	field	3 hours

**One of the following:**

EDUC 474	Student Teaching in Middle/High School		12 hours
EDUC 475	Student Teaching in High School		12 hours

**One of the following:**

EDUC 443	Teaching Social Studies in Middle/High School	field	3 hours
EDUC 445	Teaching Modern Languages in Middle/High School	field	3 hours
EDUC 447	Teaching English in Middle/High School	field	3 hours
EDUC 449	Teaching Science in Middle/High School	field	3 hours
EDUC 451	Teaching Mathematics in Middle/High School	field	3 hours

### **Music Education P–12 (34 hours)**

Students planning to complete the Music Education licensure program must complete the Bachelor of Music degree with a major in Music Education in addition to the requirements below.

**All of the following:**

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 240	General/Special Education Partnerships in Elementary/Middle School		3 hours
EDUC 345	Curriculum and Assessment in Middle/High School	field	3 hours
EDUC 350	Educational Psychology: Human Growth and Development of the Middle/High School Student	field	3 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student	field	3 hours
EDUC 476	Student Teaching in Elementary, Middle, and High School		12 hours
MUS 351	Elementary Music Methods	field	2 hours
MUS 453	Secondary Music Methods	field	2 hours

**One of the following:**

EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School	field	3 hours
EDUC 356	Educational Psychology: Educating Exceptional Learners in Middle/High School	field	3 hours

### **Visual Arts Education P–12 (39 hours)**

Students planning to complete the Visual Arts Education licensure program must complete a major in Art in addition to the requirements below.

**All of the following:**

EDUC 201	Foundations for Teaching in a Multicultural Society	field	3 hours
EDUC 220	Applied Media and Instructional Technology		3 hours
EDUC 240	General/Special Education Partnerships in Elementary/Middle School		3 hours
EDUC 345	Curriculum and Assessment in Middle/High School	field	3 hours
EDUC 350	Educational Psychology: Human Growth and Development of the Middle/High School Student	field	3 hours
EDUC 352	Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student	field	3 hours
ART 402	Teaching Art in the Elementary and Middle School	field	3 hours
ART 403	Teaching Art in the High School	field	3 hours
EDUC 476	Student Teaching in Elementary, Middle, and High School		12 hours

**One of the following:**

EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School	field	3 hours
EDUC 356	Educational Psychology: Educating Exceptional Learners in Middle/High School	field	3 hours

### **POLICIES FOR THE ELEMENTARY EDUCATION MAJOR AND SECONDARY EDUCATION MINOR**

It is the student's responsibility to be aware of and meet the specific requirements and deadlines for the B.A. in Elementary Education or minor in Secondary Education (including Music Education and Art Education). Students majoring in Elementary

Education must also complete an additional licensure area or college minor. (Contact the Education Department for specific information.)

### STEP I—General Education and Introduction to the Profession

Students must complete STEP I (Standards-Based Teacher Education Program) to be admitted to the Education Department.

- Achieve a cumulative 2.75 grade point average.
- Earn the Saint Mary's College Writing Proficiency.
- Complete EDUC 201 *Foundations for Teaching in a Multicultural Society* with a grade of B- or above.
- Complete the EDUC 201 field experience with a satisfactory evaluation.
- Demonstrate basic skills competency (Contact the Education Department for specific information).
- Submit an application to the department.
- Submit acceptable dispositions evaluations.

### STEP II—Professional Studies and Content Preparation

Students must be admitted to the Education Department prior to beginning courses in STEP II.

- Maintain a cumulative 2.75 GPA.
- Complete all Education courses with a grade of C or above.
- Complete and submit the application for student teaching.
- Complete all required field experiences at a satisfactory level (minimum 5 hours per week) NOTE: Additional licensures require additional hours.
- Earn the Advanced Writing proficiency (Secondary Education minors complete the writing requirements in their major.)
- Complete requirements for the Education Portfolio at the Developing level.
- Maintain appropriate teaching dispositions.

### STEP III—Integrated Studies

- Maintain a cumulative 2.75 grade point average.
  - Complete all Education courses with a grade of C or above.
  - Complete the year-long internship at a satisfactory level (fall-field/spring-student teaching).
- NOTE: Student teachers are required to follow their assigned school calendars.
- Pass the state-approved licensing assessments.
  - Demonstrate proficiency in student teaching assessments.
  - Complete the Education Portfolio at the Proficient level.

**NOTE: A student who enters the department late may request permission from the Chair to adjust her schedule of required Education courses if a 3.0 grade point average is achieved. Adjustments will be made on an individual basis for transfer students and for those who study abroad. LICENSE TO TEACH IN INDIANA**

***Completion of Education courses does not guarantee a license to teach in Indiana.***

To obtain a license to teach in Indiana, the student:

- Must have a cumulative 2.5 grade point average.
- Must have completed an additional licensure area or college minor in addition to the Elementary Education major **OR** the Secondary Education minor in addition to a college major approved for Saint Mary's College.
- Must obtain valid CPR-Heimlich Maneuver-AED from approved Indiana providers. ([www.doe.in.gov/student-services/licensing/cpr-heimlich-maneuver-aed-certification](http://www.doe.in.gov/student-services/licensing/cpr-heimlich-maneuver-aed-certification))

- Must obtain valid certificate verifying Evidence-based Child Suicide Prevention.
- Must pass state-approved licensing assessments (Contact the Education Department for specific information.)
- **Submit application for Indiana licensure.**

### LICENSE TO TEACH OUTSIDE INDIANA

Students who seek licensure in a state other than Indiana must assume responsibility to meet specific requirements for licensing in that state. Although Interstate Agreement Contracts exist between the state of Indiana and other states, some of these states have additional requirements. Students should consult the state's Department of Education, Teacher Licensure Office for specific requirements.

**NOTE: For those students who require the edTPA performance assessment, the Education Department provides an elective course (EDUC 401) that is designed to prepare students for the edTPA.**

### EDUCATION COURSES (EDUC)

#### 100 Strategies for Academic Success (2)

This course is designed to provide comprehensive college level study skills that apply to academic and career success. Strategies and techniques are presented and integrated with the exploration of motivation and goal setting.

**Note: EDUC 201 is a prerequisite for all Education courses.**

#### 201 Foundations for Teaching in a Multicultural Society (3)

This course is an introduction to teaching and learning in the educational system of the United States of America today. The essential background roles of history, governance, financing, philosophy, and law are set in a multicultural framework that considers the thematic question: What does it mean to be a teacher in a multicultural society? The thematic question is applied to the content topics of (1) culture, pluralism, and equality; (2) class; (3) ethnicity; (4) race; (5) gender; (6) exceptionality; (7) religion; (8) language, and (9) age. Explication of standards for teaching, outcomes-based performance assessment, and documentation of the scholarship of teaching are included. Thirty (30) hours of field experience are required.

#### 213 American Mosaic: Integrative Approaches to the Arts in Elementary/Middle School (2)

Teacher candidates of Elementary and Middle School will develop knowledge, understanding, and the ability to use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary and middle school students. An exploration of culturally bound and created arts in the United States will be examined for their application and implementation into four content disciplines in the elementary and middle school curriculum. An emphasis will be placed on integrative and inclusive approaches to teaching and learning the arts. Prerequisite: EDUC 240 or with permission.

#### 215 Teaching Wellness in Elementary/Middle School (3)

This course challenges teacher candidates to develop knowledge, understanding, and the ability to foster the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and the practice of skills that contribute to good health. Instructional strategies and skills will focus on health science and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary and middle school students. Emphasis will be placed on instructional activities that promote the development of healthy children. Prerequisite: EDUC 240 or with permission.

#### 220 Applied Media and Instructional Technology (3)

Educational technology can enrich and enhance instructional experiences for both the teacher and student. This class combines theoretical, technical, and experiential components into a single pragmatic approach using technology in the classroom. The National Educational Technology Standards for Teachers (NETS\*T,2007) will be used: (1) Facilitate and inspire student learning and creativity, (2) Design and develop digital-age learning experiences and assessments, (3) Model digital-age work and learning, (4) Promote and model digital-age citizenship and responsibility, and (5) Engage in professional growth and leadership. Prerequisite or Corequisite: EDUC 201.

**NOTE:** Courses that require a semester-long field experience (5 hours per week) are identified with \*Field Experience. Transportation is required.

### **222 Introduction to English as a Second Language in Elementary/Middle School (3)**

Introduction to English as a Second Language in Elementary/Middle School is intended for students who plan to teach in a regular classroom setting. This beginning level course examines the world of English as a Second Language (ESL), including linguistics, culture, ESL theories, and ESL methods. Prerequisite or Corequisite: EDUC 201.

### **230 Educational Psychology: Foundations of Special Education in Elementary/Middle School (3)**

This course is designed to introduce the historical, philosophical, and legal aspects of providing instruction for exceptional learners in the elementary and middle school. Diagnosis and assessment of exceptionality and the etiology of differences in learning are included. The rights and responsibilities of parents, students, educators, and other professionals will be studied. \*Field experience.

### **240 General/Special Education Partnerships in Elementary/Middle School (3)**

The focus of this course will be on various approaches to general education and special education programming in the elementary and middle school, including full inclusion, consultation, and cross-categorical models. Particular emphasis will be placed upon the inclusive model and its implications for parents, students, teachers, and other professionals. Common elements of effective teaching such as lesson planning, questioning, and models of teaching as they apply to both general and special education populations will be explored. Prerequisite or Corequisite: EDUC 201.

### **301 Teaching Language Arts in Elementary/Middle School (3)**

This course is designed to develop knowledge and understanding of teaching, learning, and assessment of all areas of literacy including reading, writing, speaking, listening, and thinking. Evidence-based best practices are examined through course readings and experiences. Further insights are gained as learning experiences are planned and implemented in the field classroom. \*Field experience.

### **302 Teaching Social Studies in Elementary/Middle School (3)**

This course is designed to develop knowledge, understanding, and the ability to use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)—to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. \*Field experience.

### **303 Teaching Science in Elementary/Middle School (3)**

This course is designed for teacher candidates to develop their knowledge and understanding of the major concepts of physical, life, and earth and space science and to apply this knowledge in teaching at appropriate grade levels. Emphasis is directed at utilizing research-backed science teaching strategies to improving understanding of science concepts in elementary and middle school grades. Opportunities are provided to develop instructional materials, practice writing and teaching science lessons and/or units, apply appropriate technologies, and connect science concepts and processes to other areas of the elementary/middle school curriculum. \*Field experience.

### **304 Teaching Reading in Elementary/Middle School (3)**

This course is designed to provide a broad understanding of the foundations of reading development, instruction, and assessment grounded in scientifically based reading research. Knowledge, skills, and teaching strategies essential in implementing a balanced reading program and creating a literacy-rich classroom environment that supports the literacy development of all students are addressed. \*Field experience.

### **305 Teaching Mathematics in Elementary/Middle School (3)**

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

mathematics-related technology for the classroom. Development of a personal philosophy of mathematics instruction, awareness of current issues and trends in mathematics and applications of mathematics in the world. \*Field experience.

### **306 Multicultural Approaches to Teaching of Reading (3)**

This course has been designed to assist the teacher in communication with children whose language and cultural backgrounds differ from the majority culture. The course offers practice in adjustment of teaching practices to accommodate differences in cultural values, in selection of teaching materials and techniques most appropriate for reading instruction, and in the development of positive and strong self concepts in children. A variety of cultures are studied, including African-American, Native American, Asian American, and Hispanic-American groups.

### **308 Children's Literature in Elementary/Middle School (3)**

This course focuses on various genres of children's literature appropriate for integration in the elementary and middle school curriculum. Practical applications and experiences for extending literature will be provided. \*Field experience.

### **310 Introduction to Early Childhood Education (3)**

The theoretical and practical aspects of the development of young children, focusing on different learning theories and the needs of children from birth through age eight. The important educational roles and challenges of a professional educator and significant historical roots and current practices of different early childhood education programs will be studied in order to gain the knowledge, skills, and insights necessary to confidently and appropriately attain the goal of being a leader in educating young children, parents, and families. Prerequisite or Corequisite: EDUC 201 or with permission.

### **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 sociomoral, cognitive, representational, and physical development. Prerequisite or Corequisite: EDUC 201 and 310 or with permission.

### **325 Clinical Field Study (0)**

This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

### **335 Clinical Field Study (0)**

This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

### **345 Curriculum and Assessment in Middle/High School (3)**

This course provides teacher candidates the opportunity to further define their role as teachers of adolescents in the middle and high school classroom. Through designing curriculum focused on big ideas that span time and culture, engaging, rigorous units will be constructed. Students will learn and use traditional, as well as authentic and performance-based assessment, as a way to teach diverse student populations. \*Field experience.

### **346 Literacy Strategies and Classroom Management in Middle/High School (3)**

Building on the knowledge and skills gained in EDUC 345, teacher candidates will learn how to address literacy issues, as well as how to tier and differentiate instruction in a well-managed middle/high school classroom. \*Field experience.

### **350 Educational Psychology: Human Growth and Development of the Middle/High School Student (3)**

This course will focus on the special issues facing middle and secondary school students. Motivation, classroom management techniques and test design are included within the framework of three approaches to adolescent psychology: behaviorism, cognitivism, and humanism. Discussion of several leading theories of moral development, cultural differences, and multicultural concepts will be covered. \*Field experience.

### **352 Educational Psychology: Human Growth and Development of the Pre-School/Elementary/Middle School Student (3)**

The primary purpose of this course is to examine the application of psychological theory to the teaching/learning process. Teacher candidates will study typical physical, social, emotional, and cognitive characteristics, various developmental stage theories, types of motivation, learning theories, teaching methodologies, and classroom management strategies that have developed from them, as well as methods of measurement and evaluation. \*Field experience.

### **356 Educational Psychology: Educating Exceptional Learners in Middle/High School (3)**

The focus of this course is on instructional strategies that meet the learning needs of the middle and high school student with disabilities. Special education legislation, programming, and the role of the general education teacher in providing interventions will be emphasized. The use of assessment information in order to provide appropriate services is a topic of discussion. \*Field experience.

### **362 Positive Behavioral Support (3)**

This course focuses on teaching and managing the learning environment for students with mild disabilities. Legal regulations regarding the implementation of functional behavioral assessment will be examined. Students will explore the specific components of this assessment and its use in formulating behavioral intervention plans, as well as strategies that foster and teach social skills to students with mild disabilities. Prerequisite: EDUC 240

### **365 Assessment Strategies/Exceptional Learners (3)**

This course focuses on the referral and placement process for students with mild disabilities. Multiple forms of assessment and the mild disability teacher's role in administration will be examined. Emphasis will be placed on the selection, use and interpretation of various instruments, and use of assessment information in the identification and placement of students with mild disabilities. Exploration of the assessment process in relation to Individualized Educational Plans will be a specific focus. \*Field experience. Prerequisites: EDUC 230, 240

### **368 Intervention Strategies in Reading and Other Content Areas (3)**

Emphasis in this course is placed on teaching strategies that are shown to be successful with students who need mild curricular and instructional interventions. Multisensory Structured Language Education aligned with elements of scientifically based reading research will be a focus. Interventions in other content areas will be addressed with a highlight on evidence-based approaches. \*Field Experience.

### **372 Education in Great Britain and Ireland (2–3)**

This course focuses on the study of education in Great Britain and Ireland with appropriate discussions and lectures. Visits will be made to schools and teaching centers in Ireland, Scotland, and England. Conducted as a special summer offering only.

### **390 Special Topics (1–3)**

An experimental, student or faculty-initiated course on a topic not covered in detail in the regular curriculum. May be repeated.

### **401 edTPA Preparation (3)**

This course provides the foundation in knowledge and skills necessary to complete the edTPA performance assessment during the senior year student teaching semester. edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a PreKindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning. There is a \$300 fee for submission.

### **404 Content Area Literacy Instruction (3)**

The course focuses on evidence-based best practices related to content area literacy. Teacher candidates will develop a thorough understanding of the comprehension and analysis of informational and persuasive texts. Integration of reading and writing, critical reading, assessment, related literature, intervention and extension strategies, and ongoing progress monitoring will be emphasized.

### **406 Reading Assessment and Intervention in Elementary/Middle School (3)**

This course is designed to enable teacher candidates to identify pupils who have difficulty reading regular class material and to prescribe an appropriate course of action for the remediation of the pupils' skills. Emphasis will be placed on the reading process and teaching methodologies, causes of reading difficulties, utilization of diagnostic materials and remedial techniques for all children. Spring semester only. \*Field experience.

### **408 Fostering the Development of Culturally Responsive Teachers Through Experiential Learning (3)**

This course provides pre-service teachers the opportunity to further define their role as teachers in a multicultural society. The course is based on the premise that when we understand our own culture, we can better understand the cultural backgrounds of our students. With that understanding in place, we can connect to our students and the community. Through the use of experiential learning in a setting beyond the Saint Mary's College community, students will have active, unscripted interactions with people and settings outside of their lived experience, interpreted through class discussions informed by course readings, guest speakers, and film.

### **425 Clinical Field Study (0)**

This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

### **430 Foundations of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE) (3)**

The course introduces the historical and cultural contexts of ESL/BBE, theories of second language acquisition (SLA), and resulting models of SLA, ESL, and BBE, with particular attention to current models, such as Dual Language Instruction. Students will examine successful ESL/BBE program elements. The teacher candidate must complete a pedagogical Standard American English (SAE) grammar component and an SAE phonology component at satisfactory levels. Analysis and evaluation of language samples of an ESL or a BBE student are also required. Fall semester only. \*Field experience. Pre or Corequisites: ENLT 304, and one of the following: COMM 350, ICS 201, ANTH 141, or ANTH 253.

### **432 Methods and Materials of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE) (3)**

In this course, teacher candidates learn about and practice effective methods of instructional delivery for ESL/BBE students. They analyze commercially prepared materials and engage in materials design, and teaching with those materials. They explore assessment issues in the ESL/BBE context. They find out various ways to enhance communication with ESL and BBE parents and communities. \*Field experience. Spring semester only. Pre or Corequisite EDUC 430

### **434 Collaboration and Consultation in Special Education (3)**

This course focuses on communication and collaborative partnerships that will contribute to success for the exceptional child across the full spectrum of services available for mild intervention. Emphasis is placed on the teacher's interaction with parents, other professionals, and agencies in the community. The components of effective team meetings for the purposes of assessment, evaluation, and programming will be explored. \*Field experience. Prerequisites: EDUC 230, 240

### **443 Teaching Social Studies in Middle/High School (3)**

This course provides an orientation to teaching techniques, learning strategies, and curriculum development for secondary social studies. Emphasis is placed on the subject matter content areas of social studies. Peer teaching, planning, and field work experiences offer the student occasions to create and facilitate learning opportunities; select, integrate, and adapt curriculum; analyze and evaluate primary and secondary resources from print and non-print media; and develop and practice teaching skills in his or her specific content areas(s). Fall semester only. \*Field experience. Prerequisite: EDUC 345.



### **445 Teaching Modern Languages in Middle/High School (3)**

The course focuses on the methodology of content-based second language instruction. It provides background in second language acquisition research, elaborates upon the concept of content-based second language instruction and presents methods and activities designed to develop language skills within a content-based instruction paradigm. Fall semester only. \*Field experience. Prerequisite: EDUC 345. (Also listed as MODL 445.)

### **447 Teaching English in Middle/High School (3)**

This course provides teacher candidates the opportunity to specifically apply their content knowledge in English to adolescents in the middle school and/or high school classroom. Through immersion in the design of curriculum units, instructional strategies, including reading, and traditional, as well as alternative and authentic assessments, they will learn to create effective learning experiences for diverse student populations. Fall semester only. \*Field experience. Prerequisite: EDUC 345.

### **449 Teaching Science in Middle/High School (3)**

The purpose of this course is to develop the necessary skills and techniques to become effective secondary science teachers. Teacher candidates will acquire a variety of: (1) foundational skills and concepts related to technology; (2) instructional strategies to adapt and plan instruction to meet student needs; (3) laboratory and field-based learning activities; (4) classroom management techniques to establish and maintain an environment conducive to learning science; and (5) techniques for assessing student outcomes. Fall semester only. \*Field experience. Prerequisite: EDUC 345.

### **451 Teaching Mathematics in Middle/High School (3)**

This course is designed to discuss current developments in contemporary mathematics, identify and apply principles of learning mathematical concepts and use a variety of methods in teaching mathematics at the secondary level. Teacher candidates will (1) plan instruction for a variety of ability levels; (2) plan a mathematics program for a multicultural setting; (3) locate and use a variety of materials for secondary mathematics; (4) write, teach, and evaluate mathematical concepts; (5) discuss a variety of alternative assessment methods and (6) participate in professional organizations. The course follows guidelines for the preparation of teaching of mathematics set forth by NCTM and MAA. Fall semester only. \*Field experience. Prerequisite: EDUC 345.

### **466 Communicating Climate Science (3)**

In the ongoing dialogue on climate science and climate change, it's crucial that women's voices be heard. An understanding of how gender roles influence how people experience, communicate, and practice climate change science is important if we are to capitalize on the abilities of women to be impactful agents of good climate stewardship. With this in mind, EDUC 466 is designed for undergraduate students interested in improving their conceptual understanding of climate science and climate change through engaging in activities, demonstrations and discussions, while also developing their science communication skills to advance the public's climate literacy. The course will combine science content, active teaching and learning methods based on how people learn, and how to engage in effective interactions. Students will have opportunities to address issues of gender and gender bias in STEM and examine how their individual talents in STEM might be harnessed to support women around the world as they communicate climate science and/or experience the effects of climate change. Prerequisite: Education major or minor, or permission of instructor.



### **471 Student Teaching in Elementary/Special Education Classroom (12)**

### **472 Student Teaching in Elementary School (12)**

### **474 Student Teaching in Middle School/High School (12)**

### **475 Student Teaching in High School (12)**

### **476 Student Teaching in Elementary, Middle and High School (12)**

### **477 Student Teaching in the Elementary/English as a Second Language Classroom (12)**

### **478 Student Teaching in the Secondary/English as a Second Language Classroom (12)**

Student teaching is a semester-long experience under the supervision of qualified cooperating teachers and a college supervisor. The experience includes observation, participation, full time teaching, and conferences. Student teachers will follow the calendar of the host school. The Education Portfolio is required. Submission of application for instructional license in the state of Indiana is recommended. Student teaching fee: \$150. Graded S/U.

### **480 Seminar in Early Childhood Education (3)**

Students will investigate current research and practical issues in the field of early childhood education. Synthesizing experiences and implementing the information from investigations will be the focus of the teacher candidates' learning. Course structure allows for maximum individualization of learning, permitting them to pursue areas of interest within the field of study.

### **481 Seminar in Reading (3)**

This course engages teacher candidates in investigations of recent research in the field of reading as well as policies and legislation that affect reading programs. Professional learning and leadership in reading will be a focus as candidates develop leadership skills that will enable them to collaborate effectively with others in promoting equity in access to literacy and in advocating for groups and individuals in the area of literacy. Course structure will allow for individualization of learning permitting students to pursue areas of interest within the field of study.

### **485 Practicum in Early Childhood Education (3)**

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

### **486 Practicum in Reading (3)**

Teacher candidates will participate in planning and adapting instructional strategies and learning experiences to challenge and meet the diverse needs of all students. The use of assessment to inform differentiated instruction will be a focus. Scientifically based reading research including the role of phonemic awareness, phonics, vocabulary, fluency, and comprehension in reading development will be considered as well as evidence-based instructional practices that integrate literacy skills with content areas. \*Field experience.

### **488 Practicum in Intercultural Education (1-6)**

This practicum experience will offer teacher candidates the opportunity to integrate knowledge gained from course work and field experiences as they work with professionals in a practicum setting. Prerequisite: Admission to the Education Department, application, or permission of instructor.

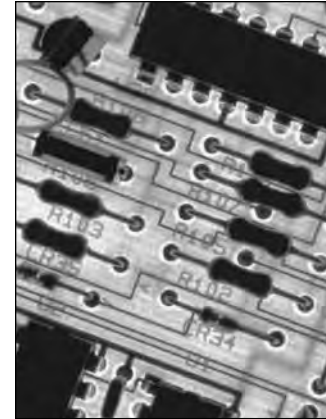
### **497 Independent Study (1-3)**

Students may carry independent study with an approved instructor. Content is dependent on student need and interest. Prerequisite: Approval of department chair.



# Engineering

**Toni Barstis, Program Director**  
**168 Science Hall**  
**574-284-4661**



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

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

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

- Chemistry and chemical engineering.
- Mathematics or physics and computer science engineering, civil engineering, electrical engineering, or mechanical engineering.

Other majors complement one another because they are different, such as political science and civil engineering. For the student interested in the humanities or social sciences, creative combinations of liberal arts and engineering majors are possible, although, scheduling difficulties might require summer coursework.

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

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



# English

**Chris Cobb, Department Chair**  
**221 Spes Unica Hall**  
**574-284-4483**



## **FACULTY**

T. Bonnell, D. Bremyer, C. Cobb,  
 L. Haigwood, Sr. E.M. Hooker,  
 A. Moe, S. Noonan, A. Short

## **DEPARTMENT DESCRIPTION**

Literature celebrates the diversity of the human imagination and the expressive resources of language. It delves into the most fundamental human concerns: the relationship between individuals and their communities, the complexities of moral choice, the climates of the heart and soul. By encouraging critical inquiry and a clear, effective writing style, the study of literature helps foster independent thought and broadens imaginative capacities. The English Department offers three degree programs: English Literature, English Writing, and a Double Major in English Literature and Writing. In addition, two minor programs are offered in English Literature and English Writing.

## **TEACHING PREPARATION**

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

## **ADVANCED WRITING PROFICIENCY**

Advanced Writing Proficiency in the major is demonstrated by a portfolio review.

## **SENIOR COMPREHENSIVE**

**English Literature (ENLT):** Successful completion of ENLT 495, Senior Literature Seminar, satisfies the Senior Comprehensive requirement.

**English Writing (ENWR):** Successful completion of ENWR 495, Senior Writing Project, satisfies the Senior Comprehensive requirement.

**The Double Major in English Literature and Writing (ENWR):** Successful completion of either ENLT 495, Senior Literature Seminar, or ENWR 495, Senior Writing Project, satisfies the Senior Comprehensive requirement.

## **ENGLISH LITERATURE PROGRAM LEARNING OUTCOMES**

Saint Mary's English literature majors and minors develop sophisticated skills in reading and writing, and broad knowledge of the arts of language. They engage with the aesthetics and social functions of literary texts. Specifically, a Saint Mary's English literature major learns

### **To Read**

- Closely and critically, with a sensitivity to the uses of language and literary genre
- Broadly and analytically, with an eye to the theoretical frameworks and interdisciplinaries.

### **To Write**

- Clearly and concisely, observing the conventions of argument, citation, and grammar.
- Persuasively and contextually, developing a confident voice to articulate her own insights.

### To Understand

- The historical development of British, American, and Global Anglophone literatures
- The cultural diversity embodied in literatures in English and in translation

### To Recognize

- The influence of Greek, Roman, and other classics on subsequent literatures
- The presence of Judeo-Christian concepts and ethics within literary texts

### To Appreciate

- The material production of texts through manuscript, print, and digital media
- The literary value of non-textual media, such as oral traditions, theatrical performances, and films.

## ENGLISH WRITING AND LITERATURE/WRITING PROGRAM LEARNING OUTCOMES

In addition to studying literature, Saint Mary's College majors and minors in Writing create a body of work through which they develop sophisticated skills in writing and collaborative revision. Specifically, a Saint Mary's English Writing major learns

### To Apply

- The knowledge gained from the study of literature to the study of creative writing

### To Develop

- Style, voice, and craft by writing in a variety of literary genres including fiction, creative nonfiction, and poetry

### To Understand

- The aesthetics and theories of writing that underlie the work she reads and writes

### To Respond

- To her peers' creative works with thoughtful and informed criticism that supports the writer's process of revision

### To Consider

- And accommodate thoughtful criticism in the process of revising creative work.

## PROGRAM IN ENGLISH

### Bachelor of Arts, Major in English Literature—ENLT (33 hours)

#### All of the following (9 hours):

ENLT 201	Introduction to Literary Studies	3 hours
ENLT 385	Critical Theory	3 hours
ENLT 495	Senior Literature Seminar	3 hours

#### One lower division (below 300-level) ENLT course (3 hours):

ENLT 106W	Language and Literature	3.5 hours
ENLT 109W	Language and Literature	4 hours
ENLT 206	Studies in Literature	3 hours
ENLT 211	Animals in Literature and Society	3 hours
ENLT 212	Ecopoetics in the Age of the Anthropocene	3 hours
ENLT 213	Environmental Literature	3 hours
ENLT 216	Literature of Social Justice	3 hours
ENLT 217	Contemporary Women's Fiction	3 hours
ENLT 222	Greek Literature	3 hours
ENLT 223	Classical Mythology	3 hours
ENLT 224	Sorcery and Damnation	3 hours
ENLT 228	Irish Literature	3 hours
ENLT 232	Arthurian Literature	3 hours
ENLT 234	Shakespeare: Page, Stage and Screen	3 hours

ENLT 238	Jane Austen	3 hours
ENLT 244	Tolkien and Modern Fantasy	3 hours
ENLT 251	African-American Literature	3 hours
ENLT 253	Native American Literature	3 hours
ENLT 255	Women of Genius: American Literature in the Suffragette Era	3 hours
ENLT 272	Studies in Multiethnic Graphic Narrative	3 hours
ENLT 276	Film Criticism	3 hours
ENLT 277	Women in Film	3 hours
ENLT 278	From Fiction to Film	3 hours
ENLT 279	Jane Austen and Film	3 hours
ENLT 281	British Literature: <i>Beowulf</i> to 1800	3 hours
ENLT 282	British Literature: 1800 to Present	3 hours

#### Five upper division courses including at least one course at the 400-level. At least one course in each of the following areas (a single course may count for both a period requirement and a cultural requirement) (15 hours):

##### Pre-Modern (at least one course)

ENLT 310	Studies in English Literature (approved sections)	3 hours
ENLT 311	Medieval Literature	3 hours
ENLT 312	Chaucer	3 hours
ENLT 371	Studies in European Literature in Translation (approved sections)	3 hours
ENLT 373	Studies in Comparative Literature (approved sections)	3 hours
ENLT 374	Studies in World Literature in Translation (approved sections)	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours

##### Early Modern (at least one course)

ENLT 310	Studies in English Literature (approved sections)	3 hours
ENLT 314	16th/17th-Century British Literature	3 hours
ENLT 327	18th-Century British Novel: Novel Women	3 hours
ENLT 328	18th-Century British Literature	3 hours
ENLT 350	Studies in American Literature (approved sections)	3 hours
ENLT 371	Studies in European Literature in Translation (approved sections)	3 hours
ENLT 373	Studies in Comparative Literature (approved sections)	3 hours
ENLT 374	Studies in World Literature in Translation (approved sections)	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage	3 hours

##### Modern (at least one course)

ENLT 310	Studies in English Literature (approved sections)	3 hours
ENLT 330	Romantic Movements	3 hours
ENLT 332	Romantic Era Feminism	3 hours
ENLT 333	Victorian Literature	3 hours
ENLT 336	19th-Century British Novel: The Victorian Novel	3 hours
ENLT 337	The Brontës	3 hours
ENLT 346	American Literature to 1865	3 hours
ENLT 347	American Literature 1865 to 1945	3 hours
ENLT 350	Studies in American Literature (approved sections)	3 hours
ENLT 351	19th-Century American Literature	3 hours
ENLT 358	Development of the American Novel	3 hours
ENLT 371	Studies in European Literature in Translation (approved sections)	3 hours
ENLT 373	Studies in Comparative Literature (approved sections)	3 hours
ENLT 374	Studies in World Literature in Translation (approved sections)	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 455	Emily Dickinson	3 hours

*Post-Modern to the Present (at least one course)*

ENLT 340	20th-Century British Literature	3 hours
ENLT 343	20th-Century British Novel	3 hours
ENLT 348	American Literature 1945 to Present	3 hours
ENLT 350	Studies in American Literature (approved sections)	3 hours
ENLT 352	20th-Century American Literature	3 hours
ENLT 354	Immigrant Women's Writing	3 hours
ENLT 360	Studies in Global Anglophone Literature	3 hours
ENLT 362	Contemporary Global Literature	3 hours
ENLT 363	20th-Century and Contemporary African Literature	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 367	Caribbean Women's Literature	3 hours
ENLT 371	Studies in European Literature in Translation (approved sections)	3 hours
ENLT 373	Studies in Comparative Literature (approved sections)	3 hours
ENLT 374	Studies in World Literature in Translation (approved sections)	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 451	American Poetry and Poetics	3 hours

*American (at least one course)*

ENLT 346	American Literature to 1865	3 hours
ENLT 347	American Literature 1865 to 1945	3 hours
ENLT 348	American Literature 1945 to Present	3 hours
ENLT 350	Studies in American Literature	3 hours
ENLT 351	19th-Century American Literature	3 hours
ENLT 352	20th-Century American Literature	3 hours
ENLT 354	Immigrant Women's Writing	3 hours
ENLT 358	Development of the American Novel	3 hours
ENLT 375	Modern Poetry	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 451	American Poetry and Poetics	3 hours
ENLT 455	Emily Dickinson	3 hours

*British (at least one course)*

ENLT 310	Studies in English Literature	3 hours
ENLT 311	Medieval Literature	3 hours
ENLT 312	Chaucer	3 hours
ENLT 314	16th/17th-Century British Literature	3 hours
ENLT 327	18th-Century British Novel: Novel Women	3 hours
ENLT 328	18th-Century British Literature	3 hours
ENLT 330	Romantic Movements	3 hours
ENLT 332	Romantic Era Feminism	3 hours
ENLT 333	Victorian Literature	3 hours
ENLT 336	19th-Century British Novel: The Victorian Novel	3 hours
ENLT 337	The Brontës	3 hours
ENLT 340	20th-Century British Literature	3 hours
ENLT 343	20th-Century British Novel	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage	3 hours

*Global Anglophone (at least one course)*

ENLT 360	Studies in Global Anglophone Literature	3 hours
ENLT 362	Contemporary Global Literature	3 hours
ENLT 363	20th-Century and Contemporary African Literature	3 hours

ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 367	Caribbean Women's Literature	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours

**One Shakespeare course (3 hours):**

ENLT 315	Shakespeare	3 hours
ENLT 316	Shakespeare and the Power of Art	3 hours
ENLT 415	Shakespeare and the World	3 hours

**One course in literature by historically underrepresented groups:**

**(NOTE: This requirement may be met through any course below including any of those which fulfill another major requirements except one used to fulfill the Global Anglophone requirement)**

ENLT 106W	Language and Literature (approved sections)	3.5 hours
ENLT 109W	Language and Literature (approved sections)	4 hours
ENLT 206	Studies in Literature	3 hours
ENLT 251	African-American Literature	3 hours
ENLT 253	Native American Literature	3 hours
ENLT 272	Studies in Multiethnic Graphic Narrative	3 hours
ENLT 350	Studies in American Literature (approved sections)	3 hours
ENLT 354	Immigrant Women's Writing	3 hours
ENLT 360	Studies in Global Anglophone Literature	3 hours
ENLT 362	Contemporary Global Literature	3 hours
ENLT 363	20th-Century and Contemporary African Literature	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 367	Caribbean Women's Literature	3 hours
ENLT 371	Studies in European Literature in Translation (approved sections)	3 hours
ENLT 373	Studies in Comparative Literature (approved sections)	3 hours
ENLT 374	Studies in World Literature in Translation (approved sections)	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours

**One ENLT or ENWR course (3 hours)**

***Bachelor of Arts, Major in English Writing—ENWR (33 hours)***

**All of the following (9 hours):**

ENLT 201	Introduction to Literary Studies	3 hours
ENWR 202	Introduction to Creative Writing	3 hours
ENWR 495	Senior Writing Project	3 hours

**One Shakespeare course (3 hours):**

ENLT 315	Shakespeare	3 hours
ENLT 316	Shakespeare and the Power of Art	3 hours
ENLT 415	Shakespeare and the World	3 hours

**Three upper division courses including at least one course in each of the following areas (a single course may count for the American, British, or Global Anglophone requirement and the Pre-Modern/Early Modern/Modern requirement) (9 hours):**

*American (one course)*

ENLT 346	American Literature to 1865	3 hours
ENLT 347	American Literature 1865 to 1945	3 hours
ENLT 348	American Literature 1945 to Present	3 hours
ENLT 350	Studies in American Literature (approved sections)	3 hours
ENLT 351	19th-Century American Literature	3 hours
ENLT 352	20th-Century American Literature	3 hours
ENLT 354	Immigrant Women's Writing	3 hours
ENLT 358	Development of the American Novel	3 hours
ENLT 375	Modern Poetry	3 hours

ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 451	American Poetry and Poetics	3 hours
ENLT 455	Emily Dickinson	3 hours

*British (one course)*

ENLT 310	Studies in English Literature	3 hours
ENLT 311	Medieval Literature	3 hours
ENLT 312	Chaucer	3 hours
ENLT 314	16th/17th-Century British Literature	3 hours
ENLT 327	18th-Century British Novel: Novel Women	3 hours
ENLT 328	18th-Century British Literature	3 hours
ENLT 330	Romantic Movements	3 hours
ENLT 332	Romantic Era Feminism	3 hours
ENLT 333	Victorian Literature	3 hours
ENLT 336	19th-Century British Novel: The Victorian Novel	3 hours
ENLT 337	The Brontës	3 hours
ENLT 340	20th-Century British Literature	3 hours
ENLT 343	20th-Century British Novel	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage	3 hours

*Global Anglophone (one course)*

ENLT 360	Studies in Global Anglophone Literature	3 hours
ENLT 362	Contemporary Global Literature	3 hours
ENLT 363	20th-Century and Contemporary African Literature	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 367	Caribbean Women's Literature	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours

*Pre-Modern/Early Modern/Modern (at least one course)*

ENLT 310	Studies in English Literature (approved sections)	3 hours
ENLT 311	Medieval Literature	3 hours
ENLT 312	Chaucer	3 hours
ENLT 314	16th/17th-Century British Literature	3 hours
ENLT 327	18th-Century British Novel: Novel Women	3 hours
ENLT 328	18th-Century British Literature	3 hours
ENLT 330	Romantic Movements	3 hours
ENLT 332	Romantic Era Feminism	3 hours
ENLT 333	Victorian Literature	3 hours
ENLT 336	19th-Century British Novel: The Victorian Novel	3 hours
ENLT 337	The Brontës	3 hours
ENLT 346	American Literature to 1865	3 hours
ENLT 347	American Literature 1865 to 1945	3 hours
ENLT 350	Studies in American Literature (approved sections)	3 hours
ENLT 351	19th-Century American Literature	3 hours
ENLT 358	Development of the American Novel	3 hours
ENLT 371	Studies in European Literature in Translation (approved sections)	3 hours
ENLT 373	Studies in Comparative Literature (approved sections)	3 hours
ENLT 374	Studies in World Literature in Translation (approved sections)	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage	3 hours
ENLT 455	Emily Dickinson	3 hours

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

ENWR 320	Literary Nonfiction Workshop	3 hours
ENWR 321	Fiction Workshop	3 hours
ENWR 323	Poetry Workshop	3 hours
ENWR 325	Playwriting (cross listed with THTR 325)	3 hours

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

ENWR 421	Advanced Fiction Writing Workshop	3 hours
ENWR 423	Advanced Poetry Writing Workshop	3 hours

**One of the following not used to satisfy any of the above requirements (3 hours):**

ENWR 222	Tourist or Traveler: Travel Writing in the New Millennium	3 hours
ENWR 223	Travel Writing in Jamaica	3 hours
ENWR 255	Magazine Writing (cross listed with COMM 255)	3 hours
ENWR 257	Journalism (cross listed with COMM 257)	3 hours
ENWR 307	Rhetoric	3 hours
ENWR 320	Literary Nonfiction Workshop	3 hours
ENWR 321	Fiction Workshop	3 hours
ENWR 323	Poetry Workshop	3 hours
ENWR 325	Playwriting (cross listed with THTR 325)	3 hours
ENWR 390	Special Topics in Advanced Writing	1–3 hours
ENWR 421	Advanced Fiction Writing Workshop	3 hours
ENWR 423	Advanced Poetry Writing Workshop	3 hours

**Bachelor of Arts, Double Major in English Literature and English Writing—ENLW (54 hours)**

**All of the following (9 hours):**

ENLT 201	Introduction to Literary Studies	3 hours
ENWR 202	Introduction to Creative Writing	3 hours
ENLT 385	Critical Theory	3 hours
ENLT 495	Senior Literature Seminar	3 hours
or ENWR 495	Senior Writing Project	3 hours

**One lower division (below 300-level) ENLT course (3 hours):**

ENLT 106W	Language and Literature	3.5 hours
ENLT 109W	Language and Literature	4 hours
ENLT 206	Studies in Literature	3 hours
ENLT 211	Animals in Literature and Society	3 hours
ENLT 212	Ecopoetics in the Age of the Anthropocene	3 hours
ENLT 213	Environmental Literature	3 hours
ENLT 216	Literature of Social Justice	3 hours
ENLT 217	Contemporary Women's Fiction	3 hours
ENLT 222	Greek Literature	3 hours
ENLT 223	Classical Mythology	3 hours
ENLT 224	Sorcery and Damnation	3 hours
ENLT 228	Irish Literature	3 hours
ENLT 232	Arthurian Literature	3 hours
ENLT 234	Shakespeare: Page, Stage and Screen	3 hours
ENLT 238	Jane Austen	3 hours
ENLT 244	Tolkien and Modern Fantasy	3 hours
ENLT 251	African-American Literature	3 hours
ENLT 253	Native American Literature	3 hours
ENLT 255	Women of Genius: American Literature in the Suffragette Era	3 hours
ENLT 272	Studies in Multiethnic Graphic Narrative	3 hours
ENLT 276	Film Criticism	3 hours
ENLT 277	Women in Film	3 hours

ENLT 278	From Fiction to Film	3 hours
ENLT 279	Jane Austen and Film	3 hours
ENLT 281	British Literature: <i>Beowulf</i> to 1800	3 hours
ENLT 282	British Literature: 1800 to Present	3 hours

**One Shakespeare course (3 hours):**

ENLT 315	Shakespeare	3 hours
ENLT 316	Shakespeare and the Power of Art	3 hours
ENLT 415	Shakespeare and the World	3 hours

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

ENWR 320	Literary Nonfiction Workshop	3 hours
ENWR 321	Fiction Workshop	3 hours
ENWR 323	Poetry Workshop	3 hours
ENWR 325	Playwriting (cross listed with THTR 325)	3 hours

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

ENWR 421	Advanced Fiction Writing Workshop	3 hours
ENWR 423	Advanced Poetry Writing Workshop	3 hours

**Five upper division courses including at least one course at the 400-level. At least one course in each of the following areas (a single course may count for both a period requirement and a cultural requirement) (15 hours):**

*Pre-Modern (at least one course)*

ENLT 310	Studies in English Literature (approved sections)	3 hours
ENLT 311	Medieval Literature	3 hours
ENLT 312	Chaucer	3 hours
ENLT 371	Studies in European Literature in Translation (approved sections)	3 hours
ENLT 373	Studies in Comparative Literature (approved sections)	3 hours
ENLT 374	Studies in World Literature in Translation (approved sections)	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours

*Early Modern (at least one course)*

ENLT 310	Studies in English Literature (approved sections)	3 hours
ENLT 314	16th/17th-Century British Literature	3 hours
ENLT 327	18th-Century British Novel: Novel Women	3 hours
ENLT 328	18th-Century British Literature	3 hours
ENLT 350	Studies in American Literature (approved sections)	3 hours
ENLT 371	Studies in European Literature in Translation (approved sections)	3 hours
ENLT 373	Studies in Comparative Literature (approved sections)	3 hours
ENLT 374	Studies in World Literature in Translation (approved sections)	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage	3 hours

*Modern (at least one course)*

ENLT 310	Studies in English Literature (approved sections)	3 hours
ENLT 330	Romantic Movements	3 hours
ENLT 332	Romantic Era Feminism	3 hours
ENLT 333	Victorian Literature	3 hours
ENLT 336	19th-Century British Novel: The Victorian Novel	3 hours
ENLT 337	The Brontës	3 hours
ENLT 346	American Literature to 1865	3 hours
ENLT 347	American Literature 1865 to 1945	3 hours
ENLT 350	Studies in American Literature (approved sections)	3 hours
ENLT 351	19th-Century American Literature	3 hours

ENLT 358	Development of the American Novel	3 hours
ENLT 371	Studies in European Literature in Translation (approved sections)	3 hours
ENLT 373	Studies in Comparative Literature (approved sections)	3 hours
ENLT 374	Studies in World Literature in Translation (approved sections)	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 455	Emily Dickinson	3 hours

*Post-Modern to the Present (at least one course)*

ENLT 340	20th-Century British Literature	3 hours
ENLT 343	20th-Century British Novel	3 hours
ENLT 348	American Literature 1945 to Present	3 hours
ENLT 350	Studies in American Literature (approved sections)	3 hours
ENLT 352	20th-Century American Literature	3 hours
ENLT 354	Immigrant Women's Writing	3 hours
ENLT 360	Studies in Global Anglophone Literature	3 hours
ENLT 362	Contemporary Global Literature	3 hours
ENLT 363	20th-Century and Contemporary African Literature	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 367	Caribbean Women's Literature	3 hours
ENLT 371	Studies in European Literature in Translation (approved sections)	3 hours
ENLT 373	Studies in Comparative Literature (approved sections)	3 hours
ENLT 374	Studies in World Literature in Translation (approved sections)	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 451	American Poetry and Poetics	3 hours

*American (at least one course)*

ENLT 346	American Literature to 1865	3 hours
ENLT 347	American Literature 1865 to 1945	3 hours
ENLT 348	American Literature 1945 to Present	3 hours
ENLT 350	Studies in American Literature	3 hours
ENLT 351	19th-Century American Literature	3 hours
ENLT 352	20th-Century American Literature	3 hours
ENLT 354	Immigrant Women's Writing	3 hours
ENLT 358	Development of the American Novel	3 hours
ENLT 375	Modern Poetry	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 451	American Poetry and Poetics	3 hours
ENLT 455	Emily Dickinson	3 hours

*British (at least one course)*

ENLT 310	Studies in English Literature (approved sections)	3 hours
ENLT 311	Medieval Literature	3 hours
ENLT 312	Chaucer	3 hours
ENLT 314	16th/17th-Century British Literature	3 hours
ENLT 327	18th-Century British Novel: Novel Women	3 hours
ENLT 328	18th-Century British Literature	3 hours
ENLT 330	Romantic Movements	3 hours
ENLT 332	Romantic Era Feminism	3 hours
ENLT 333	Victorian Literature	3 hours
ENLT 336	19th-Century British Novel: The Victorian Novel	3 hours
ENLT 337	The Brontës	3 hours
ENLT 340	20th-Century British Literature	3 hours

ENLT 343	20th-Century British Novel	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage	3 hours

*Global Anglophone (at least one course)*

ENLT 360	Studies in Global Anglophone Literature	3 hours
ENLT 362	Contemporary Global Literature	3 hours
ENLT 363	20th-Century and Contemporary African Literature	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 367	Caribbean Women's Literature	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours

**Three of the following (9 hours):**

ENWR 222	Tourist or Traveler: Travel Writing in the New Millennium	3 hours
ENWR 223	Travel Writing in Jamaica	3 hours
ENWR 255	Magazine Writing (cross listed with COMM 255)	3 hours
ENWR 257	Journalism (cross listed with COMM 257)	3 hours
ENWR 307	Rhetoric	3 hours
ENWR 320	Literary Nonfiction Workshop	3 hours
ENWR 321	Fiction Workshop	3 hours
ENWR 323	Poetry Workshop	3 hours
ENWR 325	Playwriting (cross listed with THTR 325)	3 hours
ENWR 390	Special Topics in Advanced Writing	1–3 hours
ENWR 421	Advanced Fiction Writing Workshop	3 hours
ENWR 423	Advanced Poetry Writing Workshop	3 hours

**One course in literature by historically underrepresented groups:**

**(NOTE: This requirement may be met through any course below including any of those which fulfill another major requirements except one used to fulfill the Global Anglophone requirement)**

ENLT 106W	Language and Literature (approved sections)	3.5 hours
ENLT 109W	Language and Literature (approved sections)	4 hours
ENLT 206	Studies in Literature	3 hours
ENLT 251	African-American Literature	3 hours
ENLT 253	Native American Literature	3 hours
ENLT 272	Studies in Multiethnic Graphic Narrative	3 hours
ENLT 350	Studies in American Literature (approved sections)	3 hours
ENLT 354	Immigrant Women's Writing	3 hours
ENLT 360	Studies in Global Anglophone	3 hours
ENLT 362	Contemporary Global Literature	3 hours
ENLT 363	20th-Century and Contemporary African Literature	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 367	Caribbean Women's Literature	3 hours
ENLT 371	Studies in European Literature in Translation (approved sections)	3 hours
ENLT 373	Studies in Comparative Literature (approved sections)	3 hours
ENLT 374	Studies in World Literature in Translation (approved sections)	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours

**One ENLT or ENWR course (3 hours)**

**Minor in English Literature—ENLT (18 hours)**

**All of the following (9 hours):**

ENLT 201	Introduction to Literary Studies	3 hours
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**One Shakespeare course (3 hours):**

ENLT 315	Shakespeare	3 hours
ENLT 316	Shakespeare and the Power of Art	3 hours
ENLT 415	Shakespeare and the World	3 hours

**One lower division (below 300-level) ENLT course (3 hours):**

ENLT 106W	Language and Literature	3.5 hours
ENLT 109W	Language and Literature	4 hours
ENLT 206	Studies in Literature	3 hours
ENLT 211	Animals in Literature and Society	3 hours
ENLT 212	Ecopoetics in the Age of the Anthropocene	3 hours
ENLT 213	Environmental Literature	3 hours
ENLT 216	Literature of Social Justice	3 hours
ENLT 217	Contemporary Women's Fiction	3 hours
ENLT 222	Greek Literature	3 hours
ENLT 223	Classical Mythology	3 hours
ENLT 224	Sorcery and Damnation	3 hours
ENLT 228	Irish Literature	3 hours
ENLT 232	Arthurian Literature	3 hours
ENLT 234	Shakespeare: Page, Stage and Screen	3 hours
ENLT 238	Jane Austen	3 hours
ENLT 244	Tolkien and Modern Fantasy	3 hours
ENLT 251	African-American Literature	3 hours
ENLT 253	Native American Literature	3 hours
ENLT 255	Women of Genius: American Literature in the Suffragette Era	3 hours
ENLT 272	Studies in Multiethnic Graphic Narrative	3 hours
ENLT 276	Film Criticism	3 hours
ENLT 277	Women in Film	3 hours
ENLT 278	From Fiction to Film	3 hours
ENLT 279	Jane Austen and Film	3 hours
ENLT 281	British Literature: <i>Beowulf</i> to 1800	3 hours
ENLT 282	British Literature: 1800 to Present	3 hours

**Three upper division courses including at least one course in each of the following areas (a single course may count for the American, British, or Global Anglophone requirement and the Pre-Modern/Early Modern/Modern requirement) (9 hours):**

*American (one course)*

ENLT 346	American Literature to 1865	3 hours
ENLT 347	American Literature 1865 to 1945	3 hours
ENLT 348	American Literature 1945 to Present	3 hours
ENLT 350	Studies in American Literature (approved sections)	3 hours
ENLT 351	19th-Century American Literature	3 hours
ENLT 352	20th-Century American Literature	3 hours
ENLT 354	Immigrant Women's Writing	3 hours
ENLT 358	Development of the American Novel	3 hours
ENLT 375	Modern Poetry	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 451	American Poetry and Poetics	3 hours
ENLT 455	Emily Dickinson	3 hours

*British (one course)*

ENLT 310	Studies in English Literature	3 hours
ENLT 311	Medieval Literature	3 hours



ENLT 312	Chaucer	3 hours
ENLT 314	16th/17th-Century British Literature	3 hours
ENLT 327	18th-Century British Novel: Novel Women	3 hours
ENLT 328	18th-Century British Literature	3 hours
ENLT 330	Romantic Movements	3 hours
ENLT 332	Romantic Era Feminism	3 hours
ENLT 333	Victorian Literature	3 hours
ENLT 336	19th-Century British Novel: The Victorian Novel	3 hours
ENLT 337	The Brontes	3 hours
ENLT 340	20th-Century British Literature	3 hours
ENLT 343	20th-Century British Novel	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage	3 hours

*Global Anglophone (one course)*

ENLT 360	Studies in Global Anglophone Literature	3 hours
ENLT 362	Contemporary Global Literature	3 hours
ENLT 363	20th-Century and Contemporary African Literature	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 367	Caribbean Women's Literature	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours

*Pre-Modern/Early Modern/Modern (at least one course)*

ENLT 310	Studies in English Literature (approved sections)	3 hours
ENLT 311	Medieval Literature	3 hours
ENLT 312	Chaucer	3 hours
ENLT 314	16th/17th-Century British Literature	3 hours
ENLT 327	18th-Century British Novel: Novel Women	3 hours
ENLT 328	18th-Century British Literature	3 hours
ENLT 330	Romantic Movements	3 hours
ENLT 332	Romantic Era Feminism	3 hours
ENLT 333	Victorian Literature	3 hours
ENLT 336	19th-Century British Novel: The Victorian Novel	3 hours
ENLT 337	The Brontes	3 hours
ENLT 346	American Literature to 1865	3 hours
ENLT 347	American Literature 1865 to 1945	3 hours
ENLT 350	Studies in American Literature (approved sections)	3 hours
ENLT 351	19th-Century American Literature	3 hours
ENLT 358	Development of the American Novel	3 hours
ENLT 371	Studies in European Literature in Translation (approved sections)	3 hours
ENLT 373	Studies in Comparative Literature (approved sections)	3 hours
ENLT 374	Studies in World Literature in Translation (approved sections)	3 hours
ENLT 387	Gender and Sexuality in Literature (approved sections)	3 hours
ENLT 390	Special Topics Seminar in Literature (approved sections)	1–3 hours
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage	3 hours
ENLT 455	Emily Dickinson	3 hours

**Minor in English Writing—ENWR (18 hours)**

**All of the following (6 hours):**

ENLT 201	Introduction to Literary Studies	3 hours
ENWR 202	Introduction to Creative Writing	3 hours

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

ENWR 320	Literary Nonfiction Workshop	3 hours
ENWR 321	Fiction Workshop	3 hours
ENWR 323	Poetry Workshop	3 hours
ENWR 325	Playwriting (cross listed with THTR 325)	3 hours

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

ENWR 421	Advanced Fiction Writing Workshop	3 hours
ENWR 423	Advanced Poetry Writing Workshop	3 hours

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

ENWR 222	Tourist or Traveler: Travel Writing in the New Millennium	3 hours
ENWR 223	Travel Writing in Jamaica	3 hours
ENWR 255	Magazine Writing (cross listed with COMM 255)	3 hours
ENWR 257	Journalism (cross listed with COMM 257)	3 hours
ENWR 307	Rhetoric	3 hours
ENWR 320	Literary Nonfiction Workshop	3 hours
ENWR 321	Fiction Workshop	3 hours
ENWR 323	Poetry Workshop	3 hours
ENWR 325	Playwriting (cross listed with THTR 325)	3 hours
ENWR 390	Special Topics in Advanced Writing	1–3 hours
ENWR 421	Advanced Fiction Writing Workshop	3 hours
ENWR 423	Advanced Poetry Writing Workshop	3 hours

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

**106W Language and Literature (3.5)**

A range of courses taught in tandem with “W” courses in other disciplines. Students may earn three literature hours and fulfill the writing proficiency requirement. May be repeated for credit.

**109W Language and Literature (4)**

A range of courses allowing students to earn three literature hours and fulfill the writing proficiency requirement. May be repeated for credit.

**201 Introduction to Literary Studies (3)**

This class introduces students to the skills of reading and writing foundational to interpretation, appreciation, and creation of literary texts. By focusing on these skills, this class lays the foundation for students to successfully pursue a major or minor in English. Course readings draw on a wide range of literature, presenting the genres of poetry, drama, and prose fiction through works drawn from a variety of historical periods and from English-using cultures around the world.

**206 Studies in Literature (3)**

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

**211 Animals in Literature and Society (3)**

This interdisciplinary course explores how literature shapes and reflects human responses to nonhuman animals, using theoretical frameworks and direct experience of human-animal interactions to focus these explorations. This course responds to the transformation of human understanding of nonhuman animals as the older view of animals as instinct driven machines is replaced by new recognition of animal agency and culture. This transformation challenges us to take nonhuman animals more seriously in literature and society.

**212 Ecopoetics in the Age of the Anthropocene (3)**

This course engages students in the process of dwelling deeply on the earth through dwelling deeply in language. Dwelling is a process of poesis—of making. What we make when we dwell is our home: the Greek word for home, *oikos*, is the root of eco- in ecology and ecopoetics. This course brings students into the process of ecopoetics through the study of poets working to address the failures of imagination that have led our shared home to the brink of environmental collapse and through participation in the process of “eco-composition,” working in language to find better ways at coexisting with other plants, animals, and elements on this shared planet.

### 213 Environmental Literature (3)

This course studies writings that engage their readers with the natural environment. We will learn the ways of reading that these texts teach in order to bring us into fuller contact with our surroundings and the living energy they share with us. The course readings—poetry, fiction, and non-fiction—emphasize different roles humans take in their relations with nature: observer, indweller, dependent, exploiter, caretaker. We will consider carefully the ways in which people are gendered into these roles and the global implications of our civilization's exploitative dependence on nature.

### 216 Literature of Social Justice (3)

Readings among a range of literary texts which raise pointed questions about problems that hinder the creation of a more equitable society for all, including the failures of various nations or groups to realize economic fairness, political representation, personal freedoms, safety, and health for their people.

### 217 Contemporary Women's Fiction (3)

Readings of contemporary women writers since the 1960s.

### 222 Greek Literature (3)

Homeric epic and Athenian tragedy; possible additional readings from other Greek literary genres or later adaptations of Greek literature.

### 223 Classical Mythology (3)

This course studies Greek and Roman mythology: the stories through which the people of these ancient cultures sought to come to terms with the condition of human beings—their happiness and their misery—in a world apparently governed by powers and forces whose workings cannot be circumscribed within the scope of human reason. Our study of the body of stories that comprises classical mythology will seek, in turn, to come to terms with the way of knowing the world it represents.

### 224 Sorcery and Damnation (3)

From Homer and Dante to Anthony Burgess and Anne Rice, this course examines one of the oldest and most fascinating of literary tropes, the “Descent into the Underworld,” exploring how the concepts of hell and sorcery have evolved from classical times through our own. Texts may include Dante, *Inferno*; Marlowe, *Doctor Faustus*; Shakespeare, *Macbeth*; Mozart, *Don Giovanni*; Lewis, *The Monk*; Burgess, *A Clockwork Orange*; Rice, *Memnoch the Devil* and others.

### 228 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.

### 232 Arthurian Literature (3)

An exploration of the myth of Arthur from its medieval roots to the present day. While this course will focus on literary depictions of Arthur, we might also foray into how this mythic king has been represented in other media, including film.

### 234 Shakespeare: Page, Stage and Screen (3)

An exploration of the various ways in which Shakespeare's texts have been produced in theatrical performances and in films.

### 238 Jane Austen (3)

A study of Jane Austen's fiction in the context of her life and times. We'll read several of her major novels.

### 244 Tolkien and Modern Fantasy (3)

This course explores the importance and the pleasures of fantasy through the work that defined the genre, J.R.R. Tolkien's *The Lord of the Rings*. In the first part of the course, we will read works anticipate Tolkien's novel and that influenced and inspired him. In the middle part of the course, we will read *The Lord of the Rings* carefully. In the course's last part, we will consider some major works of recent fantasy to see what some of Tolkien's most notable successors do—thematically, stylistically, and politically—with the model for the genre he established.

### 251 African-American Literature (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated.

### 253 Native American Literature (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated.

### 255 Women of Genius: American Literature in the Suffragette Era (3)

At the turn of the 20th century, talented women of every description were fighting to have a voice: in politics, in society, in marriage; over their education, their bodies, and their economic destiny. How that struggle worked its way into the fiction and drama of the era (roughly 1880 to 1920) is the focus of this course. A recurring motif is the woman of great natural abilities—someone with a “genius” for this or that calling—who attempts, against steep odds, to win a public audience for her talents, whether from the lectern, the stage, the pulpit, or print.

### 272 Studies in Multiethnic Graphic Narrative (3)

This course introduces students to graphic narrative as a form utilizing words (literature) and drawings (visual art) in combination. Focusing on works by multiethnic writers, it attends closely to the themes and issues surrounding cultural diversity and the manner in which discourses addressing these issues are represented in the texts.

### 276 Film Criticism (3)

An exploration of key cinematic elements, techniques, and genres designed to enhance students' appreciation of the art of film and to cultivate their abilities to think and write critically about films.

### 277 Women in Film (3)

An exploration of the ways in which women as performers, writers, producers, directors, and audience have shaped the movies.

### 278 From Fiction to Film (3)

A study of how narratives evolve and transform when fiction is adapted for the silver screen. Emphasis is on literary and cinematic elements, techniques, and conventions.

### 279 Jane Austen and Film (3)

This course studies selected film adaptations of Austen's novels while reading the original texts, relevant feminist film theory, and scholarly criticism. Students will gain basic skills in reading film knowledgeably and critically along with deeper understanding of Austen's themes, plots, and characters. Throughout the course we will explore questions of gaze, pleasure, and point of view at all levels, attempting to become more self-conscious readers of texts, films, and our own desires in relation to them. We will also explore the absence and presence of racial, class, ability, and cultural difference in both Austen's texts and these films.

### 281 British Literature: Beowulf to 1800 (3)

Readings through the medieval, Renaissance, and Enlightenment periods. Includes such authors as Chaucer, Spenser, Shakespeare, Milton, Donne, Behn, and Swift.

### 282 British Literature: 1800 to Present (3)

Readings through the Romantic, Victorian, modern and contemporary periods. Includes such authors as Blake, Wordsworth and other Romantics, Austen, the Brontes, Tennyson, and 20th-century poets.

### 303 History of the Book (3)

This course examines the history of the book from the Classical period through the modern day, in both European and global contexts. It traces the development of textual media from the cuneiform tablet to the e-book and interrogates how formal and material shifts in production methods might have influenced how written works were read by classical and premodern audiences. Exploration of the book as a historically defined technological device further allows consideration of how the book is continuing to develop within the current digital age and how these developments might shape how future generations will navigate textual environments.

### 304 History of the English Language (3)

The development of English from Anglo-Saxon times to the present; the influence of changing politics, economics, and thought patterns on language; and historical and contemporary attitudes toward the speaking and teaching of English.

**NOTE:** Prerequisite for all ENLT courses numbered 310 to 390: ENLT 201 and a second 200-level ENLT or ENWR course, or permission of instructor.

### 310 Studies in English Literature (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated.

### 311 Medieval Literature (3)

Traces the origins and development of English literature from c. 700-1500. We will read a selection of Old English, Anglo-Norman, and Middle English works in light of their historical, political, social, and literary contexts.

### 312 Chaucer (3)

A survey of the works of Chaucer that examines his literary output in the broader context of late medieval thought and culture.

### 314 16th/17th-Century British Literature (3)

Traces the development of English literature from the end of the Middle Ages and the Reformation to the English Civil War and the Restoration, with particular attention to the impact of religious and political controversy on the development of poetic form and language. Readings include lyric and narrative poetry, drama, and prose by major writers of the period, including women poets Lanyer, Wroth, Phillips, and Cavendish and male poets Wyatt, Spenser, Sidney, Shakespeare, Donne, Herbert, Marvell, and Milton.

### 315 Shakespeare (3)

Representative comedies, histories, tragedies, and romances, with emphasis on theatre.

### 316 Shakespeare and the Power of Art (3)

The study of a representative selection of Shakespeare's comedies, histories, tragedies, and romances with particular attention to formal analysis of the plays and to Shakespeare's interest in the power of art to change life.

### 327 18th-Century British Novel: Novel Women (3)

A critical and historical study of the novel in Britain from Daniel Defoe to Jane Austen.

### 328 18th-Century British Literature (3)

The quest for new literary forms and new audiences, with emphasis on the Restoration stage, parody and satire, the novel and other prose experiments, and the emergence of professional women of letters. Behn, Pope, Finch, Swift, Johnson, Wollstonecraft, Austen and others.

### 330 Romantic Movements (3)

A survey of British Romantic literature and culture (1790–1837). Includes such authors as Blake, Byron, Coleridge, Keats, Radcliffe, Percy and Mary Shelley, Dorothy and William Wordsworth, and others.

### 332 Romantic Era Feminism (3)

An overview of late eighteenth- and early nineteenth-century feminist writings in social, political, and historical context, with particular attention to Mary Wollstonecraft and her circle.

### 333 Victorian Literature (3)

A survey of British literature and culture during the reign of Queen Victoria (1837–1901). Includes such authors as Arnold, Eliot, Browning, Dickens, Newman, and Tennyson.

### 336 19th-Century British Novel: The Victorian Novel (3)

A critical and historical study of the novel in Britain from Jane Austen to Thomas Hardy.

### 337 The Brontes (3)

We will read novels by Charlotte, Emily, and Anne Bronte: Jane Eyre, Villette, Wuthering Heights, and The Tenant of Wildfell Hall. We will also read a contemporary biography of Charlotte Bronte, written by her good friend and fellow novelist, Elizabeth Gaskell, as well as selected introductions, critical histories, and critical essays on some novels. Additional short background readings will also be assigned to provide better understanding of women's legal rights and related issues in nineteenth-century Britain.

### 340 20th-Century British Literature (3)

A survey of modern literature, with primary focus on literary experimentation and innovation. Conrad, Joyce, Yeats, Lawrence, Woolf, Eliot, and others.

### 343 20th-Century British Novel (3)

A critical and historical study of the novel in Britain from Joseph Conrad to the present.

### 346 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.

### 347 American Literature 1865 to 1945 (3)

A survey of American literature from the end of the Civil War to 1945. This course emphasizes literary realism, naturalism, and impressionism, with particular attention to the works of the "Lost Generation" writers of the 1920s. Major figures include Twain, James, Crane, Dreiser, Wharton, Hemingway, Fitzgerald, Faulkner, Frost, and Stevens.

### 348 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.

### 350 Studies in American Literature (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated.

### 351 19th-Century American Literature (3)

Boundaries are places of creative tension. This course examines the engagement of American writers from the 19th century with the many kinds of boundaries to which they were drawn as sources of creativity: boundaries of gender, race, and class as well as the tension between humans and other animals, nature and culture, wilderness and civilization, built and natural environments. The ways in which we think about gender, race, animals, the environment, and so forth have roots that pass through the 19th century, and therefore the stories and poems from that time are as relevant as ever as we seek to address injustices on both the social and environmental level by accessing the creative energy generated at boundaries.

### 352 20th-Century American Literature (3)

This course explores how writers grapple with language and consciousness from Stein's radical breaking-through the (false) construct of ordered prose, to the ways writers explore hybridity, trauma, and healing through this thing we call language. Questions emerge. Can one have consciousness without human language? Is language the best "mirror" of the mind, and if so, which genre best represents what is actually happening within one's (un)conscious mind? Does language eclipse/confine consciousness?—or does language illuminate/expand consciousness? Can one heal from trauma? If so, how is language involved in that healing process?—or rather, what does "healing" look like on the printed page? And, most crucially, where is the body in all of these interactions? As the course moves from Stein to Toomer, Anzaldúa, Faulkner, Spiegelman, DeLillo, McCarthy, and then to contemporary poets, we span the 20th century.

### 354 Immigrant Women's Writing (3)

An exploration of recent immigrant and second generation women's writing in a variety of genres, engaging with enduring questions about self, community, family, social responsibility, and identity. The course will consider how immigrant women writers negotiate between their inherited cultural and artistic influences and American values and how gender complicates cultural difference.

### 358 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.

### 360 Studies in Global Anglophone Literature (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated. .

### 362 Contemporary Global Literature (3)

In this course, we will read and analyze a variety of genres of texts by contemporary authors from around the world, including novels, author talks, graphic narrative, and nonfiction prose. All of the texts on the syllabus can be analyzed as examples of cultural and artistic expression and are informed by their varied and complex national, ethnic, religious, socio-political, and gendered contexts. Throughout the semester, we will discuss how the texts reflect the varied and intertwined histories from which these

writers emerge, and how they participate in a larger conversation about our increasingly globalized perspectives. Moreover, we will note the multiplicity of stylistic and artistic choices reflected in the literature we read and consider how global literature challenges our expectations as Western readers.

### **363 20th-Century and Contemporary African Literature (3)**

In this course, students will read novels, short stories, drama, and nonfiction prose by writers from various countries across the African continent. Throughout our readings, we will pay close attention to issues of language, power, gender, and identity. In particular, we will consider how literature reflects the continuing effects of conquest and imperialism, independence, and postcolonialism.

### **366 Postcolonial Women's Writing (3)**

A study of significant examples of women's literature from Africa, South Asia, and the Caribbean written after the end of British colonialism with attention to their engagement with complicated histories of colonization and independence and to their contribution to an understanding of feminism that challenges Western perceptions.

### **367 Caribbean Women's Literature (3)**

This course considers Caribbean women's writings in the light of the intersection of feminist, queer, and postcolonial theory in Caribbean literary studies. The region's colonial history – and the violent oppression connected to that history – produced institutions and movements that deeply affected and continue to affect the lives of Caribbean women. We will examine the manner in which their literature represents sexual violence and the ideological appropriation of the female body, sexuality and gender identity, and patriarchy and gender roles. In particular, we will consider how the thematic recurrence of these issues across the texts is related to the social, political, economic, cultural, and ethnic conflicts endemic to colonization and its aftermath.

### **371 Studies in European Literature in Translation (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 in Translation (3)**

Works by authors from countries around the globe, many of whom raise issues ranging from personal and political identity to colonialism and economic development. May be repeated.

### **375 Modern Poetry (3)**

Trends in English, American, and Continental poetry since 1900.

### **385 Critical Theory (3)**

This course introduces to the major approaches to theorizing the nature and function of literature and the practice of criticism as they have developed from the 19th century to the present. Our method of approaching theory will be to place theoretical texts in dialogue with literary texts.

### **387 Gender and Sexuality in Literature (3)**

An exploration of the role that gender and sexuality play in the composition, content, structure, and/or reception of literary texts, with attention to the role of gender theory in guiding this exploration. Literary and theoretical materials grouped variously for each class. May be repeated with a different topic.

### **390/490 Special Topics Seminar in Literature (1–3)**

A range of courses offering advanced literary study. May be repeated.

### **397/497 Independent Study (1–3)**

May be repeated.

**NOTE:** Prerequisite for all ENLT courses numbered 401 to 490 is a 300-level ENLT course or permission of instructor.

### **415 Shakespeare and the World (3)**

The study of a representative selection of Shakespeare's comedies, histories, tragedies, and romances with particular attention to historical analysis of the plays and to Shakespeare's engagement with contemporary social, political, and religious issues.

### **431 Restoration and 18th-Century British Drama: Script to Stage (3)**

This course explores the world of Restoration and 18th-century theatre. The Restoration was one of the greatest periods of English drama, a time when an especially brilliant form of theatre—Restoration comedy—was created. This genre will be a main focus of the class, but we will also encounter other genres, including such mongrel genres as weeping comedy and bourgeois tragedy. As we examine the effects of gender, class, politics, and religion on plays throughout the 18th century, we will investigate the effects of innovation and reaction, theater design, the changing make-up of audiences, and the advent of women as actors and professional playwrights.

### **451 American Poetry and Poetics (3)**

From Whitman, Dickinson, and their followers to the confessional disclosures of the mid-20th-century poets, from the imagists to the Beat Poets to ecopoets, American voices and poetic movements are the focus of this course.

### **455 Emily Dickinson (3)**

This course explores Dickinson's poems and letters in the context of current scholarship, including monographs, journal articles, online archives, and more.

### **495 Senior Literature Seminar (3)**

Required of English Literature majors during the first semester of the senior year. Intensive seminar with a select number of texts, involving a research project which will draw upon the student's interpretive skill and her grasp of critical issues within literary and historical contexts. Successful completion of the Senior Seminar satisfies the comprehensive examination requirement for the B.A. Prerequisite: ENLT 385 and senior standing as ENLT major.

## **ENGLISH (Writing) COURSES (ENWR)**

### **202 Introduction to Creative Writing (3)**

This course introduces students to writing fiction, literary non-fiction, and poetry. The writing process of drafting, engaging with readers through a workshop, and revising on the basis of feedback is also introduced.

### **222 Tourist or Traveler: Travel Writing in the New Millennium (3)**

In this course, we will write essays about place and places, your reflections on travel, and your adventures as a traveler. Travel writing celebrates discovery and the surprising as it attempts to uncover the stories that lurk in the odd little corners of our planet. In our writing, we will investigate everything around us while we share with the reader something we've learned. By focusing on the techniques of description, narration, mood, and precision, we will turn our experiences into creative works as we employ traditional narrative techniques as well as more experimental forms in our writing about our travels. We will work to arrive at a strategy that avoids stereotyping and essentializing, aiming instead for a transcultural discourse written from a perspective of self awareness and critique. Our models will include contemporary nonfiction writers, as well as more canonical travel writers. The class will be discussion and workshop based. Prerequisite: International or cross-cultural travel, or permission of instructor.

### **223 Travel Writing in Jamaica (3)**

In this course, we will write essays about the people, places and culture of Jamaica. Your essays consider your reflections on travel, and your adventures as a traveler. Travel writing celebrates discovery and the surprising as it attempts to uncover the story that lurks in the odd little corners of our planet. In our writing, we will investigate everything around us while we share with the reader something we've learned. By focusing on the techniques of description, narration, mood, and precision, we will turn our experiences into creative works as we employ traditional narrative techniques as well as more experimental forms in our writing about our travels. We will work to arrive at a strategy that avoids stereotyping and essentializing, aiming instead for a transcultural discourse written from a perspective of selfawareness and critique. Our models will include contemporary travel writing about Island nations, as well as more canonical travel writers. The class will be discussion and workshop-based.

### **255 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 255).

### **257 Journalism (3)**

Techniques of news writing, editing, copy editing, feature writing, and newspaper makeup and publication (also listed as COMM 257). Prerequisite: Junior or senior standing or permission of instructor.

### **307 Rhetoric (3)**

A course in written argument, based on the advice of rhetoricians from ancient times to the present, and a wealth of contemporary examples. Emphasis on generating and evaluating evidence, organizing a persuasive essay, and writing with clarity and force.

**NOTE: Prerequisite for ENWR 320, 321, and 323 is ENWR 202.**

### **320 Literary Nonfiction Workshop (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.

### **321 Fiction Workshop (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 Workshop (3)**

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

### **325 Playwriting (3)**

Principles of writing for the stage. Emphasis on dramatic structure, character development, plot management, dialogue, and critical analysis (also listed as THTR 235).

### **390 Special Topics in Advanced Writing (1–3)**

A range of courses offering specialized instruction in writing. May be repeated with different topic.

### **397/497 Independent Study (1–3)**

May be repeated.

### **421 Advanced Fiction Writing Workshop (3)**

In this class, students will look at the short story from a writerly perspective, which includes an advanced study of fiction craft. Students will complete and workshop at least two longer stories along with a number of weekly responses (total of 25 pages of polished, revised fiction due in portfolio form at semester's end). Our focus of attention in this class will be, primarily, the contemporary short story. Students will develop skills as active readers and writers while paying attention not only to craft and form but also to thematic content amplified by them. This is primarily a workshop class, but active reading produces good writing. Prerequisite: ENWR 321.

### **423 Advanced Poetry Writing Workshop (3)**

An advanced seminar/workshop in the artistic practice of writing lyric; study of ways in which poets have thought about lyric; practices of imaginative making; introduction to contemplative practices which will fuel your writing; practice in the reading and interpretation of lyric poems. Prerequisite: ENWR 323.

### **495 Senior Writing Project (3)**

Required of English Writing majors during the first semester of the senior year. Successful completion of the Senior Writing Project satisfies the comprehensive examination requirement for the B.A. Prerequisite: A 400-level ENWR course.

## **GENERAL ENGLISH COURSES (ENGL)**

### **208 Jane Austen Dance (1)**

An introduction to the dances of Jane Austen's time (early 19th century). Students will learn the basic steps, patterns, and dance types (duple-minor longways, three-and four-couple sets, rounds, etc.). The class will finish with a ball.

### **251, 252 The Theory and Practice of Tutoring I, II (1,1)**

This course is designed to provide you with a thorough understanding of the philosophy and practice of a college writing center—in particular, ours. Throughout the two semesters, we will discuss the theoretical foundations of a writing center that services the entire college community. We will also examine and engage in the daily tutoring practices that contribute to a successful writing center. Since good tutoring practice is informed by sound theory, we will spend much time making connections between the two. In the end, you will develop your own tutoring skills and strategies and deepen your knowledge about the role of the writing center within the Saint Mary's College community. ENGL 251 is a prerequisite for ENGL 252.

### **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.

### **351, 352 The Theory and Practice of Tutoring III, IV (1,1)**

In both ENWR 351 and 352, you will participate in ongoing, student-centered "Writing Workshops" during the course of the semester. You will collaborate with your Writing Center peers to design and present five hour-long presentations, each of which will focus on some aspect of the writing process from invention and brainstorming through to revision. Your audience for these presentations will be your peers at Saint Mary's College. ENGL 252 is a prerequisite for ENGL 351. ENGL 351 is a prerequisite for ENGL 352.

### **498 Teaching Assistantship in English Writing or Literature (1–3)**

May be repeated for credit.

### **499 Internship (1–3)**

Practical experience in writing and/or editing at an approved site. Supervised by a faculty member and a representative from the sponsoring agency. Does not fulfill ENWR elective requirement for the major. May be repeated for up to three hours. Graded S/U. At least Junior standing and approval of department required.



# Environmental Studies

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

## PROGRAM DESCRIPTION

Many of the greatest challenges currently facing human society concern the strained relation of a resources-intensive global civilization to the ecological systems of the world on which it relies. Environmental Studies is an interdisciplinary field that has emerged in response to these challenges. Environmental Studies brings together natural science, social science, the humanities, and the professions to understand and solve complex environmental problems and conceptualize the workings of communities that are truly environmentally sustainable.

The Environmental Studies program offers students a formal academic program through which they can engage with environmental issues effectively by integrating skills and knowledge from many different disciplines. The minor in Environmental Studies is a flexible program that offers students the opportunity to integrate their environmental concerns with work in other fields of interest through independent, hands-on projects as well as through regular coursework.

## ENVIRONMENTAL STUDIES PROGRAM LEARNING OUTCOMES

A student minoring in Environmental Studies will

- Demonstrate a thorough understanding of the processes and principles of natural phenomena underlying environmental problems and issues and the role of humans in them.
- Identify the theoretical and empirical connections between the natural environment and sustainability or social justice concerns, including the differential or unequal impact of environmental problems on groups distinguished by race, ethnicity, gender, class, and/or geography.
- Understand and analyze the cultural specificity of ideas and concepts concerning nature and the environment.
- Use appropriate multidisciplinary methods to identify, articulate, and critically evaluate environmental problems and their solutions.
- Develop interpersonal and organizational skills necessary for effective advocacy and engage in informed advocacy on environmental issues.
- Integrate and synthesize the knowledge and skills gained from different disciplines with respect to environmental issues.

## PROGRAM IN ENVIRONMENTAL STUDIES

### Minor in Environmental Studies—ENVS (16 hours)

#### All of the following:

ENVS 161	Introduction to Environmental Studies	3 hours
ENVS 171	Introduction to Environmental Science	3 hours
ENVS 495	Capstone Seminar	1 hour

#### Three of the following, drawn from at least two of the listed categories:

##### Category 1: Science

BIO 308	Vertebrate Natural History	4 hours
BIO 312	Evolution	3 hours
BIO 316	Conservation Biology	4 hours
BIO 323	Ecology	4 hours
BIO 324	Field Botany	4 hours
BIO 332	Ornithology	3 hours
CHEM 102	Chemistry in Everyday Life	3 hours
PHYS 102	Intro Topics in Physics: 21st Century Energy	3 hours

##### Category 2: Policy, Ethics, Applications

ART 236	Sustainable Textiles	3 hours
ENVS 101	Sustainable Living	1 hour
and ENVS 203	Sustainability at Saint Mary's College & in the Holy Cross Charism	2 hours
GWS 240	Gender and Environmental Justice	3 hours
JUST 250	Christians in the World	3 hours
NURS 414	Community Health Nursing	5 hours
PHIL 254	Social Justice	3 hours
POSC 326	Global Environmental Politics	3 hours
SOC 203	Social Imaginations (approved sections)	3 hours
SOC 306	Consumer Society	3 hours

##### Category 3: Human Ecology

ANTH 141	People and Nature	3 hours
ANTH 253	Survey I: Culture and Language	3 hours
ANTH 254	Survey II: Human Prehistory	3 hours
ANTH 370	Native American Cultures	3 hours
ANTH 392	Topical Seminar in Cultural Anthropology (approved topics)	3 hours
ANTH 394	Topical Seminar in Archaeology (approved topics)	3 hours
ENLT 203	Studies in Literature (approved topics)	3 hours
ENLT 211	Animals in Literature and Society	3 hours
ENLT 212	Ecopoetics in the Age of the Anthropocene	3 hours
ENVS 331	Human Ecology and Spirituality	3 hours
HUST 103	Lives and Times (approved topics)	3 hours

## ENVIRONMENTAL STUDIES COURSES (ENVS)

### 101 Sustainable Living (1)

A practical course that offers an introduction to making sustainable life choices. Topics considered may include food, gardening, electronics, recycling, transportation, renewable energy, home energy efficiency, community-building, spirituality, and more.

### 161 Introduction to Environmental Studies (3)

An interdisciplinary course on the systemic interaction of human beings with their environments. It identifies interests informing environmental decisions and introduces practices of environmental advocacy.

### 171 Introduction to Environmental Science (3)

An interdisciplinary course that investigates the study of our environment from a scientific perspective. We will focus on principles of the nature of science, matter, energy, water, and life in terms of biology, chemistry, and geology.

### 203 Sustainability at Saint Mary's College and in the Holy Cross Charism (3)

This course will address sustainability in the context of the local academic community and its institutions. In light of the recent papal encyclical, *Laudato si, On Care for Our Common Home*, this course will provide students an opportunity to explore in an interdisciplinary way the challenges of sustainability and develop collaborative strategies for making our common campus homes more sustainable. This course will be offered concurrently at ND, SMC, and HCC, and will be co-taught by faculty from all three campuses. It will meet in rotation on each of the three campuses once per week for two hours. Students will be invited to examine the course materials in conversation with the mission of the Congregation of Holy Cross through immersion at each of the campuses and encounters with the sisters, brothers, and priests of Holy Cross and with sustainability professionals.

### 331 Human Ecology and Spirituality (3)

An examination of the relationship of spirituality and ecology within several religious traditions. Particular attention is given to Christianity so that we may study at least one tradition in some depth. The course considers both how human spiritual experience is shaped by its context within particular ecosystems and how religious traditions shape humans' relation to the biosphere. Prerequisite: RLST 101. ENVS 161 or 171 highly recommended.

### 495 Environmental Studies Capstone Seminar (1)

This capstone experience allows students to develop projects centered on a particular environmental issue of interest to the group. Prerequisite: Junior standing, ENVS 161, ENVS 171, and an additional course approved for the ENVS minor (may be taken concurrently).





# Film Studies

**Douglas E. Tyler, Program Coordinator**  
**330 Moreau Center for the Arts**  
**574 284-4621**



## PROGRAM DESCRIPTION

Film has become such a pervasive element in our cultural environment that we seldom critically examine the images that we see. The interdisciplinary program in film studies is intended to make students more

aware of the nuances and circumstances of film and film production. Students learn to view film as a multilayered text, as a sociopolitical and economic product, and as an aesthetic and expressive artistic medium.

Courses in film studies acquaint students with the vocabulary of film so that they can evaluate film in a sophisticated way. Students learn to think and write about film critically and examine how the medium affects them as viewers. They also learn about the social, political, economic, and legal conditions that shape the production, content, distribution, and access of films. Moreover, they become active participants in a hands-on approach to the process of artistic creativity involving visual media. The program aims to make students more perceptive and knowledgeable viewers and critics of the films of the past and of the future.

## FILM STUDIES PROGRAM LEARNING OUTCOMES

Students in the minor upon completion of the program should:

- Be acquainted with the vocabulary of film as an expressive artistic medium.
- Be able to think and write critically about film as a text.
- Possess a deeper appreciation of how the film medium affects them.
- Understand the social, political, economic and legal conditions that shape mass media industries in general and the film industry in particular.
- Understand, in a discriminating manner, the effects of media on individuals, groups, and the larger culture.
- Allow as a whole, or in significant measure, for a creative and intellectual exploration of themes, concepts and content directly related to the process of filmmaking.
- Have a knowledge of the tools and techniques actively employed in the creation of cinematic artworks.
- Have acquired an appreciation of cinema as an art form.

## PROGRAM IN FILM STUDIES

### ***Minor in Film Studies—FILM (15 hours)***

**One course from each of the following three categories.**

**Two additional courses from any category.**

#### ***Category 1: Film Interpretation/Criticism***

These courses focus on the art and language of film. Courses are designed to encourage students to think and write critically about films as a text and to examine how the medium affects them.



ART 142	Introduction to Film History and Analysis	3 hours
ART 366	Cyberfeminism/New Media	3 hours
COMM 490	Special Topics: Masculinities in the U.S. Media	3 hours
ENLT 234	Shakespeare: Page, Stage and Screen	3 hours
ENLT 276	Film Criticism	3 hours
ENLT 277	Women in Film	3 hours
ENLT 278	From Fiction to Film	3 hours
HIST 321	The American West	3 hours
MLFR 420	French Cinema	3 hours
MLIT 320	Italian Cinema	3 hours
MUS 290	Music in Film	3 hours
POSC 350	Politics in Film	3 hours

### **Category 2: Political Economy of Film**

These courses focus on the social, political, and legal conditions that shape the production/content/distribution/and access of films, and will enable students to better understand the structural and cultural factors influencing the types of films created with specific symbolic meanings.

COMM 210	Mass Communication: Past, Present, Future	3 hours
COMM 330	Critical Issues in Mass Communication	3 hours
COMM 383	Art and Entertainment Law	3 hours
SOC 382	Sociology of Popular Culture	3 hours

### **Category 3: Film Production/Visual Arts**

These courses encourage students to be active participants in the imaginative and expressive faculties of the creative process and require a hands-on approach to the process of artistic creativity. They will better enable students to appreciate the technical and creative issues involved in cinematic production.

ART 103	2D Design	3 hours
ART 221	Photography I	3 hours
ART 223	Introduction to Digital Photography	3 hours
ART 224	Video Art	3 hours
ART 266	Introduction to New Media	3 hours
COMM 260	Digital Video Production	3 hours
COMM 486	Practicum/Production	3 hours
THTR 205	Introduction to Acting	3 hours

# Gender and Women's Studies

**Phyllis Kaminski, Department Chair**  
**154 E Spes Unica Hall**  
**574-284-4702**



### **FACULTY**

P. Kaminski, J. Wagman

### **DEPARTMENT DESCRIPTION**

The Saint Mary's College department in Gender and Women's Studies encourages students to examine and analyze women's lives and constructions and performativities of genders. The program applies an inclusive and interdisciplinary approach to the study of women, gender identities, and sexualities. It is guided by feminist activism and feminist theoretical insight into different forms of power, inequality, and privilege. Students investigate the intersectionalities of gender, race, class, sexualities, and other identity categories from historical and contemporary transnational perspectives. The Gender and Women's Studies department embodies a commitment to women in all their diversities and reflects our conviction that women must actively define themselves and create knowledge.

### **GENDER AND WOMEN'S STUDIES STUDENT ACHIEVEMENT GOALS**

**Knowledge**—students will recognize and explain:

- The history of feminist movements and women's contributions to knowledge and achievement.
- The intersectionalities of gender, race, class, sexualities, and other identity categories from historical and contemporary transnational perspectives.
- Feminist theoretical concepts and terminology.
- Constructions and performativities of genders and sexualities.

**Skills**—students will:

- Evaluate sources, analyze discourse, and consider context from a feminist perspective.
- Use feminist methodologies to conduct research about women, gender identities, and sexualities.
- Examine and critique cultural representations and claims about women, gender identities, and sexualities.
- Apply a feminist analysis in more than one discipline.

**Agency**—students will:

- Recognize the necessity of informed feminist advocacy for transformative change.
- Discern when and how to act as an ally on issues regarding women, gender identities, and sexualities.
- Work to resist oppression with regard to issues of gender, race, class, sexuality, ability, and ethnicity.

## PROGRAM DESCRIPTION

Students who major or minor enroll both in courses housed in the Gender and Women's Studies department and in courses offered in other disciplines. A major or minor supports career choices in human services, activism and advocacy, education, law and public policy, business, and other fields calling for social and historical awareness, critical thinking, and engagement with social and cultural diversity.

Faculty who teach in Gender and Women's Studies represent departments throughout the College. They share a commitment to helping students in our women's college develop the skills to interpret and to analyze systems of oppression and ultimately, to work toward a more just society.

## ADVANCED WRITING PROFICIENCY

Each student who completes this requirement in Gender and Women's Studies will write a senior research paper in GWS 497: Independent Study: Capstone, taken in the fall of the senior year. The paper will be a continuation of the research they began in GWS 360: Doing Feminism: Issues in Research and Practice, taken in the spring of the junior year.

## SENIOR COMPREHENSIVE

Students who choose to complete their Senior Comprehensive requirement in Gender and Women's Studies will give an oral presentation of their senior research paper to Gender and Women's Studies faculty and students. The presentation will take place in the spring of the senior year.

## Bachelor of Arts, Major in Gender and Women's Studies— GWS (25–28 hours)

**NOTE: No more than one course in any department, with the exception of GWS.**

### The following:

GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 350	Feminist Theory	3 hours
GWS 360	Doing Feminism: Issues in Research and Practice	3 hours
GWS 497	Independent Study: Capstone	1 hour

### One of the following:

#### *The Gendered Body*

ART 366	Cyberfeminism and New Media Practices	3 hours
ART 371	Topics in Art History and Criticism (approved topics)	3 hours
COMM 302	History and Criticism of Public Address	3 hours
COMM 420	Female Beauty	3 hours
COMM 490	Special Topics: Masculinities in American Media	3 hours
ENLT 217	Contemporary Women's Literature	3 hours
ENLT 255	Women of Genius: American Literature in the Suffragette Era	3 hours
ENLT 332	Romantic Era Feminism	3 hours
GWS 220	Introduction to LGBTQ Studies	3 hours
HIST 410	Studies in Women's History (selected topics)	3 hours
MLSP 412	Golden Age Spanish Literature	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours
MLSP 429	Latin American Women Writers	3 hours
PSYC 402	Psychology of Women	3 hours
RLST 362	Becoming Women	3 hours
SOC 220	Introduction to LGBTQ Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 365	Social Construction of Gender	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours

## One of the following:

### *Intersectionalities of Gender, Race, Class, Sexuality*

BUAD 329	Gender and Race Issues in Management	3 hours
COMM 200	Interpersonal Communication	3 hours
COMM 369	Public Communication	3 hours
ENLT 350	Studies in American Literature (approved topics)	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 387	Gender and Sexuality in Literature	3 hours
GWS 240	Gender and Environmental Justice	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 341	African-American History	3 hours
HUST 205	History of Famous Women	3 hours
JUST 301	The Quest for Human Rights	3 hours
MUS 342	Popular Music, Gender & Sexuality	3 hours
PHIL 233	Philosophy of Gender	3 hours
PHIL 243	Introduction to Feminist Philosophy	3 hours
POSC 301	The Quest for Human Rights	3 hours
PSYC 302	Psychology of Adult Development	3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
RLST 314	Hebrew Bible Prophets	3 hours
SOC 257	Sociology of Families	3 hours
SOC 360	Social Stratification: Class, Gender, Race	3 hours
SW 341	Sexuality Intimacy and Relationship	3 hours
THTR 378	Contemporary Women's Drama	3 hours

## One of the following:

### *Transnational Perspectives on Gender*

ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ANTH 392	Topics in Cultural Anthropology (approved topics)	3 hours
ENLT 206	Studies in Literature (approved topics)	3 hours
GWS 275	Global Women's Leadership	3 hours
GWS 333	Transnational Feminisms	3 hours
HIST 370	Modern European Women	3 hours
HIST 375	Women from the Global South	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 410	Studies in Women's History (selected topics)	3 hours
HIST 415	International Women's Movements	3 hours
POSC 333	Transnational Feminisms	3 hours
POSC 365	Gender & Politics	3 hours

## Three of the following (7–9 hours):

ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ANTH 392	Topics in Cultural Anthropology (approved topics)	3 hours
ART 366	Cyberfeminism and New Media Practices	3 hours
ART 371	Topics in Art History and Criticism (approved topics)	3 hours
BUAD 329	Gender and Race Issues in Management	3 hours
COMM 302	History and Criticism of Public Address	3 hours
COMM 369	Public Communication	3 hours
COMM 420	Female Beauty	3 hours
COMM 490	Special Topics: Masculinities in American Media	3 hours
ENLT 206	Studies in Literature (approved topics)	3 hours
ENLT 332	Romantic Era Feminism	3 hours
ENLT 350	Studies in American Literature (approved topics)	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours

ENLT 374	Studies in World Literature in Translation (approved topics)	3 hours
ENLT 387	Gender and Sexuality in Literature	3 hours
GWS 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 275	Global Women's Leadership	3 hours
GWS 290	Special Topics	1–3 hours
or GWS 390	Special Topics	1–3 hours
or GWS 497	Independent Study	1–3 hours
or GWS 499	Internship	1–3 hours
GWS 333	Transnational Feminisms	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 341	African-American History	3 hours
HIST 370	Modern European Women	3 hours
HIST 375	Women from the Global South	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 410	Studies in Women's History (selected topics)	3 hours
HIST 415	International Women's Movements	3 hours
HUST 205	History of Famous Women	3 hours
JUST 301	The Quest for Human Rights	3 hours
MLSP 412	Golden Age Spanish Literature	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours
MLSP 429	Latin American Women Writers	3 hours
MUS 342	Popular Music, Gender & Sexuality	3 hours
PHIL 233	Philosophy of Gender	3 hours
PHIL 243	Introduction to Feminist Philosophy	3 hours
POSC 301	The Quest for Human Rights	3 hours
POSC 333	Transnational Feminisms	3 hours
POSC 365	Gender & Politics	3 hours
PSYC 302	Psychology of Adult Development	3 hours
PSYC 402	Psychology of Women	3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
RLST 314	Hebrew Bible Prophets	3 hours
RLST 362	Becoming Women	3 hours
SOC 220	Introduction to LGBTQ Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 257	Sociology of Families	3 hours
SOC 360	Social Stratification: Class, Gender, Race	3 hours
SOC 365	Social Construction of Gender	3 hours
SW 341	Sexuality Intimacy and Relationship	3 hours
THTR 378	Contemporary Women's Drama	3 hours

### **Minor in Gender and Women's Studies—GWS (14 hours)**

**NOTE: No more than one course in any department, with the exception of GWS.**

#### **All of the following:**

GWS 207	Introduction to Gender and Women's Studies	3 hours
GWS 350	Feminist Theory	3 hours

#### **One of the following:**

##### *The Gendered Body*

ART 366	Cyberfeminism and New Media Practices	3 hours
ART 371	Topics in Art History and Criticism (approved topics)	3 hours
COMM 302	History and Criticism of Public Address	3 hours
COMM 420	Female Beauty	3 hours

COMM 490	Special Topics: Masculinities in American Media	3 hours
ENLT 217	Contemporary Women's Literature	3 hours
ENLT 255	Women of Genius: American Literature in the Suffragette Era	3 hours
ENLT 332	Romantic Era Feminism	3 hours
GWS 220	Introduction to LGBTQ Studies	3 hours
GWS 290*	Special Topics	1–3 hours
or GWS 390*	Special Topics	1–3 hours
or GWS 497*	Independent Study	1–3 hours
or GWS 499*	Internship	1–3 hours
GWS 360	Doing Feminism: Issues in Research and Practice	3 hours
HIST 410	Studies in Women's History	3 hours
MLSP 412	Golden Age Spanish Literature	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours
MLSP 429	Latin American Women Writers	3 hours
PSYC 402	Psychology of Women	3 hours
RLST 362	Becoming Women	3 hours
SOC 220	Introduction to LGBTQ Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 365	Social Construction of Gender	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours

#### **One of the following:**

##### *Intersectionalities of Gender, Race, Class, Sexuality*

BUAD 329	Gender and Race Issues in Management	3 hours
COMM 200	Interpersonal Communication	3 hours
COMM 369	Public Communication	3 hours
ENLT 350	Studies in American Literature (approved topics)	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 387	Gender and Sexuality in Literature	3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 290*	Special Topics	1–3 hours
or GWS 390*	Special Topics	1–3 hours
or GWS 497*	Independent Study	1–3 hours
or GWS 499*	Internship	1–3 hours
GWS 360	Doing Feminism: Issues in Research and Practice	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 341	African-American History	3 hours
HUST 205	History of Famous Women	3 hours
JUST 301	The Quest for Human Rights	3 hours
MUS 342	Popular Music, Gender & Sexuality	3 hours
PHIL 233	Philosophy of Gender	3 hours
PHIL 243	Introduction to Feminist Philosophy	3 hours
POSC 301	The Quest for Human Rights	3 hours
PSYC 302	Psychology of Adult Development	3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
RLST 314	Hebrew Bible Prophets	3 hours
SOC 257	Sociology of Families	3 hours
SOC 360	Social Stratification: Class, Gender, Race	3 hours
SW 341	Sexuality Intimacy and Relationship	3 hours
THTR 378	Contemporary Women's Drama	3 hours

#### **One of the following:**

##### *Transnational Perspectives on Gender*

ANTH 346	Gender in Cross-Cultural Perspective	3 hours
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ANTH 392	Topics in Cultural Anthropology (approved topics)	3 hours
ENLT 206	Studies in Literature (approved topics)	3 hours
GWS 275	Global Women's Leadership	3 hours
GWS 290*	Special Topics	1–3 hours
or GWS 390*	Special Topics	1–3 hours
or GWS 497*	Independent Study	1–3 hours
GWS 333	Transnational Feminisms	3 hours
GWS 360	Doing Feminism: Issues in Research and Practice	3 hours
HIST 370	Modern European Women	3 hours
HIST 375	Women from the Global South	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 410	Studies in Women's History (selected topics)	3 hours
HIST 415	International Women's Movements	3 hours
POSC 333	Transnational Feminisms	3 hours
POSC 365	Gender & Politics	3 hours

\*Students may apply no more than 3 total hours from GWS 290, 390, 497, or 499 to the GWS minor.

Topics courses in various departments and other courses may be included when appropriate. A current list of Gender and Women's Studies courses is available from the department chair.

## GENDER AND WOMEN'S STUDIES COURSES (GWS)

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

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

### 220 Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies (3)

This course will provide an introduction to the interdisciplinary field of lesbian, gay, bisexual, transgender, and queer (LGBTQ) studies. The course will investigate the academic foundations of LGBTQ studies and the emergence and transformation of LGBTQ identities, cultural practices, and political movements, and the ways in which gender, race, ethnicity, and class have shaped same-sex sexuality in different historical periods, with an emphasis on the United States. Cross-listed with SOC 220.

### 240 Gender and Environmental Justice (3)

Environmental threats, gender inequity, and economic globalization have converged to give rise to powerful local and global environmental justice movements. The main purpose of this course is to provide a theoretical understanding and empirical perspective on the interconnections between the natural environment and social justice. That is, environmental hazards and illnesses will be understood in relation to race, class, and gender inequalities. One of the key concerns this course will examine is how certain groups of people are differentially impacted by environmental problems. For example, recent studies have shown that more toxic waste sites are built in communities of color, lead poisoning is more common among children of color, and the most dangerous uranium mining is done on Native American lands. In terms of gender, women do most of the domestic and agricultural work in the world, integrally relating them with environmental questions of health, food safety, and water quality. With a conceptual framework in place, we will focus on examining a series of environmental problems (industrial agriculture, the water crisis, global climate change, etc.) through a gendered lens. The course will end by looking at a

range of transnational and local women-led environmental movements and the analytical insights they offer to development practitioners and policy-makers.

### 275 Global Women's Leadership (6)

The main goal of this class is to examine global women's leadership and contemporary transnational feminism in a variety of areas, ranging from political representation to violence against women, peace and security, and other such concerns. The course is designed to help you have a clearer understanding of women's leadership in diverse cultures and contexts and help you acquire the knowledge, skills, and practices necessary to develop your own leadership capacity. The seminar is designed for students to connect readings, assignments, and discussion to their experiential learning experiences, as well as their course requirements.

### 290 Special Topics (1–3)

Introductory level course in topics in Gender and Women's Studies not covered in the regular department offerings. May be repeated for credit with a different topic.

### 333 Transnational Feminisms (3)

In this course, we will discuss feminist analyses of gender, colonialism, and economic globalization. The first part of this course will consider a variety of feminist theoretical perspectives on the gendered, classed, and racialized dynamics of colonialism and globalization. Next, we will examine the particularities of women's lives globally and their different histories and social histories. Finally, we will look at some of the feminist transnational activism and mobilization around issues of conflict, environment, capitalism, and labor. Some of the questions we will consider are: How does globalization impacted existing (gender) inequalities? How does globalization trouble the "North-South" divide? What political, social, and economic ramifications does the outsourcing of reproductive labor have? (also listed as POSC 333).

### 350 Feminist Theory (3)

This course teaches a broad range of feminist theoretical approaches, including black feminist thought and critical race feminism, intersectionality, standpoint theory, queer theory, and transnational feminist theory. Prerequisite: GWS 207.

### 360 Doing Feminism: Issues in Research and Practice (3)

This course explores how feminist scholars challenge dominant theories of knowledge and methodologies employed in the social sciences and humanities. Some issues we will discuss in the course include subjectivity, intersectionality, reflexivity, definitions of sex and gender, and the place of gender, race, class, and citizenship in feminist research. Finally, we will analyze how feminist politics shape the kinds of questions we ask, the types of methods we use, and how we engage in ethical research partnerships with our informants. Class will include lecture, group activities, guest speakers, and student presentations to assist us in exploring, understanding, and practicing feminist methods used within Gender and Women's Studies. Prerequisite: GWS 207 and 350 or permission of instructor.

### 390 Special Topics (1–3)

Upper level course in topics in Gender and Women's Studies not covered in the regular department offerings. May be repeated for credit with a different topic.

### 497 Independent Study (1–3)

An opportunity for students to do independent study. Content dependent on student interests and background. Approval of Gender and Women's Studies Chair required.

### 499 Internship (1–3)

Practical off-campus experience in a Gender and Women's Studies-related field at an approved site. Jointly supervised by a faculty member and a representative from the sponsoring agency. Open to junior or senior Gender and Women's Studies majors or minors who have taken at least two Gender and Women's Studies courses. Must be approved by the Gender and Women's Studies department chair. A reflection paper appropriate to the nature of the internship will be required. Graded S/U. May be repeated for up to three hours.



# Global Studies

**Jill Vihtelic, Department Chair**  
**364 Spes Unica Hall**  
**574-284-4585**



## **FACULTY**

L. Elder, J. Vihtelic

## **CONCENTRATION COORDINATORS**

M. Belanger, L. Elder, J. Storme, M. Traxler, J. Zachman

## **DEPARTMENT DESCRIPTION**

The department of Global Studies prepares students to fully participate in the worldwide community by applying disciplinary knowledge in cultural context. Global Studies offers an interdisciplinary major in Global Studies with eight possible concentrations. Students may also pursue a minor in Global Studies as well as in Anthropology.

Global Studies is an inter-disciplinary major in which students learn about the economic, historical, cultural, geographical, and political factors influencing global processes. The major is built around a core of globally oriented social science courses which provide a foundation for upper-level concentrations in which the student can take advantage of a wide array of curricula at Saint Mary's and tailor her major to her interests and future professional goals. Courses deal with topics as diverse as women in Africa and the Middle East; globalization and economic development; migration and diasporas; politics of multiculturalism; international trade and finance; European literature, history, and culture.

Global knowledge requires global experience and that experience is always deepened by the ability to communicate beyond a student's native language. A student in this major will be required to demonstrate competence in at least one World Language and to spend at least 5 weeks in college-sponsored study abroad programs, as explained on the following page.

The Global Studies Major will lay the foundation for careers in a wide range of globally oriented fields. These include opportunities with both public and private sector organizations as well as the vast and growing world of non-profit agencies, institutions and foundations, research centers, public interest groups, and non-governmental development agencies.

## **ADVANCED WRITING PROFICIENCY**

Each student who completes this requirement in Global Studies will submit her written senior comprehensive project for evaluation.

## **SENIOR COMPREHENSIVE**

A student who elects to complete her Senior Comprehensive requirement in Global Studies will carry out a research project grounded in a topic related to her area of concentration. She will develop and present a proposal during Senior Seminar in the fall of her senior year. The proposal will include a hypothesis or research question, the design of the study and methodologies to be used, significance of the question, and a bibliography. In the spring semester of senior year, Global Studies majors will make oral and written presentations of

their projects to a committee comprised of faculty teaching within the concentration areas and/or the Global Studies core disciplines.

### **WORLD LANGUAGE PROFICIENCY**

Students must have an average grade of C+ (2.33/4.0) or better in Sophia Modern Language courses at the intermediate level for French, German, Italian, or Spanish and at the introductory level for Arabic or Chinese, or equivalent to be accepted into the Global Studies major. All students completing this major will demonstrate World language proficiency in one of the following ways:

- One language other than English at the Intermediate-mid Level (based on the ACTFL Proficiency Scale);
- For a less-commonly taught language (e.g., Chinese and Arabic), the Novice-high Level is sufficient.
- If the student has not reached the specified proficiency level in her foreign language by the end of the spring semester of her junior year, she will fulfill the language requirement by taking one additional course in the language during her senior year, and receiving a grade of C or above.

### **STUDY OR INTERNSHIP ABROAD EXPERIENCE**

All students completing this major must participate in a Saint Mary's College approved study abroad program/s. If a student is not able to participate in a semester length program, she may participate in summer and semester break programs totaling a minimum of five weeks.

### **E-PORTFOLIO**

Each student will submit an E-Portfolio at the end of the Senior Seminar. It will contain the following items:

- Most recent language proficiency score
- Reflection on language learning in a Global Studies context
- One artifact (paper, video, journal, wiki, PowerPoint, etc.) from each of the Global Studies core courses. Each artifact submitted should include a brief description of the context, rationale, and what learning outcome(s) the assignment addressed.
- Reflection paper regarding study abroad experiences
- Resume
- Mini-conference presentation (part of the Senior Seminar)
- Global Perspective Inventory and National Identity Measure score and brief reflection
- Course mapping exercise
- Research proposal

### **UPPER LEVEL CONCENTRATIONS**

When declaring this major in the second year, each student will select one of the following concentrations as a structure for the upper level electives she will take. An advisor will help design a plan that allows the student to complete the requirements in her remaining two years. Concentrations are available in the following topics:

- Anthropology — Coordinator, L. Elder
- Gender and Women's Studies — Coordinator, J. Zachman
- Global Business Administration — Coordinator, J. Vihtelic
- Global Economics — Coordinator, J. Vihtelic
- Intercultural Studies — Coordinator, J. Storme
- International Development — Coordinator, M. Belanger
- International Higher Education Administration — Coordinator, M. Traxler
- Modern European Culture — Coordinator, J. Storme

### **GLOBAL STUDIES PROGRAM LEARNING OUTCOMES**

- Students can analyze economic, historical, cultural, geographical, and political factors influencing global processes.
- Students demonstrate proficiency in:
  - a) one language other than English at the Intermediate-mid Level (based on the ACTFL Proficiency Scale); or
  - b) For a less-commonly taught language (e.g., Chinese and Arabic), the Novice-high Level is sufficient.
- Students can reflect critically upon how their interdisciplinary learning shapes their development as global citizens and professionals.

### **Additional Student Learning Outcomes for each Concentration:**

#### **Anthropology**

- Students can articulate the core ideas in anthropology—of evolution, culture, structure, function, and relativism—in analyzing the intersection of cultural systems and global processes.
- Students can explain biological and cross-cultural approaches to global patterns of human behavior, social organization, and cultural ecology.
- Students can articulate the value of anthropological methods as applied to global research questions.

#### **Gender and Women's Studies**

- Students demonstrate knowledge of feminist theoretical concepts and terminology and integrate these concepts into their understanding of global issues.

#### **Global Business Administration**

- Students demonstrate knowledge of business functions and an understanding of the complexities introduced by global processes.

#### **Global Economics**

- Students demonstrate knowledge of global economic forces (i.e., trade, finance, migration, and information) and organizations.

#### **Intercultural Studies**

- Students identify ways in which intercultural contact has shaped patterns of behavior and critically examine the dynamics of intercultural interaction in different contexts.
- Students demonstrate knowledge of the roots of particular forms of privilege and subordination and locate and examine their own position relative to systems of privilege, disadvantage, and resistance.

#### **International Development**

- Students can analyze the forces which have created global inequalities and shaped development efforts.
- Students can analyze the impact of diverse development strategies for overcoming global inequalities.
- Students can reflect critically on their roles in confronting the challenges of development efforts.

## International Higher Education Administration

- Students can apply concepts from intercultural communication, management, and experiential learning pedagogy to the design, implementation, administration, and evaluation of international education.

## Modern European Culture

- Students demonstrate specific knowledge about European literature, history, and culture.

## PREREQUISITES

Please note that many of the courses within Global Studies concentrations carry prerequisites not met through Global Studies requirements. These courses are noted with an asterisk (\*). Please consult the departmental listing in the Bulletin for more details. All courses with the ML prefix require competence in the language in which the class is taught.

## PROGRAM IN GLOBAL STUDIES

### *Bachelor of Arts, Global Studies—GLST (27–33 hours)*

The following are required. In addition, at least one concentration must be chosen.

#### All of the following:

ANTH 253	Survey I: Culture and Language	3 hours
ECON 251	Principles of Macroeconomics	3 hours
HIST 104	World Civilization II	3 hours
POSC 206	International Politics	3 hours
or POSC 207	Comparative Politics	3 hours
GLST 495	Senior Seminar in Global Studies	3 hours

#### *Anthropology Concentration (12–14 hours)*

##### All of the following:

ANTH 254	Survey II: Human Prehistory	3 hours
ANTH 364	Ethnographic Methods	3 hours

##### Two of the following:

ANTH 320	Anthropology of Race and Racism	3 hours
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ANTH 392	Topics in Cultural Anthropology	3 hours
ANTH 394	Topics in Archaeology	3 hours
ANTH 435	Politics of Multiculturalism	3 hours
ANTH 497	Independent Study in Anthropology	3 hours
ANTH 499	Anthropological Internship	3 hours
BIO 312*	Evolution	3 hours
BIO 313*	Economic Botany	3 hours
BIO 316*	Conservation Biology	4 hours
BIO 320*	Parasitology	4 hours
BIO 323*	Ecology	4 hours
GWS/POSC 333	Transnational Feminisms	3 hours
HIST 415	International Women's Movements	3 hours
POSC 319	Politics of International Development	3 hours
POSC 326	Global Environmental Politics	3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

#### *Gender and Women's Studies Concentration (12 hours)*

##### The following:

GWS 207	Introduction to Gender and Women's Studies	3 hours
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#### Three of the following:

ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ANTH 392	Topics in Cultural Anthropology (approved topics)	3 hours
ENLT 366	Postcolonial Women's Writing	3 hours
ENLT 387	Gender and Sexuality in Literature	3 hours
GWS 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 275	Global Women's Leadership (only 3 hours may apply)	3 hours
GWS/POSC 333	Transnational Feminisms	3 hours
GWS 376	Chinese Women and Society	3 hours
HIST 370	A History of Modern European Women	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 408/POSC 365	Gender and Politics	3 hours
HIST 415	International Women's Movements	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours
MLSP 429	Latin American Women Writers	3 hours
PHIL 243*	Introduction to Feminist Philosophy	3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

Note: GWS 275 may not be used toward more than one concentration.

#### *Global Business Administration Concentration (18 hours)*

##### All of the following:

BUAD 201	Principles of Financial Accounting	3 hours
BUAD 221	Principles of Management	3 hours
BUAD 231	Principles of Marketing	3 hours
BUAD 312	Principles of Finance	3 hours
ECON 252	Principles of Microeconomics	3 hours

##### One of the following:

BUAD 349	Survey of International Business and Economics	2–3 hours
BUAD/MLFR 408	Culture of Business in the French-Speaking World	3 hours
BUAD 416	International Financial Management	3 hours
BUAD 422	International Management	3 hours
BUAD 432	International Marketing	3 hours
BUAD 447	International Business Law	3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

#### *Global Economics Concentration (12 hours)*

##### All of the following:

ECON 252	Principles of Microeconomics	3 hours
ECON 351	Intermediate Macroeconomics	3 hours
or ECON 352	Intermediate Microeconomics	3 hours
ECON 452	International Trade and Finance	3 hours

##### One of the following:

ECON 354	Economic Development	3 hours
ECON 356	Comparative Economic Systems	3 hours
ECON 357	Public Sector Economics	3 hours
ECON 358	Labor Economics	3 hours

Or an upper-level course taken by permission through an approved study abroad program (3 hours)

**Intercultural Studies Concentration (12 hours)****The following:**

ICS 201	Introduction to Intercultural Studies	3 hours
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**One of the following Cultural Theory courses:**

ANTH 320	Anthropology of Race and Racism	3 hours
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ANTH 392	Topics in Cultural Anthropology (approved topics)	3 hours
ANTH 435	Politics of Multiculturalism	3 hours
COMM 350	Intercultural Communication	3 hours
ENLT 362	Contemporary Global Literature	3 hours
POSC 207	Comparative Politics	3 hours
PSYC 438*	Stereotyping and Prejudice	3 hours

**One of the following Power and Privilege courses:**

ENLT 366	Postcolonial Women's Writing	3 hours
ICS 366	Critical Whiteness Studies	3 hours
POSC 319	The Global Politics of International Development	3 hours
POSC 390	Special Topics in Political Science (approved topics)	3 hours
PSYC 438*	Stereotyping and Prejudice	3 hours

**One from a category above or from the following (at least 3 hours):**

ART 242	Art History Survey II	3 hours
ART 352	Contemporary Art	3 hours
BIO 270	Environments of Ecuador	3 hours
BIO 313*	Economic Botany	3 hours
BIO 320*	Parasitology	4 hours
BUAD 422*	International Management	3 hours
ENLT 203	Studies in Literature (approved topics)	3 hours
ENLT 387	Gender and Sexuality in Literature: (approved topics)	3 hours
ENLT 374	Studies in World Literature in Translation (approved topics)	3 hours
GWS 275	Global Women's Leadership (only 3 hours may apply)	6 hours
GWS 376	Chinese Women and Society	3 hours
HIST 220	East African History and Cultures	1 hour
HIST 383	Women in Africa and the Middle East	3 hours
HIST 384	Africa Since 1800	3 hours
HUST 203	Asian Influence on Western Literature	3 hours
BUAD/MLFR 408	The Culture of Business in the French-Speaking World	3 hours
MLFR 462	Francophone Cultures and Literature	3 hours
MLFR 491	Topics in French Studies (approved topics)	3 hours
MODL 315	English and the World	3 hours
PHIL 245	Non-Western Philosophy	3 hours
POSC 304	Latin American Politics	3 hours

**Or an upper-level course taken by permission through an approved study abroad program (3 hours)**

**Note: GWS 275 may not be used toward more than one concentration.**

**Note: PSYC 438 may not be used to satisfy more than one category requirement.**

**International Development Concentration (12 hours)****All of the following:**

ECON 354*	Economic Development	3 hours
or POSC 319	The Global Politics of International Development	3 hours
HIST 384	Africa Since 1800	3 hours

**Two of the following (at least 6 hours):**

BUAD 447	International Business Law	3 hours
COMM 350	Intercultural Communication	3 hours

ECON 354*	Economic Development	3 hours
ECON 452*	International Trade and Finance	3 hours
ENLT 374	Studies in World Literature in Translation (approved topics)	3 hours
ICS 270	Experiential Learning (Honduras)	1–3 hours
HIST 383	Women in Africa and the Middle East	3 hours
MODL 315	English and the World	3 hours
POSC 304	Latin American Politics	3 hours
POSC 319	The Global Politics of International Development	3 hours
POSC 326	Global Environmental Politics	3 hours
POSC 346	The Politics of Globalization	3 hours

**Or an upper-level course taken by permission through an approved study abroad program (3 hours)**

**International Higher Education Administration Concentration (15 hours)****All of the following:**

BUAD 221	Principles of Management	3 hours
COMM 350	Intercultural Communication	3 hours
EDUC 488	Practicum in Intercultural Education (through CWIL)	3 hours
ICS 201	Introduction to Intercultural Studies	3 hours

**One of the following:**

BUAD 305*	Accounting for Not-for-Profit Organizations	3 hours
BUAD 329	Gender and Race Issues in Management	3 hours
BUAD 416*	International Financial Management	3 hours
BUAD 422	International Management	3 hours
COMM 404	Non-Profit Public Relations Campaigns and Theory	3 hours
EDUC 201	Foundations for Teaching in a Multicultural Society	3 hours
MODL 315	English and the World	3 hours

**Or an upper-level course taken by permission through an approved study abroad program (3 hours)**

**Modern European Culture Concentration (12 hours)****One of the following Literature courses:**

ENLT 327	18th-Century British Novel: Novel Women	3 hours
ENLT 328	18th Century British Literature	3 hours
ENLT 330	Romantic Movement	3 hours
ENLT 332	Romantic Era Feminism	3 hours
ENLT 333	Victorian Literature	3 hours
ENLT 340	20th-Century British Literature	3 hours
ENLT 342	19th-Century British Novel: The Victorian Novel	3 hours
ENLT 343	20th-Century British Novel	3 hours
ENLT 371	Studies in European Literature in Translation	3 hours
HUST 464*	Colloquium IV	3 hours
MLFR 203	French Language and Reading I	3 hours
MLFR 304	French Language and Reading II	3 hours
MLFR 453	18th-Century French Literature	3 hours
MLFR 454	19th-Century French Novel	3 hours
MLFR 455	19th-Century French Poetry	3 hours
MLFR 457	20th-Century French Novel	3 hours
MLIT 350	Italian Short Story	3 hours
MLIT 425	Italy on the Stage: 16th to 20th Centuries	3 hours
MLIT 430	Modern Italian Novel	3 hours
MLSP 320	Introduction to the Study of Spanish Literature	3 hours
MLSP 418	Survey of 19th and 20th-Century Spanish Literature	3 hours
MLSP 420	Contemporary Spanish Novel	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours



**One of the following History courses:**

HIST 348	Origins of Modern Europe	3 hours
HIST 359	Europe in the 19th Century: 1815–1914	3 hours
HIST 360	Europe in the 20th Century: 1914–Present	3 hours
HIST 366	History of England, 1600 to Present	3 hours
HIST 369	History of Revolutionary France	3 hours
HIST 370	A History of Modern European Women	3 hours
HIST 377	Russia	3 hours
HIST 382	Modern East/Central Europe	3 hours
HIST 422	Living with the Enemy	3 hours
HUST 462*	Cultural History IV: The Modern World	3 hours

**One of the following Culture and Civilization courses:**

HUST 462*	Cultural History IV: The Modern World	3 hours
MLFR 370	French Civilization (taken during study abroad)	3 hours
MLFR 408	The Culture of Business in the French-Speaking World	3 hours
MLFR 420	French Cinema	3 hours
MLFR 440	Contemporary France	3 hours
MLFR 491	Topics in French Studies (approved topics)	3 hours
MLIT 320	Italian Cinema 1945-1965	3 hours
MLIT 360	Italian Cultural Studies	3 hours
MLSP 316	Civilization of Spain	3 hours
MODL 315	English and the World	3 hours
PHIL 331	Descartes to Skepticism	3 hours
PHIL 332	Kant and His Critics	3 hours
PHIL 343	20th Century Philosophy	3 hours

\* HUST 462 and 464 must be taken together. HUST 462 may not be used to satisfy more than one category requirement.

**One of the following:**

One additional course from one of the above	3 hours
Or an upper-level course taken by permission through an approved study abroad program	3 hours

**Minor in Global Studies—GLST (18 hours)****STUDY OR INTERNSHIP ABROAD EXPERIENCE**

All students completing this minor must participate in at least 5 weeks of Saint Mary's College approved Study or Internship Abroad experience.

**All of the following:**

ANTH 253	Survey I: Culture and Language	3 hours
ECON 251	Principles of Macroeconomics	3 hours
HIST 104	World Civilization II	3 hours
POSC 206	International Politics	3 hours
or POSC 207	Comparative Politics	3 hours
Two from a single concentration above	6 hours	

**GLOBAL STUDIES COURSES (GLST)****101 Corporate Social Responsibility in Global Context (3)**

This Critical Thinking Seminar introduces students to the contemporary concepts, issues, and questions related to global business practice and corporate social responsibility.

**495 Senior Seminar in Global Studies (3)**

This is the culminating course in the Global Studies curriculum, serving to synthesize lessons learned from the previous courses. Course assignments will direct students to review, reflect on, and integrate the knowledge, skills, and attitudes gained from the curriculum; to apply that learning to debates about current global issues; and to articulate the research questions or goals that will drive their next steps in a career or graduate school.

**499 Global Studies Internship (3)**

Professional work experience with a global organization such as a business, governmental agency, or non-governmental organization in a specific concentration. The internship in Global Studies course may not be used to satisfy any major requirements. Graded S/U. Prerequisite: permission of department chair. Open to Global Studies majors only.



## PROGRAM IN ANTHROPOLOGY

### PROGRAM DESCRIPTION

The study of anthropology encourages students to develop a breadth of knowledge about human cultures and their physical and social environments, and an understanding of the diversity of human historical and contemporary experience.

The minor in anthropology provides an introduction to the four fields of anthropology and an overview of the research methodologies and the theoretical paradigms of the discipline. Required elective courses enable students to pursue their particular interests.

### TEACHER PREPARATION

Courses in Anthropology contribute to the Education minor and licensing areas for English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE). ANTH 141 People and Nature or ANTH 253 Survey I: Culture and Language may be used to fulfill the requirements focused on culture for ESL/BBE.

### Minor in Anthropology—ANTH (15–17 hours)

#### All of the following:

ANTH 253	Survey I: Culture and Language	3 hours
ANTH 254	Survey II: Human Prehistory	3 hours
ANTH 364	Ethnographic Methods	3 hours

#### Two of the following:

ANTH 320	Anthropology of Race and Racism	3 hours
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ANTH 392	Topics in Cultural Anthropology	3 hours
ANTH 394	Topics in Archaeology	3 hours
ANTH 435	Politics of Multiculturalism	3 hours
ANTH 497	Independent Study in Anthropology	1–3 hours
ANTH 499	Anthropological Internship	3 hours
ART 346	Museums and Cultural Politics	3 hours
BIO 270*	Environments of Ecuador	3 hours
BIO 312*	Evolution	3 hours
BIO 313*	Economic Botany	3 hours
BIO 316*	Conservation Biology	4 hours
BIO 320*	Parasitology	4 hours
BIO 323*	Ecology	4 hours
ENVS 171	Introduction to Environmental Science	3 hours
MUS 341	Latin American Music	3 hours
RLST 307	Leviticus and Numbers: Cultural Interpretations	3 hours

NOTE: Courses noted with an asterisk (\*) carry prerequisites. Consult the departmental listing in the Bulletin for more details.



## ANTHROPOLOGY COURSES (ANTH)

### 141 People and Nature (3)

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

### 253 Survey I: Culture and Language (3)

A survey of sociocultural anthropology and anthropological linguistics. The course takes a comparative approach to the study of culture. Topics include: family, kinship, and marriage; cultural ecology and economics; political organization; gender roles and socialization; religion and ritual; and culture change. Basic concepts, methods of research, and analytic perspectives are introduced.

### 254 Survey II: Human Prehistory (3)

A survey of physical anthropology and archaeology. The course follows an evolutionary approach to the development of human life and culture. Topics include: human genetics; comparative primatology; the fossil record; the emergence of human culture; and prehistoric and historic archaeology. Basic concepts, methods of research, and analytic perspectives are introduced.

### 320 Anthropology of Race and Racism (3)

An introduction to anthropological approaches to race and racism, this course explores why race persists as a powerful social force and cultural idea despite its fallacy as a biological concept. Topics covered include human biological diversity, racial hierarchies around the world, historical and contemporary intersections of race and sexuality, and racism in everyday language use.

### 346 Gender in Cross-Cultural Perspective (3)

This course introduces students to anthropological theories and methods for the critical analysis of gendered structures of inequality globally. By comparing culture specific ideas and practices, anthropology provides a unique lens for understanding the cultural construction of gender identity. As we explore gender identity cross-culturally, students will also discover their own culturally formed, taken for granted, notions of the role of gender. Topics explored include: the saliency of the categories man and woman; the relationships between race and gender; the role of colonialism and neocolonialism in the representation of gender, sex and sexuality; and the role of gender in the family and the household, the realm of religion and the world of work.

### 364 Ethnographic Methods (3)

An experiential learning course involving interaction with and analysis of people and social settings in the broader community of South Bend, this course provides practical experience in using ethnographic methodologies (including participant observation, interviews, and surveys) to gather information about cultural divides and also current community initiatives to effect transformation in South Bend. Prerequisites: ANTH 253 or 254 or permission of the instructor.

### 392 Topics in Cultural Anthropology (3)

The presentation of selected subjects in cultural anthropology not included in regular departmental offerings. The course content and format will be determined by student and faculty interest. Materials may be organized variously according to culture area, theme, or issue. Prerequisites established by the instructor. May be repeated with a different topic.

### 394 Topics in Archaeology (3)

The presentation of selected subjects in archaeology not included in regular departmental offerings. The course content and format will be determined by student and faculty interest. Materials may be organized variously according to culture area, theme, or issue. Prerequisite established by the instructor. May be repeated with a different topic.

### 435 Politics of Multiculturalism (3)

An advanced seminar that engages the critical study of multiculturalism around the world, this course explores debates for and against multicultural policies in liberal democracies. An extensive study of multicultural practices and ideologies will explore issues that include indigenous rights, group rights, democratic representation, cultural identity, neoliberalism, and language ideologies.

### 497 Independent Study in Anthropology (1–3)

Independent readings, individualized seminars, or field projects in selected areas designed to meet the special interests of advanced students. Prerequisites: 6 hours in ANTH, junior or senior status, and permission of the instructor.

### 499 Anthropological Internship (3)

Work in an approved anthropological setting such as a museum or research center under professional supervision. Graded S/U. Prerequisites: 9 hours in ANTH and permission of the department chair.



# History

**William Svelmoe, Department Chair**  
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## FACULTY

K. Hamilton, D. Stefancic,  
W. Svelmoe, J. Wagman, A. Zhang

## DEPARTMENT DESCRIPTION

The goals of the Department of History are to illuminate the past and the creative contributions of humanity for our students; to clarify the issues of the present in the light of their historical origins; and to engage students in the critical process of gathering, analyzing, and interpreting historical information.

Previous graduates in history are engaged in a wide spectrum of activities in the business, professional, and academic worlds. Their careers range from finance to journalism, from insurance management to politics, from librarian and museum work to editing, from teaching on every level to the various fields within the legal profession.

## TEACHER PREPARATION

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

## ADVANCED WRITING PROFICIENCY

Before taking the Senior Seminar, history majors intending to fulfill their Advanced Writing Proficiency requirement in the History Department will submit a portfolio of representative papers written in their history courses for evaluation. They will be awarded the Advanced W upon successfully completing their senior research paper in the Senior Seminar HIST 495.

## SENIOR COMPREHENSIVE

The Senior Comprehensive consists of an oral presentation based on the senior research paper from the Senior Seminar. The comprehensive research presentation will take place before the History Department during the second semester of the academic year.

## HISTORY DEPARTMENT LEARNING OUTCOMES

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

- A Saint Mary's history major researches topics of historical interest based upon critically assessed primary sources and significant secondary sources representing the state of knowledge in the field.
- A Saint Mary's history major constructs and critiques her own historical interpretations, based upon a substantial body of research and convincing use of appropriate historical evidence.
- A Saint Mary's history major presents her research and historical arguments in a clearly structured, convincing, and professionally acceptable manner in oral presentations.
- A Saint Mary's history major writes major research papers following the appropriate professional standards in the historical discipline. Her work displays a clear and convincing writing style and an appropriate understanding of grammar and the principles of writing composition. She writes research papers with a clearly stated thesis, reflecting her interpretation of her research, and a convincingly constructed logical argument in defense of that thesis. She articulates her argument and presents her evidence clearly.

#### Additional Student Learning Outcomes for Women's History

- A Saint Mary's history major with a concentration in women's history understands the history of feminist movements and women's contributions to knowledge and achievement.
- A Saint Mary's history major with a concentration in women's history understands the intersectionalities of gender, race, class, sexualities, and other identity categories from historical and contemporary transnational perspectives.
- A Saint Mary's history major with a concentration in women's history understands and can articulate feminist theoretical concepts and terminology.
- A Saint Mary's history major with a concentration in women's history evaluates sources, analyzes discourse, and considers context from a feminist perspective, using feminist methodologies to conduct research about women's history. She examines and critiques cultural representations and claims about women and gendered identities.
- A Saint Mary's history major with a concentration in women's history uses gender analysis to understand the complex ways in which race, class, religion, and gender come together in different historical moments and places to shape women's identities.

#### PROGRAM IN HISTORY

The department has long encouraged dual majors, combining history with another discipline. The interdepartmental major with humanistic studies may omit the course requirements of Division II.

#### **Bachelor of Arts, Major in History, General—HIST (30–34 hours)**

##### One of the following two-course sequences:

HIST 101-102	The Development of Western Civilization I, II	6 hours
HIST 103-104	World Civilization I, II	6 hours

#### **Division I: United States History**

##### All of the following:

HIST 201	United States History to 1865	3 hours
HIST 202	United States History Since 1865	3 hours

##### One of the following:

HIST 304	Colonial and Revolutionary History of the United States	3 hours
HIST 309	The Gilded Age, U.S. 1865–1898	3 hours
HIST 310	America Comes of Age, 1898–1929	3 hours

HIST 311	America in Crisis, 1932–1960	3 hours
HIST 312	Recent America: 1960 to the present	3 hours
HIST 321	The American West	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 331	The American South	3 hours
HIST 341	African-American History	3 hours
HIST 412	American Girlhoods	3 hours
HIST 416	History of Religion in America	3 hours
HIST 418	History of Death and Dying in the United States	3 hours

#### **Division II: European History**

##### One of the following:

HIST 342	History of Classical Greece	3 hours
HIST 343	Classical Rome	3 hours
HIST 344	Medieval Civilization	3 hours
HIST 345	Christianity and the Making of Europe	3 hours
HIST 347	Renaissance and the Reformation	3 hours
HIST 365	History of England to 1600	3 hours

##### One of the following:

HIST 348	Origins of Modern Europe	3 hours
HIST 349	Great Lives and Minds: From Renaissance to Enlightenment	3 hours
HIST 350	Great Lives and Minds: From Enlightenment to Existentialism	3 hours
HIST 359	Europe in the 19th Century: 1815–1914	3 hours
HIST 360	Europe in the 20th Century: 1914–Present	3 hours
HIST 366	History of England, 1600–Present	3 hours
HIST 369	History of Revolutionary France	3 hours
HIST 370	A History of Modern European Women	3 hours
HIST 371	The City in European History	3 hours
HIST 382	Modern East/Central Europe	3 hours
HIST 422	Living with the Enemy	3 hours

##### One of the following or another course from Division II listed above:

HIST 346	Christianity in the Modern World	3 hours
HIST 367	History of Ireland	3 hours
HIST 377	Russia	3 hours
HIST 413	Women in Revolutions	3 hours

#### **Division III: Africa, Asia, Latin America, and the Middle East**

##### Two of the following:

HIST 375	Women from the Global South	3 hours
HIST 376	Chinese Women and Society	3 hours
HIST 378	The Middle East	3 hours
HIST 379	The Indian Subcontinent	3 hours
HIST 380	Southeast Asia	3 hours
HIST 381	Far East	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 384	Africa Since 1800	3 hours
HIST 385	Latin America	3 hours
HIST 390/490	Special Topics in History (relevant topics)	1–3 hours
HIST 408	Gender and Politics	3 hours
HIST 415	International Women's Movements	3 hours

##### Students completing Advanced Writing Requirement and Senior Comprehensive in History must complete the following:

HIST 492	Research Methods	2 hours
HIST 495	Senior Seminar	2 hours

**Bachelor of Arts, Major in History, Concentration in Women's History—WHIS (30–34 hours)**

**One of the following two-course sequences:**

HIST 101-102	The Development of Western Civilization I, II	6 hours
HIST 103-104	World Civilization I, II	6 hours

**Division I: United States History**

**All of the following:**

HIST 201	United States History to 1865	3 hours
HIST 202	United States History since 1865	3 hours
HIST 324	History of Women in the U.S.	3 hours

**Division II: European History**

**The following:**

HIST 370	A History of Modern European Women	3 hours
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**One of the following:**

HIST 342	History of Classical Greece	3 hours
HIST 343	Classical Rome	3 hours
HIST 344	Medieval Civilization	3 hours
HIST 345	Christianity and the Making of Europe	3 hours
HIST 347	Renaissance and the Reformation	3 hours
HIST 365	History of England to 1066	3 hours

**One of the following:**

HIST 348	Origins of Modern Europe	3 hours
HIST 349	Great Lives and Minds: From Renaissance to Enlightenment	3 hours
HIST 350	Great Lives and Minds: From Enlightenment to Existentialism	3 hours
HIST 359	Europe in the 19th Century: 1815–1914	3 hours
HIST 360	Europe in the 20th Century: 1914–Present	3 hours
HIST 366	History of England, 1600–Present	3 hours
HIST 369	History of Revolutionary France	3 hours
HIST 371	The City in European History	3 hours
HIST 382	Modern East/Central Europe	3 hours
HIST 413	Women in Revolutions	3 hours
HIST 422	Living with the Enemy	3 hours

**Division III: Africa, Asia, Latin America, and the Middle East**

**One of the following:**

HIST 375	Women from the Global South	3 hours
HIST 376	Chinese Women and Society	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 390/490	Special Topics in History (relevant topics)	1–3 hours
HIST 408	Gender and Politics	3 hours
HIST 410	Studies in Women's History	3 hours
HIST 415	International Women's Movements	3 hours

**Elective**

**One of the following:**

HIST 341	African-American History	3 hours
HIST 375	Women from the Global South	3 hours
HIST 376	Chinese Women and Society	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 390/490	Special Topics in History (relevant topics)	1–3 hours
HIST 408	Gender and Politics	3 hours

HIST 410	Studies in Women's History (relevant topics)	3 hours
HIST 413	Women in Revolutions	3 hours
HIST 415	International Women's Movements	3 hours
HUST 205	History of Famous Women	3 hours

**Students completing Advanced Writing Requirement and Senior Comprehensive in History must complete the following:**

HIST 492	Research Methods	2 hours
HIST 495	Senior Seminar	2 hours

**Minor in History, General—HIST (15 hours)**

**Two courses in any two of the three divisions; one course in the third division.**

**Division I: United States History**

HIST 201	United States History to 1865	3 hours
HIST 202	United States History since 1865	3 hours
HIST 304	Colonial and Revolutionary History of the United States	3 hours
HIST 309	The Gilded Age, U.S. 1865–1898	3 hours
HIST 310	America Comes of Age, 1898–1929	3 hours
HIST 311	America in Crisis, 1932–1960	3 hours
HIST 312	Recent America: 1960 to the present	3 hours
HIST 321	The American West	3 hours
HIST 324	History of Women in the U.S.	3 hours
HIST 331	The American South	3 hours
HIST 341	African-American History	3 hours
HIST 412	American Girlhoods	3 hours
HIST 416	History of Religion in America	3 hours
HIST 418	History of Death and Dying in the United States	3 hours

**Division II: European History**

HIST 342	History of Classical Greece	3 hours
HIST 343	Classical Rome	3 hours
HIST 344	Medieval Civilization	3 hours
HIST 345	Christianity and the Making of Europe	3 hours
HIST 346	Christianity in the Modern World	3 hours
HIST 347	Renaissance and the Reformation	3 hours
HIST 348	Origins of Modern Europe	3 hours
HIST 349	Great Lives and Minds: From Renaissance to Enlightenment	3 hours
HIST 350	Great Lives and Minds: From Enlightenment to Existentialism	3 hours
HIST 359	Europe in the 19th Century: 1815–1914	3 hours
HIST 360	The World in the 20th Century: 1914–Present	3 hours
HIST 365	History of England to 1600	3 hours
HIST 366	History of England, 1600–Present	3 hours
HIST 367	History of Ireland	3 hours
HIST 369	History of Revolutionary France	3 hours
HIST 370	Europe of Modern European Women	3 hours
HIST 371	The City in European History	3 hours
HIST 377	Russia	3 hours
HIST 382	Modern East/Central Europe	3 hours
HIST 413	Women in Revolutions	3 hours
HIST 422	Living with the Enemy	3 hours

**Division III: Africa, Asia, Latin America, and the Middle East**

HIST 375	Women from the Global South	3 hours
HIST 376	Chinese Women and Society	3 hours
HIST 378	The Middle East	3 hours

HIST 379	The Indian Subcontinent	3 hours
HIST 380	Southeast Asia	3 hours
HIST 381	Far East	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 384	Africa Since 1800	3 hours
HIST 385	Latin America	3 hours
HIST 408	Gender and Politics	3 hours
HIST 410	Studies in Women's History (approved topics)	3 hours
HIST 415	International Women's Movements	3 hours
HIST 430	Genocide in the Modern World	3 hours

### **Minor in History: United States, European, or Division III—HIST (12 hours)**

Twelve hours above the 100 level in the desired area.

### **Minor in Women's History—WHIS (12 hours)**

All of the following:

HIST 324	History of Women in the United States	3 hours
HIST 370	History of Modern European Women	3 hours

One of the following:

HIST 375	Women from the Global South	3 hours
HIST 376	Chinese Women and Society	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 390/490	Special Topics in History (relevant topics)	1–3 hours
HIST 408	Gender and Politics	3 hours
HIST 410	Studies in Women's History	3 hours
HIST 415	International Women's Movements	3 hours

One of the following:

HIST 341	African-American History	3 hours
HIST 375	Women from the Global South	3 hours
HIST 376	Chinese Women and Society	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 390/490	Special Topics in History (relevant topics)	1–3 hours
HIST 408	Gender and Politics	3 hours
HIST 410	Studies in Women's History (relevant topics)	3 hours
HIST 413	Women in Revolutions	3 hours
HIST 415	International Women's Movements	3 hours
HUST 205	History of Famous Women	3 hours

## **HISTORY COURSES (HIST)**

### **101 The Development of Western Civilization I (3)**

The historical development of Europe from the Greco-Roman world to 1648. Emphasis is placed not only on the great individuals, but also upon the ideas and forces which helped to create the basic institutions of the Western world. Students are advised to take this course early in their careers in order that it might serve as a foundation for their other studies.

### **102 The Development of Western Civilization II (3)**

Modern Europe from 1648 to present. Emphasis is placed not only on important individuals, but also upon the increasing complexity of the ideas and forces which have left a profound influence on our contemporary society. While students are encouraged to take both semesters of Western Civilization, it is not essential to have had HIST 101.

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

A study of human civilization from its origins to about 1500 A.D. The story of the human spirit arising from the primitive environs of the earliest societies to develop the ideas, institutions and tools that assured all humanity a meaningful existence will be told. The trials and triumphs of humanity

everywhere will be highlighted through detailed discussions and audiovisual presentations about the great civilizations of the past. While lectures and discussions will be within a chronological framework, emphasis will be on the rise and fulfillment of cultures and the people who created them.

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

A study of the modern world from about 1500 A.D. to the present. The great civilizations of Europe, America, Asia and Africa will be discussed with detailed descriptions and audio-visual presentations on the vast empires under which they thrived and the energetic leaders who created them. While lectures and discussions will be within a chronological framework, emphasis will be on the new developments in philosophy, religion, politics, arts, literature, ethics, society, and science and technology—all of which resulted in the creation of the world we live in today.

## **DIVISION I: UNITED STATES**

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

This course will trace America from multiple beginnings—Native American, African, and European—through the major developments and events that led to the Civil War. It focuses on conquest, slavery, the development of colonial economies and societies, politics, culture, and the lived experiences of everyday women and men.

### **202 United States History Since 1865 (3)**

What does it mean to be American? Whatever your answer to this question, chances are it is deeply connected to the themes and events we will discuss in this class. Starting with Reconstruction and ending in the late 20th century, the course will explore major political, social, and cultural transformations. Important themes include urbanization, immigration, consumerism, warfare and America's rise to global power, civil rights and other social movements, and political culture.

### **304 Colonial and Revolutionary History of the United States (3)**

A study of the formation of the United States, with an emphasis on the European background, the foundation of colonies in North America, their political, economic, intellectual and social evolution, their war for independence and the creation of the U.S. Constitution.

### **309 The Gilded Age, U.S. 1865–1898 (3)**

The South and the North as reconstructed with changed images after the Civil War. The traditional patterns of national life shifting into new political, social, economic, and international frames are studied.

### **310 America Comes of Age, 1898–1929 (3)**

The emergence of the United States as an industrial giant and international power. Urbanization, economic maturity, progressivism, World War I, and the twenties are considered in a political, social and economic frame.

### **311 America in Crisis, 1932–1960 (3)**

A study of the United States during the crucial periods of the Great Depression, World War II, and the onset of the Cold War. The impact of these crises on the American people and American institutions.

### **312 Recent America: 1960 to the Present (3)**

A study of the events, crises, and developments in American history from the turbulent sixties to our own day. The transformation of an ebullient superpower to a nation struggling to recognize and cope with its own limitations.

### **321 The American West (3)**

Americans are fascinated by their Western heritage, and cowboys and Indians are among our mythic heroes. Emphasis in this course is on the settlement and development of the American West and the role of the West in shaping the American character.

### **324 History of Women in the U.S. (3)**

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

### **331 The American South (3)**

This course studies the history and culture of the southern region of the United States from its colonial origins through the late 20th century, and covers the broader categories of southern history such as

economics, politics, slavery and race relations, and society. In addition, various expressions of southern culture, such as literature, music, religion, and folklore will be explored.

### **341 African-American History (3)**

This course examines African-American history since emancipation. We will read nonfiction and several fictive works on the Reconstruction, the Great War, the Great Migration, the feminist movements, Garveyism, the Harlem Renaissance, and the Civil Rights movement, among other topics. We will discuss the intersections of race with citizenship, gender, class, and sexuality, and we will draw on critical race theory and feminist theory. We will also examine what kinds of archival sources exist for writing African-American history, and we will discuss the varied debates that have shaped our national understanding of African-American history. Through the use of texts, primary sources, and documentaries, the course aims to familiarize students with the process of historical interpretation and to help students gain a deeper understanding of the United States today.

### **412 American Girlhoods (3)**

This course explores the meanings, experiences, conditions, and historical significance of girlhood in the United States. Prerequisites: HIST 201 or 202 or GWS 207, or permission of instructor.

### **416 History of Religion in America (3)**

This course examines the impact that religion has had on American history and culture. The course emphasizes the role that religious subcultures have played and continue to play in shaping the lives of individuals and communities in this country.

### **418 History of Death and Dying in the United States (3)**

In the United States, the practices and beliefs surrounding death and dying have a peculiar history. Our experience of death shifted from a familiar—both common and family-based—position to one of compartmentalized avoidance—hospitals and funeral homes, for instance. This course approaches the topic of American death and dying from a historical perspective. In the class, students will learn how particular aspects of death have changed in United States history: dying, preparation of bodies, funeral rituals, burials, cemeteries, commemorative markers, and mourning. We will also research the racial, ethnic, gender, and regional diversities of expressions surrounding death and dying.

## ***DIVISION II: EUROPEAN***

### **342 History of Classical Greece (3)**

The story of ancient Greece from Minos to Alexander the Great with emphasis on the rivalry between Athens and Sparta. The class is a blend of social, political and military history with particular attention paid to the Golden Age of Pericles, the role of women in Greece, and Greek influence in Asia and Africa.

### **343 Classical Rome (3)**

A critical analysis of the rise of Rome from an agricultural city-state to the urban center of the classical world. The purpose of the course is to show the influence of Rome, not only in laying the basis of Western civilization, but as the progenitor of the Byzantine Empire and the civilization to which it gave birth. In a word, the course deals with the origins of much of the world we live in.

### **344 Medieval Civilization (3)**

The study and interpretation of the nature and contributions of medieval civilization to Western culture with a focus on social, religious, and cultural history.

### **345 Christianity and the Making of Europe (3)**

The emergence of the Christian church in the Greco-Roman world with some emphasis on the Jewish tradition from which it developed. The Catholic church as the dominant influence in the Western world after the collapse of the Roman system and throughout the medieval period.

### **346 Christianity in the Modern World (3)**

Conflicts with state absolutism since 1600, the Age of Reason, 19th-century revolutionary philosophies, and Christianity in the 20th-century.

### **347 Renaissance and Reformation (3)**

The intellectual, cultural and artistic ferment of the 15th-century Europe that launched the modern era will be discussed, along with the deep religious divisions that occurred in the 16th century.

### **348 Origins of Modern Europe (3)**

This seminar will explore the reshaping of early modern Europe through the political changes, new intellectual movements, advances in science and technology, and changes in economic and social conditions, that formed the fabric of European civilization in the seventeenth and eighteenth centuries.

### **349 Great Lives and Minds: From Renaissance to Enlightenment (3)**

European intellectual history from the 13th through the 18th centuries, considered through the lives and works of important thinkers.

### **350 Great Lives and Minds: From Enlightenment to Existentialism (3)**

European intellectual history from the 18th through the 20th centuries, considered through the lives and works of important thinkers.

### **359 Europe in the 19th Century: 1815–1914 (3)**

Development and effects of nationalism, liberalism, industrialization, imperialism and socialism on forms of government and currents of thought.

### **360 Europe in the 20th Century: 1914–Present (3)**

The two World Wars and subsequent efforts at achieving a just peace; the rise of the dictators; colonialism and its decline in Asia and Africa; the Cold War; the United States as a world power.

### **365 History of England to 1600 (3)**

A survey of the early history of England, covering its Celtic origins to the Renaissance, focusing primarily on the cultural, social, political, and religious development of medieval England.

### **366 History of England, 1600 to Present (3)**

A survey of modern England from the Stuart period to the present, this course integrates the social, political, religious, and cultural history of England as it becomes a dominant world power.

### **367 History of Ireland (3)**

The history of Ireland beginning with the medieval background and the English domination to the modern period. Special emphasis will be given to the movements toward independence and the creation of Northern Ireland.

### **369 History of Revolutionary France (3)**

Revolutionary France from 1750 to 1871. Political, social and cultural history of the Enlightenment, early attempts at reform, the middle class revolution, the Terror, Napoleon, the Restoration, revolutions in 1830 and 1848, Napoleon III, and the Second Republic.

### **370 A History of Modern European Women (3)**

A study of how ethnicity, class, nationality, religion, and gender come together to shape the identities of modern European women.

### **371 The City in European History (1–3)**

Studies of selected European cities during significant periods in the development of Western civilization. (When offered in Saint Mary's summer program, this course will be taught in the cities under consideration, e.g., London, Paris, Dublin.) May be repeated.

### **377 Russia (3)**

The emergence of Russia as a state and a nation in the Middle Ages, Christianization of the country, its rise as a Western power in the 17th century, its role in the age of imperialism, the glory of the czars and their decline, the rise of Communist power in Russia, its emergence as a super-power, and its role in the Cold War and after.

### **382 Modern East/Central Europe (3)**

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

### **413 Women in Revolutions (3)**

The purpose of this class is to look at revolutions and study how they impact on the lives and identities of individuals and groups. The emphasis of the class is on how women observe and participate in what is often a life altering experience. The readings come from women historians who give their take on the various revolutions.

### **422 Living with the Enemy (3)**

How did Europeans respond to fascism? What would your response have been to live in Hitler's Europe? Who resisted? Who collaborated? What were their reasons, and what did they do? This course will be concerned with the European response to fascism. We will study the establishment, triumph, and failure of the natural rights tradition of Classical Liberalism in the West, and the major focus of the course will be on resistance, rescue, and collaboration in Occupied Europe and the Holocaust.

## ***DIVISION III: AFRICA, ASIA, LATIN AMERICA, AND THE MIDDLE EAST***

### **375 Women from the Global South (3)**

The course begins by situating women from the global south in their historical context, and then explores diverse themes in the history of women in the regions that make up the global south, namely, Africa, Asia, and the Middle East. Selected topics will examine historical experiences of women from the global south and analyze their contemporary situations at both national and global levels. We explore and critique various dualisms: such as, self and other, civilized and primitive, developed and developing, east and west, south and north, traditional and modern. Other themes to be discussed will include historical developments around class, race, and gender in the 21st century and how these shape the modern experiences of women in the global south.

### **376 Chinese Women and Society (3)**

This course introduces the herstory of Chinese women and current social issues in China. Students will gain knowledge about Chinese culture, and skills to compare the development and cross-cultural issues of Chinese and American women as well as global/transnational/international feminism. Topics covered include race, gender and class issues in China as well as concerns for social justice for women in the world. (Also listed as GWS 376.) Prerequisite: GWS 207 or ICS 201 or permission of instructor.

### **378 The Middle East (3)**

From the rise of Islam to the Ottoman Empire in the 19th and 20th centuries and the emergence of the modern Middle Eastern states.

### **379 The Indian Subcontinent (3)**

The emergence of one of the world's oldest and greatest civilizations in the Indian subcontinent and its religious, cultural, economic and artistic contributions to the world will be discussed, along with the modern developments that led to the creation of three independent nations, India, Pakistan, and Bangladesh, and their contemporary situations.

### **380 Southeast Asia (3)**

The rise and development of great civilizations in Sri Lanka, Indonesia, Cambodia, Thailand, Burma, Malaysia, Laos and Vietnam will be studied along with recent and contemporary events in these countries.

### **381 Far East (3)**

An introductory survey of the Chinese and Japanese civilizations with emphasis on cultural aspects: philosophy, art, literature, poetry, and music.

### **383 Women in Africa and the Middle East (3)**

This course provides a variety of perspectives, new directions/interpretations and debates on contemporary history of women in Africa and the Middle East in their struggle for empowerment.

### **384 Africa Since 1800 (3)**

The course examines the major political, economic, and cultural developments of Africa since 1800, including significant external forces, internal developments, and how Africa attempts to cope with forces of change.

### **385 Latin America (3)**

A study of the history and culture of Latin America.

### **408 Gender and Politics (3)**

This course will combine theoretical and empirical analysis of gender as a political issue. Case studies will permit comparative analysis of the diverse ways in which gender emerges as a political issue within distinct social, economic, cultural, and political contexts. The course will also assess the value of gender analysis in the field of political science (also listed as POSC 365).

### **415 International Women's Movements (3)**

This course will provide students with the ability to understand, critique and comparatively analyze the politics of the international women's movements. Through case studies concerns and challenges facing the international women's movements and feminist movements in the 21st century will be discussed.

### **430 Genocide in the Modern World (3)**

This class examines genocide and mass atrocities in the twentieth and twenty-first centuries. We will begin the semester by investigating various explanations for why genocide and mass atrocities occur, offered by historians, psychologists, political scientists, and anthropologists. We will also explore how genocide emerged as a legal term in the mid-twentieth century and consider scholarly debates surrounding its formal definition. We will look at contemporary cases of genocide and mass killing including the Herero and Armenian Genocides, the Jewish Holocaust, Cambodia, Guatemala, Rwanda, and Darfur. We will also consider issues of genocide denial and responsibility, justice and reconciliation, the place of intervention and prosecutions, as well as guilt, forgiveness, and historical memory.

## **OTHER ELECTIVES**

### **220 East African History and Cultures (1)**

This course will focus on the diverse history and cultures of contemporary East African countries. Any positive and productive encounter with East Africa calls for sensitivity to and familiarity with both its achievements and contributions to global history, as well as with the challenges that the region faces. Special emphasis will be placed on issues facing the region, which will arise from the impact of colonization or forces such as poverty that influence access to health care and education.

### **261 Contemporary Affairs (2)**

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

### **280 History Study Tours (1-3)**

This course is intended to enrich the student's knowledge of a particular region of the world by combining the advantage of both travel to the historic sites and lectures pertaining to the background of the area. Normally one credit hour will be given with additional hours of credit possible if the student elects to do additional work under the direction of the instructor. May not be applied to the major.

### **390 Special Topics in History (1-3)**

This course presents selected topics chosen by the professor which are not included in the regular departmental offerings. May be repeated.

### **397 Independent Study (1-3)**

Provides an opportunity for properly qualified students to do independent study. Content dependent on student background and interests. Approval of the department chair is required. May be repeated.

### **399 Internship (1-3)**

Practical off-campus experience with an approved history-related institution. Jointly supervised by a faculty member and a representative of the sponsor. Graded S/U. Prerequisites: Junior standing and permission of the department chair. May be repeated.

### **401, 402 The Making of Europe: Medieval Christendom (3, 3)**

(For description see HUST 321, 322)

### **405, 406 Age of Religious Division: Age of Revolutions and World Wars (3, 3)**

(For description see HUST 461, 462)



#### 400 Topics in the History of Slavery (3)

Topics in the history of slavery with materials grouped variously for each class by theme or historical period.

#### 410 Studies in Women's History (3)

Women's history materials grouped variously for each class by theme or historical period.

#### 425 History of Women in Science (3)

This course offers an historical perspective on women in the natural, social, applied, and formal sciences, as well as in medicine. We will look at the ways in which women have pursued scientific knowledge, the domestic circumstances and personal relationships that either aided or inhibited their work, and the social and cultural factors that established an environment sometimes hostile to women in science.

#### 492 Research Methods in History (2)

The research methods course will prepare you for the Senior Seminar, which will be the capstone of your career as a history major. The Advanced Writing and Senior Comprehensive requirements in the history major are designed to give majors experience with the two most important professional activities required of academic historians: writing research articles and presenting that research at professional conferences. In the research methods course you will work as apprentice historians, and our most important objective will be for you to learn to write an excellent research paper.

#### 495 Senior Seminar (2)

In the Senior Seminar, majors completing their Advanced Writing Requirement in the History Department will complete an original research paper based on primary and secondary source interpretation. Students may write on a subject of their choice and are encouraged to identify a potential topic before the beginning of the semester.



# Humanistic Studies

Laura Williamson Ambrose, Department Chair  
147 Spes Unica Hall  
574-284-4465

#### FACULTY

L. Williamson Ambrose, P. Hicks, J. Shinnars

#### DEPARTMENT DESCRIPTION

We often divide the liberal arts into different disciplines (for example, history, literature, philosophy) in order to make teaching and studying them easier. In truth, they interconnect, which means that it is impossible to obtain a thorough knowledge of one without at least some knowledge of the others.

Founded in 1956, the interdisciplinary program in Humanistic Studies presents the liberal arts as a unified, interrelated body of knowledge. It explores the various elements that have molded and expressed Western culture by interweaving the study of history, literature, philosophy, theology, and art so that the student perceives the shape of Western culture as a whole.

The program consistently stresses Christianity's dynamic role in forming Western thought, society, and art. To broaden the student's cultural perspective, the program also recognizes the vital contributions of non-Western and non-Christian societies. Works by and about women receive special notice as well.

To develop skills in critical and creative thinking, reading, writing, and speaking, students meet in small classes that stress reading and discussion. They write often and in a variety of styles. Over the years, our graduates have successfully used their education as a preparation for a broad range of careers, including law, education, business, communications, the creative arts, and health care.

#### ADVANCED WRITING PROFICIENCY

The Senior Comprehensive exam is used to assess the College's Advanced Writing Proficiency requirement. A student may fulfill her advanced writing requirement in Humanistic Studies, even when she fulfills her comprehensive requirement in another department, by submitting a portfolio of her written work early in her last semester in the program.

#### SENIOR COMPREHENSIVE

The Senior Comprehensive exam in Humanistic Studies is a long essay, written in a senior's spring semester, exploring the interrelation between the history and literature of selected eras of Western culture.

#### HUMANISTIC STUDIES STUDENT LEARNING OUTCOMES FOR THE MAJOR

- The student can identify the plot, characters, and major themes of selected landmarks in European literature since Greco-Roman antiquity and compare these works to one another.

- The student can identify the major themes in European intellectual, political, artistic, and religious history since Greco-Roman antiquity, based on primary and secondary sources.
- The student can employ aspects of critical thinking, namely, asking searching questions of course materials, evaluating the relevance of individual facts and texts to larger themes, distinguishing between analysis and summary, and showing originality and insight in her interpretations.
- The student can solve intellectual problems posed by the subject matter in the major by designing and implementing research projects that investigate those problems.
- The student determines the extent of her information need and obtains, evaluates and uses information effectively with an understanding of economic, legal, ethical, and social issues surrounding information use.
- The student can speak with clarity, organization, and supporting evidence, and listen with attentiveness and sympathy.
- The student can write with precision and style in a variety of academic genres and can organize her thoughts around a central thesis supported by evidence.
- The student can synthesize examples, facts, issues, or theories from literature, history, and art into a coherent whole.

#### HUMANISTIC STUDIES STUDENT LEARNING OUTCOMES FOR THE MINOR

- The student can identify the plot, characters, and major themes of selected landmarks in at least one epoch of European literature since Greco-Roman antiquity.
- The student can identify the major themes in at least one epoch of European intellectual, political, artistic, and religious history since Greco-Roman antiquity, based on primary and secondary sources.
- The student can employ aspects of critical thinking, namely, asking searching questions of course materials, evaluating the relevance of individual facts and texts to larger themes, distinguishing between analysis and summary, and showing originality and insight in her interpretations.
- The student can speak with clarity, organization, and supporting evidence, and listen with attentiveness and sympathy.
- The student can write with precision and style in a variety of academic genres and can organize her thoughts around a central thesis supported by evidence.
- The student can synthesize examples, facts, issues, or theories from literature, history, and art into a coherent whole.

### PROGRAM IN HUMANISTIC STUDIES

#### *Bachelor of Arts, Major in Humanistic Studies—HUST (24 hours)*

##### All of the following taken in sophomore or junior year:

HUST 321	Cultural History I: Ancient and Medieval Culture	3 hours
HUST 322	Cultural History II: Medieval and Renaissance Culture	3 hours
HUST 323	Colloquium I: Ancient and Medieval Literature	3 hours
HUST 324	Colloquium II: Medieval and Renaissance Literature	3 hours

##### All of the following taken in junior or senior year:

HUST 461	Cultural History III: Early-Modern Culture	3 hours
HUST 462	Cultural History IV: Modern Culture	3 hours
HUST 463	Colloquium III: Early-Modern Literature	3 hours
HUST 464	Colloquium IV: Modern Literature	3 hours

#### *Minor in Humanistic Studies—HUST (15 hours)*

##### Three of the following (nine hours):

HUST 103	Lives and Times	3 hours
HUST 197	Myth, Legend, and History	3 hours
HUST 203	Asian Influence	3 hours
HUST 205	History of Famous Women	3 hours
HUST 212	High Society	3 hours
HUST 292	Greek and Roman Culture	3 hours
HUST 321	Cultural History I: Ancient and Medieval Culture	3 hours
HUST 322	Cultural History II: Medieval and Renaissance Culture	3 hours
HUST 323	Colloquium I: Ancient and Medieval Literature	3 hours
HUST 324	Colloquium II: Medieval and Renaissance Literature	3 hours
HUST 390/490	Special Topics	1–3 hours
HUST 461	Cultural History III: Early-Modern Culture	3 hours
HUST 462	Cultural History IV: Modern Culture	3 hours
HUST 463	Colloquium III: Early-Modern Literature	3 hours
HUST 464	Colloquium IV: Modern Literature	3 hours

##### Two of the following (if not taken above):

HUST 321	Cultural History I: Ancient and Medieval Culture	3 hours
HUST 322	Cultural History II: Medieval and Renaissance Culture	3 hours
HUST 323	Colloquium I: Ancient and Medieval Literature	3 hours
HUST 324	Colloquium II: Medieval and Renaissance Literature	3 hours
HUST 461	Cultural History III: Early-Modern Culture	3 hours
HUST 462	Cultural History IV: Modern Culture	3 hours
HUST 463	Colloquium III: Early-Modern Literature	3 hours
HUST 464	Colloquium IV: Modern Literature	3 hours

#### DOUBLE MAJORS/MINORS

Many students combine a major in Humanistic Studies with a major or minor in another discipline such as economics, English, political science, history, philosophy, psychology or religious studies. With careful planning, students have double-majored in the fine arts, science, or business.

### HUMANISTIC STUDIES COURSES (HUST)

#### 103 Lives and Times (3)

This introductory course explores the interaction of people from the past with their cultural milieu through a study of works that have cultural or historical importance.

#### 197 Myth, Legend, and History (3)

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

#### 203 Asian Influence on Western Literature (3)

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

#### 205 History of Famous Women (3)

This course looks at the lives of women such as Joan of Arc, Elizabeth I, and Abigail Adams, and places them in the tradition of exceptional women. It examines that tradition as a form of both women's history and feminist argument, from Roman antiquity to the present.

#### 212 High Society (3)

A social and cultural history of European aristocracy and monarchy from medieval times to the present.

### 292 Greek and Roman Culture (3)

This course looks at the main elements of Greek and Roman culture through a variety of works: historical, philosophical, and literary. Special attention is paid to the role of women in Greek and Roman society.

### 321 Cultural History I: Ancient and Medieval Culture (3)

A political, intellectual, and artistic history, from Greco-Roman antiquity to the High Middle Ages, focused on Europe with special attention paid to the role of Christianity. Topics include the “golden age” of Athens, the cultural influence of the Roman Empire, the rise of Christianity, monasticism, the world of the warrior aristocracy, the medieval world view, the rise of royal government, the twelfth-century cultural revolution, and Gothic architecture. Corequisite: HUST 323.

### 322 Cultural History II: Medieval and Renaissance Culture (3)

A political, intellectual, and artistic history, from the Late Middle Ages to the Italian Renaissance, focused on Europe with special attention paid to the role of Christianity. Topics include the Black Death and its impact, the power of Italian city-states, Renaissance humanism, the cult of the individual, the discovery of the New World, and the evolution of Renaissance art. Corequisite: HUST 324.

### 323 Colloquium I: Ancient and Medieval Literature (3)

Major literary works from Greco-Roman antiquity to the High Middle Ages. Readings may include Homer's *Odyssey*, Sophocles's *Antigone*, Virgil's *Aeneid*, Augustine's *Confessions*, the Koran, *The Song of Roland*, and *The Romance of Tristan*. Corequisite: HUST 321.

### 324 Colloquium II: Medieval and Renaissance Literature (3)

Major literary works from the Late Middle Ages to the Renaissance. Readings may include *The Travels of Marco Polo*, Dante's *Divine Comedy*, Petrarch's *My Secret*, *Sir Gawain and the Green Knight*, Chaucer's *Canterbury Tales*, Boccaccio's *Decameron*, and Castiglione's *Book of the Courtier*. Corequisite: HUST 322.

### 390/490 Special Topics (1–3)

Topics in Humanistic Studies not covered in regular department offerings. May be repeated for credit with a different topic.

### 461 Cultural History III: Early-Modern Culture (3)

A political, intellectual, and artistic history, from the Northern Renaissance to the Age of Napoleon, focused on Europe with special attention paid to the role of Christianity. Topics include the Reformation, English constitutional history, baroque culture, the Enlightenment, and the French Revolution. Corequisite: HUST 463.

### 462 Cultural History IV: Modern Culture (3)

A political, intellectual, and artistic history, from the nineteenth century to the present, focused on Europe with special attention paid to the role of Christianity. Topics include ideology in the age of industry, the modernist movement, the world wars, the Cold War, and the post-modern outlook. Corequisite: HUST 464.

### 463 Colloquium III: Early-Modern Literature (3)

Major literary works, from the Northern Renaissance to the Age of Napoleon. Readings may include Erasmus's *Praise of Folly*, More's *Utopia*, Montaigne's *Essays*, Shakespeare's *Othello*, de Lafayette's *Princess de Clèves*, Voltaire's *Candide*, and Wollstonecraft's *Vindication of the Rights of Woman*. Corequisite: HUST 461.

### 464 Colloquium IV: Modern Literature (3)

Major literary works, from the nineteenth century to the present. Readings may include Romantic poetry, Turgenev's *Fathers and Sons*, Freud's *Civilization and Its Discontents*, Woolf's *To the Lighthouse*, Camus's *The Plague*, and Allende's *The House of the Spirits*. Corequisite: HUST 462.

### 497 Independent Study (1–3)

Independent study for outstanding students. May be repeated.

### 499 Internship (1–3)

Practical experience in a field related to Humanistic Studies. Graded S/U. May be repeated.



# Intercultural Studies

Julie Storme, Coordinator  
128 Spes Unica Hall  
574-284-4059

## FACULTY

M. Derakhshani, L. Elder, J. Storme

## PROGRAM DESCRIPTION

Today's students will live and work within an increasingly multicultural world. Intercultural Studies offers a challenging program that examines issues that characterize that world including: intercultural contact, systems of power and privilege, and inter-group dynamics. The program is designed to help students understand the shifting boundaries of culture, nation, race, ethnicity, and institutional structures that shape contemporary social life. Because this program encourages analysis and reflection upon the dynamics of intercultural interaction in many contexts, students will find that Intercultural Studies complements work within their major area of study and is relevant to their professional interests.

The goal of the program in Intercultural Studies is to foster an academic community in which challenging and important questions can be addressed. The program allows students to discuss their ideas and concerns with fellow students from different cultural backgrounds and academic disciplines who share an interest in learning about issues of race, cultural difference, and ethnic identity. The minor consists of an interdisciplinary series of courses that challenge a monocultural perspective from a position of privilege.

## INTERCULTURAL STUDIES PROGRAM LEARNING OUTCOMES

Upon completing the minor, students will be able to:

- Demonstrate knowledge about the relationship between culture and identity.
- Identify ways in which intercultural contact has shaped patterns of behavior.
- Analyze and critically examine the dynamics of intercultural interaction in different contexts.
- Demonstrate knowledge of the roots of particular forms of privilege and subordination and locate and examine her own position relative to systems of privilege, disadvantage, and resistance.

## PROGRAM IN INTERCULTURAL STUDIES

There is no major in Intercultural Studies, however any student interested in a degree in this field may major in Global Studies with a concentration in Intercultural Studies (see page 223).

### Minor in Intercultural Studies—ICS (15 hours)

All ICS courses focus on the interaction and dynamics between individuals and/or societies from different identity groups and require students to examine, reassess, and/or better understand their identity in terms of culture and/or power and privilege. Only one course in any academic discipline may be taken in each category, with the exception of ICS courses.

#### The following:

ICS 201	Introduction to Intercultural Studies	3 hours
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#### One of the following:

##### *Theory of Culture*

A student in a Theory of Culture course will acquire tools for understanding the role of culture in human life and seeing the cultural dimensions of her world, and she will learn how to carry out informed comparative analysis. While the concept of culture will be present in all ICS courses, those which can be used to satisfy this requirement will be characterized by a deeper theoretical focus on the process of cultural formation both individually and collectively.

ANTH 253	Culture and Language	3 hours
ANTH 320	Anthropology of Race and Racism	3 hours
ANTH 346	Gender in Cross-Cultural Perspective	3 hours
ANTH 392	Topics in Cultural Anthropology (approved topics)	3 hours
ANTH 435	Politics of Multiculturalism	3 hours
COMM 350	Intercultural Communications	3 hours
ENLT 350*	Studies in American Literature (approved topics)	3 hours
ENLT 362*	Contemporary Global Literature	3 hours
POSC 207	Introduction to Comparative Politics	3 hours
PSYC 438*	Stereotyping and Prejudice	3 hours
RLST 307	Leviticus and Numbers	3 hours

#### One of the following:

##### *Theory of Power and Privilege*

Classes in this category will analyze the roots of particular forms of privilege and subordination, examine how they have evolved and changed over time, investigate how they operate, and give each student an opportunity to locate and examine her own position in systems of power and privilege. While these concepts will be present in most if not all ICS courses, those which can be used to satisfy this requirement will be characterized by deeper theoretical focus on systems of power and privilege.

ENLT 366*	Postcolonial Women's Writing	3 hours
GWS 333	Transnational Feminisms (cross-listed with POSC)	3 hours
ICS 366	Critical Whiteness Studies	3 hours
POSC 319	Politics of the Third World	3 hours
POSC 360	Politics of Race	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the U.S.	3 hours
SOC 345*	Sociology of Poverty	3 hours
SOC 360*	Social Stratification: Class, Gender, and Race	3 hours

#### Two or more from the above categories or the following (6 hours):

ANTH 141	People and Nature	3 hours
ART 242	Art History Survey II	3 hours
ART 352	Contemporary Art	3 hours
BIO 270	Environments of Ecuador	3 hours
BIO 313*	Economic Botany	3 hours
BIO 320*	Parasitology	4 hours
BUAD 329*	Race and Gender Issues in Management	3 hours
BUAD 422*	International Management	3 hours
EDUC 201	Foundations for Teaching in a Multicultural Society	3 hours
ENLT 206	Studies in Literature (approved topics)	3 hours
ENLT 251	African-American Literature	3 hours
ENLT 253	Native American Literature	3 hours
ENLT 367	Caribbean Women's Writing	3 hours
ENWR 222	Tourist or Traveler: Travel Writing in the New Millennium	3 hours
GWS 275	Global Women's Leadership (summer course)	3 hours
HIST 324	History of Women in America	3 hours
HIST 341	African-American History	3 hours
HIST 383	Women in Africa and the Middle East	3 hours
HIST 384	History of Africa Since 1800	3 hours
ICS 250	Intercultural Engagement Through Study Abroad	1 hour
ICS 270	Honduras Service Learning	1 hour
ICS 290/390/490	Special Topics	1–3 hours
ICS 310	Diversity Dialogues	1 hour
ICS 330	The Catalyst Trip	0–1 hour
ICS 397/497	Independent Study	1–3 hours
ICS 399	Internship	1–3 hours
MLFR 462*	Francophone Cultures and Literature	3 hours
MLFR 491*	Topics in French Studies (approved topics)	1–3 hours
MLTC 280	Modern and Contemporary Chinese Society and Culture	3 hours
MUS 275	Global Music	3 hours
MUS 341	Latin American Music	3 hours
NURS 414*	Community Health Nursing	5 hours
PHIL 245	Philosophy of World Cultures	3 hours
PHIL 254	Social Justice	3 hours
POSC 304	Latin American Politics	3 hours
PSYC 381*	Clinical Psychology	3 hours
RLST 225	Reading the Hebrew Bible in Jewish and Christian Terms	3 hours
RLST 355	African-American Theologies	3 hours
RLST 381	Islam: Beliefs, Practices, and Current Events	3 hours
SW 342	Intercultural Leadership Development	3 hours

\*Courses may be taken only by students majoring in the discipline or by students who can demonstrate adequate knowledge to the course instructor.

Selected courses taken through study abroad programs may also apply to the minor.

## INTERCULTURAL STUDIES COURSES (ICS)

### 201 Introduction to Intercultural Studies (3)

An introduction to Intercultural Studies through an examination of 1) the relationship between culture and identity, 2) patterns of behavior and attitudes engendered by intercultural contact, 3) systems of power and privilege, and 4) expressions of identity. The course emphasizes the necessity of intercultural skills in the pluralistic society of the United States in the 21st century. It also fosters an understanding of different perspectives through the study of texts which voice the viewpoints and histories of various identity groups within the United States.

### 250 Intercultural Engagement Through Study Abroad (1)

Intercultural Engagement is an on-line course offered to students enrolled in a study abroad program; it is designed to help develop intercultural competence by engaging students in critical reflection and analysis of their experience of living abroad. Graded H/S/U. Corequisite: enrollment in a study abroad program.

### 270 Honduras Service Learning (1 or 3)

This experiential course will combine reflection and analysis of the causes of poverty and underdevelopment while traveling and doing service projects in Honduras. Graded H/S/U.

### 310 Diversity Dialogues (1)

Diversity Dialogues uses the framework of a “study circle” to conduct a series of structured conversations that deal with questions of race and identity and ways that participants might bring change to their local setting. The study circles that form the basis of this course will include both students and members of the campus and local communities, insuring a wide range of experiences and insights on the subject of race. Respect for each other's ideas and allowing everyone a fair hearing are hallmarks of the study circle approach; the process of building relationships between members of the group is as important as the issues discussed. The study circle is small-group democracy in action; all viewpoints are taken seriously, and each member has an equal opportunity to participate. Graded S/U.

### 330 The Catalyst Trip (0–1)

The Catalyst Trip is an immersive learning trip offered every other year during the fall break. It combines a series of experiences with critical reflection in an intense five-day trip, traditionally to southern Ohio and the city of Cincinnati. When possible, the Catalyst trip includes community women as participants in addition to Saint Mary's students. The Catalyst Trip includes a pre-departure workshop plus 5 days during Fall Break (inclusive of two half-days of travel between South Bend and the immersion destination).

### 366 Critical Whiteness Studies (3)

In this interdisciplinary course, students will examine how the meaning of white privilege has changed over time and how various “non-White”/immigrant groups have “become white,” often through an assimilation process that involves embracing a racist ideology in which whiteness is privileged. This course will introduce students to the diverse range of work being done in critical whiteness studies, a new field that examines the meaning of whiteness.

### 290, 390, 490 Special Topics (1–3)

Topics of special interest in Intercultural Studies not covered in the regular offerings of the program. May be repeated with different topic.

### 397, 497 Independent Study (1–3)

This course is designed to provide upper-level students the opportunity to examine intercultural issues using a framework and content of their own design. Prerequisite: ICS 201 or permission of advisor.

### 399 Internship (1–3)

Community-based experience in an intercultural studies related field at an approved site. Jointly supervised by a faculty member and a representative from the sponsoring agency. Must be approved by the Director of the Intercultural Studies Program. Student will submit a reflection paper appropriate to the nature of the internship within two weeks of the end of the internship. Graded S/U.



## FACULTY

A. Pierce

# Justice Education

Andrew Pierce, Coordinator  
102 Spes Unica Hall  
574-284-4534

## PROGRAM DESCRIPTION

Justice education has always been an integral part of Saint Mary's mission. The college's goal is to educate women of character who are knowledgeable about contemporary social issues and committed to a vision of justice inspired by Christian tradition. A formal academic program is available to all students through an interdisciplinary minor in justice studies that examines historical and contemporary justice issues. By design, the minor is structured so that theory, experience, reflection, and commitment are related.

## JUSTICE EDUCATION LEARNING OUTCOMES

- A student with a minor in Justice Education will develop an understanding of a variety of perspectives on justice and peace, and be able to analyze the political, economic, and social systems leading to injustice and conflict.
- A student with a minor in Justice Education will engage with the experience of those disenfranchised locally and/or globally from at least one disciplinary perspective.
- Students with a minor in Justice Education will be able to identify and apply the basic principles of Catholic Social Teaching.
- Students with a minor in Justice Education are able to constructively respond to unjust situations and conditions on a personal and/or systemic basis.

## PROGRAM IN JUSTICE EDUCATION

### Student-Designed Major

Given the interdisciplinary nature of justice studies, a superior student may design a specific program of study which uses justice as a framework and organizes her specific concerns. Interested students must declare their intentions by the spring semester of sophomore year and submit a proposal with the help and advice of a faculty sponsor. Plans for fulfilling the Senior Comprehensive and Advanced Writing Proficiency will be described in the proposal.

### Minor in Justice Education—JUST (15 hours)

#### The following:

JUST 250	Christians in the World	3 hours
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#### One of the following:

PHIL 254	Philosophy of Social Justice	3 hours
RLST 236	Faith in Action	3 hours
RLST 240	Catholic Social Thought	3 hours

**At least three of the following (9 hours):**

BUAD 346	Personal Ethics and Corporate Culture	3 hours
ECON 354	Economic Development	3 hours
ENLT 216	Literature of Social Justice	3 hours
ENLT 374	Studies in World Literature in Translation	3 hours
ENLT 390/490	Special Topics Seminar in Literature (relevant topics)	1–3 hours
GWS 240	Gender and Environmental Justice	3 hours
GWS 333	Transnational Feminisms (cross-listed with POSC)	3 hours
JUST 260	Social Thought and the American Worker	3 hours
JUST 301	The Quest for Human Rights	3 hours
JUST 305	Church and the City	3 hours
JUST 320	Faith and Justice	3 hours
PHIL 243	Introduction to Feminist Philosophy	3 hours
PHIL 245	Non-Western Philosophy	3 hours
PHIL 250	Philosophy and Disabilities	3 hours
PHIL 254	Philosophy of Social Justice (if not taken for the requirement above)	3 hours
PHIL 352	Political Philosophy	3 hours
POSC 301	The Quest for Human Rights	3 hours
POSC 304	Latin American Politics	3 hours
POSC 314	Political Participation	3 hours
POSC 319	Politics in the Third World	3 hours
POSC 324	American Civil Liberties	3 hours
POSC 360	Politics of Race	3 hours
PSYC 354	Social Ecology	1–3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
RLST 236	Faith in Action (if not taken for the requirement above)	3 hours
RLST 240	Catholic Social Thought (if not taken for the requirement above)	3 hours
RLST 352	Religion and Politics	3 hours
RLST 355	African-American Theologies	3 hours
SOC 203	Social Problems	3 hours
SOC 255	Race, Ethnicity, and Identity in the U.S.	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 350	Diverse Childhoods	3 hours
SOC 360	Social Stratification: Class, Gender, Race	3 hours
SW 334	Social Welfare Policy and Service	3 hours

**Other courses may be substituted by permission**

## JUSTICE EDUCATION COURSES (JUST)

### 200 People and Justice (1)

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

### 250 Christians in the World (3)

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

### 290 Special Topics in Justice Education (1–3)

Introductory level course in topics in Justice Education not covered in the regular department offerings. May be repeated for credit with a different topic.

### 301 The Quest for Human Rights (3)

This course discusses the history of conceptions of rights. It also looks at the strategies involved in political debates about rights, including: whether the debate should focus on rights as opposed to power or responsibility or obligation; whether or not to use phrases like “human rights;” whether or not the rights should be listed in a document; who decides what the rights are; what are the sources of these rights; and how competing rights claims are to be adjudicated (also listed as POSC 301).

### 305 The Church and the City (1)

Church and the City is an experiential course that explores the role of people of faith in combating poverty and injustice in our local community. Direct engagement with community leaders provides perspective and analysis of specific social justice issues, and through dialogue and site visits during a 48-hour immersion experience, students gain firsthand exposure to community concerns and innovative solutions to those problems. Graded S/U.

### 310 Diversity Dialogues (1)

Diversity Dialogues uses the framework of a “study circle” to conduct a series of structured conversations that deal with questions of race and identity and ways that participants might bring change to their local setting. The study circles that form the basis of this course will include both students and members of the campus and local communities, insuring a wide range of experiences and insights on the subject of race. Respect for each other's ideas and allowing everyone a fair hearing are hallmarks of the study circle approach; the process of building relationships between members of the group is as important as the issues discussed. The study circle is small-group democracy in action; all viewpoints are taken seriously, and each member has an equal opportunity to participate. (Also listed as ICS 310).

### 320 Faith and Justice (3)

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

### 346 Personal Ethics and Corporate Culture (3)

Systematic analysis and evaluation of business values, ethical climates of corporate cultures, and the moral issues encountered in business practice. Students develop an ethical framework for future decision making through cases, reading and discussions. (Also listed as BUAD 346.)

### 397 Independent Study (3)

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

### 499 Internship (1–3)

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



# Mathematics and Computer Science

Colleen Hoover, Department Chair  
334 Madeleva Hall  
574-284-4489



## PROGRAM IN MATHEMATICS

### FACULTY

D. Carroll, S. Cox, J. Duncan, C. Hoover, K. Kuter, E. Misiolek, M. Porter, R. Rohatgi, J. Snow, B. Vajiac, C. Wedrychowicz

### DEPARTMENT DESCRIPTION

Mathematics is a human activity that throughout history has occupied thinking people. It is an intellectual process requiring creativity, analysis, logic, decision-making, synthesis of ideas, and communication. Mathematics exists in and for itself but also provides the technical basis for problem-solving in a wide variety of fields. The Saint Mary's graduate equipped with a strong mathematical background will be in the enviable position of being able to utilize her expertise in areas where rigorous thought and precision of results are necessary.

The courses in mathematics are offered for those studying the subject as part of a liberal education; for majors as a preparation for graduate studies, careers in business, or industry; and for those who intend to teach mathematics. In addition to the Major in Mathematics, we offer three tracks for those with special interests. The Statistics and Actuarial Mathematics Major is a sequence of courses giving the student experience in model-building and is recognized by the Society of Actuaries as a pre-actuarial program. The Computing and Applied Mathematics Major enables those students with a strong interest in computer science to pursue an integrated program of mathematics and computer science. Similarly, the Physics and Applied Mathematics Major enables those students with interests in physics and mathematics to pursue both. A Teacher Concentration Major enables the student to obtain secondary school certification in the State of Indiana.

### TEACHER PREPARATION

The Mathematics Department encourages students to prepare for teaching on all levels. Through the Teacher Concentration, courses are provided which enable mathematics majors to fulfill Indiana secondary teaching certification requirements. Students interested in secondary teaching are counseled within the Department to add professional education courses to their mathematics major program. Elementary education students may take courses leading to a college mathematics minor (15 hours) or a double major in mathematics and elementary education.

### ADVANCED WRITING PROFICIENCY

The purpose of this requirement is to nurture the development of mathematical writing in order to deepen the student's understanding of mathematics and to enable the student

to communicate mathematical ideas to a range of audiences. Sophomores are expected to demonstrate proficiency in expository mathematics by the submission of an acceptable portfolio. Juniors are expected to demonstrate proficiency in technical or analytical mathematical writing by the submission of an acceptable portfolio. Seniors demonstrate their ability to write mathematics by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.

**SENIOR COMPREHENSIVE**

Mathematics majors, in Pro-Seminar (MATH 496), study independently a mathematical topic of their choice and work with a faculty advisor. They present their work in a series of talks in the seminar. The project culminates in a paper and a formal announced talk presenting the major results. This final presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

**MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT LEARNING OUTCOMES**

- The graduate will demonstrate depth and breadth of knowledge of mathematical concepts, methods, reasoning, and language.
- The graduate will be able to engage in independent learning, application, and problem solving.
- The graduate will be able to communicate her ideas and the results of her work, both orally and in writing, with clarity and precision.
- The graduate will recognize the importance of social and ethical issues in professional settings.
- The graduate will be prepared for a career path that requires mathematical understanding.
- The graduate will be prepared to be a contributing member of a problem solving team.
- The graduate will utilize appropriate technology for analysis and problem solving.
- The graduate will have developed an appreciation for the power and beauty of mathematics.

**Bachelor of Science: Major in Mathematics—MATH (60 hours)**

**All of the following:**

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

**Two full-year sequences (one of which must be either Analysis or Algebra):**

MATH 335-336	Differential Equations II & Numerical Analysis	6 hours
MATH 341-342	Analysis I, II	6 hours
MATH 345-346	Probability, Statistics	6 hours
MATH 353-354	Abstract Algebra I, II	6 hours

**Six additional hours at the 300-400 level (above 302):**

CPSC 315	Simulation: Theory and Application	3 hours
or CPSC 328	Data Structures	3 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours

MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 372	Stochastic Models	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours
MATH 490	Special Topics	1-3 hours
MATH 497	Independent Study	1-3 hours

**At least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:**

BIO 153-154	Foundations of Biology I, II	8 hours
CHEM 121-122	Principles of Chemistry I, II	8 hours
PHYS 121-122	General Physics I, II	8 hours

**Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed.**

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

**All of the following:**

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

**Two full-year sequences (one of which must be either Analysis or Algebra):**

MATH 335-336	Differential Equations II & Numerical Analysis	6 hours
MATH 341-342	Analysis I, II	6 hours
MATH 345-346	Probability, Statistics	6 hours
MATH 353-354	Abstract Algebra I, II	6 hours

**Six additional hours at the 300-400 level (above 302):**

CPSC 315	Simulation: Theory and Application	3 hours
or CPSC 328	Data Structures	3 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 372	Stochastic Models	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours
MATH 490	Special Topics	1-3 hours
MATH 497	Independent Study	1-3 hours



**Bachelor of Science: Major in Statistical and Actuarial Mathematics —SAM  
(60 hours)**

**All of the following:**

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

**All of the following:**

MATH 252	Theory of Interest	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 372	Stochastic Models	3 hours

**One of the following full-year sequences:**

MATH 341-342	Analysis I, II	6 hours
MATH 353-354	Abstract Algebra I, II	6 hours

**Three additional hours at the 300-400 level (above 302):**

CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 372	Stochastic Models	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours
MATH 490	Special Topics	1-3 hours
MATH 497	Independent Study	1-3 hours

**At least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:**

BIO 153-154	Foundations of Biology I, II	8 hours
CHEM 121-122	Principles of Chemistry I, II	8 hours
PHYS 121-122	General Physics I, II	8 hours

**Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed.**

**Recommended courses for students who plan to sit for the Actuarial exams:**

BUAD 201	Principles of Financial Accounting	3 hours
BUAD 312	Principles of Finance	3 hours
BUAD 313	Investments	3 hours
ECON 251	Principles of Macroeconomics	3 hours
ECON 252	Principles of Microeconomics	3 hours

**Bachelor of Arts: Major in Statistical and Actuarial Mathematics—SAM  
(41-45 hours)**

**All of the following:**

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

**All of the following:**

MATH 252	Theory of Interest	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 372	Stochastic Models	3 hours

**One of the following full-year sequences:**

MATH 341-342	Analysis I, II	6 hours
MATH 353-354	Abstract Algebra I, II	6 hours

**Three additional hours at the 300-400 level (above 302):**

CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 372	Stochastic Models	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours
MATH 490	Special Topics	1-3 hours
MATH 497	Independent Study	1-3 hours

**Recommended courses for students who plan to sit for the Actuarial exams:**

BUAD 201	Principles of Financial Accounting	3 hours
BUAD 312	Principles of Finance	3 hours
BUAD 313	Investments	3 hours
ECON 251	Principles of Macroeconomics	3 hours
ECON 252	Principles of Microeconomics	3 hours

**Bachelor of Science: Major in Computing and Applied Mathematics—CAM  
(59-64 hours)**

**All of the following:**

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours

MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

**Four of the following:**

MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours

**Four of the following:**

CPSC 307	C and Assembly Language	3 hours
CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

**At least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:**

BIO 153-154	Foundations of Biology I, II	8 hours
CHEM 121-122	Principles of Chemistry I, II	8 hours
PHYS 121-122	General Physics I, II	8 hours

**Bachelor of Arts Major in Computing and Applied Mathematics—CAM (44–49 hours)**

**All of the following:**

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

**Four of the following:**

MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours

**Four of the following:**

CPSC 307	C and Assembly Language	3 hours
CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

**Bachelor of Science: Major in Physics and Applied Mathematics—PAM (60 hours)**

**All of the following:**

CPSC 207	Computer Programming	3 hours
MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
PHYS 121	General Physics I	lab 4 hours
PHYS 122	General Physics II	lab 4 hours
PHYS 312	Modern Physics	3 hours
PHYS 333	Mathematical Methods	3 hours

**Two of the following:**

PHYS 311	Thermodynamics	3 hours
PHYS 313	Classical Mechanics	3 hours
PHYS 424	Quantum Mechanics	3 hours
PHYS 444	Electricity and Magnetism	3 hours

**Three of the following:**

CPSC 315	Simulation: Theory and Application	3 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours

**Additional courses in science, mathematics, or computer science to bring the total to 60 hours.**

**Bachelor of Arts: Major in Physics and Applied Mathematics—PAM (49–53 hours)**

**All of the following:**

CPSC 207	Computer Programming	3 hours
MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
PHYS 121	General Physics I	lab 4 hours
PHYS 122	General Physics II	lab 4 hours

PHYS 312	Modern Physics	3 hours
PHYS 333	Mathematical Methods	3 hours

**Two of the following:**

PHYS 311	Thermodynamics	3 hours
PHYS 313	Classical Mechanics	3 hours
PHYS 424	Quantum Mechanics	3 hours
PHYS 444	Electricity and Magnetism	3 hours

**Three of the following:**

CPSC 315	Simulation: Theory and Application	3 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours

**Bachelor of Science: Major in Mathematics, Teacher Concentration—MATT (60 hours)**

**All of the following:**

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

**All of the following:**

MATH 339	Discrete Mathematics	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 361	Geometry	3 hours

**One of the following:**

MATH 341	Analysis I	3 hours
MATH 354	Abstract Algebra II	3 hours

**At least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:**

BIO 153-154	Foundations of Biology I, II	8 hours
CHEM 121-122	Principles of Chemistry I, II	8 hours
PHYS 121-122	General Physics I, II	8 hours

**Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed.**

**Bachelor of Arts: Major in Mathematics, Teacher Concentration—MATC (38–42 hours)**

**All of the following:**

MATH 131-132	Calculus I, II	8 hours
or MATH 133	Theory and Application of Calculus	4 hours
MATH 225	Foundations of Higher Mathematics	3 hours

MATH 231	Calculus III	4 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 496	Pro-Seminar	2 hours
CPSC 207	Computer Programming	3 hours

**All of the following:**

MATH 339	Discrete Mathematics	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 361	Geometry	3 hours

**One of the following:**

MATH 341	Analysis I	3 hours
MATH 354	Abstract Algebra II	3 hours

**Minor in Mathematics—MATH (15–19 hours)**

**One of the following:**

MATH 105	Elements of Calculus I	3 hours
MATH 131	Calculus I	4 hours
MATH 133	Theory and Application of Calculus	4 hours

**Two of the following:**

MATH 108	Elements of Linear Algebra	3 hours
or MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 114	Introduction to Statistics	3 hours
or MATH 345	Probability	3 hours
MATH 209	Introduction to Cryptology	3 hours
or MATH 211	Elementary Number Theory	3 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 251	Principles of Operations Research	3 hours
MATH 252	Theory of Interest	3 hours
MATH 335	Differential Equations II	3 hours
or MATH 336	Numerical Analysis	3 hours
MATH 361	Geometry	3 hours
CPSC 207	Computer Programming	3 hours

**Two of the following (MATH 104 allowed with departmental approval):**

MATH 106	Elements of Calculus II	3 hours
MATH 108	Elements of Linear Algebra	3 hours
MATH 110	Modern Geometries	3 hours
MATH 114	Introduction to Statistics	3 hours
MATH 118	Patterns in Mathematics for Elementary Teachers	3 hours
MATH 132	Calculus II	4 hours
MATH 209	Introduction to Cryptology	3 hours
MATH 211	Elementary Number Theory	3 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 241	Statistical Applications	3 hours
MATH 251	Principles of Operations Research	3 hours
MATH 252	Theory of Interest	3 hours
MATH 272	Women in Mathematics: Seminar	3 hours
MATH 302	Mathematics for Elementary School Teachers	3 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours

MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 372	Stochastic Models	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours

### **Minor in Mathematics/Computer Science—MTHC (21–25 hours)**

#### **All of the following:**

CPSC 207	Computer Programming	3 hours
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#### **Two of the following:**

CPSC 307	C and Assembly Language Programming	3 hours
CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

#### **One of the following:**

MATH 105	Elements of Calculus I	3 hours
MATH 131	Calculus I	4 hours
MATH 133	Theory and Application of Calculus	4 hours

#### **Two of the following:**

MATH 108	Elements of Linear Algebra	3 hours
or MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 114	Introduction to Statistics	3 hours
or MATH 345	Probability	3 hours
MATH 209	Introduction to Cryptology	3 hours
or MATH 211	Elementary Number Theory	3 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 251	Principles of Operations Research	3 hours
MATH 252	Theory of Interest	3 hours
MATH 335	Differential Equations II	3 hours
or MATH 336	Numerical Analysis	3 hours
MATH 361	Geometry	3 hours

#### **One of the following:**

MATH 106	Elements of Calculus II	3 hours
MATH 108	Elements of Linear Algebra	3 hours
MATH 110	Modern Geometries	3 hours
MATH 114	Introduction to Statistics	3 hours
MATH 118	Patterns in Mathematics for Elementary Teachers	3 hours
MATH 132	Calculus II	4 hours
MATH 209	Introduction to Cryptology	3 hours
MATH 211	Elementary Number Theory	3 hours
MATH 225	Foundations of Higher Mathematics	3 hours
MATH 231	Calculus III	4 hours
MATH 241	Statistical Applications	3 hours
MATH 251	Principles of Operations Research	3 hours
MATH 252	Theory of Interest	3 hours

MATH 272	Women in Mathematics: Seminar	3 hours
MATH 302	Mathematics for Elementary School Teachers	3 hours
MATH 326	Linear Algebra and Differential Equations	4 hours
MATH 335	Differential Equations II	3 hours
MATH 336	Numerical Analysis	3 hours
MATH 339	Discrete Mathematics	3 hours
MATH 341	Analysis I	3 hours
MATH 342	Analysis II	3 hours
MATH 345	Probability	3 hours
MATH 346	Statistics	3 hours
MATH 353	Abstract Algebra I	3 hours
MATH 354	Abstract Algebra II	3 hours
MATH 361	Geometry	3 hours
MATH 362	Topology	3 hours
MATH 372	Stochastic Models	3 hours
MATH 381	Mathematical Modeling	3 hours
MATH 438	Mathematical Programming	3 hours
CPSC 307	C and Assembly Language Programming	3 hours
CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

## **MATHEMATICS COURSES (MATH)**

### **100 Problem-Solving Strategies in Mathematics (3)**

Intensive study of the problem-solving process. Algebraic, patterning, modeling and geometric strategies are explored. Includes a review of basic algebra skills and concepts necessary for problem solving. Consent of the Department is required. This does not fulfill the Mathematical Arts requirement of the Sophia Program.

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

Mathematical modeling through the use of graph theory. Topics include graphs, directed graphs, trees, matchings and network flows. Designed primarily for first year college students.

### **103 Precalculus (3)**

This course studies polynomial, rational, exponential, logarithmic, and trigonometric functions from the symbolic, numeric, and graphical perspectives. The emphasis on these concepts will provide solid preparation for a college-level calculus course. This does not fulfill the Mathematical Arts requirement of the Sophia Program.

### **104 Finite Mathematics (3)**

Set theory, counting techniques, probability, random variables, expected value, variance, standard deviation, and linear programming.

### **105–106 Elements of Calculus I, II (3,3)**

Introduction to differential and integral calculus designed primarily for liberal arts students and those in the professional programs. Limits are treated intuitively. Emphasis on applications. MATH 105 is prerequisite for MATH 106.

### **108 Elements of Linear Algebra (3)**

Matrices, systems of equations, determinants, eigenvalues, linear transformations, vector spaces. Emphasis on applications. Prerequisite: MATH 104 or 105.

### **110 Modern Geometries (3)**

Finite geometries. Transformational geometry with an introduction to fractals. Euclidean geometry, including classical constructions. Non-Euclidean geometries, including hyperbolic and/or projective geometry. Prerequisite: MATH 104 or 105.

### 114 Introduction to Statistics (3)

Introduction to basic sampling and experimental design. Basics of probability, random variables, and probability distributions. Sampling distributions. Estimation and hypothesis testing for means and proportions. Statistical software will be used. Prerequisite: MATH 104 or 105 or equivalent.

### 118 Patterns in Mathematics for Elementary Teachers (3)

Problem solving and strategies; properties of whole numbers, integers, rational numbers, and real numbers; algorithms and computation; elementary number theory. The course follows the recommendations of the Mathematical Association of America and the National Council of Teachers of Mathematics for the training of elementary teachers. Prerequisite: One Mathematical Arts Sophia Program course.

### 131–132 Calculus I, II (4, 4)

Algebraic and transcendental functions; limits; continuity; derivatives; maxima and minima; concavity; related rates; Taylor polynomials; Mean Value Theorem; anti-differentiation; Riemann sums; the Fundamental Theorem of Calculus; techniques of integration; sequences and series. The course is based on graphical, numerical, and symbolic points of view. Graphics calculators are used throughout the course. Prerequisite: At least four years of high school mathematics. MATH 131 is a prerequisite for MATH 132.

### 133 Theory and Application of Calculus (4)

This course is designed for students who have completed a full year of calculus in high school and have mastered the mechanics of differentiation and integration. The basic concepts of a two-semester college calculus sequence, including limits, derivatives, integrals, sequences and series, will be explored in depth. The emphasis of the course is on understanding the theory of calculus and constructing mathematical models. Prerequisite: A minimum score of 3 on the AP Calculus exam or permission of instructor.

### 209 Introduction to Cryptology (3)

This course builds on mathematical ideas from number theory, probability and linear algebra. The course studies various ciphers such as Hill, Vigenere, RSA, DES. Prerequisite: Either MATH 105, 118, or 131.

### 211 Elementary Number Theory (3)

Basic number theoretic concepts are studied, with an emphasis on writing proofs. Divisibility; primes; Euclid's algorithm and its consequences; linear diophantine equations; residue classes; linear congruences; arithmetic functions. Applications of number theory to computer science (cryptography, complexity of computations). Prerequisite: MATH 118 or 131.

### 225 Foundations of Higher Mathematics (3)

Set theory, logic, relations, functions, and an introduction to abstract mathematical structures, with an emphasis on reading and writing mathematical proofs. Prerequisite: one calculus course or permission of instructor.

### 231 Calculus III (4)

Three-dimensional space: parametric equations, lines, planes, vectors, dot product, cross product. Polar coordinates. Functions of several variables: partial derivatives, linear approximation, gradient, directional derivatives, maxima, minima, chain rule. Multiple integrals. Vector Calculus (including Green's Theorem and Stokes' Theorem). Prerequisite: MATH 132 or MATH 133.

### 241 Statistical Applications (3)

Sampling studies, design of experiments, hypothesis testing, analysis of variance, regression and correlation, regression modeling, time series. Introduction to operations research: queuing, systems analysis, quality assurance, acceptance sampling. Emphasis on applications to business and economic decision making. MATH 241 is also listed as BUAD 341. Prerequisite: MATH 114 with a grade of "C" or higher.

### 251 Principles of Operations Research (3)

An introduction to Operations Research—quantitative models used in management decision-making. The course will focus on the models as tools with computer software used extensively for problem solving and assignments. Case studies are used. MATH 251 is also listed as BUAD 427. Prerequisite: One year of Calculus or MATH 114.

### 252 Theory of Interest (3)

Mathematical theory of interest, Annuities, Amortization Schedules, Yield rates, and Sinking Funds. Prerequisite: Two semesters of Calculus or equivalent or permission of the instructor.

### 272 Women and Mathematics: Seminar (3)

This course has three major components: an overview of the history of mathematics, the lives and contributions of selected women mathematicians throughout history, and the experiences of women in the contemporary mathematical community. In our general exploration of history, we focus on the development of mathematical ideas and the contributions made by various cultures and individuals. Among the historical figures studied in depth are Hypatia, Maria Agnesi, Sophie Germain, Sofia Kovaleskaia, Emmy Noether, Julia Robinson. The course will examine the ways in which the views of the modern mathematical community and the broader society discourage or encourage the participation of women and other under-represented groups in mathematics. Prerequisite: One semester of college-level calculus or equivalent.

### 302 Mathematics for Elementary School Teachers (3)

Review of basic properties of the real number system. Foundations of Euclidean geometry with additional study of transformational geometry. Elementary probability and statistics. This course meets for two hours of class instruction and has a two-hour laboratory component. Recommendations of MAA and NCTM are continued. Prerequisite: Two MATH courses including MATH 118 with a grade of C or higher in MATH 118.

### 326 Linear Algebra and Differential Equations (4)

Linear systems; linear independence; matrix algebra; determinants; vector spaces including subspaces, dimension, rank, change of bases; linear transformations; eigenvalues and eigenvectors; inner product; orthogonality; and Gram-Schmidt. An introduction to differential equations, including first order linear, separable, and exact; second order with constant coefficients and variation of parameters, reduction of order, and undetermined coefficients. Applications included. Prerequisites: MATH 231.

### 335 Differential Equations II (3)

A study of methods for solving higher order linear ordinary differential equations, linear first order systems, and boundary value problems for the heat and wave equations. Analysis of nonlinear systems of first order ordinary differential equations using approximation by linear systems, numerical solutions and phase portraits. The course will use mathematical software to solve differential equations and systems of differential equations symbolically, numerically and graphically. Prerequisite: MATH 326.

### 336 Numerical Analysis (3)

Computer arithmetic and algorithm convergence. Solutions of equations, polynomial interpolation, numerical differentiation and integration. Ordinary differential equations, numerical approximations of solutions to initial value problems. Error analysis. Prerequisite: MATH 132 or MATH 133.

### 339 Discrete Mathematics (3)

Introduction to graph theoretic and combinatoric models: planar graphs; circuits; spanning trees; network flows; counting; generating functions; recurrence relations. Prerequisites: MATH 225 and CPSC 207.

### 341–342 Analysis I, II (3, 3)

Construction of the reals; Sequences; Real valued functions of a single real variable: continuity, uniform continuity, sequences and series of functions, uniform convergence, differentiation, integration. Prerequisites: MATH 225 and 231. MATH 341 is a prerequisite for MATH 342.

### 345 Probability (3)

A calculus-based approach to probability theory. Topics include probability spaces, classical theory, random variables, discrete and continuous distributions, multivariate distributions, transformations of random variables, random sampling, the law of large numbers, the central limit theorem and moment generating functions. Prerequisite: MATH 231 or equivalent.

### 346 Statistics (3)

Topics include sampling distributions, estimation, theory of estimators, test of hypotheses, analysis of variance, regression and correlation analysis, time series, experimental design, modeling and decision criteria. The use of statistical analysis in decision problems is stressed. Prerequisite: MATH 345 or equivalent.

**349 Topics in Actuarial Mathematics II (2)**

A structured and collaborative approach to preparing for the Financial Mathematics actuarial exam. In a particular, a review of the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows. Also an introduction to financial instruments, including derivatives and the concept of no-arbitrage. Prerequisite: MATH 252.

**353–354 Abstract Algebra I, II (3, 3)**

Basic algebraic systems: groups, rings, and fields. Homomorphisms and factor groups, rings. Polynomial rings and field extensions. Applications, including symmetry groups and algebraic coding theory. Prerequisite: MATH 225 and 326. MATH 353 is a prerequisite for MATH 354.

**361 Geometry (3)**

Historical and formal development of Euclidean and non-Euclidean geometries; role of axiom systems; congruence, parallelism, measurement. Prerequisite: MATH 225.

**362 Topology (3)**

Basic concepts of point set topology, including separation axioms, connectedness, compactness and continuous mapping. Prerequisite: MATH 231.

**372 Stochastic Models (3)**

Stochastic models of contingent payment, survival, frequency, severity and ruin. Compound distribution models. Emphasis on application to actuarial models. Prerequisite: MATH 345.

**381 Mathematical Modeling (3)**

In this course, students study the modeling process with application from difference equations, probability, dynamical systems, optimization, and simulation. Students will design, develop, implement, evaluate, and present mathematical models using real data for observable phenomena. Prerequisites: MATH 231, 326, and 345.

**438 Mathematical Programming (3)**

Topics include model building; classical optimization; linear programming; non-linear programming. Prerequisite: MATH 231, MATH 326 and junior or senior status.

**490 Special Topics (1–3)**

Topics in Mathematics not covered in the regular department offerings. May be repeated for credit with a different topic.

**496 Pro-Seminar (2)**

Student presentation of selected topics. Prerequisite: Permission of the department chair.

**497 Independent Study (1–3)**

Provides properly qualified students with an opportunity for independent study and careful consideration from an advanced standpoint of selected topics in undergraduate mathematics. Prerequisite: Permission of the department chair.

**499 Internship in Mathematics (1–3)**

Professional work experience in mathematics or statistics with a business or organization.



**PROGRAM IN  
COMPUTER SCIENCE**

**FACULTY**

D. Carroll, E. Misiolek

**PROGRAM DESCRIPTION**

Courses in computer science are designed to educate students of the liberal arts in computer literacy; to provide computer programming instruction for students of mathematics, science, business and social science; and to establish a solid foundation in computer software theory and practice for students of all disciplines. The courses are taught by the Mathematics Department. The College offers a major in Computing and Applied Mathematics that combines mathematics and computer science (see Mathematics), a major in Management Information Systems that combines business and computer science (see Business Administration and Economics) and two minors outlined below.

**Minor in Computer Science—CPSC (15–16 hours)**

**All of the following:**

CPSC 207	Computer Programming	3 hours
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**Four of the following:**

CPSC 307	C and Assembly Language Programming	3 hours
CPSC 308	Electronic Communications	3 hours
CPSC 315	Simulation: Theory and Application	3 hours
CPSC 328	Data Structures	3 hours
CPSC 417	Systems Analysis and Design	4 hours
CPSC 429	Database Systems	3 hours

**COMPUTER SCIENCE COURSES (CPSC)**

**102 Spreadsheets (1)**

This course introduces the student to an integrated spreadsheet application. Topics covered include: cell formulas and built-in functions, formatting, charting, templates, “what-if” analysis, macros and integration of spreadsheet data into a word processor. Graded S/U.

**103 Introduction to Computers (2)**

This course includes a brief history of computing, uses of computers in society and ethical issues in computing. Students learn to use a database application as they create and manipulate tables, forms, queries, reports, macros and other database objects.

**207 Computer Programming (3)**

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

### 307 C and Assembly Language Programming (3)

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

### 308 Electronic Communications (3)

This introduction to data communications examines the fundamentals of network architecture including layers, protocols, client/server model, file transfers, and other low-level communications issues. Students will experience hands-on internet related programming including web page development using HTML, CSS, interactive pages with JavaScript, CGI programming, and distributed execution using Java. Prerequisites: CPSC 207 or permission of instructor.

### 315 Simulation: Theory and Application (3)

Theory of computer simulation, including applications of discrete models of industrial and management systems. Topics include probability distributions, random number generation, queuing, design, and analysis of simulation experiments. Includes significant use of simulation software. Prerequisites: CPSC 207 and either MATH 114 or 345.

### 328 Data Structures (3)

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

### 417 Systems Analysis and Design (4)

This course includes a study of systems, particularly those which lend themselves to computer representation, a study of systems analysis and design, and the completion of a major systems project done in a team environment. The project will involve the analysis of an actual system problem, the writing of a system proposal to solve the problem, the presentation of the proposal to the users of the system, and the design and construction of a prototype to implement the proposal. Prerequisite: CPSC 207 or permission of instructor.

### 429 Database Systems (3)

This course is a study of the concept of a database, basic data concepts and data organization, the relational data model, object-oriented databases and database design and implementation. Students will complete a semester-long project done in a team environment. Prerequisite: CPSC 207 or permission of instructor.

### 497 Independent Study (1-3)

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

### 499 Internship in Computer Science (1-3)

Professional work experience in computer science with a business or organization.



# Modern Languages

Jennifer Zachman, Department Chair  
159n Regina Hall  
574-284-5377

## FACULTY

C. Cervantes, P. Checca, M. Derakhshani, M. Hahn,  
R. Kingcaid, M. Mochon, J. Storme, U. Taccheri, T.  
West, J. Zachman

## DEPARTMENT DESCRIPTION

The Department of Modern Languages offers Bachelor of Arts in Spanish. It also offers a program for minors in French, Italian, and Spanish. The Department offers General Education language courses at the introductory and intermediate levels. Languages offered within the Sophia General Education program include Arabic, Chinese, French, German, Italian, and Spanish. French, German, Italian, and Spanish are taught at the introductory and intermediate levels, and Arabic and Mandarin Chinese at the introductory level. Saint Mary's students may continue the study of Arabic, Chinese, and German beyond the introductory or intermediate level at the University of Notre Dame.

At the introductory and intermediate levels, the program of Modern Languages aims to develop the skills of listening, speaking, reading, and writing in the target language. Class discussion and activities in the Language Learning Center supplement a thorough foundation in language structure. Cultural aspects of the various countries are emphasized in order to foster the student's appreciation of cultural diversity and interest in international affairs.

The aim of the advanced courses is twofold: to broaden and deepen the student's knowledge of the literature, culture, and history of the country or countries studied; and to foster aesthetic appreciation of and critical engagement with representative works.

Students planning to major in Spanish, or minor in French, Italian, or Spanish, are encouraged to study abroad with one of the affiliated College programs, or under any plan approved by the department. They should see their major advisor about which courses taken abroad will satisfy major or minor requirements.

## FOREIGN LANGUAGE PLACEMENT

The language requirement, competency in a modern language, may be fulfilled by completing two semesters of the same language at the appropriate level.

- For students continuing a language they have already studied in high school, the department will advise placement into all levels based on the results of the foreign language placement exam.
- Students who choose to complete their General Education requirement in Modern Languages by enrolling in the language they studied in high school (at 111-112 level or higher or equivalent) will receive four additional elective credit hours upon successful completion of their two-semester requirement in their first year.

## TEACHER PREPARATION

The Modern Languages Department in conjunction with the Education Department offers courses leading to state licensing for Spanish.

## ADVANCED WRITING PROFICIENCY

The College's Advanced Writing requirement in the major will be fulfilled by the successful completion of the major portfolio.

## SENIOR COMPREHENSIVE

The Senior Comprehensive examination will provide the major with the opportunity to demonstrate knowledge in her field by means of written and oral examination.

## MODERN LANGUAGES DEPARTMENT STUDENT LEARNING OUTCOMES

### Communication Skills

- Demonstrates an intermediate proficiency according to the ACTFL guidelines in a minimum of three skills by the completion of her major.
- Demonstrates continued progress in language proficiency as she advances through the major.

### Critical Thinking Skills

- Demonstrates intercultural understanding by recognizing and analyzing cultural misconceptions and the influence of her own cultural identity on her interaction with others.
- Demonstrates the ability to analyze and interpret complex texts and artifacts intended for native speakers within their cultural and/or historical context.

### Knowledge

- Explains the practices of the culture/s and describes how these cultural practices compare to her own.
- Explains the principal features of cultural identity and the culture/s of the language.
- Identifies the cultures' significant literary movements, genres, and works.
- Identifies the cultures' significant artistic production.

## PROGRAMS IN MODERN LANGUAGES

Individual programs for those spending a semester or a year abroad are carefully planned with the student's academic advisor and/or foreign study advisor.

### *Bachelor of Arts, Major in Spanish—MLSP (24 hours)*

#### The following:

MLSP 320	Introduction to the Study of Spanish Literature	3 hours
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#### One of the following:

MLSP 210	Advanced Grammar/Composition	3 hours
MLSP 212	Composition	3 hours

#### One of the following:

MLSP 316	Civilization of Spain	3 hours
MLSP 317	Latin American Civilization	3 hours

#### One of the following:

MLSP 410	Medieval Spanish Literature	3 hours
MLSP 412	Golden Age Spanish Literature	3 hours
MLSP 416	Don Quixote	3 hours

#### One of the following:

MLSP 418	Survey of 19th and 20th-Century Spanish Literature	3 hours
MLSP 420	Contemporary Spanish Novel	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours

#### Two of the following:

MLSP 425	Latin American Regional Novel	3 hours
MLSP 426	Constructing Contemporary Latin America	3 hours
MLSP 427	Contemporary Latin American Narrative	3 hours
MLSP 429	Latin American Women Writers	3 hours
MLSP 431	Latin American Poetry	3 hours

#### One of the following:

MLSP 316	Civilization of Spain	3 hours
MLSP 317	Latin American Civilization	3 hours
MLSP 410	Medieval Spanish Literature	3 hours
MLSP 412	Golden Age Spanish Literature	3 hours
MLSP 416	Don Quixote	3 hours
MLSP 418	Survey of 19th and 20th-Century Spanish Literature	3 hours
MLSP 420	Contemporary Spanish Novel	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours
MLSP 425	Latin American Regional Novel	3 hours
MLSP 427	Contemporary Latin American Narrative	3 hours
MLSP 429	Latin American Women Writers	3 hours
MLSP 431	Latin American Poetry	3 hours
MLSP 490	Special Topics	3 hours
MLSP 497	Independent Study (when appropriate)	1–3 hours

### *Minor in French—MLFR (12 hours)*

#### The following:

MLFR 203	French Language and Reading I	3 hours
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#### Two of the following:

MLFR 304	French Language and Reading II	3 hours
MLFR 305	Advanced French Composition	3 hours
MLFR 306	Advanced French Conversation	3 hours
MLFR 370	French Civilization	3 hours

#### One of the following:

MLFR 408	The Culture of Business in the French-Speaking World	3 hours
MLFR 420	French Cinema	3 hours
MLFR 440	Contemporary France	3 hours
MLFR 452	17th-Century French Literature	3 hours
MLFR 453	18th -Century French Literature	3 hours
MLFR 454	19th-Century French Novel	3 hours
MLFR 455	19th-Century French Poetry	3 hours
MLFR 457	20th-Century French Novel	3 hours
MLFR 462	Francophone Cultures and Literature	3 hours
MLFR 491	Topics in French Studies	3 hours
MLFR 497	Independent Study (when appropriate)	1–3 hours



### **Minor in Italian—MLIT (12 hours)**

#### **Two of the following:**

MLIT 210	Italian Language and Literature	3 hours
MLIT 306	Advanced Italian Conversation and Composition	3 hours
MLIT 310	Advanced Italian Grammar	3 hours

#### **Two of the following:**

MLIT 210	Italian Language and Literature	3 hours
MLIT 303	Introduction to Italian Literature I	3 hours
MLIT 306	Advanced Italian Conversation and Composition	3 hours
MLIT 310	Advanced Italian Grammar	3 hours
MLIT 320	Italian Cinema 1945–1965	3 hours
MLIT 340	Italian Renaissance	3 hours
MLIT 350	Italian Short Story	3 hours
MLIT 360	Italian Cultural Studies	3 hours
MLIT 410	Dante and the Italian Middle Ages	3 hours
MLIT 425	Italy on the Stage	3 hours
MLIT 430	Modern Italian Novel	3 hours
MLIT 490	Special Topics (when appropriate)	3 hours
MLIT 497	Independent Study (when appropriate)	1–3 hours

### **Minor in Spanish—MLSP (15 hours)**

#### **Five courses from the following:**

MLSP 208	Spanish Conversation	3 hours
MLSP 210	Advanced Grammar/Composition	3 hours
MLSP 212	Spanish Composition	3 hours
MLSP 316	Civilization of Spain	3 hours
MLSP 317	Latin American Civilization	3 hours
MLSP 320	Introduction to the Study of Spanish Literature	3 hours
MLSP 410	Medieval Spanish Literature	3 hours
MLSP 412	Golden Age Spanish Literature	3 hours
MLSP 416	Don Quixote	3 hours
MLSP 418	Survey of 19th and 20th-Century Spanish Literature	3 hours
MLSP 420	Contemporary Spanish Novel	3 hours
MLSP 424	Contemporary Spanish Women Writers	3 hours
MLSP 425	Latin American Regional Novel	3 hours
MLSP 427	Contemporary Latin American Narrative	3 hours
MLSP 429	Latin American Women Writers	3 hours
MLSP 431	Latin American Poetry	3 hours
MLSP 490	Special Topics	3 hours
MLSP 497	Independent Study (when appropriate)	1–3 hours

### **TESOL Preparation Program (12 hours)**

TESOL or Teaching English to Speakers of Other Languages is a field of study and training that prepares individuals to teach English in a non-English speaking context. The TESOL profession is a response to the growing role of English as a world language. The TESOL Preparation Program develops knowledge of theories and methods of language teaching, as well as practical skills relevant to teaching English as a world language. The TESOL Preparation Program provides professional credentials recognized both nationally and internationally, but it does not provide certification to teach in the K–12 context within the United States.

#### **All of the following (offered each summer):**

ENLT 305	Introduction to Linguistics	3 hours
MODL 315	English and the World	3 hours
MODL 451	Teaching English as a New Language	3 hours
MODL 499	Internship	3 hours

### **ADVANCED PLACEMENT EXEMPTION**

Eight college hours in French, German, or Spanish are granted to entering students who receive a grade of four (4) or above on the Advanced Placement Examination or a score of 5 on the International Baccalaureate examination. Entering students scoring 640 or above in French or 630 or above in German and Spanish on the SAT II Modern Language Examination are exempted from the College foreign language requirement but receive no college credit. Entering students scoring 58 or above on the CLEP Modern Language Examination receive four college hours, which satisfy one semester of the language requirement.

### **INTERNATIONAL PROGRAMS**

Saint Mary's is affiliated with the center for Spanish Studies Abroad in Seville, Spain, San Juan, Puerto Rico, and Córdoba, Argentina, for Spanish-language study. The College is also affiliated with the Université Catholique de l'Ouest in Angers, France, for students studying French abroad, Al Akhawayn University in Ifrane, Morocco, for Arabic and/or French, and the University of Nanjing or East China Normal University in Shanghai, China, for Chinese. Students of German may apply for study at the University of Innsbruck, Austria. (See also, pages 57–63.)

Study abroad in an immersion program, including our affiliated programs in Angers, Córdoba, Seville, San Juan, Innsbruck, and Nanjing, requires previous study of the language. Prior study of Italian at Saint Mary's is strongly recommended for students participating in the Saint Mary's College Rome Program. It is possible to study in Innsbruck, Morocco, San Juan, and Shanghai without any previous study of the specific country's language/s since there are courses offered in English at these programs, although prior study of the country's language/s is strongly recommended. For Angers, students with introductory French language skills will take primarily French language courses, but may also take 1–2 content courses at UCO. We strongly recommend that interested students complete a year of college-level introductory French. Students should consult with their academic advisor in the Modern Languages Department or with the Chair of Modern Languages regarding the specific foreign language study requirement for any of the affiliated programs.

## ARABIC COURSES (MLAR)

### 101–102 Introductory Arabic I, II (4, 4)

This two-semester sequence is an introduction to the Arabic language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Arabic and Islamic cultures. Strongly recommended for study abroad in Morocco. Students who have earned high school credits in Arabic enroll in this sequence on the basis of a placement exam.

### 103–104 Arabic Conversation and Reading I, II (1–2, 1–2)

Designed to develop the ability to hold everyday conversation in Arabic and to introduce the student to Arabic cultures. Strongly recommended for study abroad in Morocco.

## CHINESE COURSES (MLCH)

### 101–102 Introductory Mandarin Chinese I, II (4, 4)

This two semester sequence is an introduction to Mandarin Chinese for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Chinese culture. Strongly recommended for prospective students of Saint Mary's China Summer Program and China Semester Programs in Shanghai and Nanjing. Required for participation in the Nanjing, China Program. Students who have earned high school credits in Mandarin Chinese enroll in this sequence on the basis of a placement exam.

### 103–104 Mandarin Chinese Conversation and Reading I, II (1–2, 1–2)

Designed to develop the ability to hold everyday conversation in Mandarin Chinese and to introduce the student to Chinese culture. Strongly recommended for prospective students of Saint Mary's China Summer Program and China Semester Program.

## FRENCH COURSES (MLFR)

**NOTE: Introductory, Elementary, and Intermediate language courses are restricted to first-year students. Sophomores, juniors, and seniors are admitted by permission of the department.**

### 101–102 Introductory French I, II (4, 4)

This two-semester sequence is an introduction to the French language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to French and Francophone cultures. Strongly recommended for study abroad in Morocco. Students who have earned high school credits in French enroll in this sequence on the basis of a placement exam.

### 111–112 Intermediate French I, II (4, 4)

This two-semester sequence is designed to develop an intermediate-level proficiency in French focusing on all four skills: speaking, reading, listening, and writing. Emphasis is also placed on French and Francophone cultures. Students enroll in this sequence on the basis of a placement exam. MLFR 111 is required for study abroad in Angers, France.

**NOTE: Minimum prerequisite for all 200 and 300 level course listings: MLFR 111–112 or equivalent, or permission of the department.**

### 203 French Language and Reading I (3)

Designed to continue the development of the four skills: speaking, listening, reading, and writing. This course will combine language practice with a content focused on contemporary social and cultural issues within France and the Francophone world. This course serves as entry into the French minor sequence of courses.

### 304 French Language and Reading II (3)

Building on and continuing the development of the four skills—speaking listening, reading, and writing—acquired in MLFR 203, this course will combine language practice with a survey of French and Francophone historical and literary texts from the Middle Ages to the present. This is the second course in the entry sequence for the French minor.

### 305 Advanced French Composition (3)

Designed to develop the student's writing skills through the practice of writing as process and the study of French structure and vocabulary. Various themes, styles, and types of composition are considered. May be repeated once for credit if taken during study abroad.

### 306 Advanced French Conversation (3)

Designed to develop the accuracy and fluency of the student's spoken French. May be repeated once for credit if taken during study abroad.

### 351 French Phonetics (3)

Theoretical and corrective. Special attention will be given to each student's pronunciation problems identified at the beginning of the course. Offered as an independent, computer-based tutorial.

### 370 French Civilization (3)

Overview of French history and current social and political trends.

**NOTE: Minimum prerequisite for all 400-level course listings in French: any 300-level MLFR course or equivalent, or permission of the department.**

### 408 The Culture of Business in the French-Speaking World (3)

Offers extensive reading practice in a variety of content areas such as business, economics, political science, and social sciences, and acquaints students with the culture of business as well as the sociopolitical climate of these countries. Students will read and discuss magazine and newspaper articles, and excerpts from books on issues in the French-speaking world. Topics may include: the environment, unemployment and social services, trade relations, immigration, natural resources and their exploitation, women in the work force. Taught in French (also listed as BUAD 408).

### 420 French Cinema (3)

This course provides an overview of the development of French cinema from its origins to the present. Through readings and film screenings, students will learn about major French and Francophone filmmakers. In addition students will acquire analytical skills specific to the filmic genre as well as the vocabulary and language skills to discuss cinema in French.

### 440 Contemporary France (3)

French cultural identity and contemporary social and economic issues are studied through their historical background and web-based media sources.

### 452 17th-Century French Literature (3)

Readings and analysis of works from the Classical Age of French literature with emphasis on tragedy, comedy, and the beginnings of the novel.

### 453 18th-Century French Literature (3)

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

### 454 19th-Century French Novel (3)

Readings and analysis of representative novels from the Romantic through the Realist periods, with emphasis on the theory and development of narrative prose.

### 455 19th-Century French Poetry (3)

The evolution of French poetry from the Romantics to the Symbolists, with special attention to the works of Hugo, Baudelaire, Rimbaud, and Mallarmé.

### 457 20th-Century French Novel (3)

Reading and analysis of selected fiction of the 20th century, with special attention to women writers and contemporary works.

### 462 Francophone Cultures and Literature (3)

Acquaints students with the beauty and the diversity of the cultures and literature of French-speaking regions outside of Europe. Through lectures, novels, poetry and films, students discover Francophone

culture from sociological, political, and artistic points of view. Authors and works from North Africa, West Africa, the Caribbean, and/or Quebec may be included.

#### **491 Topics in French Studies (3)**

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

#### **497 Independent Study (1–3)**

Provides qualified advanced students with an opportunity for independent study and research. May be repeated for credit with a different topic.

#### **499 Internship (1–3)**

Practical experience in a position that requires the use of French on a regular basis. Position may be in a variety of fields. A reflection paper appropriate to the nature of the internship must be submitted by the end of the semester. Requires a faculty supervisor. Graded S/U. Prerequisite: Junior or Senior standing and permission of the department.

### **GERMAN COURSES (MLGR)**

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

#### **101–102 Introductory German I, II (4, 4)**

This two-semester sequence is an introduction to the German language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Germanic cultures. Strongly recommended for students interested in the English language program in Innsbruck, Austria. Students who have earned high school credits in German enroll in this sequence on the basis of a placement exam.

#### **111–112 Intermediate German I, II (4, 4)**

This two-semester sequence is designed to develop an intermediate-level proficiency in German focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Germanic cultures. MLGR 111–112 is required for participation in the immersion study abroad program in Innsbruck, Austria. Students enroll in this sequence on the basis of a placement exam.

#### **123–124 Intermediate German Conversation and Reading I, II (1, 1)**

Designed to develop speaking and reading skills for intermediate-level students and those planning to study in Innsbruck. Prerequisite: MLGR 101.

### **ITALIAN COURSES (MLIT)**

**NOTE:** Introductory language courses are restricted to first-year students. Sophomores, juniors, and seniors are admitted by permission of the department.

#### **101–102 Introductory Italian I, II (4, 4)**

This two-semester sequence is an introduction to the Italian language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Italian culture. Strongly recommended for prospective students of the Rome Program. Students who have earned high school credits in Italian enroll in this sequence on the basis of a placement exam.

#### **103–104 Italian Conversation and Reading I, II (1, 1)**

Designed to develop the ability to hold everyday conversation in Italian and to introduce the student to Italian culture. Strongly recommended for prospective students of the Rome program.

#### **111 Intermediate Italian (4)**

This course is a continuation of MLIT 101–102 and is designed to develop an intermediate proficiency in Italian focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Italian culture. Prerequisite: MLIT 102 or equivalent, or the requisite score on the Italian placement exam, or permission of the department. Strongly recommended but not required for study in Rome.

#### **123 Intermediate Italian Conversation I (1)**

Designed to develop conversational Italian and to explore Italian culture. Strongly recommended but not required for study in Rome.

**NOTE:** Minimum prerequisite for all 200 and 300 level course listings: MLIT 111 or equivalent or permission of the department.

#### **210 Italian Language and Literature (3)**

Designed to introduce the student to the basic literary genres while expanding upon the language skills acquired in MLIT 111 Intermediate Italian.

#### **303 Introduction to Italian Literature I (3)**

In this survey of Italian literature, students read selections of the most representative works written in Italy between the 12th and the 17th centuries. While sharpening their reading skills on authors such as St. Francis, Petrarch, Castiglione, Michelangelo, Machiavelli or Galileo, students learn about the most important historical events and cultural issues that contributed to shaping Italian lives during their times, thus developing a basic familiarity with six centuries of Italian history, literature, and culture.

#### **306 Advanced Italian Conversation and Composition (3)**

Designed to develop the accuracy and fluency of the student's spoken and written Italian. Writing skills will be developed through the practice of writing as process and the study of Italian vocabulary and structure. May be repeated once for credit if taken during study abroad.

#### **310 Advanced Italian Grammar (3)**

The primary objective of this course is to review the most salient and difficult points of Italian grammar. Prerequisite: MLIT 112 or MLIT 210 or equivalent or permission of the department.

#### **320 Italian Cinema, 1945–1965 (3)**

An overview of Italian cinematography during the two decades following WW II, with special emphasis on the masterpieces of Rossellini, De Sica, Visconti, Fellini, Antonioni, and Pasolini.

#### **340 The Italian Renaissance (3)**

This course offers the student an overview of the greatest achievements of the Italian Renaissance and its impact on European learning in the areas of philosophy, political science, historiography, commerce and banking, anatomy and medicine, exploration, music, art, architecture, and literature.

#### **350 Italian Short Story (3)**

An introduction to the Italian short story.

#### **360 Italian Cultural Studies (3)**

Designed to give students an understanding of modern Italian culture, and the formation of national values through the study of meaningful historical developments from 1870 to the present and an analysis of “high” and “popular” culture.

**NOTE:** Minimum prerequisite for all 400-level course listings in Italian: any 200-level or 300-level MLIT course or equivalent or permission of the department.

#### **410 Dante and the Italian Middle Ages (3)**

In this course students read some of the most fascinating texts of Italian medieval literature: the works that Dante Alighieri and other founders of the Italian literary tradition wrote between the 12th and the 14th centuries. Students will gain an understanding of medieval Italian literature, culture, and history through close reading and in-depth analysis of these supremely rich texts and through the discussion of the most perceptive and influential critical readings of these world masterpieces.

#### **425 Italy on the Stage: 16th to 20th Centuries (3)**

This course offers the student an overview of the major achievements of the Italian theatre and opera and its impact on European theatre, literature, musical renderings, and staging innovations.

#### **430 Modern Italian Novel (3)**

This course focuses on the Italian novels that exemplify the distinctive literary movements from Romanticism to the present.

### **470 Topics in Italian Literature (3)**

An intensive study of a literary movement, theme, genre, or author. May be repeated for credit with a different topic.

### **497 Independent Study (1–3)**

Provides qualified advanced students with an opportunity for independent study and research. May be repeated for credit with a different topic.

### **499 Internship (1–3)**

Practical experience in a position that requires the use of Italian on a regular basis. Position may be in a variety of fields. A reflection paper appropriate to the nature of the internship must be submitted by the end of the semester. Requires a faculty supervisor. Graded S/U. Prerequisite: Junior or Senior standing and permission of the department.

## **SPANISH COURSES (MLSP)**

**Note: introductory, elementary, and intermediate language courses are restricted to first-year students. Sophomores, juniors, and seniors are admitted by permission of the department.**

### **101–102 Introductory Spanish I, II (4, 4)**

This two-semester sequence is an introduction to the Spanish language for students with no or limited previous study of the language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The sequence also introduces students to Hispanic cultures. Students who have earned high school credits in Spanish enroll in this sequence on the basis of a placement exam.

### **107 Elementary Spanish for the Health Care Professions (3)**

This course provides an introduction to the Spanish medical terminology for Health Care Professionals, including the vocabulary and grammar necessary for communicating with Spanish-speaking patients in the most common medical situations. Prerequisite: MLSP 102.

### **111–112 Intermediate Spanish I, II (4, 4)**

This two-semester sequence is designed to develop an intermediate-level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Hispanic cultures. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain and 111-112 or 115-116 is required for study abroad in Cordoba, Argentina. Students enroll in this sequence on the basis of a placement exam.

### **115–116 Intermediate Spanish for Heritage Speakers I, II (4, 4)**

This two-semester sequence is designed to develop an intermediate-level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing, but with increased attention given to reading, writing, and grammar, as appropriate to heritage speakers. Emphasis is also placed on Hispanic cultures. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain and 111-112 or 115-116 is required for study abroad in Cordoba, Argentina. Only heritage speakers who receive the requisite score on the Spanish placement exam may enroll in this sequence.

**NOTE: Minimum prerequisite for all 200 and 300 level course listings: MLSP 105–106, 111–112, 113–114, 115–116 or equivalent or permission of the department.**

### **208 Spanish Conversation (3)**

Designed to develop the accuracy and fluency of the student's spoken Spanish. May be repeated once for credit if taken during study abroad.

### **210 Advanced Grammar/Composition (3)**

A thorough review of the more challenging grammatical aspects of the Spanish language is applied to the development of writing skills.

### **212 Spanish Composition (3)**

Designed to develop the student's writing skills through the practice of writing as process and the study of Spanish structure and vocabulary. Various themes, styles, and types of composition are considered. May be repeated once for credit if taken during study abroad.

### **316 Civilization of Spain (3)**

An introduction to Spanish civilization through a study of significant aspects of its history, literature, art, and thought.

### **317 Latin American Civilization (3)**

The development of Latin America from pre-Colombian civilizations to the present. While lectures and discussions will be within a historical and chronological framework, emphasis will be on major social, economic, political, artistic, and ideological developments of Latin American countries.

### **320 Introduction to the Study of Spanish Literature (3)**

An analysis of narrative and dramatic techniques and poetic devices to introduce Spanish majors and minors to the study and appreciation of Spanish and Latin American literature.

**NOTE: Minimum prerequisite for all 400 level course listings: MLSP 320 or equivalent, or permission of the department.**

### **410 Medieval Spanish Literature (3)**

A panoramic study of the emergence of Spanish poetry, prose, and drama within their sociohistorical context, extending from the 11th to the end of the 15th century.

### **412 Golden Age Spanish Literature (3)**

A panoramic study of the development of Spanish poetry, prose, and drama within their sociohistorical context, extending from the 16th to the end of the 17th century.

### **416 Don Quixote (3)**

A study of Cervantes' masterpiece. Attention is given to the author's experimentation with the various literary genres of the time as he creates the first modern novel.

### **418 Survey of 19th and 20th-Century Spanish Literature (3)**

This survey of representative literary works includes readings from different literary movements such as Romanticism, Realism, the Generation of 1898, Modernism, the Generation of 1927, and contemporary trends.

### **420 Contemporary Spanish Novel (3)**

The study of the novel in Spain in the 20th century.

### **424 Contemporary Spanish Women Writers (3)**

While focusing on reading and analysis of literary production by Spanish women writers of the 20th century, the course also explores the changing status of women in Spain, examining issues of personal identity, feminist discourse, changing gender roles, and literary movements.

### **425 Latin American Regional Novel (3)**

A study of representative works of the novel of the Mexican Revolution, the regional novel and other novelistic trends.

### **426 Constructing Contemporary Latin America (3)**

This course is an introduction to the history, politics, and cultures of the geopolitical region known as Latin America. This class will explore the region's historical, political, economic, and cultural significance in today's world. Studying the constructs of Latin America from the time of colonial encounters to the movements of independence and their post-colonial legacies, students will examine relevant historical and contemporary issues regarding colonialism, nation-state formation, neoliberalism, and globalization, immigration and the so-called war on drugs through an interdisciplinary approach that includes films, literature, history, and politics. In addition to considering the processes of democratization, students will analyze sociopolitical phenomena such as dictatorships, the rise of populism, and guerrilla movements, among others. Finally, students will examine the political struggles of ethnic movements to address long-standing gender and racial inequalities.

### **427 Contemporary Latin American Narrative (3)**

A study of selected novels and short stories by the most influential Latin American writers of the 20th century.

### **429 Latin American Women Writers (3)**

Readings of works of women writers from a range of literary texts (novels, short stories, dramas, poems, essays) which raise questions about the female discourse vs. the dominant male canon of Latin American culture.

### **431 Latin American Poetry (3)**

A study of the most important movements, literary trends, and poets from Modernism to the present, including Agustini, Cardenal, Darío, Guillén, Martí, Mistral, Paz, and Vallejo.

### **470 Topics in Spanish/Latin American Literature (3)**

An intensive study of a literary movement, theme, genre, or author. May be repeated for credit with a different topic.

### **497 Independent Study (1–3)**

Provides qualified advanced students with an opportunity for independent study and research. May be repeated for credit with a different topic.

### **499 Internship (1–3)**

Practical experience in a position that requires the use of Spanish on a regular basis. Position may be in a variety of fields. A reflection paper appropriate to the nature of the internship must be submitted by the end of the semester. Requires a faculty supervisor. Graded S/U. Prerequisite: Junior or Senior standing and permission of the department.

## **MODERN LANGUAGES IN TRANSLATION CHINESE (MLTC)**

### **280 Modern and Contemporary Chinese Society and Culture (3)**

This course offers an introduction to the history of China and its contemporary society. Students will gain knowledge about the historical facts, cultural changes, diverse ethnicities, women/gender issues, as well as its unique cultural heritage. Students explore the diverse culture of China while also considering race, gender, and class issues as well as concerns for social justice.

## **MODERN LANGUAGES IN TRANSLATION FRENCH (MLTF)**

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

A Critical Thinking Seminar that studies French Literature in translation with a thematic focus on love, sex, and/or marriage from the Renaissance to the 19th-Century.

## **MODERN LANGUAGES IN TRANSLATION SPANISH (MLTS)**

### **135 Women Making Mischief: Theatre and Performance as Protest in the Spanish-Speaking World (3)**

What is theatre? How does a theatrical text construct meaning and how is meaning communicated in performance? How can theatre denounce injustice? In this Critical Thinking Seminar we will consider these questions and more as we study the work of contemporary Hispanic women playwrights from Latin America and Spain. We will figuratively travel through time and space in the Spanish-speaking world (including a visit with Latinas in the U.S.) as we examine the works of these dramatists and performers and the ways in which their work highlights and criticizes injustice, violence, and oppression.

## **MODERN LANGUAGE COURSES (MODL)**

### **315 English and the World (3)**

English and the World examines the globalization of the English language and its implications for English language teaching. The course considers the fundamental structure of the more dominant varieties of world Englishes and considers the social and linguistic processes that shape them as well as the kinds of political issues that can surround them. Finally, the course examines the globalization of Western culture.

### **445 Teaching Modern Languages in Middle/High School (3)**

Introduces students to language acquisition theory and its implications for the classroom. Topics covered include development of student competency in each of the four skills (reading, listening, speaking, writing), the teaching of culture, and the use of authentic materials. This course is organized around the National Standards and includes familiarization with the ACTFL Proficiency Guidelines. Recommended for any language major, especially those considering teaching as a profession, as well as those students considering graduate study. Taught in English. Fall semester only. Prerequisite: EDUC 345 or permission of instructor. (Also listed as EDUC 445.)

### **450 New Language Acquisition (3)**

New Language Acquisition introduces students to second language acquisition, that is, the processes of becoming multilingual and the nature of plurilingual competence. Through guided exploration of the field's key scholarship, problem solving, and their synthesis with practical experience in teaching English, students will learn what conditions enhance a speaker's successful use of a new language and how to establish and sustain those conditions. Prerequisite: ENLT 305 and MODL 315.

### **451 Teaching English as a New Language (3)**

Teaching English as a New Language acquaints students with meta strategies and guiding principles for language instruction by which, as language teachers, they might design, implement, and reflect productively on their own teaching acts. Students are oriented to the history of language teaching and its key theoretical shifts. Students will do supervised language teaching, write and reflect on that teaching with classmates and a mentor, and maintain a perspective of language learning as a dynamic whole. Prerequisite: ENLT 305, MODL 315, and MODL 450. May be taken concurrently with MODL 450.

### **499 Internship (3)**

Experience teaching English to speakers of other languages in an on-campus or off-campus context, including teaching for CWIL programs, for local, national, or international agencies, for English language schools or for international school systems. The internship can be completed through a teaching or a teaching assistant position. Students will need to provide reports from their on-site supervisor and a written reflection on their teaching experience to the instructor of record for MODL 499 who will serve as the required faculty supervisor. Graded S/U. Prerequisite: Junior or Senior standing and permission of the department.



# Music

**Nancy Menk, Department Chair**  
**309 Moreau Center for the Arts**  
**574-284-4633**



## **FACULTY**

D. Farmer, E. McManus, N. Menk,  
 Z. Munn, L. Thomas

## **DEPARTMENT DESCRIPTION**

The Department of Music offers courses to all students and, to its majors, the B.A. in Music and the B.M. in Music Education. A music minor is also available. Saint Mary's College is an accredited institutional member of the National Association of Schools of Music.

## **TEACHER PREPARATION**

Saint Mary's College educator preparation program leads students to Indiana P–12 licensure in two areas—Music: Instrumental and Music: Vocal. Both licensure programs require two Indiana CORE Assessment exams.

- (026): Fine Arts—General Music
- And one of the following:
  - (027): Fine Arts—Instrumental Music (for Instrumental licensure)
  - (028): Fine Arts—Vocal Music (for Vocal licensure)

The completion of the music education course work, in conjunction with passing CORE scores, will result in Indiana P–12 music licensure in either Instrumental or Vocal Music. Students can pass all three assessments and be certified for both Vocal and Instrumental Music Indiana licensure. (See also: Visual Arts and Music Education, p.XXX)

## **ADVANCED WRITING PROFICIENCY**

The Advanced Writing Proficiency in Music will encompass a portfolio of writing samples to include:

1. A research paper written for a Music History class.
2. Another writing assignment of the student's choice from a music class other than Music History, Global Music, Latin American Music, or American Popular Music.\*
3. The writing component from the Senior Comprehensive.
4. A composition, arrangement, or transcription in computer notation.

\*Selected with the approval of the professor teaching the course. Writing samples must be submitted within 4 weeks of the beginning of the semester following the completion of the course.

SENIOR COMPREHENSIVE

The Music Senior Comprehensive is a capstone project that can take one of several forms:  
For Music Education Majors:

- The student teaching portfolio, with the addition of a teaching philosophy statement

For B.A. Music Majors, some possibilities include:

- A lecture recital
- A composition or arranging project
- An ethnography project
- A research or analysis project

Each Senior Comprehensive will have a writing component and a presentation component based on the individual project. The writing component for Music Education majors will be a sample from the student teaching portfolio. For the B.A. Majors it could be lecture notes, program notes, a musical analysis, or a research paper.

MUSIC DEPARTMENTAL LEARNING OUTCOMES

Knowledge Acquisition and Integration of Learning

The Saint Mary’s College Music Major:

- Can explain the characteristics of western classical music over time, including the development of standard repertoire and musical style.
- Correctly utilizes the essential elements of musical structure and notation.
- Develops abilities in both solo and ensemble performance.
- Has a basic knowledge of world music cultures.
- Can apply theoretical analysis to musical compositions.
- Can explain artifacts of music in a wider cultural and historical context.
- Is able to critically evaluate her own music biases and investments.
- The Saint Mary’s Music Education Major demonstrates an understanding of music teaching methodologies.

Skills: Musical, Cognitive, and Communicative

The Saint Mary’s College Music Major:

- Employs various aspects of critical thinking—interpretation, analysis, evaluation, inference, explanation, and self-regulation—in her intellectual work.
- Communicates effectively about music in both oral and written formats.
- Demonstrates the following basic musicianship skills: conducting, composing, creating manuscripts and computerized scores, and basic keyboard and aural proficiencies.
- Improves her solo and ensemble performance skills throughout her academic career.
- Critically evaluates the musical aspects of a performance.
- Develops the abilities and discipline to learn music independently.
- The Saint Mary’s Music Education Major is able to teach music in a classroom setting and lead an ensemble rehearsal effectively.

PROGRAM IN MUSIC

Bachelor of Arts, Major in Music— MUS (39 hours)

The following courses, and the Instrument/Voice and Ensemble applied areas are required.

All of the following B.A. Music core courses:

MUS 100	Recital Forum		0 hour
MUS 181	Fundamentals of Music		3 hours
MUS 182	Diatonic Materials		3 hours
MUS 182L	Diatonic Materials	lab	1 hour
MUS 209	Digital Media in Music		3 hours
MUS 271	Music History I: Antiquity–1750		3 hours
MUS 272	Music History II: 1750–Present		3 hours
MUS 275	Global Music		3 hours
or MUS 341	Latin American Music		3 hours
MUS 281	Chromatic Materials		3 hours
MUS 281L	Chromatic Materials	lab	1 hour
MUS 282	20th Century Materials: Form Analysis		3 hours
MUS 282L	20th Century Materials: Form Analysis	lab	1 hour
MUS 365	Conducting I		2 hours
MUS 495	Senior Seminar		2 hours

A minimum of 2 hours and 2 semesters on the same instrument from the following:

Instrument/voice applied area

MUS 111-411	Piano	1–2 hours
MUS 112-412	Organ	1–2 hours
MUS 113-413	Harpsichord	1–2 hours
MUS 114-414	Voice	1–2 hours
MUS 115-415	Violin	1–2 hours
MUS 116-416	Viola	1–2 hours
MUS 117-417	Cello	1–2 hours
MUS 118-418	Double Bass	1–2 hours
MUS 119-419	Percussion	1–2 hours
MUS 120-420	Flute	1–2 hours
MUS 121-421	Oboe	1–2 hours
MUS 122-422	Clarinet	1–2 hours
MUS 123-423	Bassoon	1–2 hours
MUS 124-424	Saxophone	1–2 hours
MUS 125-425	Trumpet	1–2 hours
MUS 126-426	French Horn	1–2 hours
MUS 127-427	Trombone	1–2 hours
MUS 128-428	Baritone Horn	1–2 hours
MUS 129-429	Tuba	1–2 hours
MUS 130-430	Harp	1–2 hours
MUS 131-431	Guitar	1–2 hours

A minimum of 2 hours and 2 semesters of class piano:

MUS 102	Class Piano — proficiency	1 hour
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A minimum of 2 hours and 2 semesters of ensemble credit from the following:

Ensemble applied area

MUS 201	Collegiate Choir	1 hour
MUS 203	Women’s Choir	1 hour
MUS 207	Concert Band	1 hour

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

**A minimum of 2 hours and 2 semesters of chamber music, one of which may be MUS 205:**

MUS 202	Chamber Music Experience	1 hour
MUS 205	Madrigal Singers	1 hour

***Bachelor of Music, Major in Music Education—MUSE (60 hours)***

**All of the following:**

MUS 100	Recital Forum	0 hour
MUS 181	Fundamentals of Music	3 hours
MUS 182	Diatonic Materials	3 hours
MUS 182L	Diatonic Materials	lab 1 hour
MUS 209	Digital Media in Music	3 hours
MUS 250	Vocal Techniques	1 hour
or MUS 451	Vocal Pedagogy	2 hours
MUS 251	Woodwind Techniques	1 hour
MUS 252	String Techniques	1 hour
MUS 254	Brass Techniques	1 hour
MUS 255	Percussion Techniques	1 hour
MUS 271	Music History I: Antiquity–1750	3 hours
MUS 272	Music History II: 1750–Present	3 hours
MUS 275	Global Music	3 hours
or MUS 341	Latin American Music	3 hours
MUS 281	Chromatic Materials	3 hours
MUS 281L	Chromatic Materials	lab 1 hour
MUS 282	20th Century Materials: Form Analysis	3 hours
MUS 282L	20th Century Materials: Form Analysis	lab 1 hour
MUS 351	Elementary Music Methods	2 hours
MUS 362	Orchestration/Arranging	2 hours
MUS 365	Conducting I	2 hours
MUS 366	Conducting II	2 hours
MUS 453	Secondary Music Methods	2 hours
MUS 495	Senior Seminar	2 hours

**A minimum of 7 hours and 7 semesters on the same instrument from the following:**

*Instrument/voice applied area*

MUS 111-411	Piano	1–2 hours
MUS 112-412	Organ	1–2 hours
MUS 113-413	Harpsichord	1–2 hours
MUS 114-414	Voice	1–2 hours
MUS 115-415	Violin	1–2 hours
MUS 116-416	Viola	1–2 hours
MUS 117-417	Cello	1–2 hours
MUS 118-418	Double Bass	1–2 hours
MUS 119-419	Percussion	1–2 hours
MUS 120-420	Flute	1–2 hours
MUS 121-421	Oboe	1–2 hours
MUS 122-422	Clarinet	1–2 hours
MUS 123-423	Bassoon	1–2 hours
MUS 124-424	Saxophone	1–2 hours
MUS 125-425	Trumpet	1–2 hours
MUS 126-426	French Horn	1–2 hours
MUS 127-427	Trombone	1–2 hours
MUS 128-428	Baritone Horn	1–2 hours
MUS 129-429	Tuba	1–2 hours
MUS 130-430	Harp	1–2 hours
MUS 131-431	Guitar	1–2 hours

**A minimum of 2 hours and 2 semesters of class piano:**

MUS 102	Class Piano — proficiency	1 hour
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**A minimum of 5 hours and 5 semesters of ensemble credit from the following:**

*Ensemble applied area*

MUS 201	Collegiate Choir	1 hour
MUS 203	Women's Choir	1 hour
MUS 207	Concert Band	1 hour

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

**A minimum of 2 hours and 2 semesters of chamber music, one of which may be MUS 205:**

MUS 202	Chamber Music Experience	1 hour
MUS 205	Madrigal Singers	1 hour

***Minor in Music—MUS (17 hours)***

**All of the following:**

MUS 181	Fundamentals of Music	3 hours
MUS 182	Diatonic Materials	3 hours
MUS 182L	Diatonic Materials	lab 1 hour

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

MUS 164	Creating Music: Introductory Music Composition	3 hours
MUS 209	Digital Media in Music	3 hours
MUS 241	Music Appreciation	3 hours
MUS 271	Music History I: Antiquity–1750	3 hours
MUS 272	Music History II: 1750–Present	3 hours
MUS 275	Global Music	3 hours
MUS 281	Chromatic Materials	3 hours
MUS 281L	Chromatic Materials	lab 1 hour
MUS 282	20th Century Materials: Form Analysis	3 hours
MUS 282L	20th Century Materials: Form Analysis	lab 1 hour
MUS 341	Latin American Music	3 hours

**Four hours from the instrument/voice or ensemble applied areas on page 291.**

**ENTRANCE AUDITIONS FOR MUSIC MAJORS**

Students wishing to pursue a music degree at Saint Mary's College are encouraged to visit campus to audition for the department and take a lesson from the appropriate applied instrument instructor. An audio or video recording is also acceptable.

**RECITALS AND FORUMS**

All music majors must attend recitals sponsored by the department, including a weekly forum, which consists of student recitals or presentations by faculty members and guest artists. A list of the specific events for which attendance is required will be distributed at the beginning of each semester.

**BASIC PIANO PROFICIENCY**

All music majors must pass the components of the Piano Proficiency Examination by the time of graduation. The exam is given each semester at the time of performance juries, and is heard and evaluated by members of the music faculty. To pass the proficiency exam, students must be able to do the following:

Play all major and harmonic minor scales, hands separately, two octaves, with correct fingering; play the progression I-IV-V-I in the left hand in up to three sharps and three flats in major and minor keys; play two prepared piano pieces from the standard pedagogical repertoire; harmonize two given melodies.



Students pursuing the Bachelor of Music degree in Music Education are also required to: Play and sing *Happy Birthday* in F Major; play the progression I-IV-V-I in all major and minor keys; learn the accompaniment to a solo song and perform it with a singer; play a chromatic sequence for warm-ups (arpeggiated tonic chords ascending chromatically).

## ACADEMIC MUSIC COURSES (MUS)

### 100 Recital Forum (0)

A weekly class of student performances and forums presented by faculty and guest lecturers-performers. (Required each semester for Music majors.)

### 140 Your Music, Your Life (3)

This critical thinking seminar will use ethnomusicological methods to analyze how music, sound, and performance influence your daily life in the 21st century. This course begins with the belief that music has an enormous influence on us as individuals and as a society, regardless of individual musical training, and that how we engage with music matters. To this end, we will analyze a variety of topics, ranging from the soundscapes we hear on a walk home to our time in a shopping mall or watching TV commercials, from ringtone culture to music as political protest, and from Guitar Hero as musical experience to flash mobs in public spaces. No musical experience or training is required or assumed of students.

### 150 Voices in Time (3)

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

### 164 Creating Music: Introductory Music Composition (3)

This will be a project-based class in which students create five pieces using a different musical basis for each one: motives, structure, chords, process, and gestures. A limited number of very clear musical models will be studied for each project, and appropriate musical skills will be developed as needed in order to imagine, notate, and perform each project. Students will gain basic functionality in traditional, digital, and pictorial notation, a working knowledge of Finale and GarageBand software, skills in music performance, and experience articulating and writing about their musical intentions and results. The class can accommodate students with little or no background in music as well as more experienced students and music majors. The skills learned will be particularly useful to those interested in sound design in theatre, arts collaborators, dancers, teachers, music composers, and those who would like to understand music from the vantage point of the creator. The course counts toward the Music Minor.

### 181 Theory I: Fundamentals of Music (3)

Theory 1 is for students at the beginning of their theory studies - those with an incomplete grasp of the fundamentals of music. It is a study of the organizational principles inherent in pitch and rhythm, with an emphasis on the notation and analysis of these in written symbols. Both conceptual understanding and facility in use are developed in such areas as clefs, octave designation, intervals, triads, inversion, tonality, transposition, harmonic motion and harmonization, motives, and simple form. Elementary singing, piano, and conducting skills are developed in order to strengthen understanding of the principles of music. Theory 1 is required for the music major and minor and is a designated LO1 course.

### 182 Theory II: Diatonic Materials (3)

Deals primarily with diatonic materials in the common practice period (1600–1900), emphasizing part writing, analysis, and composition within that framework. Form at the phrase level is studied. Prerequisite: MUS 181 or consent of instructor.

### 182L Theory II Lab (1)

Aural skills including singing, hearing, and listening analyses. Specific assignments in *Practica Musica* (software) will be made on a weekly basis. Corequisite: MUS 182.

### 209 Digital Media in Music (3)

Students will increase their knowledge of how current digital media interacts with the field of music, and in particular will develop their digital skills in music notation, digital audio/sequencing, and video

recording/editing, supported by hands-on projects, presentations, and field trips. The course is intended for all music majors, both Music Ed. and BA. Two units will allow individualized focus on topics most relevant to each student's interests and career goals, including specialized software, computer-assisted instruction and online courses, and website design. The Indiana P–12 Developmental Standards and the ISTE.NETS (International Society for Technology in Education National Educational Technology Standards for Students) performance indicators will provide the basis for Music Education majors to evaluate software, online resources, and digital sharing and communication, as well as for the design of all individual projects. Required for all music majors. Fulfills the EDUC 220 requirement for Music Education Majors. Prerequisite MUS 181.

### 241 Music Appreciation (3)

Survey and study of forms and styles of music literature from early music to the 20th century; listening is emphasized.

### 242 American Popular Music (3)

A study of popular musics in America from around 1840 to the present day, including popular song, blues, jazz, rock 'n roll, and folk song. Approach is both from a historical viewpoint, placing this music in a broad cultural context, and an exploration of the aesthetic qualities of the various styles. Listening is emphasized.

### 250 Vocal Techniques (1)

Studies in vocal physiology, tone production, diction, and related materials designed to develop teaching of singing and performance skills in the classroom. Designed for music education majors, but open to all students; music reading, however, is essential.

### 251 Woodwind Techniques (1)

Studies in the instruments, fingerings, tone production, materials, and pedagogy for woodwind instruments. Designed for music education majors, but open to all students; music reading, however, is essential.

### 252 String Techniques (1)

Studies in the instruments, fingerings, tone production, materials, and pedagogy for stringed instruments. Designed for music education majors, but open to all students; music reading, however, is essential.

### 254 Brass Techniques (1)

Studies in the instruments, fingerings, tone production, materials, and pedagogy for brass instruments. Designed for music education majors but open to all students; music reading, however, is essential.

### 255 Percussion Techniques (1)

Studies in techniques and pedagogy of marching band and orchestral percussion instruments: snare drum, drum kit, melodic percussion, timpani, and auxiliary percussion. Designed for music education majors but open to all students; music reading, however, is essential.

### 264 Beginning Composition Class (2)

Introduction to original composition. All work will be completed in class under careful supervision of the instructor and with frequent readings by class members. Each of three to four projects focuses on aspects of music other than pitch organization: speaking piece, unpitched percussion piece, graphic notation/improvisation piece. Finale computer notation is introduced in the first project and used extensively throughout the course. Most compositions will be performed on department recitals. Graded S/U. Prerequisite: MUS 181.

### 271 Music History I: Antiquity–1750 (3)

A survey of art music in Western civilization from the Greeks through the Medieval, Renaissance, and Baroque periods. Prerequisite: MUS 182 or permission of instructor.

### 272 Music History II: 1750–Present (3)

A survey of the major developments in the history of Western Classical music from the Enlightenment to the present. The course will consider the cultural and social resonances of the repertoires in question. Through written assignments and in-class discussions we will explore the intersections of the music and aesthetics, politics, and gender. Prerequisite: MUS 182 or permission of instructor.

### **275 Global Music (3)**

An investigation of the interrelationship between music, culture, and society as represented in musical case studies from across the globe. Case studies will explore how music relates to topics including: religion, social organization, politics, diaspora, transnationalism, globalization, gender, sexuality, race, and ethnicity. An ethnographic field project will be required of each student.

### **281 Theory III: Chromatic Materials (3)**

Deals primarily with chromatic materials in the common practice period (1600-1900), emphasizing part writing, analysis, and composition within that framework. Also included are standard tonal forms and a first experience in presenting an analysis. Prerequisite: MUS 182.

### **281L Theory III Lab (1)**

Aural skills related to issues in Theory III: singing, hearing, listening analyses, chord progressions involving secondary functions and modulation, and score reading. Specific assignments in *Practica Musica* (software) will be made on a weekly basis. Corequisite: MUS 281.

### **282 Theory IV: 20th Century Materials; Form Analysis (3)**

Theory IV develops analytical and compositional skills appropriate for understanding late 19th century music, in which tonality is stretched and broken down, and subsequent “post-tonal” developments in the 20th and 21st century. Guided practice in analysis applications to music from a variety of musical periods will serve to synthesize and focus skills and concepts learned throughout the theory sequence, and will develop the students’ ability to formulate and solve problems of analysis that arise in music not previously encountered.

### **282L Theory IV Lab (1)**

Aural skills related to issues in Theory IV: performance and hearing exercises that incorporate pitch and rhythmic material from the 20th century, and the consolidation of tonal hearing. Specific assignments in *Practica Musica* (software) will be made on a weekly basis. Corequisite: MUS 282.

### **290 Special Topics (2–3)**

Subjects not in the regular curriculum will be offered from time to time under this title. May be repeated with different emphasis.

### **295 Vocal Diction I (1)**

Introduces students to the symbols and sounds of the International Phonetic Alphabet, applying the system to rules of English and German diction for singers.

### **296 Vocal Diction II (1)**

A review of the International Phonetic Alphabet and study of Italian and French diction for singers.

### **341 Latin American Music (3)**

This course is an introduction to modern Latin American music. Four regional styles in a specific social and historical context will be covered. Each case study will begin with an overview of the modern history of the corresponding country or region, and then explore the musical style through readings, sound recordings and film.

### **342 Popular Music, Gender & Sexuality (3)**

This course studies popular music as a space in which gender and sexuality are performed. The course is structured as a series of case studies illustrating a wide range of popular music styles (including Broadway musicals, heavy metal, folk music, boy bands) and the performance of a rainbow of gender and sexual identities (including heterosexual femininity and masculinity, gay and lesbian identities, and queer subjectivities).

### **351 Elementary Music Methods (2)**

Teaching methods and materials for music education in grades P–8 with an emphasis on Orff, Kodaly, and Dalcroze techniques. Study of teaching techniques for grades 6–8, including the problems of the male changing voice and beginning instrumentalists. Open only to music education majors and elementary education majors with music endorsement.

### **362 Orchestration/Arranging (2)**

Units on instrumentation and choral and instrumental arranging. Extensive use of computer notation and playback and substantial time in the computer lab outside of class. Most projects are read by department ensembles, and attendance at some evening rehearsals is required. Prerequisite: MUS 282.

### **364 Intermediate Composition Class (2)**

A continuation of work begun in the first semester class but with increased emphasis on pitch organization. Three projects deal with limited pitch sets, counterpoint, contrast, and idiomatic writing for selected instruments: the counterpoint/contrast project, the five-note project, the student generated project. Finale computer notation is used extensively. Much of the work is completed in class, but there will be more independent work than in Beginning Composition. Most compositions will be performed in department recitals. Prerequisite: MUS 264 or permission of instructor.

### **365 Conducting I (2)**

A study of basic conducting gestures, patterns, and concepts. Prerequisite: MUS 282.

### **366 Conducting II (2)**

Conducting techniques as applied to choral and instrumental ensembles. Emphasis on score preparation. Prerequisite: MUS 365.

### **451 Vocal Pedagogy (2)**

Designed to introduce to the prospective voice teacher various vocal methods and repertoire for all levels of instruction. Students will learn basic vocal physiology, different methodologies of vocal pedagogy, techniques of teaching vocal technique, and the art of choosing repertoire for the student. Emphasis is placed on the practical aspects of teaching and includes supervised practice teaching of beginning students selected for this course.

### **452 Piano Pedagogy (2)**

This course is directed toward the prospective piano teacher and those who have already had some teaching experience. The curriculum is designed to heighten an appreciation of the complexities encountered in a teaching career. Students are encouraged to develop individual teaching tenets in an effort to develop professional attitudes toward keyboard education. Emphasis is placed on the practical aspects of teaching and includes supervised practice teaching of beginning students selected for this course.

### **453 Secondary Music Methods (2)**

Methods and materials for performance organizations and for the non-performance curricula in grades 9–12. Open to music education majors only.

### **464 Composition Lessons (1–3)**

Individual study of composition in a private lesson format. Projects are planned in consultation with the instructor, based on the student’s interests, goals, and abilities, as well as the number of credit hours elected. Prerequisite: MUS 364 and permission of instructor. May be repeated for credit.

### **479–480 Applied Music Literature I, II (2, 2)**

Selected studies designed to acquaint students with the literature of their applied major. Offered as needed.

### **481 The Composer (2)**

Advanced theoretical analysis and historical study of the music of one or more composers. May be repeated with different emphasis.

### **495 Senior Seminar in Music (2)**

This required seminar course for senior music majors prepares students for their comprehensive research project in music. Through class sessions and one-on-one meetings, the course guides students in finding a topic and appropriate sources, pursuing independent research and preparing a capstone presentation. Prerequisites: MUS 282, and 282L, or permission of instructor.

### **497 Independent Study (1–3)**

Independent study conducted under the supervision of a faculty member with the approval of the department chair. May be repeated.



## APPLIED MUSIC COURSES

Each applied course is divided into levels based on technical and musical achievement. (See music student handbook for detailed descriptions of level expectancies.) The assignment of level is based on a jury examination by the music faculty. Jury examinations are given at the end of each semester.

Applied music instruction is open to all students with approval of the department chair. Music majors and students with previous study will be given preference over beginning students, who should enroll in class instruction, if possible. Credit for applied music is variable: 1 hour for 30-minute private lessons; two hours for 50-minute private lessons. All applied music courses may be repeated for credit, however, a jury examination must be presented to attain a new level.

Each semester of study, the music major must satisfactorily pass an evaluation by a faculty jury in the major area in which she is taking private lessons. The jury evaluation by the faculty will consist of a rating, a level assignment, and written comments which will be mailed to the student at the end of the semester. Jury results may be discussed in a private conference with the student and her applied teacher. The final semester grade will be determined by the individual instructor. Jury examinations are optional at the end of a semester in which a student has given a solo recital.

## CLASS LESSONS (MUS)

### 101 Class Piano — Beginners (1)

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

### 102 Class Piano — Proficiency (1)

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

### 103 Class Voice (1)

Primarily for the beginning student who wishes to pursue singing for personal improvement and/or the teaching of singing in the classroom. Prerequisite: Audition with the instructor.

### 104 Class Guitar (1)

Group guitar instruction for those beginning the instrument and/or interested in using the guitar as a teaching aid.

## PRIVATE LESSONS SPECIAL FEES

- 50-minute private lesson each week: \$500 per semester
- 30-minute private lesson each week: \$300 per semester

## PRIVATE LESSONS

Piano 111, 211, 311, 411  
 Organ 112, 212, 312, 412  
 Harpsichord 113, 213, 313, 413  
 Voice 114, 214, 314, 414  
 Violin 115, 215, 315, 415  
 Viola 116, 216, 316, 416  
 Cello 117, 217, 317, 417  
 Double Bass 118, 218, 318, 418

Percussion 119, 219, 319, 419  
 Flute 120, 220, 320, 420  
 Oboe 121, 221, 321, 421  
 Clarinet 122, 222, 322, 422  
 Bassoon 123, 223, 323, 423  
 Saxophone 124, 224, 324, 424  
 Trumpet 125, 225, 325, 425  
 French Horn 126, 226, 326, 426  
 Trombone 127, 227, 327, 427  
 Baritone Horn 128, 228, 328, 428  
 Tuba 129, 229, 329, 429  
 Harp 130, 230, 330, 430  
 Guitar 131, 231, 331, 431

## 200 Stagecraft (1)

A performance class which explores a variety of technical and interpretive approaches to solo performance. With recital preparation in mind, historical performance practice, text interpretation, movement characterization, and stage presence will be explored. Attendance at off-campus events may be required. Students must be enrolled in private lessons concurrently. May be repeated for credit.

## ENSEMBLE COURSES

Ensembles, including band and orchestra at the University of Notre Dame, are open to all students by audition as electives. Varied credit of 0–1 hour may be elected. May be repeated.

### 201 Collegiate Choir (1)

A women's choir that performs primarily on campus. Goals include developing excellent individual and group tone quality, working toward clear and proper diction, and strengthening aural and music reading abilities. Performs quality women's repertoire, both sacred and secular, in 2 to 4 parts.

### 202 Chamber Music Experience (1)

Instrumental/vocal ensemble open by audition to students from Saint Mary's and Notre Dame. Performances may include readings of student compositions. Fulfills the chamber music requirement for music majors. (Offered as needed.)

### 203 Women's Choir (1)

The College's select women's ensemble. Performs music of all periods with an emphasis on new music. Regularly commissions and records new works. National concert tours every other year. Regular performances with the South Bend Symphony Orchestra. Hosts the annual High School Women's Choir Festival.

### 204 Opera Workshop (1)

Preparation for operatic scene recitals and full productions. Open by audition to all students of Saint Mary's College and Notre Dame.

### 205 Madrigal Singers (1)

Small vocal ensemble open by audition to members of the Women's Choir. Presents annual Christmas Madrigal Dinners. Fulfills the chamber music requirement for music majors.

### 207 Concert Band (1)

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

### 208 Vocal Coaching (1)

For singers and accompanists preparing degree recital, or major opera/musical theatre role.

# Nursing Science

Linda Paskiewicz, Director  
1 Havican Hall  
574-284-4680



## **FACULTY**

T. Anderson, J. Bauer, M. Coty, M. Grady, E. Harmeyer, T. Keresztes, A. Lane, J. Mwose, G. Osunnuga, L. Paskiewicz, A. Peacock-Johnson, K. Taubert, M. Wcisel, M. Welle

## **DEPARTMENT DESCRIPTION**

The curriculum includes four years of study designed to provide the student with a foundation in the liberal arts as well as the knowledge and skills needed to function as a professional nurse upon graduation. Liberal arts courses are prerequisite to or concurrent with the professional studies and are arranged so that these two components are mutually supportive.

The nursing program is accredited by Indiana State Board of Nursing (ISBN) and The Commission on Collegiate Nursing Education (CCNE). The curriculum adopts the educational guidelines set forth by the American Association of Colleges of Nursing and the Essentials of Baccalaureate Education for Professional Nursing Practice. Graduates earn a Bachelor of Science degree with a major in nursing and have the educational background required to apply for graduate programs in nursing.

Consistent with College policy, intended nursing students petition for admission to the nursing major during the spring of the sophomore year. (See criteria for acceptance below.) Transfer students will be evaluated on an individual basis. Students who wish to transfer from other nursing programs must meet the standards required for regularly enrolled students.

Upon successful completion of the degree requirements, the student is eligible to apply for the National Council Licensure Examination (NCLEX-RN) for licensure as a registered professional nurse. Students may choose to take the examination for registration in any state or territory in the U.S.

Nursing students are required to adhere to all policies and procedures as published in this Bulletin as well as those stated in the official Department of Nursing Science Student Handbook.

In order to maintain the quality and integrity of the nursing program, the Department of Nursing Science reserves the right to update and/or revise departmental policy.

## **ADVANCED WRITING PROFICIENCY**

Advanced Writing Proficiency is evaluated within the major during the senior year. A designated paper is submitted for review and is evaluated for demonstration of professional writing proficiency. The Department of Nursing Science requires use of the current style manual of the American Psychological Association for all course assignments as well as the advanced writing proficiency paper.

## SENIOR COMPREHENSIVE EXAM

Satisfactory completion of a comprehensive examination in the major is required. It is typically administered during the final semester of the senior year. This exam is a computer-based program and simulates the NCLEX-RN licensure examination.

## NURSING SCIENCE PROGRAM LEARNING OUTCOMES

Based on the mission and philosophy of the Saint Mary's Department of Nursing Science program, the outcomes for the graduate of the Saint Mary's College Department of Nursing Science are:

- Integrate a broad liberal arts, spiritually-based education within the Catholic tradition with the promotion of health and well-being for people of diverse backgrounds and cultures.
- Provide relationship-centered, state-of-the-art nursing care to individuals, families, groups, and communities that is informed by professional nursing standards.
- Integrate scholarly inquiry and evidence-based research into professional nursing practice.
- Utilize leadership principles and management strategies to influence health care quality and health policy within care delivery systems.
- Employ communication and collaboration skills to develop effective teams and partnerships with diverse individuals, families, groups, communities, and members of the health care team.
- Utilize critical thinking skills and disciplinary knowledge in clinical decision-making and evaluation of nursing practice.
- Engage in the processes of self-evaluation, life-long learning, professional practice, social justice, and service.

## PROGRAM REQUIREMENTS

### ***Bachelor of Science in Nursing—NURS (85–86 hours)***

Criteria for acceptance into the nursing major include a cumulative GPA of 2.5 in all general education (non-science) courses. Additionally, the student must earn a minimum prerequisite science GPA of 2.80. Course grades for BIO 141, 142, 216, 224, CHEM 118, NURS 225 and 227 are included in this calculation. In the event that there are more than 56 qualified students petitioning for admission to the nursing major, the 56 students with the highest prerequisite science GPAs will be admitted. Cumulative GPA will be the deciding factor when prerequisite science GPAs of those competing for the final space in the major are identical.

**All of the following prerequisite courses must be completed at Saint Mary's College (exceptions for transfer students on a case by case basis). Minimum GPA of 2.80 required (26 hours):**

BIO 141	Human Anatomy and Physiology I	4 hours
BIO 142	Human Anatomy and Physiology II	4 hours
BIO 216	Microbiology	4 hours
BIO 224	Pathophysiology	3 hours
CHEM 118	Integrated General, Organic and Bio-Chemistry	5 hours
NURS 225	Health Assessment	3 hours
NURS 227	Foundations of Nursing Practice	3 hours

**All of the following:**

NURS 307	Psychiatric Mental Health Nursing	5 hours
NURS 310	Nutrition for Health and Healing	2 hours
NURS 321	Nursing Care of the Adult—Acute	5 hours

NURS 323	Perinatal Nursing	5 hours
NURS 330	Nursing Care of the Adult—Chronic	5 hours
NURS 334	Pharmacotherapeutics	3 hours
NURS 385	Nursing Research	2 hours
NURS 410	Nursing Care of the Adult—Advanced	5 hours
NURS 414	Community Health Nursing	5 hours
NURS 415	Nursing Leadership	5 hours
NURS 426	Child Health Nursing	5 hours

### ***Required Supporting Courses***

MATH 114	Introduction to Statistics	3 hours
PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
or PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours
PSYC 305	Lifespan Developmental Psychology	3 hours
or SW 235	Human Behavior and the Social Environment	3 hours
or PSYC 301	Developmental Psychology (alternate)	4 hours

### **One of the following:**

SOC 153	Sociological Imaginations	3 hours
SOC 203	Social Problems	3 hours
SOC 204	Social Psychology	3 hours
SOC 220	Contested Masculinities	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the United States	3 hours
SOC 257	Sociology of Families	3 hours

## NURSING COURSES (NURS)

### **225 Health Assessment (3)**

This course uses didactic and simulated clinical experiences to develop a beginning skill level to conduct a comprehensive health assessment with adults in various settings. The course emphasizes the integration of observations, systematic data collection, and effective communication in performing client-centered health assessments that includes risk assessment and risk reduction. Fine art is used to support the development of observation and assessment skills. Prerequisite: Sophomore standing with at least a grade of C in BIO 141 and 142.

### **227 Foundations of Nursing Practice (3)**

This course uses the nursing process, interpersonal communication, critical thinking, and safety as foundational concepts for the provision of essential skills for nursing practice with individuals. Nursing skills related to physiologic health processes, mobility, comfort, infection, protection, fatigue, sleep oxygenation, and elimination are emphasized. The course builds on knowledge gained through the liberal arts and sciences to encourage the delivery of nursing care to promote and/or maintain health in the context of the experience of the individual in a variety of settings. Prerequisite: Sophomore standing with at least a grade of C in NURS 225.

### **307 Psychiatric/Mental Health Nursing (5)**

This theory and clinical course focuses on the care of persons of various ages across the lifespan with psychiatric/mental health disorders. The course applies the nursing process within a multi-disciplinary team approach. Emphasis is on the therapeutic use of self with individuals, families, and groups in an acute psychiatric care setting. Students in clinical placements utilize communication skills, mental health assessment, and various therapeutic interventions. Prerequisites: Nursing major and junior standing. Corequisite or successful completion of NURS 334.

### **310 Nutrition for Health and Healing (2)**

This course is designed to support the integration of evidence-based nutrition science content with the lived experience of food choices of individuals, families, and communities. Students will build on their knowledge of chemistry, biology, psychology and relevant research evidence to apply concepts of nutrition science to wellness, health promotion and disease management in nursing practice. The



impact of obesity on wellness and health outcomes, intercultural competence, and social responsibility are emphasized. Students will gain experience with the role and meaning of food through integrative learning activities in the community. Prerequisite: Nursing major and junior standing.

### **321 Nursing Care of the Adult—Acute (5)**

This theory and clinical course focuses on the assessment and management of persons with acute medical and surgical conditions. Peri-operative care of the patient and family is emphasized. The ethical, spiritual, psychosocial, and economic impact of the peri-operative experience on the patient and family is explored. Application of scientific principles and decision-making skills are emphasized as students care for persons with acute health conditions in medical-surgical settings. Prerequisite: Nursing major and junior standing. Corequisite or successful completion of NURS 334.

### **323 Perinatal Nursing (5)**

This theory and clinical course provides a foundation of nursing knowledge in the care of women in all phases of the perinatal period. A family-centered approach is emphasized throughout the course. Human development concepts are a central focus of the course. Embryologic and neonatal concepts are emphasized in the nursing care of the normal and high-risk neonate. Current women's health issues are incorporated in the course. Legal and ethical dimensions specific to the perinatal family are explored. Relevant research findings are acknowledged as basic to establishing and advancing the field of perinatal nursing. The course includes application of specific concepts, principles, and theories in various perinatal settings. Decision-making skills and independent functioning are emphasized. Prerequisite: Nursing major and junior standing. Corequisite or successful completion of NURS 334.

### **330 Nursing Care of the Adult—Chronic (5)**

This theory and clinical course focuses on the assessment and management of persons with chronic health conditions. The ethical, spiritual, psychosocial, and economic impact of chronic illness on the patient and family is explored. Application of scientific principles and decision-making skills are emphasized as students care for persons with chronic health conditions in acute care and community settings. In addition, concepts related to palliative and end-of-life care are introduced and applied during the clinical experience. Prerequisite: Nursing major and junior standing. Corequisite or successful completion of NURS 334.

### **334 Pharmacotherapeutics (3)**

This theory course introduces the study of pharmacology as an understanding of the interactions between drugs and the physiological, psychological, and pathological processes which occur in the body. Major drug classes and individual drugs are studied with an emphasis on the application of pharmacologic principles to the clinical setting. Prerequisite: Nursing major and junior standing.

### **385 Nursing Research (2)**

This course examines essential concepts, principles, and techniques utilized in scientific inquiry and evidence-based practice. The research process is systematically introduced with an emphasis on its application to nursing practice. Prerequisites: Nursing major and junior standing.

### **410 Nursing Care of the Adult—Advanced (5)**

The theory and clinical course utilizes the nursing process in caring for persons with multi-system complex health conditions in an acute care environment. Critical thinking, decision-making, and professional accountability are emphasized throughout the course. Students will gain experience with critical care concepts and advanced technology in the clinical setting. Prerequisites: Nursing major and senior standing.

### **414 Community Health Nursing (5)**

This theory and clinical course broadens the concepts of community health nursing introduced across the curriculum and integrates them into a meaningful whole. Emphasis is placed on increasing the student's self-awareness, communicating effectively, and meeting the community health needs of families and groups. Health education, health promotion, and illness prevention are stressed as strategies for meeting the health needs of population aggregates. Analysis of the health care delivery system includes the impact of political, legal, social, and cultural influences on the health of clients. Public health nursing issues, such as communicable diseases, environmental hazards, and occupational exposures are discussed. Prerequisites: Nursing major and senior standing.

### **415 Nursing Leadership (5)**

This theory and clinical course introduces the student to the theories and concepts of management and leadership within the nursing profession. Current economic, political, professional, and social issues that affect the nursing profession are explored. The leadership skills of delegation, priority setting, problem-solving, and time management are emphasized throughout the course. The ability to analyze and apply the concepts of leadership and management are provided through clinical experiences. This course provides the beginning of the transition process from student to professional nurse. Prerequisites: Nursing major and senior standing.

### **426 Child Health Nursing (5)**

This theory and clinical course focuses on assessment and management of well, acutely ill, chronically ill, and special needs children and their families. The effect the child's illness has on the family in hospital or community settings is emphasized. Principles of growth and development, nutrition, pharmacology, and ethics are reinforced and expanded. Decision-making and independent learning are emphasized. Research as it relates to theory and practice is discussed and applied. Prerequisite: Nursing major and senior standing.

## **NURSING ELECTIVE COURSES (NURS)**

### **222 Women's Health (3)**

Non-nursing majors only. Designed to explore the concept of health and its significance for women. Focuses on the identification of factors affecting women's health and necessary behaviors to maintain optimum health. Women's responsibilities and leadership in health awareness and health practices will also be emphasized.

### **486 Intercultural Nursing Practicum in Primary Health Care (5)**

This course provides students the opportunity to study the health care system in other countries. Emphasis is placed on the experiential opportunity to work in a primary care clinic. Assessment of the health care delivery system includes the effects of cultural, social, economic, and political influences on the health care delivery system and health of clients. Public health issues such as communicable diseases and environmental hazards are investigated.



### 497 Independent Study (1–2)

Independent readings, seminar discussions, and related clinical experience in selected areas of interest. Readings and experiences are generally supplemental to, not a substitute for, content and learning experiences provided in regular course offerings. Prerequisite: Senior level standing and permission of the instructor and department chair. May be repeated.



# Philosophy

**George Trey, Department Chair**  
160 Spes Unica Hall  
574-284-4547



### FACULTY

P. Fleming, A. Pierce, P. Sayre, G. Trey, M. Waddell,  
M. Zwart

### DEPARTMENT DESCRIPTION

The program in philosophy introduces students to basic issues concerning knowledge, reality, and values in both classical Western thought and in contemporary critiques of the classical tradition. It attempts to help each student develop her philosophical thought in reflective, independent, and responsible ways.

### ADVANCED WRITING PROFICIENCY

At the end of their junior year, philosophy majors intending to fulfill their Advanced Writing Proficiency requirement in philosophy submit a portfolio for evaluation. The Advanced W must be awarded at this time if the student is to pursue the thesis option for her Senior Comprehensive. Those students not awarded the Advanced W on the basis of their portfolios must pursue the exam option and submit an Advanced W paper written under the direction of a faculty advisor. Successful completion of the Advanced W paper along with the comprehensive exam constitutes successful completion of the Advanced W.

### SENIOR COMPREHENSIVE/ADVANCED WRITING PROFICIENCY

Majors who do their Senior Comprehensive in philosophy may either write a thesis or take an exam. Those pursuing the thesis option receive three credit hours (PHIL 496) and are eligible for honors. The exam consists of a three hour examination on questions designed specifically for each student on the basis of her course work.

### PHILOSOPHY DEPARTMENT LEARNING OUTCOMES

The curriculum and requirements are designed to achieve the following goals:

- To cultivate a community of inquiry that gives careful attention to the examination of our deepest assumptions about the world and our place in it.
- To provide those who join us in this community with an opportunity to explore the history of both our own and of other philosophical traditions, bringing the riches of those traditions to bear in addressing, both compassionately and critically, the pressing needs of the day.
- To support and aid those engaged in this exploration as they develop their capacities to think clearly about complex problems and to communicate those thoughts with precision and style.
- To foster an appreciation for all the unpredictable twists and turns that are part of any genuinely intellectual endeavor—an appreciation that will carry one on meaningfully through life with all its unexpected outcomes.

## PROGRAM IN PHILOSOPHY

### **Bachelor of Arts, Major in Philosophy—PHIL (27 hours)**

#### **All of the following: (18 hours)**

PHIL 110	Introductory Philosophy	3 hours
or PHIL 235	Philosophy of Human Existence	3 hours
or PHIL 245	Philosophy of World Cultures	3 hours
or PHIL 247	Philosophy of Religion	3 hours
or PHIL 252	Philosophy of Art	3 hours
or PHIL 253	Philosophy of Politics	3 hours
PHIL 220	Introduction to Logic	3 hours
PHIL 230	Socrates to Scholasticism	3 hours
PHIL 331	Descartes to Skepticism	3 hours
PHIL 332	Kant and His Critics	3 hours
PHIL 495	Senior Seminar: New Methods in Philosophy	3 hours

#### **Two of the following, must be from two different groups with one being at the 300 level or above:**

##### *Metaphysics and Epistemology*

PHIL 243	Introduction to Feminist Philosophy	3 hours
PHIL 245	Philosophy of World Cultures	3 hours
PHIL 247	Philosophy of Religion	3 hours
PHIL 340	Jewish, Christian and Islamic Philosophers in Dialogue	3 hours
PHIL 341	Mind, Knowledge, and Reality	3 hours
PHIL 343	20th Century Philosophy	3 hours
PHIL 345	Philosophy of Language	3 hours
PHIL 348	Philosophy of Science	3 hours

##### *Value Theory*

PHIL 250	Philosophy and Disabilities	3 hours
PHIL 251	Business Ethics	3 hours
PHIL 252	Philosophy of Art	3 hours
PHIL 253	Philosophy of Politics	3 hours
PHIL 254	Social Justice	3 hours
PHIL 255	Medical Ethics	3 hours
PHIL 354	Ethics	3 hours
PHIL 355	Philosophy of Law	3 hours

#### **One of the following:**

PHIL 333	19th Century Philosophy	3 hours
PHIL 334	Philosophy of Thomas Aquinas	3 hours
PHIL 341	Mind, Knowledge, and Reality	3 hours
PHIL 343	20th Century Philosophy	3 hours
PHIL 345	Philosophy of Language	3 hours
PHIL 348	Philosophy of Science	3 hours
PHIL 354	Ethics	3 hours
PHIL 355	Philosophy of Law	3 hours
PHIL 390	Special Topics	3 hours
PHIL 410	Philosophers of Consequence	3 hours
PHIL 496	Senior Thesis	6 hours

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

#### **All of the following:**

PHIL 110	Introductory Philosophy	3 hours
or PHIL 235	Philosophy of Human Existence	3 hours
or PHIL 245	Philosophy of World Cultures	3 hours

or PHIL 247	Philosophy of Religion	3 hours
or PHIL 252	Philosophy of Art	3 hours
or PHIL 253	Philosophy of Politics	3 hours
PHIL 220	Introduction to Logic	3 hours

#### **One of the following:**

PHIL 230	Socrates to Scholasticism	3 hours
PHIL 331	Descartes to Skepticism	3 hours
PHIL 332	Kant and His Critics	3 hours

#### **Two of the following:**

PHIL 233	Philosophy of Gender	3 hours
PHIL 235	Philosophy of Human Existence	3 hours
PHIL 236	American Philosophy	3 hours
PHIL 243	Introduction to Feminist Philosophy	3 hours
PHIL 245	Philosophy of World Cultures	3 hours
PHIL 247	Philosophy of Religion	3 hours
PHIL 250	Philosophy and Disabilities	3 hours
PHIL 251	Business Ethics	3 hours
PHIL 252	Philosophy of Art	3 hours
PHIL 253	Philosophy of Politics	3 hours
PHIL 254	Social Justice	3 hours
PHIL 255	Medical Ethics	3 hours
PHIL 290	Special Topics	3 hours
PHIL 333	19th Century Philosophy	3 hours
PHIL 334	Philosophy of Thomas Aquinas	3 hours
PHIL 341	Mind, Knowledge, and Reality	3 hours
PHIL 343	20th Century Philosophy	3 hours
PHIL 345	Philosophy of Language	3 hours
PHIL 348	Philosophy of Science	3 hours
PHIL 354	Ethics	3 hours
PHIL 355	Philosophy of Law	3 hours
PHIL 390	Special Topics	3 hours
PHIL 410	Philosophers of Consequence	3 hours
PHIL 495	Senior Seminar: New Methods in Philosophy	3 hours

## PHILOSOPHY COURSES (PHIL)

### INTRODUCTORY COURSES

The following survey courses are offered regularly for students who are fulfilling Sophia requirements or initiating the study of philosophy.

#### **110 Introductory Philosophy (3)**

Readings and discussions designed to introduce the student to the major areas and problems of philosophy through a study of the writings of classical and contemporary thinkers. (4 semester hours when taught as writing proficiency). There are no prerequisites for this course.

#### **233 Philosophy of Gender (3)**

An investigation of how gender construction has influenced how philosophy has been done and received historically, exploring how past and present thinkers view reality, knowledge and the good through the lens of gender identity (and the intersections of gender and other identities, including race, class and sexuality). There are no prerequisites for this course.

#### **235 Philosophy of Human Existence (3)**

A study of important European philosophers from the 19th and 20th centuries who are associated with the existentialist movement. There are no prerequisites to this course.



### **245 Philosophy of World Cultures (3)**

A study of representative selected texts from Asian, African, Native American, or other alternative philosophical traditions. There are no prerequisites for this course.

### **247 Philosophy of Religion (3)**

An investigation of the major philosophical issues in religious thought as posed by both critics and advocates. Special attention is paid to the relation between religious faith and knowledge. There are no prerequisites to this course.

### **252 Philosophy of Art (3)**

A study of both traditional and contemporary philosophical theories concerning beauty, the nature of aesthetic experience, principles of criticism, and the function and character of creativity in the arts. There are no prerequisites to this course.

### **253 Philosophy of Politics (3)**

A study of theories of society and the state which may include classical, contemporary, feminist, or ethnic visions of real and ideal community.

**NOTE: Unless noted otherwise, completion of the Philosophical Worldviews Sophia Program requirement is prerequisite to the courses below.**

### **220 Introduction to Logic (3)**

A study of the theories and techniques of formal logic in its traditional and contemporary forms.

### **230 Socrates to Scholasticism (3)**

A study of the Greek origins of Western philosophy, with special attention to Plato and Aristotle and their impact on medieval thought. Class discussions throughout the term are grounded in a close reading of primary source texts.

### **236 American Philosophy (3)**

A study of representative American philosophies, including those emerging from classical European traditions, American women philosophers, and African American and Native American thinkers.

### **243 Introduction to Feminist Philosophy (3)**

An inquiry into the meaning of gender and its philosophical implications. Questions of identity, knowledge, ethics, race, and global responsibility will be considered both from historical and contemporary perspectives.

### **250 Philosophy and Disabilities (3)**

This course explores questions raised by the existence of various kinds of disability. What is it like to experience disabilities? How do we understand disabilities? What ethical problems are raised by disabilities, and how do we respond to these problems?

### **251 Business Ethics (3)**

A study of the moral issues raised by contemporary business practices.

### **254 Social Justice (3)**

A philosophical study of problems of justice in the contemporary world.

### **255 Medical Ethics (3)**

A philosophical inquiry into moral issues that arise in modern medicine. Some of the issues to be considered include euthanasia, abortion, care for the dying, patients' rights, limits on medical rights, limits on medical experimentation with human beings, defining death, and the patient-therapist relationship.

### **290/390 Special Topics (1–3)**

Topics in Philosophy not covered in regular departmental offerings. May be repeated for credit with a different topic.

### **331 Descartes to Skepticism (3)**

A study of major themes in 17th and 18th century Western philosophy beginning with Descartes and tracing the development of modern thought through Hume. Class discussions throughout the term are grounded in a close reading of primary source texts.

### **332 Kant and His Critics (3)**

A careful reading of Kant accompanied by a study of critical responses to his philosophy. The aim is an understanding of Kant's philosophy as a whole and its relevance to contemporary thought. Prerequisite: Sophia Philosophical Worldviews and PHIL 331.

### **333 19th Century Philosophy (3)**

A study of philosophical questions emerging in the wake of the enlightenment, examining the implications for religion, politics, history, and reason.

### **334 Philosophy of Thomas Aquinas (3)**

This course develops the philosophy of Thomas Aquinas both as a dialectical method and with respect to a philosophical issue. The issues, which vary from time to time depending on timeliness and student interest, include Aquinas's theory of natural law, natural theology, and the theory of human nature and knowledge.

### **340 Jewish, Christian, and Islamic Philosophers in Dialogue (3)**

In this course we will study the writings of several important medieval philosophers—Avicenna, al-Ghazali, Averroes, Maimonides, and Thomas Aquinas—on subjects including the existence of God, the attributes of God, creation, providence, the relationship between faith and reason, prophecy, divine naming, and so forth. In addition to striving to understand the content of these philosophers' writings, we will also cultivate an appreciation of 1) ways in which these writers' philosophies were shaped by their faiths and in particular by the scriptures of their respective religions (viz., the Torah, the Qur'an, and the Bible), 2) the historical development of philosophical ideas about the aforementioned subjects throughout this period, and most importantly 3) ways in which philosophical and theological influences extended across faith traditions, creating fruitful exchanges among Islamic, Jewish, and Christian cultures.

### **341 Mind, Knowledge, and Reality (3)**

A critical investigation of traditional and contemporary theories of mind along with questions concerning the origin, nature, and validity of human knowledge.

### **343 20th Century Philosophy (3)**

A study of significant contemporary intellectual movements on the continent of Europe, in Great Britain and America since World War II, e.g., phenomenology, post-structuralism, analytic philosophy, and neo-pragmatism.

### **345 Philosophy of Language (3)**

A critical investigation of both analytic and continental theories of language with an emphasis on questions of meaning, reference, and interpretation.

### **348 Philosophy of Science (3)**

An investigation of the meaning and use of scientific concepts and methods.

### **354 Ethics (3)**

A study and critique of selected ethical theories with some application to current moral issues.

### **355 Philosophy of Law (3)**

The philosophy of law considers the relation of law to justice. This course examines legal positivism, social contract, and natural law as accounts of the links between law and justice, including their role in contemporary understanding of the U.S. Constitution.

### **410 Philosophers of Consequence (3)**

An in-depth study of the work of one or two important philosophers who will be selected on the basis of instructor preference and student interest. Secondary literature may be consulted but the bulk of the reading will be primary sources.

### **495 Senior Seminar: New Methods in Philosophy (3)**

An intensive study of new methods and thinkers in philosophy. Both primary and secondary texts may be consulted.

### **496 Senior Thesis (3)**

An independent study under the supervision of a faculty advisor who guides the writing of a major paper.

### **497 Independent Study (1–3)**



# Physical Education

**Julie Schroeder-Biek, Program Director**  
**103 Angela Athletic Facility**  
**574-284-4694**



The Physical Education Department offers selected courses based on student needs and interests. These courses are offered throughout the day and week to satisfy a broad range of fitness interests. You can de-stress with Yoga or work on your core and flexibility with Pilates. The High Intensity Training class (H.I.T.) is a great option for students focused on a solid conditioning program. For a complete training system designed to work against your own body weight in a variety of multi-planned compound exercise movements, try our TRX/Cross Training class. Piloga incorporates the core strengthening movements of Pilates and combines them with classic yoga poses to leave you strong, flexible, and relaxed. And finally, we continue to offer our popular spin class as well as Zumba.

Physical Education classes and participation in intercollegiate athletics carry one-half semester hour of elective credit. One semester hour of credit may be applied toward graduation. Graded S/U.

## **The following courses are available each semester:**

PE 050	Belles for Fitness
PE 050	High Intensity Training (H.I.T.)
PE 050	Personal Fitness Instruction
PE 050	Pilates
PE 050	Piloga
PE 050	Spinning
PE 050	TRX/Cross Training
PE 050	Yoga
PE 050	Zumba



# Political Science

**Amy Cavender, Department Chair**  
**263E Spes Unica Hall**  
**574-284-4430**

## **FACULTY**

M. Belanger, A. Cavender, P. Pierce, S. Savage

## **DEPARTMENT DESCRIPTION**

The study of political science examines the relations of people and organizations as they seek to order their world. Special attention is paid to the development of explanations of the political process and to the effect of politics on social life and social values.

At Saint Mary's College the study of political science emphasizes two concerns: the basic characteristics of politics and the theories and methods for the rigorous analysis of political phenomena. To satisfy these concerns the departmental program provides a wide variety of courses in the traditional subfields of political science: American politics and law, comparative politics, international politics, and political theory. Second, students are encouraged to experience politics directly in the world's "laboratory" of political activity. Opportunities for experiential learning exist in certain courses, in the Washington Semester program, and through the department's internship program.

Graduates of the department enter a wide variety of careers. Majors routinely enter law schools and paralegal programs, business schools, and graduate schools in public administration, international politics, and political science. They begin careers as legislative aides, public administrators, teachers, journalists, or managers in the private sector.

## **TEACHER PREPARATION**

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

## **ADVANCED WRITING PROFICIENCY**

Political science majors satisfy their Advanced Writing Proficiency requirements by submitting a satisfactory portfolio of papers written in political science courses.

## **SENIOR COMPREHENSIVE**

The Senior Comprehensive consists of a major research paper which may be completed on campus or on the Washington Semester program. Washington Semester theses must be reviewed and approved by department faculty.

## **POLITICAL SCIENCE DEPARTMENT LEARNING OUTCOMES**

- Students will learn to identify and examine the underlying philosophical terms and concepts which shape politics.
- Students will gain knowledge about the political institutions of the United States and other nations and will be able to utilize this knowledge to identify, explain and compare political outcomes.
- Students will be able to identify the subfields of political science and understand

and evaluate the goals, perspectives, approaches, and research methods of each subfield political thought, comparative politics, American politics, and international relations.

- Students will gain knowledge about the diverse research methods used by political scientists, be able to evaluate the relative merits of these approaches, and effectively use some of them to carry out political research.

## PROGRAM IN POLITICAL SCIENCE

### **Bachelor of Arts, Major in Political Science—POSC (27 hours)**

#### **All of the following:**

POSC 201	American Politics	3 hours
POSC 204	Political Thought	3 hours
POSC 206	International Politics	3 hours
POSC 207	Comparative Politics	3 hours
POSC 210	Research Methods in Political Science	3 hours

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

##### *American Politics and Law*

POSC 307	Introduction to American Law	3 hours
POSC 313	Mass Media and Public Opinion	3 hours
POSC 314	Political Participation	3 hours
POSC 315	Political Parties and Interest Groups	3 hours
POSC 320	Congress and the Legislative Process	3 hours
POSC 322	The Presidency	3 hours
POSC 323	The U.S. Constitution	3 hours
POSC 324	American Civil Liberties	3 hours
POSC 325	American Political Development	3 hours
POSC 355	Public Administration	3 hours

##### *Comparative Politics*

POSC 203RM	Contemporary Italian Problems	3 hours
POSC 304	Latin American Politics	3 hours
POSC 329	Middle East Politics	3 hours
POSC 330	Comparative Politics Proseminar	3 hours
POSC 360	The Politics of Race	3 hours
POSC 365	Gender and Politics	3 hours
POSC 370	Democratization	3 hours

##### *International Politics*

POSC 316	International Law and Organization	3 hours
POSC 319	The Global Politics of International Development	3 hours
POSC 326	Global Environmental Politics	3 hours
POSC 333	Transnational Feminisms	3 hours
POSC 346	The Politics of Globalization	3 hours
POSC 416	United States Foreign Policy	3 hours

##### *Political Theory*

POSC 301	The Quest for Human Rights	3 hours
POSC 341	Politics and Religion	3 hours
POSC 342	American Political Thought	3 hours
POSC 344	Catholic Political Thought	3 hours
POSC 350	Politics and Film	3 hours

#### **Other courses**

POSC 390	Special Topics in Political Science	1–3 hours
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### **Minor in Political Science—POSC (15 hours)**

#### **Three of the following (9 hours):**

POSC 201	American Politics	3 hours
POSC 204	Political Thought	3 hours
POSC 206	International Politics	3 hours
POSC 207	Comparative Politics	3 hours
POSC 210	Research Methods in Political Science	3 hours

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

##### *American Politics and Law*

POSC 307	Introduction to American Law	3 hours
POSC 313	Mass Media and Public Opinion	3 hours
POSC 314	Political Participation	3 hours
POSC 315	Political Parties and Interest Groups	3 hours
POSC 320	Congress and the Legislative Process	3 hours
POSC 322	The Presidency	3 hours
POSC 323	The U.S. Constitution	3 hours
POSC 324	American Civil Liberties	3 hours
POSC 325	American Political Development	3 hours
POSC 355	Public Administration	3 hours

##### *Comparative Politics*

POSC 203RM	Contemporary Italian Problems	3 hours
POSC 304	Latin American Politics	3 hours
POSC 329	Middle East Politics	3 hours
POSC 360	The Politics of Race	3 hours
POSC 365	Gender and Politics	3 hours
POSC 370	Democratization	3 hours

##### *International Politics*

POSC 316	International Law and Organization	3 hours
POSC 319	The Global Politics of International Development	3 hours
POSC 326	Global Environmental Politics	3 hours
POSC 333	Transnational Feminisms	3 hours
POSC 346	The Politics of Globalization	3 hours
POSC 416	United States Foreign Policy	3 hours

##### *Political Theory*

POSC 301	The Quest for Human Rights	3 hours
POSC 341	Politics and Religion	3 hours
POSC 342	American Political Thought	3 hours
POSC 344	Catholic Political Thought	3 hours
POSC 350	Politics and Film	3 hours

#### **Other courses**

POSC 390	Special Topics in Political Science	1–3 hours
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#### **Note: The following courses cannot be used as Political Science electives:**

POSC 151	Political Issues
POSC 160	Global Political Issues
POSC 290	Model UN
POSC 495/496	Senior Thesis I, II
POSC 497	Independent Study
POSC 499	Internship in Politics

## **WASHINGTON SEMESTER PROGRAM**

The department participates in a program designed to let students spend a semester in Washington, D.C. studying the operations of the national government. The program, a cooperative arrangement between over 100 colleges and the American University, features seminars, an internship, and a supervised research project. Acceptance in the program is restricted to political science majors with at least a 2.5 cumulative GPA. Completion of POSC 201, 210 (and for Foreign Policy, Peace and Conflict Resolution, and International Law and Organization programs POSC 206) are prerequisites for candidacy. Selection is based on the quality of the student's work in the department and the soundness of the proposed research project. The department makes the final determination concerning acceptance into the program. Completion of the program fulfills two of the elective courses in the major, and the research project can fulfill the senior thesis requirement.

## **ROME PROGRAM**

The department participates in the educational programs of Saint Mary's Rome campus by offering a course in political science taught in Rome. The course (POSC 203 RM) serves as upper-level elective credit in political science. (See page 320.)

## **INTERNATIONAL STUDY**

Students may elect to attend other international study programs with institutional approval. The department reserves the right to approve international study courses that students wish to apply to major or minor requirements, up to a maximum of six hours. Current programs with approved courses include Spain, France, India, South Africa, Australia and Ireland.

## **POLITICAL SCIENCE COURSES (POSC)**

### **INTRODUCTORY COURSES**

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

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

An analysis of various political ideas, systems, issues, and/or phenomena designed to introduce students to political thinking.

#### **160 Global Political Issues (3)**

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

### **ADVANCED INTRODUCTORY COURSES**

All of the following courses are required for majors in political science, and are open to students in other majors. The courses are offered every other semester.

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

This course serves as an introductory survey of the major principles, institutions, processes, functions, and behavioral patterns of the American political system. It helps students to develop a broad, diverse, and articulate base of knowledge and understanding of American politics and government.

#### **204 Political Thought (3)**

The evolution of Western political theories surveyed through a discussion of leading political thinkers and their values.

#### **206 International Politics (3)**

An introduction to the theories which attempt to explain the ways nations interact with each other, and an application of these theories to selected problems of the contemporary international scene.

#### **207 Comparative Politics (3)**

An introduction to the use of theory, analytic concepts, and evidence to compare political history, processes, institutions, and outcomes in select nation-states.

#### **210 Research Methods in Political Science (3)**

An introduction to the principle research methods used by political scientists. You will learn and understand the key terms used in the scientific method and how they are applied to both quantitative and qualitative political analysis.

### **ELECTIVE COURSES**

The elective courses are grouped by subfield, but students are free to select any course in any subfield if prerequisites are fulfilled. Normally these courses are taught every other year.

## **I. AMERICAN POLITICS AND LAW**

#### **307 Introduction to American Law (3)**

A study of American law examining the Common Law tradition, federal and state court systems, criminal and civil law and procedure, and current legal issues. Prerequisites: junior or senior standing.

#### **313 Mass Media and Public Opinion (3)**

A study of the nature and development of public opinion focusing on the socializing role of the family, school, and the workplace. Special attention is given to the mass media and new media as a socializing agents. Prerequisite: POSC 201.

#### **314 Political Participation (3)**

A study of various forms of political participation, their causes, and their impact on democratic rule in the United States. Differences between elections and related conventional participation and other unconventional methods of participation are discussed. Prerequisite: POSC 201.

#### **315 Political Parties and Interest Groups (3)**

An examination of the structure and behavior of American parties and interest groups and their impact on public policy. Prerequisite: POSC 201.

#### **320 Congress and the Legislative Process (3)**

An analysis of the structure, processes, and behavior of the United States Congress as a representative institution. Prerequisite: POSC 201.

#### **322 The Presidency (3)**

The course focuses on the role of the American president in the political system, including the expectations of the Constitution and public about the role of the president, presidential selection, presidential achievements, and uses of power. Prerequisite: junior or senior standing.

#### **323 The U.S. Constitution (3)**

A study of the interpretation of the Constitution by the U.S. Supreme Court, with emphasis on the judicial interpretation of presidential and congressional powers, judicial review, federalism, the role of government in the economy, and a broad survey of individual rights. Prerequisite: junior or senior standing.

#### **324 American Civil Liberties (3)**

An examination of the Bill of Rights and the Western concept of natural rights. After the Bill of Rights is analyzed in general, a specific topic will be examined, such as freedom of religion, freedom of speech, or due process rights. Prerequisite: junior or senior standing.

#### **325 American Political Development (3)**

A study of how certain American political eras introduced new political ideas, movements, policies, and institutional changes, such as the 1930s, 1960s, and 1980s. Prerequisite: Junior or senior standing. May be repeated with a different instructor.

#### **355 Public Administration (3)**

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

## **II. COMPARATIVE POLITICS**

### **203RM Contemporary Italian Problems (3)**

The development of Italian political institutions in the post-World War II period with special emphasis on the roles of Italian political parties, and a review of Italian economic problems in the recent period (also listed as MLIT 203RM). Taught in Rome.

### **304 Latin American Politics (3)**

A study of politics and political institutions in selected Latin American states with special attention to problems of development and institution-building.

### **329 Middle East Politics (3)**

A study of politics and relationships of Middle Eastern countries with emphasis on the contemporary situation. Prerequisite: POSC 206 or 207.

### **330 Comparative Politics Proseminar (3)**

The course will examine the major methodological “schools” of thought and approaches including rational choice, institutional, historical, political economy, and game theory analysis. It is designed to be of particular interest to students who are considering writing their Senior Thesis on a topic in comparative politics. Prerequisite: POSC 207.

### **360 The Politics of Race (3)**

This course will examine the political uses of race as a social and political idea through comparative study of selected case studies from the around the world. The course will emphasize the diverse ways race has been used to build political power.

### **365 Gender and Politics (3)**

This course will combine theoretical and empirical analysis of gender as a political issue. Case studies will permit comparative analysis of the diverse ways in which gender emerges as a political issue within distinct social, economic, cultural, and political contexts. The course will also assess the value of gender analysis in the field of political science (also listed as HIST 408). This course may be repeated with a different instructor.

### **370 Democratization (3)**

This course will use a wide range of case studies to analyze the complex factors shaping the formation and consolidation of democratic governments within diverse political, cultural, and historical conditions. Special attention will be paid to the issues of gender and globalization. Prerequisite: POSC 207 or permission of instructor.

## **III. INTERNATIONAL POLITICS**

### **316 International Law and Organization (3)**

A study of the nature and scope of international law; the various types of international organizations, their goals and functions; and international regimes. Prerequisite: POSC 206.

### **319 The Global Politics of International Development (3)**

A comparative analysis of the process of political and socioeconomic development in selected political systems of Asia, Africa, and Latin America.

### **326 Global Environmental Politics (3)**

This course introduces students to major global environmental problems and to the negotiations, treaties, and diplomacy regarding attempts to solve them. Topics we will focus on include social pressure groups, population pressures, biodiversity, climate change, epistemic communities, regimes, global and regional environmental governance, trade and the environment, sustainable development, environmental refugees, bio-safety, and energy.

### **333 Transnational Feminisms (3)**

In this course, we will discuss feminist analyses of gender, colonialism, and economic globalization. The first part of this course will consider a variety of feminist theoretical perspectives on the gendered, classed, and racialized dynamics of colonialism and globalization. Next, we will examine the particularities of women's lives globally and their different histories and social histories. Finally, we

will look at some of the feminist transnational activism and mobilization around issues of conflict, environment, capitalism, and labor. Some of the questions we will consider are: How does globalization impact existing (gender) inequalities? How does globalization trouble the “North-South” divide? What political, social, and economic ramifications does the outsourcing of reproductive labor have?

### **346 The Politics of Globalization (3)**

This course seeks to understand the major theoretical perspectives on International Political Economy (IPE) and their implications for policy. After a brief introduction to the field of IPE, we will spend a few weeks tracing the historical evolution of the global political economy. We will then examine a range of different problems in the global economy: the internationalization of production, the challenges of international development, the North-South Gap, and the 2008 financial and economic crises.

### **416 United States Foreign Policy (3)**

An analysis of the internal and external factors which influence the formulation and execution of the foreign policy of the United States. Major concepts, issues, and case studies of foreign policy are discussed. Prerequisite: sophomore, junior, or senior standing.

## **IV. POLITICAL THEORY AND METHODOLOGY**

### **301 The Quest for Human Rights (3)**

This course discusses the history of conceptions of rights. It also looks at the strategies involved in political debates about rights (also listed as JUST 301).

### **341 Politics and Religion (3)**

This course engages students in thinking critically about the relationship between religion and politics in the U.S. and in selected other countries. How religion and politics ought to relate, and how they relate in actual practice will be considered.

### **342 American Political Thought (3)**

This course is a survey of American political thought that takes a historical approach, considering representative writings from each of the major periods in the history of political thought in the United States.

### **344 Catholic Political Thought (3)**

A survey of Catholic political thought that considers the work of authors ranging from St. Augustine to John Courtney Murray and that examines issues such as the relationship between reason and revelation, the proper relationship between religious and civil authority, the dignity of the human person, and the necessary political implications of that dignity. Prerequisite: POSC 204. RLST 225 or 232 recommended.

### **350 Politics and Film (3)**

In Politics and Film, students will learn how to identify, understand, analyze, and communicate political ideas as portrayed and presented in films. While most of the films, readings, and class discussions focus on American politics, some content will pertain to the political science fields of political theory, international relations, and comparative politics.

## **V. OTHER COURSES**

### **290 Model UN (1)**

This course is designed to provide an introduction to the structure, activities and procedures of the United Nations, as well some of the central features and challenges of international law and diplomacy. Student will represent a UN member at the American Model UN Conference. May be repeated for credit.

### **390 Special Topics in Political Science (1–3)**

The presentation of selected subjects of special relevance not included in regular departmental offerings. Prerequisite determined by instructor.

### **495–496 Senior Thesis I, II (1, 1)**

Tutorial provided on the writing of the senior thesis. Graded S/U.

#### 497 Independent Study (1–3)

Specialized research supervised in a tutorial setting. No more than six hours of independent study in any one department may be used to meet graduation requirements. Independent study does not fulfill elective requirements for majors or minors.

#### 499 Internship in Politics (1–3)

Supervised field work in an agency of government. Open only to junior or senior majors who have completed POSC 201, 217, and two elective courses in the department. It does not fulfill elective requirements for majors or minors. Graded S/U.



## Pre-Med/ Pre-Health Professions

**Nancy Nekvasil, Program Director/Advisor**  
268 Science Hall  
574-284-4673

### PROGRAM DESCRIPTION

Saint Mary's College is a great place to complete "Pre-Health Professions" courses in order to prepare for admission into any number of Graduate Health Professions programs. The strength of the Saint Mary's liberal arts curriculum and the rigor of the science courses taught by Saint Mary's faculty are ideal for preparing students to study in a graduate health professions discipline following college. Whether a student desires to pursue study in Human Medicine, Veterinary Medicine, Dentistry, Physical Therapy, Optometry, Occupational Therapy, Pharmacy, Physician Assistant Studies, Public Health, or a less popular field, Saint Mary's can help guide the student in curricular planning in order to complete prerequisite courses for application to these health-related programs. Every student will have an assigned advisor for course selection throughout her College career, and she can also consult with Dr. Nekvasil, Pre-Health Professions Advisor.

Students can enter a Health Professions Graduate program from a completed major in any discipline at Saint Mary's College. The most popular major is biology followed by chemistry/biochemistry, but students have also gone on to these programs from majors in music and psychology. Regardless of major, students should strive for a cumulative GPA of 3.5 or better with science grades of 3.6 or better to be competitive.

A basic core of courses is required for health professions programs, all of which can be taken at Saint Mary's College. Following are the ones most commonly found among the list of prerequisite of courses for most schools/programs. It is VERY important that students be responsible for their own research of classes required for admission to the graduate health professions program they desire.

### PROGRAM IN PRE-MED/PRE-HEALTH PROFESSIONS

#### One year of biology with labs:

BIO 153-154	Foundations of Biology I, II	8 hours
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#### One year of general chemistry with labs:

CHEM 121-122	Principles of Chemistry I, II	8 hours
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#### One year of organic chemistry with labs:

CHEM 221-222	Organic Chemistry I, II	8 hours
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NOTE: some programs no longer require the second semester of organic chemistry

#### One semester of biochemistry (now required of many programs):

CHEM 324	Biochemistry (no lab)	3 hours
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**One year of math:**

MATH 131/132	Calculus I, II	8 hours
or MATH 114/133	Introduction to Statistics/Theory and Application of Calculus	7 hours
or MATH 133/225	Theory and Application of Calculus/ Foundations of Higher Mathematics	7 hours

**One year of physics:**

PHYS 121-122	General Physics I, II	8 hours
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**One year of English (not all schools)****Courses in psychology and sociology (6–9 hours)**

All graduate health professions programs require an admission test in spring of the junior year or fall of the senior year if a student desires to enter the program immediately following graduation from college. These include but are not limited to the MCAT for medical school, DAT for dental school, VCAT or GRE for vet school, OAT for optometry, and GRE for most of the others.

The MCAT (required for medical school) requires at least one course in psychology and one in sociology (dealing with human behavior) as well as biochemistry. Other programs require anatomy and physiology. Some programs also want a course or demonstrated proficiency in communications. Students can get all these courses/requirements at Saint Mary's College, but some classes may have prerequisites, so students should plan ahead! The student's advisor and/or Dr. Nekvasil can help with these details.

Health Professions programs are interested in students who have demonstrated leadership, good time management skills, and an interest in people. Because all undergraduate students at Saint Mary's are women, all leadership positions are filled by women! The Senior Comprehensive requirement, which is found in all departments at Saint Mary's College, is highly esteemed among Health Professions Graduate programs. Study abroad and opportunities for shadowing or volunteering are also highly valued and are recommended as part of the undergraduate experience at Saint Mary's.



# Psychology

**Bettina Spencer, Department Chair**  
326W Spes Unica Hall  
574-284-4163

**PSYCHOLOGY FACULTY**

T. Aubele-Futch, K. Chambers, C. Pittman,  
A. Russell, B. Spencer, R. Stoddart

**DEPARTMENT DESCRIPTION**

Psychology is devoted to the study of individuals, particularly of their behavior and mental processes. In studying individuals, psychologists employ scientific methods and gather empirical evidence. Students of psychology learn to employ these methods to think critically and creatively about human behavior, develop strong problem-solving skills, and learn to apply new knowledge to social and individual problems.

The Department of Psychology offers students a representative and balanced exposure to the theories, methods, findings, and issues in psychology. Through their coursework, students are introduced to the major perspectives that predominate in psychology today, including the neurological, cognitive, developmental, sociocultural, and psychodynamic perspectives. Students have the opportunity to work with faculty on their research, to conduct their own independent research projects and to complete supervised field experiences and internships.

**TEACHER PREPARATION**

The Psychology Department in conjunction with the Education Department offers courses leading to Indiana licensing in social studies secondary education.

**ADVANCED WRITING PROFICIENCY**

The Advanced Writing Proficiency requirement in psychology is designed to foster the development of a wide range of psychological writing skills and styles, including the following: the analysis and synthesis of research literature using scientific (i.e., APA style) writing; case study descriptions of child and adult development; report of a scientific research project and structured lab observations; personal reflections on the intersection of theory, research, and person experiences; reasoned position papers using empirical evidence to support the student's argument. Students complete a designated set of papers to demonstrate competence in various writing skills and proficiency in specific styles of psychological writing.

**SENIOR COMPREHENSIVE**

Psychology majors may complete one of two types of Senior Comprehensive projects in psychology: an extensive review of the literature on a psychological topic, or an empirical research study that the student proposes and conducts independently. Students present their senior comprehensive projects to the psychology faculty and their peers. Satisfactory completion of the PSYC 495 class, their projects, and presentations, satisfies the senior comprehensive requirement.

**PSYCHOLOGY DEPARTMENT STUDENT LEARNING OUTCOMES**

- Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.



- Students will demonstrate competence in psychological writing and oral presentations. They will describe human behavior with clarity; construct, defend, and criticize arguments effectively; and employ evidence appropriately.
- Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Students will respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.
- Students will demonstrate information competence and the ability to use computers and other technology for research, statistical analysis, and communication.
- Students will understand the nature and impact of culturally diverse environments on human behavior and can respond as an agent of change.
- Students will emerge from the major with self-knowledge as well as realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

## PROGRAM IN PSYCHOLOGY

### *Bachelor of Arts, Major in Psychology—PSYC (35 hours)*

#### Highly Recommended to fulfill General Education Requirements

MATH 104	Finite Mathematics	3 hours
BIO 103-104	Biology & Human Values I & II	8 hours
or BIO 153-154	Foundations of Biology I & II	8 hours

#### One of the following:

PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours

#### All of the following:

PSYC 301	Developmental Psychology	4 hours
PSYC 324	Statistics in Psychology	3 hours
PSYC 325	Research Methods in Psychology	4 hours
PSYC 339	Introduction to Neuroscience	3 hours
PSYC 495	Senior Seminar in Psychology	3 hours

#### Two of the following:

PSYC 319	Cognitive and Behavioral Therapies	3 hours
PSYC 323	Psychology of Personality	3 hours
PSYC 326	Abnormal Psychology	3 hours
PSYC 381	Clinical Psychology	3 hours

#### Two of the following:

PSYC 332	Animal Learning and Cognition	3 hours
or PSYC 342	Historical Roots of Modern Psychology	3 hours
PSYC 337	Social Psychology	3 hours
PSYC 364	Cognitive Psychology	3 hours

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

PSYC 302	Psychology of Adult Development and Aging	3 hours
PSYC 304	Psychology of Child and Family in Contemporary Society	3 hours
PSYC 305	Lifespan Developmental Psychology	3 hours
PSYC 349	Sensation and Perception	3 hours
PSYC 355	Psychology and Poverty	3 hours
PSYC 360	Psychology and the Law	3 hours
PSYC 362	Psychological Testing and Measurement	3 hours
PSYC 386	Practicum in Clinical and Community Psychology	3 hours

PSYC 389	Practicum in Teaching Psychology	1–3 hours
PSYC 390	Special Topics in Psychology	1–3 hours
PSYC 402	Psychology of Women	3 hours
PSYC 403	Psychology of Adolescence	3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
PSYC 485	Independent Research in Psychology	1–3 hours
PSYC 497	Independent Study in Psychology	1–3 hours

### *Minor in Psychology—PSYC (18 hours)*

#### One of the following:

PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours

#### One of the following:

PSYC 301	Developmental Psychology	4 hours
PSYC 339	Introduction to Neuroscience	3 hours

#### One of the following:

PSYC 319	Cognitive and Behavioral Therapies	3 hours
PSYC 323	Psychology of Personality	3 hours
PSYC 326	Abnormal Psychology	3 hours

#### One of the following:

PSYC 332	Animal Learning and Cognition	3 hours
or PSYC 342	Historical Roots of Modern Psychology	3 hours
PSYC 337	Social Psychology	3 hours
PSYC 364	Cognitive Psychology	3 hours

#### Two of the following:

PSYC 301	Developmental Psychology	4 hours
PSYC 302	Psychology of Adult Development and Aging	3 hours
PSYC 304	Psychology of Child and Family in Contemporary Society	3 hours
PSYC 305	Lifespan Developmental Psychology	3 hours
PSYC 319	Cognitive and Behavioral Therapies	3 hours
PSYC 323	Psychology of Personality	3 hours
PSYC 324	Statistics in Psychology	3 hours
PSYC 325	Research Methods in Psychology	4 hours
PSYC 326	Abnormal Psychology	3 hours
PSYC 332	Animal Learning and Cognition	3 hours
PSYC 337	Social Psychology	3 hours
PSYC 339	Introduction to Neuroscience	3 hours
PSYC 342	Historical Roots	3 hours
PSYC 349	Sensation and Perception	3 hours
PSYC 355	Psychology and Poverty	3 hours
PSYC 360	Psychology and the Law	3 hours
PSYC 362	Psychological Testing and Measurement	3 hours
PSYC 364	Cognitive Psychology	3 hours
PSYC 381	Clinical Psychology	3 hours
PSYC 386	Practicum in Clinical and Community Psychology	3 hours
PSYC 389	Practicum in Teaching Psychology	1–3 hours
PSYC 390	Special Topics in Psychology	1–3 hours
PSYC 402	Psychology of Women	3 hours
PSYC 403	Psychology of Adolescence	3 hours
PSYC 437	Psychology of Violence	3 hours
PSYC 438	Stereotyping and Prejudice	3 hours
PSYC 485	Independent Research in Psychology	1–3 hours
PSYC 497	Independent Study in Psychology	1–3 hours

## PSYCHOLOGY COURSES (PSYC)

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

An introductory survey of theories, topics, and applications in psychology. Course covers a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 156 course is organized around systems of thought and social science concepts that identify biological, psychodynamic, cognitive, behavioral, and sociocultural approaches to psychological topics. Students will recognize the impact of human diversity, and learn that psychological explanations vary across populations and contexts. A student cannot earn credit for both PSYC 156 and 157.

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

An introductory survey of theories, topics and applications in psychology. Courses cover a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 157 course emphasizes social science methodology and, therefore, students will conduct basic studies to address psychological questions using appropriate research methods. A student cannot earn credit for both PSYC 156 and 157.

### 301 Developmental Psychology (4)

A study of the psychological development of the normal individual from conception through adolescence. Consideration is given to topics such as heredity and environment, learning, perception, cognition, and neurological, social, and emotional development using an ecological systems perspective. In labs, students are introduced to the research and assessment methods used by psychologists who work with and study children. Prerequisite: PSYC 156 or 157.

### 302 Psychology of Adult Development and Aging (3)

A seminar course that focuses on personality development from late adolescence through old age. Emphasis is placed on the changing personal growth issues which the developing adult faces. The course follows Erikson's stages, and includes the following topics: identity development, Jung's individuation theory of adult personality development, midlife crises, intergenerational relationships, and an examination of similarities and differences in men's and women's development. Prerequisites: PSYC 156 or 157 and 301 or permission of the instructor.

### 304 Psychology of Child and Family in Contemporary Society (3)

This course focuses on emerging family structures, their effect on children, and ways of supporting children's development in contemporary society. Topics include historical transformations in definitions of families; divorced, single-parent and blended families; lesbian and gay families, cultural and ethnic diversity in families; working women and dual-career families; family stressors; daycare; and government policies about families. Prerequisites: PSYC 156 or 157 and 301 or permission of the instructor.

### 305 Lifespan Developmental Psychology (3)

A study of the basic sequences and processes of human development from the prenatal period through death. Emphasis is on the unique nature of the Lifespan approach to studying development, examining continuities and discontinuities, the interaction of nature and nurture, and age-related and nonnormative influences on development. Prerequisite: PSYC 156 or 157.

### 319 Cognitive and Behavioral Therapies (3)

A survey of principles, methods, issues, and applications in the cognitive and behavioral therapies. Topics and applications in areas such as applied behavior analysis, cognitive behavior therapy, exposure therapy, and dialectical behavior therapy are included. Prerequisite: PSYC 156 or 157.

### 323 Psychology of Personality (3)

Discussion of major contemporary theories of personality including the psychoanalytic, behavioristic, cognitive, humanistic, and information-processing theories and the research emerging from these theories. Prerequisite: PSYC 156 or 157.

### 324 Statistics in Psychology (3)

An introduction to concepts and procedures involved in various research methods common to psychology as well as the statistical procedures appropriate to each. Both critical thinking skills and statistical computations are emphasized. Prerequisite: PSYC 156 or 157. Completion of the Sophia Mathematical Arts requirement is highly recommended.

### 325 Research Methods in Psychology (4)

Students are introduced to the design, replication, analysis, and reporting of research, using both experimental and correlational methods. Students acquire skills in critical thinking and experience with computer programs in statistics. Prerequisite: PSYC 324. Completion of at least one 300-level Psychology class is recommended.

### 326 Abnormal Psychology (3)

An introduction to the major questions, issues, perspectives, and findings in contemporary abnormal psychology. Major disorders and their classification in DSM-V are discussed. Causes and treatment of disorders from psychological, biological, and sociocultural models are reviewed. Prerequisites: PSYC 156 or 157 and 323 or 301 or permission of the instructor.

### 332 Animal Learning and Cognition (3)

A study of major theoretical approaches and issues in the area of learning, with an emphasis on animal learning. Topics include: operant and classical conditioning, biological constraints, and animal cognition. Prerequisite: PSYC 156 or 157.

### 337 Social Psychology (3)

Social psychology critically studies how certain situations and the presence of others can influence our everyday lives. The course examines how our self-perceptions, attitudes, and impressions are affected by society; how and why we stereotype others; the phenomena of conformity, obedience, and group think; aggression and altruism; and finally, how we are influenced by our culture and the media. Prerequisite: PSYC 156 or 157.

### 337L Social Psychology Lab (1)

Students are introduced to research methods in social psychology. Groups will engage in a variety of predesigned projects and will complete a project of their own design. Corequisite: PSYC 337.

### 339 Introduction to Neuroscience (3)

An introduction to the biological bases of behavior. Emphasis is placed on a firm grasp of neuroanatomy, neurophysiology, and the essentials of neurochemistry and neuropharmacology, in order that the ways in which the nervous system produces behavior and thought and interacts with the environment may be appreciated. Additional topics include: sensory systems, learning and memory, the physiological bases of behavioral disorders, and consciousness. Prerequisite: PSYC 156 or 157.

### 339L Introduction to Neuroscience Lab (.5)

An introduction to methods and techniques employed in neuroscience. Corequisite: PSYC 339.

### 342 Historical Roots of Modern Psychology (3)

A seminar devoted to discussion of persistent issues in psychology, with an emphasis on connections between contemporary questions and both their historical roots and continuing philosophical dimensions. Readings will emphasize original source material. Prerequisites: PSYC 156 or 157 and either one additional three-credit psychology course, or permission of the instructor.

### 349 Sensation and Perception (3)

A look into the process by which we understand and interpret the world around us through our senses. Our nervous system then interprets and alters this information, given our experience, surroundings, and attention or biases, in the process called perception. Prerequisite: PSYC 339.

### 355 Psychology and Poverty (3)

Psychology has much to say about the impact of poverty on individuals. How does the stress of housing and food insecurity affect the family and children of those in poverty? Why are people resistant to supporting social programs that might result in a better life for those now living in poverty? This course will examine the problem through academic discussion and through conversations with those living in and fighting poverty with the goal of creating a broader understanding of this social problem. Prerequisite: Sophia Program Social Science I.

### 360 Psychology and the Law (3)

This course examines how psychology has impacted and informed the law, as well as how psychological opinion differs from the law. Law and legal practice may have as much to do with the people who are interpreting or administering the laws as with the legal doctrines under consideration. This fact constitutes one of the compelling reasons to examine psychological aspects of law. Prerequisite: PSYC 156 or 157.

### **362 Psychological Testing and Measurement (3)**

An introduction to the history, theory, administration, and interpretation of psychological tests, including tests of intelligence, personality, achievement, and interests. Prerequisites: PSYC 156 or 157 and 324.

### **364 Cognitive Psychology (3)**

A survey of contemporary theories and research on the acquisition, retention, and use of knowledge as well as processes involved in thinking. Topics include perception, attention, memory, language, imagery, cognitive development, reasoning, problem solving, creativity, and artificial intelligence. Prerequisite: PSYC 156 or 157.

### **381 Clinical Psychology (3)**

An introduction to clinical psychology as a helping profession, with a focus on interviewing skills and on facilitating the development of a supportive, nondirective relationship. Topics include: a client-oriented model of helping, identifying and clarifying problems, and formulating strategies for change. Prerequisites: PSYC 326 or permission of the instructor.

### **386 Practicum in Clinical and Community Psychology (3)**

Students receive supervised experience in a community setting and meet once a week as a group to discuss and evaluate their experiences and to relate them to topics in clinical psychology. Prerequisites: PSYC 381 and permission of the instructor.

### **389 Practicum in Teaching Psychology (1–3)**

Qualified students take responsibility for leading class discussions and preparing instructional and evaluative materials for selected psychology courses under the supervision of the instructor. Prerequisites: PSYC 156 or 157, junior standing, and permission of the instructor. May be repeated.

### **390 Special Topics in Psychology (1–3)**

An experimental, student or faculty initiated course on a topic not covered in detail in the regular curriculum. Students of demonstrated academic ability and maturity may initiate a course on a topic of their choice provided that they have secured a faculty sponsor in advance who will act as an advisor for and participant in the course. Student-initiated courses require the submission of an acceptable proposal prior to registration. Recent PSYC 390 topics have included: Anxiety Disorders, Psychology of Prejudice, and Science and the Self. Prerequisites: PSYC 156 or 157 and permission of the instructor.

### **402 Psychology of Women (3)**

An examination of the experience of women from various psychological perspectives. Topics include the biological, social, interpersonal, and cognitive factors involved in gender identity, gender roles, and gender differences. Students reflect on and discuss the material from an objective and analytical point of view in addition to a personal point of view reflecting personal values and experience. Prerequisites: junior standing, PSYC 323 or permission of the instructor.

### **403 Psychology of Adolescence (3)**

This course provides an overview of the theories and empirical studies examining biological, cognitive, emotional, and social transitions associated with adolescent behavior and psychosocial development. Prerequisite: PSYC 156 or 157 or permission of the instructor.

### **437 Psychology of Violence (3)**

This course will cover many aspects of the psychology of violence. Students will read classic and modern psychological journal articles, paired with memoirs and films, in order to better understand the processes that contribute to, or reduce, violence from the individual to the larger scale. Prerequisite: PSYC 337 or permission of the instructor.

### **438 Stereotyping and Prejudice (3)**

This course will examine issues of stereotyping and prejudice from a social psychological perspective. Using a mix of quantitative journal articles, novels, and films, students will identify and explore why people stereotype, how prejudices form, the effects of prejudice, how to combat stereotyping, and how members of disadvantaged groups can psychologically protect themselves against the negative effects of stigma. Students should have an understanding of social psychology or have taken a course in research methods. Prerequisite: PSYC 337 or permission of the instructor.

### **485 Independent Research in Psychology (1–3)**

The student designs and conducts an empirical study on a problem of her choice and writes up her research in a standard research report format. Prerequisites: PSYC 156 and 324, submission of an acceptable proposal prior to registration, and permission of the instructor. May be repeated for a maximum of six hours.

### **495 Senior Seminar in Psychology (3)**

A required seminar course for senior psychology majors designed as a capstone experience and an opportunity for students to contribute to the discourse of psychology. Two sections of the course are offered, focusing on either an empirical study or a comprehensive literature review. In addition to seminar readings and discussion, students either develop an empirical study and write a report which demonstrates their ability to conduct and present research on a psychological topic of interest; or examine a topic from a psychological standpoint and write a comprehensive literature review that persuasively presents their own perspective on the topic. Students present their projects both to their class, and to the psychology faculty and other students. Successful completion of the seminar project and the formal presentation satisfies the comprehensive examination requirement for the B.A. in Psychology. Prerequisites: Senior psychology major status, PSYC 324/325, and three other 300-level PSYC classes.

### **497 Independent Study in Psychology (1–3)**

Intensive and critical reading culminating in a paper in an area that supplements regular course offerings. Alternatively, students can complete an internship, provided that they are prepared by previous relevant course completion. Prerequisites: PSYC 156 or 157, submission of an acceptable proposal prior to registration, and permission of the instructor.



# Religious Studies

Kurt Buhring, Department Chair  
156 Spes Unica Hall  
574-284-4929

## FACULTY

K. Buhring, S. Davis, J. Fotopoulos, A. Houck,  
J. Incandela, P. Kaminski, T. Martin



## DEPARTMENT DESCRIPTION

The program in Religious Studies invites students to explore the big questions about life, death, love, sin, freedom, grace, peace, justice, God, and the human community. Christianity, and specifically the Catholic tradition, are the focuses of the Religious Studies program. Courses not only explore the religious dimensions of life but also endeavor to cultivate the skills and methods necessary to the study of religion and theology. The content and skills fostered in Religious Studies courses enable students to understand and appropriate their own religious tradition.

## ADVANCED WRITING PROFICIENCY

A student completing the Advanced Writing Proficiency requirement in Religious Studies assembles a portfolio of three papers demonstrating her ability to read theological literature with sensitivity, rigor, and understanding, and to engage in theological writing with insight, clarity, and persuasion.

## SENIOR COMPREHENSIVE

Students who major in Religious Studies take a two-part comprehensive examination in their final year. The exam tests the student's breadth of knowledge in Religious Studies and her facility in theological reflection. One part covers historical materials, texts, and issues (up to 1950); the second examines contemporary sources (1950 to present). Each test consists of three essays. Students prepare their bibliography in consultation with their academic advisor and then work with two members of the faculty to discuss the texts and prepare their responses. Students may use any books or articles relevant to the exam while taking it.

## LEARNING OUTCOMES FOR THE MAJOR AND MINOR IN RELIGIOUS STUDIES

A major or minor in Religious Studies does the following:

- Reads critically and analyzes texts pertaining to the study of religion, whether sacred, classical, or contemporary.
- Explains ways in which historical and cultural contexts affect the development of religious traditions.
- Articulates and defends her own line of interpretation and criticism regarding religious questions and texts pertaining to religion.
- Synthesizes examples, facts, issues, or theories within her studies in religious studies and theology, as well as articulates connections, where appropriate, to what she has learned in her other areas of study.

- Identifies some of the major figures, central issues of debate, and most important schools of thought in the field of religion and the discipline of theology; accurately articulates the positions they express; and explains their significance.
- Understands and uses specialized language accurately in analyzing, critiquing, and developing arguments.

## PROGRAM IN RELIGIOUS STUDIES

### **Bachelor of Arts, Major in Religious Studies—RLST (27 hours)**

#### **The following:**

RLST 101	Introducing Religious Studies	3 hours
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#### **One of the following:**

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

#### **One course from each of the following areas:**

##### *Biblical Studies*

RLST 304	Historical Jesus: The Quest for Jesus of Nazareth	3 hours
RLST 307	Leviticus and Numbers: Cultural Interpretations	3 hours
RLST 308	Paul and His Times	3 hours

##### *Historical Theology*

RLST 325	Great Theologians	3 hours
RLST 445	Historical Theology	3 hours

##### *Theory of Theology*

RLST 370	Aquinas' Search for God: Faith Meets Philosophy	3 hours
RLST 406	Ways of Doing Theology	3 hours

##### *Systematic Theology*

RLST 315	Free and Responsible: Grace and the Human Condition	3 hours
RLST 318	Heaven and Hell	3 hours
RLST 355	African-American Theologies	3 hours
RLST 457	Systematic Theology Seminar	3 hours

##### *Ethical Studies*

RLST 352	Religion and Politics	3 hours
RLST 458	Theological Ethics Seminar	3 hours

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

RLST 312	Theologies of Love	3 hours
RLST 314	Reading and Interpreting Hebrew Bible Prophets	3 hours
RLST 321	The Mystics	3 hours
RLST 339	Religion and Literature	3 hours
RLST 351	Religion and Science	3 hours
RLST 362	Becoming Women	3 hours
RLST 380	World Religions and Christianity	3 hours
RLST 381	Islam: Beliefs, Practices, and Current Events	3 hours

RLST 390	Special Topics	3 hours
RLST 476	Theology for Ministry and Life	3 hours

### **Minor in Religious Studies—RLST (15 hours)**

#### **The following**

RLST 101	Introducing Religious Studies	3 hours
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#### **One of the following:**

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

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

RLST 213	Experiencing God	3 hours
RLST 225	Reading the Hebrew Bible in Jewish and Christian Terms	3 hours
RLST 228	Christian Holiness	3 hours
RLST 232	Introduction to the New Testament	3 hours
RLST 233RM	Christian Moral Life I	3 hours
RLST 234RM	Contemporary Moral Life II	3 hours
RLST 236	Faith in Action	3 hours
RLST 240	Catholic Social Thought	3 hours
RLST 251	The Christian Tradition	3 hours
RLST 261	Catholic Faith and Life	3 hours
RLST 290	Special Topics	3 hours
RLST 304	Historical Jesus: The Quest for Jesus of Nazareth	3 hours
RLST 307	Leviticus and Numbers: Cultural Interpretations	3 hours
RLST 308	Paul and His Times	3 hours
RLST 312	Theologies of Love	3 hours
RLST 314	Reading and Interpreting Hebrew Bible Prophets	3 hours
RLST 315	Free and Responsible: Grace and the Human Condition	3 hours
RLST 318	Heaven and Hell	3 hours
RLST 321	The Mystics	3 hours
RLST 325	Great Theologians	3 hours
RLST 339	Religion and Literature	3 hours
RLST 351	Religion and Science	3 hours
RLST 352	Religion and Politics	3 hours
RLST 355	African-American Theologies	3 hours
RLST 362	Becoming Women	3 hours
RLST 370	Aquinas' Search for God: Faith Meets Philosophy	3 hours
RLST 380	World Religions and Christianity	3 hours
RLST 381	Islam: Beliefs, Practices, and Current Events	3 hours
RLST 390	Special Topics	3 hours
RLST 406	Ways of Doing Theology	3 hours
RLST 445	Historical Theology	3 hours
RLST 457	Systematic Theology Seminar	3 hours
RLST 458	Theological Ethics Seminar	3 hours
RLST 476	Theology for Ministry and Life	3 hours

## RELIGIOUS STUDIES COURSES (RLST)

### 101 Introducing Religious Studies (3)

This course introduces students to the study of religion and theological inquiry. Through a variety of sources it explores the meaning of religion in personal and cultural life.

### 102 Religion in Communities (1)

An introduction to several religious traditions practiced in the South Bend area and the skills needed to reflect on how our own beliefs and expectations shape our understanding of others.

### 191 The Greco-Roman World and Christian Origins (3)

This course functions together with a study program in Greece. Students will also meet for nine hours of classroom instruction and orientation before departure to Greece. The remainder of the course will occur while traveling to and within Greece. Students will study the origins of early Christianity in Greece during the first century C.E. in light of Greco-Roman culture and history. Students will examine ways in which ancient cultural patterns, symbols, values, and embodied artifacts of the Greco-Roman world shaped early Christianity in Greece and that movement's unique Christian assemblies by investigating Greco-Roman religions, politics, gender issues, social status, daily life, city planning, architecture, art, economy, and ancient travel. The course is organized around daily excursions to various archaeological sites in Greece that will allow students to probe the cultural and historical realities of Greco-Roman antiquity and their influence on early Christianity.

### 213 Experiencing God (3)

An exploration of the ways people come to know the divine through their own experience. This course will focus on works in which people reflect on their experience of the divine, and it will also consider works in which scholars seek to understand religious experience from different perspectives.

### 225 Reading the Hebrew Bible in Jewish and Christian Terms (3)

This course is a study of the Bible as a foundation for Jewish and Christian theology and the relationship between the two faith traditions. It will focus on the Hebrew Bible and how some of its texts and themes are utilized and reinterpreted in the New Testament.

### 228 Christian Holiness in History and Culture (3)

This course examines a broad array of Christian practices, techniques and ideas about holiness.

### 232 Introduction to the New Testament (3)

This course examines the Christian biblical writings giving attention to their social-historical, literary, and theological characteristics. The New Testament texts are situated within the respective Jewish Palestinian and Greco-Roman contexts of Jesus and his early followers. Attention is given to compositional issues and to the subsequent transmission of these writings.

### 233RM Christian Moral Life I (3)

This course treats various topical issues in the area of Christian moral theology. It will have two principal parts besides an overall introduction. The first part will explain the various relevant factors in making moral decisions in the life of the Christian. The second part will deal with more thematic issues in the area of biomedical ethics. Taught in Rome.

### 234RM Contemporary Moral Life II (3)

This course continues the ethical reflection initiated in RLST 233 and applies some of the criteria to the areas of theological, social, and sexual ethics. However, RLST 233 is not a prerequisite for this course. Taught in Rome.

### 236 Faith in Action (3)

This course examines the faith, practices, and theories of influential American Christian activists who exemplify a variety of approaches to the Christian quest for justice. It seeks to understand how a commitment to justice can grow out of Christian faith.

### 240 Catholic Social Thought (3)

What is the Church's proper role in social and political life? What insight does the Roman Catholic tradition offer in the face of ever more difficult moral quandaries? This course examines the

foundational elements of the Church's social tradition and their application to contemporary issues such as poverty and homelessness, health care, the environment, capital punishment, war, and the beginning and end of life, and may focus on the impact of such issues on women inside and outside the Church, as well as on the relationship between one's role as believer and one's role as citizen.

### 251 The Christian Tradition (3)

An examination of the sources and development of Christianity's central teachings. Consideration of the history and contemporary understandings of those aspects of the faith of prime importance: God, Christ, the Church, the Christian life. What does it mean to be part of the Christian tradition? How can we understand its richness and diversity?

### 261 Catholic Faith and Life (3)

A study of basic doctrinal beliefs, moral values, and worship in the Catholic Church. Primarily an introduction to a theological understanding of these issues, the course also considers practical implications for personal and social life.

### 290 Special Topics (3)

The presentation of selected general education topics not covered in regular departmental 200 level courses. May be repeated for credit with a different topic.

**NOTE: Courses at the 300-400 level are open only to those Saint Mary's and Notre Dame students who have already satisfied their General Education requirement.**

### 304 Historical Jesus: The Quest for Jesus of Nazareth (3)

This course will examine the life, message, and mission of the historical Jesus of Nazareth. Students will study the historical context in which Jesus lived, investigate the ancient sources which provide the data for reconstructing the life of the historical Jesus, and make use of historical-critical scholarly methods.

### 307 Leviticus and Numbers: Cultural Interpretations (3)

This course is a study of the third and fourth books in the Torah or Pentateuch. These biblical books will be read in conversation with biblical criticism and cultural anthropology.

### 308 Paul and His Times (3)

This course introduces students to the life, letters, and beliefs of Paul's own writings within their social-historical contexts. Students also become familiar with diverse positions in Pauline studies by reading contemporary scholarship.

### 312 Theologies of Love (3)

A study of various theological approaches to the concept and lived reality of love and loving—God, human persons, and the world of nature and culture. Different sorts of human love are explored: the love of friendship, married love, parental and filial love, love of one's work, etc. Excerpts are read from classical and contemporary theologians, a few mystics, and some current social activists.

### 314 Reading and Interpreting Hebrew Bible Prophets (3)

This course is a study of the fifteen prophetic books of the Hebrew Bible, written from the 8th century BCE to approximately the 4th century BCE. The books will be read in conversation with contemporary work on methods of biblical interpretation, particularly feminist criticism.

### 315 Free and Responsible: Grace and the Human Condition (3)

This course explores the God-human relationship which the Christian tradition describes as grace. It studies contemporary expressions of God's action, human freedom, and responsibility. It also explores classical texts and Church teaching on the relationship of grace to sin, salvation, and the meaning of history.

### 318 Heaven and Hell (3)

This course offers an interdisciplinary introduction to eschatology, the branch of Christian theology that deals with what are traditionally known as the last things—death, judgement, heaven, and hell. The class will focus on the ways theologians and artists have wrestled with understanding and depicting the afterlife.

### 321 The Mystics (3)

This course explores the wisdom of the Christian mystics and the significance of this wisdom for theology and religious studies. Different themes occur in various semesters, e.g., women mystics, medieval mystics, Spanish mystics, etc.

### **325 Great Theologians (3)**

In a given semester, the work of a few Christian theologians is studied according to selected themes in their writings. Choice of the specific theologians is determined according to the expertise of available faculty and expressed interest of majors. Seminar format.

### **338 Studies in Theology and Film (1)**

This course focuses on selected theological themes in films. Students learn to think critically, discover and discuss theological themes in a variety of cinematic presentations. May be repeated for credit with a different theme. Graded: S/U. Prerequisites: RLST 101 and a 200-level RLST course. This course does not count toward the major or minor.

### **339 Religion and Literature (3)**

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

### **351 Religion and Science (3)**

This course explores the relationship between religion and science, and addresses questions raised by the religion/science debate and seeks ways to relate better the wisdom gained by science and religion.

### **352 Religion and Politics (3)**

This course examines ethical issues at the intersection of religion and politics. It explores topics such as the function and limits of secular authority for religious communities, the possible imperative for religious claims to enter the public sphere, and how various competing religious claims may be adjudicated effectively. Prerequisite: Junior/Senior standing or permission of instructor.

### **355 African-American Theologies (3)**

This course will be an engagement with various forms of African-American theologies. Our focus will be on ways in which African-Americans have conceived of the three persons of the Christian Trinity, both constructively and critically. We will also consider ways in which social, historical, cultural, and political contexts relate to developing theologies.

### **362 Becoming Women (3)**

This course examines Christian theological positions about women and sexuality as these positions have functioned in history and have affected Church teaching on the role of women in society. It uses interdisciplinary, interfaith discussions to highlight the importance of constructive theological reflection on contemporary issues facing women.

### **370 Aquinas' Search for God: Faith Meets Philosophy (3)**

This course, based in the writings of Saint Thomas Aquinas, pursues the mysteries of faith with the fascination of reason. Topics to be addressed include the existence and attributes of God, God's relationship to the world's evil, and the delicate balance between faith and reason.

### **380 World Religions and Christianity (3)**

What do non-Christian religions say about ultimate reality and the meaning of life? How should Christians regard the beliefs and practices of non-Christians? A survey of selected non-Christian theologies and Christian responses.

### **381 Islam: Beliefs, Practices, and Current Events (3)**

This course will be an engagement with Islam. We will examine Muslim beliefs and practices, as well as ways that Islam impacts current events. We will explore the roots of the Muslim tradition, different ways of being Muslim, the status of women in Islam, and the relationship between violence and Islam, among other topics. We will also consider ways in which the social, historical, cultural, and political contexts relate to Islam.

### **390 Special Topics (1–3)**

The presentation of selected subjects of special relevance not included in regular department offerings. May be repeated with different topic.

### **406 Ways of Doing Theology (3)**

Reflection on the methods and standards used by Christian thinkers to develop appropriate and credible theologies when faced with the most pressing issues in contemporary Christian life.

### **445 Historical Theology (3)**

This course is an exercise in Historical Theology that identifies classical theologians and classical texts from the Christian tradition—especially from the early Church, the Middle Ages, and the Reformation. This course explores selected classical texts, in context, as a way of understanding the evolution of Christian doctrine and as a way of informing the work of theology.

### **457 Systematic Theology Seminar (3)**

A study of systematics, correlating major theological themes, and doctrinal issues such as Christology, ecclesiology, sin and grace, sacraments.

### **458 Theological Ethics Seminar (3)**

A study of basic issues for Christian ethical reflection, such as the status of norms, the meaning of natural law, doctrine of person and human action, and the nature of moral argument.

### **476 Theology for Ministry and Life I: Theory (3)**

A study of issues, foundations, and theologies which shape contemporary catechetical ministries. Special attention to the psychology of religious learning and to themes in biblical, moral, and doctrinal theology which characterize contemporary Catholic thinking.

### **486 Theology for Ministry and Life II: Practicum (1–3)**

Supervised ministry or teaching of religion in a local parish or school is the basis for a weekly reflection seminar and for readings. Prerequisite: RLST 476. This practicum does not count as one of the two required electives for the RLST major or minor.

### **497 Independent Study (1–3)**

May be repeated.



# Social Work and Gerontology

Frances Bernard Kominkiewicz, Department Chair  
250 Spes Unica Hall  
574-284-4515



## PROGRAM IN SOCIAL WORK

### FACULTY

J. Bauwers-Byers, F. Kominkiewicz, L. Sanchez, K. Sangster

### PROGRAM DESCRIPTION

The Social Work program offers a program of study that emphasizes a holistic perspective on human behavior, social life, and cultural systems. By examining issues within their social and cultural contexts, courses in the department offer students the opportunity to increase their awareness of the multifaceted influences on human life and action, and to learn to analyze social issues and cultural forms from a critical and comparative perspective. The program is nationally accredited by the Council on Social Work Education.

Graduates of the Social Work Program will possess theoretical and practice competencies required of the professional social worker and will have integrated the underlying values of the profession. Content areas emphasized within the social work curriculum include: human behavior and the social environment; research; values and ethics; diversity; populations at risk; social and economic justice; social welfare policy and services; practice approaches; and field practicum. The degree offered is a Bachelor of Arts.

### ADVANCED WRITING PROFICIENCY

To fulfill the College's Advanced Writing Proficiency requirement, each student is evaluated through materials presented during her senior year.

### SENIOR COMPREHENSIVE

The Senior Comprehensive in Social Work is fulfilled by the Senior Comprehensive Portfolio, which demonstrates the student's competency in the required curriculum areas. Because of the professional nature of the Social Work major, a student who plans to complete a dual major in Social Work and another discipline may do so only on the condition that she completes the SW 495 and the Social Work Senior Comprehensive Portfolio.

### SOCIAL WORK PROGRAM LEARNING GOALS

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.



- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.

NOTE: Visit [www.cswe.org](http://www.cswe.org) for more information.

## PROGRAM IN SOCIAL WORK

### **Bachelor of Arts in Social Work—SW (60 hours)**

#### **All of the following:**

SW 202	Intro to Social Work	3 hours
SW 235	Human Behavior and the Social Environment I	3 hours
SW 236	Human Behavior and the Social Environment II	3 hours
SW 331	SW Practice I: Micro Methods	3 hours
SW 332	SW Practice II: Mezzo Methods	3 hours
SW 333	SW Practice III: Macro Methods	3 hours
SW 334	Social Welfare Policy and Service	3 hours
SW 340	Working with Diverse Populations	3 hours
SW 484	Social Work Research Methods and Statistical Concepts I	3 hours
SW 485	Social Work Research Methods and Statistical Concepts II	3 hours
SW 486-487	Social Work Field Practicum I & II	6/6 hours
SW 488-489	Social Work Field Practicum Seminar I & II	2/2 hours
SW 495	Integrative Seminar	1 hour
Senior Comprehensive Portfolio and Oral Examination		

#### **Required Supporting Courses** (a passing grade is required in supporting courses)

BIO 105	Cells to Self	4 hours
or BIO 106	Mendel, Darwin, and the World We Live In	4 hours
PSYC 156	Introduction to Psychology: Culture and Systems	3 hours
or PSYC 157	Introduction to Psychology: Science for the Citizen	3 hours

**Two of the following:** Other courses may be substituted with permission from the student's departmental advisor.

SW 341	Relationships, Intimacy, and Sexuality Across the Lifespan	3 hours
SW 342	Intercultural Leadership Development	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 361	Budgeting and Financial Management for Health and Human Services Administration	3 hours
SW 362	Perspectives in Gerontology	3 hours
SW 363	Grant Writing for Health and Human Services Administration	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours
SW 390	Special Topics in Social Work	3 hours

### **Minor in Social Work—SW [except Nursing and Psychology majors] (15 hours)**

#### **All of the following:**

SW 202	Intro to Social Work	3 hours
SW 235	Human Behavior and the Social Environment I	3 hours
SW 340	Working With Diverse Populations	3 hours

#### **Two of the following:**

SW 236	Human Behavior and the Social Environment II	3 hours
SW 334	Social Welfare Policy and Service	3 hours
SW 341	Relationships, Intimacy, and Sexuality Across the Lifespan	3 hours
SW 342	Intercultural Leadership Development	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 361	Budgeting and Financial Management for Health and Human Services Administration	3 hours
SW 362	Perspectives in Gerontology	3 hours
SW 363	Grant Writing for Health and Human Services Administration	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours

### **Minor in Social Work—SW [students in Nursing and Psychology majors] (15 hours)**

#### **All of the following:**

SW 202	Intro to Social Work	3 hours
SW 236	Human Behavior and the Social Environment II	3 hours
SW 340	Working with Diverse Populations	3 hours

#### **Two of the following:**

SW 334	Social Welfare Policy and Service	3 hours
SW 341	Relationships, Intimacy, and Sexuality Across the Lifespan	3 hours
SW 342	Intercultural Leadership Development	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 361	Budgeting and Financial Management for Health and Human Services Administration	3 hours
SW 362	Perspectives in Gerontology	3 hours
SW 363	Grant Writing for Health and Human Services Administration	3 hours
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	3 hours
SW 370	Family Violence and Sexual Abuse Issues	3 hours
SW 390	Special Topics in Social Work	3 hours

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

Minors should also consult with their Social Work advisors as early as possible and must be accepted into the minor in Social Work course of study by application to the Department of Social Work and Gerontology. The Council on Social Work Education does not accept the minor in Social Work as meeting the requirements for preparation for entry-level generalist social work practice. A minor in Social Work can enter the major in Social Work through an application process to the Department of Social Work and Gerontology, allowing the major to use her Social Work coursework toward advanced standing in the M.S.W. graduate school education.

## DOUBLE MAJORS/MINORS

Courses taken outside the major may be chosen to complement the Social Work major or to provide the student with a second area of concentration.

## LICENSURE FOR SOCIAL WORK PRACTICE

The Social Work Program at Saint Mary's College is accredited as a baccalaureate degree program by the Council on Social Work Education that qualifies students for state licensure examinations.

## ADVANCED STANDING IN M.S.W. GRADUATE PROGRAMS

Students are encouraged and recommended to pursue the M.S.W. and the Ph.D. degrees in Social Work. By completing the Social Work major, students may be eligible for advanced standing in nationally recognized graduate schools that actively recruit graduating Social Work seniors from this professional program. Advanced standing in M.S.W. programs allows student to complete their graduate M.S.W. degrees in one instead of two years through completing two to three semesters of graduate M.S.W. education.

## SOCIAL WORK FIELD PLACEMENTS

The Social Work Program mentors women into career trajectories for leadership in a variety of fields, including psychotherapy with children and families, medical social work, law and social policy, administration, global/international social work, organizational social work, gerontology, community social work, school social work, and government social work. The field practicum is completed in the senior year at a local social service organizational setting. Practicum placements may include:

- Congressional Office
- U.S. Senate Office
- Mayor's Office
- Charles Martin Youth Center
- Local school corporations
- Saint Joseph Regional Medical Center
- YWCA
- Oaklawn Hospital and Mental Health Center
- REAL Services, Inc.
- Ombudsman Program
- Hope Ministries
- South Bend Heritage Foundation
- Ryan's Place
- Family Justice Center
- Memorial Prenatal Clinic
- Youth Service Bureau



## SOCIAL WORK COURSES (SW)

### 202 Introduction to Social Work (3)

This course is an introduction to the knowledge and skills of the generalist practice of social work. It includes an examination of the history, principles, practice, research, and literature in the social welfare field. Theoretical and professional foundations, diverse client systems, areas of practice, contemporary social policies, and social work values are examined. The student is given opportunities to visit community agencies.

### 235 Human Behavior and the Social Environment I (3)

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

### 236 Human Behavior and the Social Environment II (3)

This course examines human behavior and the social environment using the generalist social work theoretical framework to explain the interactions of communities, organizations, and society. Special emphasis is given to the biological, social, psychological, cultural, and spiritual factors that affect human behavior within these macro systems. Pre or corequisite: SW 235.

### 331 Social Work Practice I: Micro Methods (3)

The basic class in social work helping methods, this course applies the generalist approach to social work practice with individuals and families. Discussion of case studies with emphasis on systems theory and the ecological method. While this course focuses on micro level practice, the methods introduced are applicable to all types of social work practice. Prerequisite: social work major; pre or corequisite: SW 202 and 235.

### 332 Social Work Practice II: Mezzo Methods (3)

This focus of this course is the generalist approach to problem solving and intervention practices at the small and large group levels, introducing the function and role of the social worker in these settings. The class examines the dynamics that occur when clients with common concerns are brought together for the purpose of helping one another. Prerequisite: social work major and SW 202; pre or corequisite: SW 235.

### 333 Social Work Practice III: Macro Methods (3)

This course introduces the function and role of the social worker in organizations, communities, and societies. While many of the processes used in micro, mezzo, and macro practice are similar, there are unique features involved in the macro context which are examined and illustrated. Organizational and community theories are linked to practice applications. Prerequisites: social work major and SW 202; pre or corequisite: SW 235, 236.

### 334 Social Welfare Policy and Service (3)

Development of social welfare policy and service in response to changing social conditions. Focuses on the theory, history, scope, nature, organization, and implementation of current programs on local, state, and federal levels and in the private sector. Prerequisite: social work major or permission of instructor.

### 340 Working with Diverse Populations (3)

This course is designed to increase student knowledge of diversity in individuals, families, groups, communities, organizations, and societies. Addressing issues and exploring values necessary for successful interaction with diverse individuals, their families, and the communities and organizations with which they interact. Groups to be addressed include ethnic, racial, cultural, religious; socio-economic/class distinctions; individuals with physical, mental and emotional challenges; women; older adults and youth; and sexual orientation. Designated theoretical frameworks that explain the interaction in the social systems of diverse individuals, families, groups, communities, organizations, and societies will be discussed. The course also focuses on the relationship between diversity issues and human behavior, including prejudice and discrimination. Specific frameworks will be explored to understand the relationship between diversity and cultural, historical, biological, social, psychological, and spiritual variables.

### **341 Relationships, Intimacy and Sexuality Across the Lifespan (3)**

This course is designed to increase student learning in relationships through a discussion of sexuality and intimacy. Students will address these topics through knowledge of the biological, social, spiritual, and psychological aspects of relationships, sexuality, and intimacy. Knowledge of and competence in understanding populations-at-risk who are experiencing issues with intimacy, sexuality, and relationships will be explored.

### **342 Intercultural Leadership Development (3)**

This course provides students with an opportunity to develop leadership skills using a community based learning model. Students will participate in leadership learning experiences in community social service organizations. Leadership skills will be increased through actively participating with community leaders involved in a wide variety of programs that target services for populations at risk and diverse groups.

### **360 Health and Human Services Administration (3)**

This course is a real world introduction to the administration of health and human service organizations. Learn how to effectively manage interdisciplinary, interdepartmental, and inter-organizational situations in and among health and human services organizations through real life and applicable learning techniques, such as case scenarios. Examine the principles and practices of health and human services administration including ethics and values, leadership styles, theories of health and human services administration, and policies related to the management of health and human services are examined. Diverse client systems and developing sensitivity and understanding of various cultural, ethnic, socioeconomic, and spiritual backgrounds of individuals and groups in health and human services are emphasized.

### **361 Budgeting and Financial Management for Health and Human Services Administration (3)**

This is an introductory module designed for students who have little or no background in budgeting and financial management. The focus of this course is on the budget process for health care and human service organizations. Participants are exposed to specific techniques of health care and human service organization budgeting and variance analysis. The objectives for this course are for participants to improve their understanding of the budget process as it applies to health care and human service organizations and to learn valuable specific techniques of budgeting and variance analysis. Students learn to create, execute and analyze the basic types of budgets used in public, non-profit, and for-profit organizations. The course will teach specific tools using the case method and exercises. The course covers budget analysis, budget formulation, budget execution, budget strategies, evaluation of operating and capital budgets, and cost accounting. Special emphasis is placed on gerontological health and human services financial management.

### **362 Perspectives in Gerontology (3)**

This course provides an overview of issues related to older adults and their families and constitutes a core course for the interdisciplinary course of study of gerontology at this College. It examines the nature of the aging process, the ways in which persons adapt to changes, and the ways in which the interventions/services may assist with these adaptations. Special emphasis is given to the ways in which physical, social, and psychological factors interact to impact how persons age. The needs and issues encountered by older persons both within the community and in institutional settings will be examined. Work with caregivers will be considered. Students will examine ways to work with individuals, families, and groups. The course includes material addressing special populations and ethical issues.

### **363 Grant Writing for Health and Human Services Administration (3)**

This is an introductory module designed for students who have little or no background in grant writing. The focus of this course is on the grant writing process for health care and human service organizations. Specific techniques of health care and human service organization grant writing are presented. The objectives for this course are for participants to improve their understanding of the grant writing process as it applies to health care and human service organizations and to learn valuable specific techniques of grant writing. Students learn to research, create, and analyze the grant writing process in health and human service organizations. Special emphasis is placed on gerontological health and human services grant writing.

### **365 DSM-5 and Mental Health Issues Across the Lifespan (3)**

This course will focus on the application of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) for assessing and understanding mental health issues affecting human behavior across the lifespan with children, adolescents, adults, and families. Students will learn models of DSM-5 assessment to evaluate human functioning across the lifespan with emphasis on women and gender, vulnerable and diverse populations, and mezzo-macro issues.

### **370 Family Violence and Sexual Abuse Issues (3)**

This course introduces students to issues of family violence and sexual abuse across the lifespan. The different types of family violence and sexual abuse will be discussed, including domestic violence, global/international violence against women, rape, courtship violence and date rape, sexual assault, cultural issues related to abuse, bullying, school violence and abuse, child physical abuse, child sexual abuse, abuse against parents, elder abuse, sexual harassment, and abuse among vulnerable populations. Ethics and values, as well as criminal justice issues regarding family violence and sexual abuse, are emphasized. The history, policy, effects, and practice regarding family violence and sexual abuse will also be examined.

### **379 Interviewing Methods (3)**

A workshop course designed to assist students in learning interviewing techniques. Discussion and practical exercises will be used as well as video and audio facilities. Identification, observation, understanding, knowledge, demonstration, and student practicing of interviewing methods are utilized. Prerequisite: junior or senior status or permission of the instructor.

### **390 Special Topics in Social Work (1–3)**

A seminar focusing upon a selected area of interest in social work. Topics may include such areas as social stress, death and dying, poverty, mental illness, drug addiction, women in society, occupations and professions, conflict, education, social psychiatry, criminal justice. May be repeated for credit with a different topic and the consent of the advisor. Prerequisite: SW 202 or permission of the instructor.

### **397 Independent Study in Social Work (1–3)**

Independent readings and seminar discussions in selected areas of interest. This course is not intended as a substitute for an existing course. May be repeated with a different topic for a maximum of six hours, only three of which apply to the hours required for the social work major. Prerequisites: Nine hours in SW, junior or senior status, and permission of the instructor and the Social Work program director.

### **484 Social Work Research Methods and Statistical Concepts I (3)**

Social Work Research Methods and Statistical Concepts I is designed to provide a foundation for research competencies and statistics in social work practice. The course focuses upon knowledge of qualitative and quantitative research methods, a significant component of practice knowledge. Practice and program effectiveness, imperative in social work practice, will be addressed. Students will learn to understand and apply social work research and basic statistical concepts in order to analyze the quality of research studies, to evaluate their own practice, and to conduct evidence-based research. SPSS is introduced. Ethical aspects of research are considered in terms of the values of the social work profession.

### **485 Social Work Research Methods and Statistical Concepts II (3)**

Social Work Research Methods and Statistical Concepts II helps students achieve basic research methodology and statistics skills to achieve social work competence in research design, data collection, and data analysis. SPSS is applied. Students learn to analyze exemplary social work research and present research projects that build theoretical and methodological knowledge appropriate for social work education. Students will review basic statistical methods (descriptive and inferential statistics; measures of association), and become familiar with basic parametric and nonparametric techniques. Prerequisite: SW 484.

### **486 Social Work Field Practicum I (1–6)**

Professionally supervised agency placement for the student so she may relate classroom learning to the practice setting. This experience provides the student with an opportunity to integrate knowledge, values, and practice, to deepen her understanding, and to develop proficiencies for beginning professional practice.

A minimum of 400 hours of direct field experience is required for the major in social work. Graded S/U. Corequisite: SW 488. Prerequisites: SW 331, 332, 333, and 334. Fee: \$10 per credit hour.

**487 Social Work Field Practicum II (1–6)**

Professionally supervised agency placement for the student so she may relate classroom learning to the practice setting. This experience provides the student with an opportunity to integrate knowledge, values, and practice, to deepen her understanding, and to develop proficiencies for beginning professional practice.

A minimum of 400 hours of direct field experience is required for the major in social work. Graded S/U. Corequisite: SW 489. Prerequisites: SW 430, 486, 495. Fee: \$10 per credit hour.

**488 Practicum Seminar I (2)**

A seminar designed to help the student integrate knowledge, practice approaches, and social work values and ethics from course work and field experience. The field placement is the focus for discussion and analysis. Growing self-awareness and a beginning frame of reference for professional practice are emphasized. Corequisite: SW 486. Prerequisites: SW 331, 332, 333, 334.

**489 Practicum Seminar II (2)**

A seminar designed to help the student integrate knowledge, practice approaches, and social work values and ethics from course work and field experience. The field placement is the focus for discussion and analysis. Growing self-awareness and a beginning frame of reference for professional practice are emphasized. Corequisite: SW 487. Prerequisites: SW 430, 488, 495.

**495 Integrative Seminar (1)**

The social work program comprehensive seminar providing the student an opportunity to examine, in detail, her integration of the knowledge, values, and skills of the profession. Seminar presentations, discussions, and papers are required of each student. Prerequisites: Declared Social Work major, senior status, and permission of the Social Work program director.

**497 Independent Research in Social Work (1–3)**

Specialized research in social work supervised in a tutorial setting. Only six hours in independent work, including SW 397, may apply to the hours required in social work for the major. Prerequisite: Nine hours in SW, junior or senior status, and permission of the instructor and Social Work program director.

**PROGRAM IN GERONTOLOGY**

**PROGRAM DESCRIPTION**

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



**GERONTOLOGY PROGRAM LEARNING OUTCOMES**

- Articulates and applies an understanding of aging processes, including:
  - Demographic changes
  - Diversity in later life
  - Normal physical and psychological changes with aging
  - Preventive health care
  - Treatment of major age-related diseases.
- Explain and apply the following:
  - The various models and theories in gerontology
  - Practical implications of theories
  - Healthcare and social policies related to aging.
- Analyze and apply knowledge of policy and practice issues related to ethics and values in settings serving older adults and their families.
- Articulate an awareness of professional opportunities in gerontology.

**PROGRAM IN GERONTOLOGY**

***Minor in Gerontology—GERO (15 hours)***

**All of the following:**

GERO 201	Gerontology: Services and Policies	3 hours
SW 362	Perspectives in Gerontology	3 hours

**Three of the following:**

CSD 360	Adult Acquired Language Disorders	3 hours
GERO 320	Alzheimer's Disease	3 hours
PHIL 255	Medical Ethics	3 hours
PSYC 302	Psychology of Adult Development	3 hours
SOC 257	Sociology of Families	3 hours
SW 341	Relationships, Intimacy, and Sexuality Across the Lifespan	3 hours
SW 360	Health and Human Services Administration	3 hours
SW 361	Budgeting and Financial Management for Health and Human Services Administration	3 hours
SW 363	Grant Writing for Health and Human Services Administration	3 hours

**NOTE:** Other courses (including independent studies and internships within your major) may be substituted by permission

## GERONTOLOGY COURSES (GERO)

### 201 Gerontology: Services and Policies (3)

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

### 320 Alzheimer's Disease and Related Dementias (3)

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



## Sociology

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

### FACULTY

S. Alexander, M. Kanieski, L. Wang

### DEPARTMENT DESCRIPTION

Sociologists are interested in people's behaviors as social beings. The field of sociology ranges from the analyses of individual social behaviors, such as family relationships, criminal activities, shopping and consumption patterns, or religious affiliation—to the study of global social processes—such as the impact of multinational mass media, colonialization, war, or immigration patterns. The Department of Sociology offers a variety of courses, research opportunities, and internship experiences that foster each student's acquisition of a sociological perspective. A sociological perspective incorporates four central aspects:

- The link between an individual's experience and larger social groups and institutions.
- The impact of social structures on individuals and/or groups that includes both micro and macro-level social processes.
- The value of empirical evidence for understanding social phenomena.
- The ability to effectively communicate the sociological perspective to others.

The sociological perspective provides students with a solid background for understanding human behavior, particularly as it is shaped by social factors such as socioeconomic class, gender, race, ethnicity, religion, nationality, sexual identity, and/or age. The sociology curriculum prepares students for a career in which knowledge about social behavior or conducting scientific research on social behavior is essential. Additionally, students interested in continuing their education in either a graduate program in sociology or in a professional program are prepared for a post-baccalaureate study.

### TEACHERS PREPARATION

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

### ADVANCED WRITING PROFICIENCY

To fulfill the College's Advanced Writing Proficiency requirement, each student completing the senior seminar course submits her written senior comprehensive project for evaluation.

### SENIOR COMPREHENSIVE

To fulfill the College's Advanced Writing Proficiency requirement, each student completing SOC 495 Senior Seminar submits her written Senior Comprehensive project for evaluation.

**SOCIOLOGY DEPARTMENT LEARNING OUTCOMES**

**The link, in C. Wright Mills’ terms, between private troubles and public issues, or the individual’s experience and larger social processes**

Students are able to articulate the connection between individuals’ lives and larger social forces (e.g. individual’s poverty is related to a social force such as racism) and/or social structural conditions (e.g. individual’s poverty is related to underfunded educational institution).

- For students to evaluate current social conditions whether at the local, national, or global level including social inequalities such as poverty, racism, sexism, and/or homophobia.
- For students to discern the current level of human needs that is typically provided by social institutions such as education, employment, healthcare, legal representation, political access, and/or technology access.
- For students to develop the knowledge to respond as an informed agent of change by acquiring research skills necessary for change including the ability to locate and access pertinent social science data.

**The impact of social structure on individuals and/or groups that includes both micro- and macro-level social processes**

Students are able to articulate how social structures (e.g. families, education, mass media, justice system, economy, politics) impact individuals or groups (class, race, ethnicity, gender, sexual identity) using various theoretical frameworks (e.g. Marxism, Functionalism).

- For students to exhibit sound knowledge of the formation of human identities such as gender identity, racial identity, ethnic identity, social class identity, sexual identity, or family identity.
- For students to understand the development and functioning of diverse cultures (e.g. ethnic groups or nationality groups) and social groupings (e.g. social classes or family units).
- For students to recognize the effect that social group differences such as gender, religion, values, culture and privilege can have on the ways that people interpret and act in the world.
- For students to demonstrate the ability to look at issues from multiple perspectives, including various sociological theoretical perspectives including Conflict Theory, Structural-Functionalism, Symbolic Interaction, and Postmodern/Multicultural Theories.

**The value of empirical evidence for understanding social phenomenon**

Students are able to demonstrate how to locate, interpret, and/or produce empirical data about social phenomenon (e.g. poverty, inequality based on race, ethnicity, and gender).

- For students to develop critical thinking skills based upon the scientific logic of objectivity including the ability to acquire and evaluate pertinent empirical information in order to develop an informed hypothesis or theory.
- For students to engage in the qualitative interpretation of texts and artifacts (e.g. advertisements, films, or music lyrics) through content analysis methodology in order to discern implicit themes.
- For students to evaluate empirical data, both quantitative and qualitative, including sampling technique, sample size, variables selected, and interpretation of data.

- For students to develop the skills for investigative problem solving, including the ability to design and conduct an empirically-based research project using social scientific methodology (e.g. survey, interview, content analysis, observation, etc.)
- For students to acquire quantitative reasoning including social statistics in order to measure and/or describe social variables and to use computerized statistical packages such as SPSS.
- For students to demonstrate information literacy, more specifically media literacy, in order to access, analyze, evaluate and create media (e.g. texts, films, lyrics, websites, etc.) in a variety of forms.

**Students demonstrate the ability to effectively communicate the sociological perspectives**

Students are able to professionally present sociology research to a general audience.

- For students to present written sociological research findings in a clear manner including appropriate citations, sociological language, and professional tone.
- For students to orally present their ideas or research findings to an audience including the use of appropriate handouts, PowerPoints, or other visual displays.

**PROGRAM IN SOCIOLOGY**

**Bachelor of Arts, Major in Sociology—SOC (34 hours)**

**All of the following:**

SOC 153	Sociological Imaginations	3 hours
SOC 203	Social Problems	3 hours
or SOC 204	Social Psychology	3 hours
SOC 319	Social Theories	3 hours
SOC 371	Applied Sociological Statistics	1 hour
SOC 372	Sociological Statistics	3 hours
SOC 384	Sociological Research Methods	3 hours
SOC 495	Senior Seminar	3 hours

**Two of the following:**

*Category 1: Social Institutions within the Social Structures*

SOC 257	Sociology of Families	3 hours
SOC 306	Consumer Society	3 hours
SOC 340	Juvenile Deviance	3 hours
SOC 370	Medical Sociology	3 hours
SOC 373	Crime and Society	3 hours
SOC 382	Sociology of Popular Culture	3 hours

**Two of the following:**

*Category 2: Social Relationships: Structures of Power and Oppression*

SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the United States	3 hours
SOC 330	Gender and Law	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 350	Global Childhoods	3 hours
SOC 360	Social Stratification: Class, Gender, and Race	3 hours
SOC 365	Social Construction of Gender	3 hours

**One of the following (3 hours):***Category 3: Sociology Electives*

SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the United States	3 hours
SOC 257	Sociology of Families	3 hours
SOC 306	Consumer Society	3 hours
SOC 310	Public Health and Social (In)Justice	3 hours
SOC 330	Gender and Law	3 hours
SOC 340	Juvenile Deviance	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 350	Global Childhoods	3 hours
SOC 360	Social Stratification: Class, Gender, and Race	3 hours
SOC 365	Social Construction of Gender	3 hours
SOC 370	Medical Sociology	3 hours
SOC 373	Crime and Society	3 hours
SOC 380	Applied Sociology	3 hours
SOC 382	Sociology of Popular Culture	3 hours
SOC 390	Special Topics	3 hours
SOC 485	Research Tutorial	3 hours
SOC 497	Independent Study in Sociology	1–3 hours
SOC 499	Sociological Internship	1–6 hours

**Minor in Sociology—SOC (15 hours)****One of the following:**

SOC 153	Sociological Imaginations	3 hours
SOC 203	Social Problems	3 hours

**One of the following:***Category 1: Social Institutions within the Social Structures*

SOC 257	Sociology of Families	3 hours
SOC 306	Consumer Society	3 hours
SOC 340	Juvenile Deviance	3 hours
SOC 370	Medical Sociology	3 hours
SOC 373	Crime and Society	3 hours
SOC 382	Sociology of Popular Culture	3 hours

**One of the following:***Category 2: Social Relationships: Structures of Power and Oppression*

SOC 204	Social Psychology	3 hours
SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the United States	3 hours
SOC 330	Gender and Law	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 350	Global Childhoods	3 hours
SOC 360	Social Stratification: Class, Gender, and Race	3 hours
SOC 365	Social Construction of Gender	3 hours

**Two of the following (if not used above):***Category 3: Sociology Electives*

SOC 153	Sociological Imaginations	3 hours
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SOC 203	Social Problems	3 hours
SOC 204	Social Psychology	3 hours
SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 hours
SOC 222	Contested Masculinities	3 hours
SOC 230	Social Inequalities in Education	3 hours
SOC 255	Race, Ethnicity, and Identity in the United States	3 hours
SOC 257	Sociology of Families	3 hours
SOC 306	Consumer Society	3 hours
SOC 310	Public Health and Social (In)Justice	3 hours
SOC 330	Gender and Law	3 hours
SOC 340	Juvenile Deviance	3 hours
SOC 345	Sociology of Poverty	3 hours
SOC 350	Global Childhoods	3 hours
SOC 360	Social Stratification: Class, Gender, and Race	3 hours
SOC 365	Social Construction of Gender	3 hours
SOC 370	Medical Sociology	3 hours
SOC 373	Crime and Society	3 hours
SOC 380	Applied Sociology	3 hours
SOC 382	Sociology of Popular Culture	3 hours
SOC 390	Special Topics	3 hours
SOC 485	Research Tutorial	3 hours
SOC 497	Independent Study in Sociology	1–3 hours
SOC 499	Sociological Internship	1–6 hours

**SOCIOLOGY COURSES (SOC)****153 Sociological Imaginations (3)**

A general survey of the basic concepts and processes necessary for an understanding of society, culture, groups, institutions, and social behavior. The applications of the discipline are emphasized to encourage the student to appreciate the utility of the sociological approach.

**203 Social Problems (3)**

This course focuses on some of the phenomena which have been identified as social problems in the United States. Among the issues discussed are poverty, gender and racial stratification, hyper-consumerism, changing family structures, inequality in the educational system, health care issues, the work environment, drug abuse, and crime. Particular attention will be given to the role of the social structure in the creation and perpetuation of social problems, and how social problems are interrelated.

**204 Social Psychology (3)**

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

**220 Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies (3)**

This course will provide an introduction to the interdisciplinary field of lesbian, gay, bisexual, transgender, and queer (LGBTQ) studies. The course will investigate the academic foundations of LGBTQ studies and the emergence and transformation of LGBTQ identities, cultural practices, and political movements, and the ways in which gender, race, ethnicity, and class have shaped same-sex sexuality in different historical periods, with an emphasis on the United States. Cross-listed with GWS 220.

**222 Contested Masculinities (3)**

This course is an introduction to various forms of masculinity, how masculinities are constructed and performed by individuals, and how individual performativities create larger social and cultural understandings of masculinity in specific historical, social, and cultural settings.

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

The social processes of education and schooling as an agent of socialization will be examined and critiqued. Both the structural and cultural barriers that lead to unequal access and opportunities into this social institution as experienced by different subcultures will be explored and analyzed.

### **255 Race, Ethnicity, and Identity in the U.S. (3)**

This course assesses the social, political, historical, and demographic outcomes of intergroup relations in the United States. Dominant-minority relations are analyzed in relation to the other. Particular focus is given to past and current social policy and dimensions of social inequality.

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

This course will examine family life through the lens of the sociological perspective. Students will study topics such as family roles, mate selection, marriage, and divorce. Contemporary issues facing families such as balancing work and family, parenting, aging, and abuse will be explored. Additionally, students will examine how families are shaped by economics, politics, and culture. Finally, students will consider how families reflect inequalities of gender, sexuality, race, and class.

### **306 Consumer Society (3)**

This course covers readings by both classic and contemporary sociologists and other social critics who have analyzed consumer society. The goal is to deepen the students' critical analyses of the reasons for and impacts of consumerism on a personal, societal, cultural, and global level. Additionally, students will learn about the strategies to resist consumerism and how social activists are working to reconceptualize the ways in which Americans shop, produce and buy food, use energy and transportation, and view mass media. Prerequisites: SOC 153 or a 200 level SOC course.

### **310 Public Health and Social (In)Justice (3)**

This course focuses on a sociological approach to the study of current public health issues in the United States, examining the multiplicity of social factors that affect health as well as community systems. Students will analyze the social determinants of health; critique studies of disparities in morbidity and mortality within and across populations; and evaluate the methods that may be used to favorably alter social injustices and public health inequities. Topics to be explored in-depth may include homelessness; gun violence; heroin and prescription drug abuse; infant mortality; reproductive health; and health care for migrants. Prerequisite: SOC 153 or a 200 level SOC course.

### **319 Social Theories (3)**

This course focuses on various theoretical perspectives offered by classical and contemporary social theorists. Covering the period from classical European social thought of the late 1800s to contemporary theory, students will acquire a fundamental understanding of social theory. By focusing on how differences in socioeconomic background, race, gender, sexual orientation, nationality, etc., shape the types of theories one develops about society, students will have a greater appreciation of the diversity of social theory in conceptualizing society(ies) and culture(s). Prerequisites: SOC 153 and a 200 level SOC course.

### **330 Gender and Law (3)**

The goal of this course is to explore the intersection of gender and the construction, application, and outcomes of laws and policies (both civil and criminal) in our society, including a historical and prospective application of the sociological perspective on gendered legal systems. Prerequisites: SOC 153 or a 200 level SOC course or GWS 207.

### **340 Juvenile Deviance (3)**

This course provides an examination of the changing definitions of deviance and then applies those definitions to children and adolescents. Different models of dealing with juvenile delinquency are also examined in the context of differing definition and culturally variant power distributions. Prerequisites: SOC 153 or a 200 level SOC course.

### **345 Sociology of Poverty (3)**

Poverty is a significant social problem in our world today. Students will be introduced to the leading debates within the sociology of poverty. In this course, we will consider the measurement of poverty, competing explanations for poverty, and possible solutions to poverty. Prerequisites: SOC 153 or a 200 level SOC course or SW 202.

### **350 Global Childhoods (3)**

This course explores the sociology of childhood with an emphasis on globalization. The social construction of children and childhood will be examined. Topics considered include the globalization of childhood, historical constructions of childhood, sociological approaches to childhood, class, race and gender diversity, and contemporary issues such as child poverty, child labor, and children's rights. Prerequisites: a 100 or 200 level Sociology course or Permission of the Instructor.

### **360 Social Stratification: Class, Gender, Race (3)**

This course will identify and investigate the following topics: general principles of stratification, theoretical explanations by which inequality emerges and is maintained, the relationship between class and other forms of inequality in the United States especially gender, race, and social hierarchy changes over time. Particular attention is given to the role of women in various socioeconomic locations. Prerequisites: SOC 153 or a 200 level SOC course or GWS 207.

### **365 Social Construction of Gender (3)**

Drawing upon sociological and feminist perspectives, this course examines the ways in which gender, as a social construct, shapes the lives of women and men, and how larger social institutions influence one's gendered experiences. Included is an examination of the diversity of gendered experiences due to social and cultural factors such as class, race, ethnicity, sexual identity, nationality, and historical period. Prerequisites: SOC 153 or a 200 level SOC course or GWS 207.

### **370 Medical Sociology (3)**

The course focuses on a sociological approach to the study of medical phenomena, including the nature of illness behavior and distribution of disease; the social psychological dimensions of the patient-physician relationship; the socialization of the medical professional; the social organization of medical care delivery systems; the development of international public health programs; and the social context of death and dying in American society. Prerequisites: SOC 153 or a 200 level SOC course.

### **371 Sociological Statistics Lab (1)**

Students will learn to create a dataset, work with secondary data, and use a computerized statistical package such as SPSS to analyze data. Pre- or corequisite: SOC 372.

### **372 Sociological Statistics (3)**

Statistics deals with the quantitative methods used for measurement and description of social variables, building up to the analysis of associations between variables. The place of statistics in research and theory testing is emphasized. The class includes training in the use of computerized statistical packages such as SPSS. Prerequisite: Completion of Sophia LO1: Mathematical Arts or permission of the instructor.

### **373 Crime and Society (3)**

As an introduction to the topic of criminology, this course examines crime as a social problem within American society. Particular attention is given to the nature and function of law in society, theoretical perspectives on crime, victimology, sources of crime data, the social meaning of criminological data, and the various societal responses to crime. These topics are addressed through specialized readings, discussion, and analysis. Prerequisites: SOC 153 or a 200 level SOC course.

### **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: SOC 153 or a 200 level SOC course.

### **382 Sociology of Popular Culture (3)**

This course examines contemporary theories about popular culture. Particular attention is given to the symbiotic relationship between popular culture and political economy, and to the impact of American popular culture on both American society and on the emerging global culture. Prerequisites: SOC 153 or a 200 level SOC course.



### **384 Sociological Research Methods (3)**

The course is designed as an analysis of the process of social research, in terms of problem definition, research design, data sources, and methods of data analysis. Specifically, students are exposed to several types of research methods: survey, content analysis, field research, and historical comparative research. In addition, students will be developing their own research projects. Pre or corequisites: SOC 372 and 12 hours in SOC, or permission of the instructor.

### **390 Special Topics in Sociology (1-3)**

A seminar focusing upon a selected area of interest in sociology. Topics may include such areas as sociology through film, feminist theory, women in society, political sociology, death and dying, poverty, mental illness, social psychiatry, peace studies, sociology of law, criminal justice, juvenile delinquency, etc. This course may be repeated for credit with a different topic and the consent of the advisor. Prerequisite: SOC 153 or a 200 level SOC course.

### **485 Research Tutorial (1-3)**

The research tutorial program is designed to permit students to learn various aspects of research by working with a faculty member on his/her current research. Projects will entail exposure to a variety of research forms and procedures. All participants must have a 3.0 average, a minimum of 12 hours completed in the department, and must have been selected by a faculty member. May be repeated with a different topic for a maximum of six credit hours, only three of which apply to the hours required for a major in the department. Graded S/U. Prerequisites: 12 hours in SOC, junior or senior status and permission of both the instructor and the department chair.

### **495 Senior Seminar (3)**

As the capstone course for Sociology majors, this seminar requires students to build upon previous work in sociology, especially its central themes, theoretical perspectives, research methods, and substantive findings by conducting an original project to fulfill the requirement for the senior comprehensive. The project can be an original research study, or a theoretical analysis. A major paper is completed and presentation/defense of the work occurs at the end of the term. Prerequisites: 12 hours in SOC, junior or senior status and permission of both the instructor and the department chair.

### **497 Advanced Independent Study in Sociology (1-3)**

Independent readings and seminar discussions in selected areas of interest. Readings are generally intended as a supplement or complement to regular course offerings. This course is not intended as a substitute for an existing course. May be repeated with a different topic for a maximum of six credit hours. Only six credits of independent study (including 297) may be earned in the department. Prerequisite: 12 hours in SOC, junior or senior status, and permission of the instructor and the department chair.

### **499 Sociology Internship (1-6)**

A service learning experience in an approved sociological setting under professional supervision. Graded S/U. Prerequisite: 12 hours in SOC.



## **Graduate Policies and Programs**

2016–2017 Academic Year

# Guide to Correspondence and Communication

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

Email: [graduateadmission@saintmarys.edu](mailto:graduateadmission@saintmarys.edu) Internet: [grad.saintmarys.edu](http://grad.saintmarys.edu)

## **President, Janice A. Cervelli**

- Institutional Research and Assessment, Daniel Flowers
- College Counsel and Title IX Coordinator, Richard Nugent

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

- Dean of Graduate Studies, TBD
- Dean of Faculty, Vickie Hess
- Campus and Community Events, Richard Baxter
- Career Crossings Office, Stacie Jeffris
- Center for Academic Innovation, TBD
- Center for Women's Intercultural Leadership, Mana Derakhshani
- Cushwa-Leighton Library, Janet Fore
- Information Technology, Michael Boehm
- Instructional and Support Technology for Graduate Programs, Hong Shaddy
- Records and Registration, Todd Norris
- Student Success, Diane Fox

## **Vice President for College Relations, Shari M. Rodriguez**

- Advancement Services, Laura Brandenburg
- Alumnae Relations, Kara O'Leary '89
- Annual Fund, TBD
- Development, Libby Gray Koultourides '93
- Donor Relations, Adaline Stefanac Cashore '70
- Gift Planning, Anne Morgan
- Integrated Communications, Gwen O'Brien
- Integrated Marketing Communications, Art Wager
- Marketing Services, Ken Lavery
- Assistant Director of Marketing and Communication—Graduate Programs, Megan Eiffler
- Web and Interactive Communications, Daniel Miller

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- Financial Aid, Kathleen Brown
- Admission to Graduate Programs, Melissa Fruscione

## **Vice President for Finance and Administration, Susan K. Bolt**

- Controller, James Herschel
- Facilities, Ben Bowman
- Human Resources, Kris Urschel
- Purchasing, Kathleen Carlson
- Student Accounts, Julie Hardy

## **Vice President for Mission, Judith R. Fean**

- Campus Ministry, Regina Wilson
- Center for Spirituality, Arlene Montevecchio
- Office for Civic and Social Engagement, TBD

## **Vice President for Student Affairs, Karen A. Johnson**

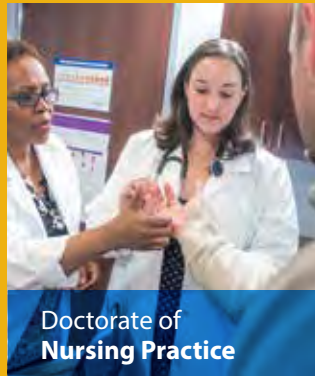
- Assistant Vice President for Student Affairs, Janielle Tchakerian
- Athletics and Recreation, Julie Schroeder-Biek '88
- Belles Against Violence, Connie Adams
- Health and Counseling Services, Elizabeth Fourman
- Multicultural Services, Gloria Jenkins
- Residence Life, Ariel Leary
- Safety and Security,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



Master of Science  
in **Data Science**



Master of Science in **Speech  
Language Pathology**



Doctorate of  
**Nursing Practice**

## 2016–2017 Graduate Academic Calendar

### FALL SEMESTER 2016

August 21–28	Sun–Sun	Enrollment for all students
August 22	Monday	Classes begin
August 24	Wednesday	Mass of the Holy Spirit (no classes between 11 a.m. and 1 p.m.)
August 28	Sunday	Last day to add classes on PRISM
September 23	Friday	Last day to drop classes
October 15–23	Sat–Sun	Mid-semester break
October 24	Monday	Classes resume
November 14	Monday	Pre-registration for spring semester 2017 begins
November 23–27	Wed–Sun	Thanksgiving Holiday
November 28	Monday	Classes resume
December 8	Thursday	Last class day
December 9–11	Fri–Sun	Study days (no examinations)
December 12–16	Mon–Fri	Final examinations
December 20	Tuesday	All grades due by noon

### SPRING SEMESTER 2017

January 15–22	Sun–Sun	Enrollment for all students
January 16	Monday	Classes begin
January 22	Sunday	Last day to add classes on PRISM
February 17	Friday	Last day to drop classes
March 1	Wednesday	Deadline for 2017–18 Financial Aid application
March 1	Wednesday	Pre-registration for summer session 2017 begins
March 11–19	Sat–Sun	Mid-semester break
March 20	Monday	Classes resume
April 14–17	Fri–Mon	Easter Holiday
April 18	Tuesday	Classes resume
April 18	Tuesday	Pre-registration for fall semester 2017 begins
May 4	Thursday	Last class day
May 5–7	Fri–Sun	Study days (no examinations)
May 7	Sunday	Convocation
May 8–12	Mon–Fri	Final examinations
May 16	Tuesday	All grades due by noon
May 20	Saturday	Commencement

### SUMMER SESSION 2017

May 21–28	Sun–Sun	Enrollment for all students
May 22	Monday	DNP & Data Science classes begin (last day for add/drop)
May 29	Monday	Speech Language Pathology classes begin (last day for add/drop)
July 28	Friday	Last class day for Data Science
August 1	Tuesday	Data Science grades due in by noon
August 4	Friday	Last class day for Speech Language Pathology
August 5	Saturday	Last class day for DNP
August 8	Tuesday	DNP & Speech Language Pathology grades due by noon
August 18	Friday	Official date of completion for August graduates

## 2017–2018 Graduate Academic Calendar

### FALL SEMESTER 2017

August 20–27	Sun–Sun	Enrollment for all students
August 21	Monday	Classes begin
August 24	Thursday	Mass of the Holy Spirit (no classes between 11 a.m. and 1 p.m.)
August 27	Sunday	Last day to add classes on PRISM
September 22	Friday	Last day to drop classes
October 14–22	Sat–Sun	Mid-semester break
October 23	Monday	Classes resume
November 13	Monday	Pre-registration for spring semester 2018 begins
November 22–26	Wed–Sun	Thanksgiving Holiday
November 27	Monday	Classes resume
December 7	Thursday	Last class day
December 8–10	Fri–Sun	Study days (no examinations)
December 11–15	Mon–Fri	Final examinations
December 19	Tuesday	All grades due by noon

### SPRING SEMESTER 2018

January 14–21	Sun–Sun	Enrollment for all students
January 15	Monday	Classes begin
January 21	Sunday	Last day to add classes on PRISM
February 16	Friday	Last day to drop classes
March 1	Thursday	Deadline for 2018–19 Financial Aid application
March 1	Thursday	Pre-registration for summer session 2018 begins
March 10–18	Sat–Sun	Mid-semester break
March 19	Monday	Classes resume
March 30–April 2	Fri–Mon	Easter Holiday
April 3	Tuesday	Classes resume
April 16	Monday	Pre-registration for fall semester 2018 begins
May 3	Thursday	Last class day
May 4–6	Fri–Sun	Study days (no examinations)
May 6	Sunday	Convocation
May 7–11	Mon–Fri	Final examinations
May 15	Tuesday	All grades due by noon
May 19	Saturday	Commencement

### SUMMER SESSION 2018

May 20–27	Sun–Sun	Enrollment for all students
May 21	Monday	DNP & Data Science classes begin (last day for add/drop)
May 28	Monday	Speech Language Pathology classes begin (last day for add/drop)
July 27	Friday	Last class day for Data Science
July 31	Tuesday	Data Science grades due in by noon
August 3	Friday	Last class day for Speech Language Pathology
August 4	Saturday	Last class day for DNP
August 7	Tuesday	DNP & Speech Language Pathology grades due by noon
August 17	Friday	Official date of completion for August graduates



Saint Mary's College does not discriminate on the basis of race, color, national origin, religion, age, sexual orientation, or disability in the recruitment and admission of graduate 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.

### APPLICATION REQUIREMENTS

All applicants must have a bachelor's degree from a regionally accredited college or university, or the international equivalent. Candidates are normally expected to have maintained at least a 3.0 cumulative GPA in undergraduate coursework. For some programs, a Master's degree from a regionally accredited college or university, or the international equivalent, will be required. Additional requirements vary by graduate program. Please review program specific requirements in this bulletin and/or on the program website: [grad.saintmarys.edu](http://grad.saintmarys.edu).

A complete application for graduate admission at Saint Mary's College consists of the following requirements:

- Application form and application fee.
- Official transcripts from all colleges and universities previously attended.
- Letters of recommendation (see program requirements for specific number).
- Official Test Scores (see program requirements for programs that require scores).
- Personal statement.
- Individual programs may have additional requirements.

The manner in which an applicant submits materials depends on the requirements of each application process. Some require all documentation to be submitted electronically directly to the processor while others require hard copies to be mailed to the College. Instructions on how materials should be submitted are on the [grad.saintmarys.edu](http://grad.saintmarys.edu) website.

### EARLY APPLICATION TO DATA SCIENCE

Saint Mary's College undergraduate students may apply to the Master of Science in Data Science program beginning in January of their junior year. See page 401 for details and application requirements.

### STANDARDIZED TESTING REQUIREMENTS

Official standardized test scores are required for some Saint Mary's College graduate programs. Test scores are never used in isolation as a single factor that determines an admission decision. For test score requirements and school codes for each program, refer to specific program requirements.

Official TOEFL (80) or IELTS (6.5) scores are required for all applicants for whom English is a second language, unless the undergraduate degree was earned at an institution where English was the primary language of instruction. In cases where a student is improving his or her English proficiency through participation in the Saint Mary's College English Language School, successful completion of the Advanced Level of instruction can be used in lieu of TOEFL or IELTS scores.



## MATRICULATION

Accepted students must confirm their intention to enroll by submitting an enrollment deposit which will be applied toward the first term's tuition (and an additional security deposit for students opting for on-campus housing). Students enrolling at Saint Mary's College must have on file all official final transcripts showing proof of baccalaureate degree or master's degree, if applicable, and a completed health form, if applicable. These forms must be received before the beginning of the student's first term of attendance to comply with federal regulations. Students whose baccalaureate degree will be conferred after matriculation in a Saint Mary's graduate program will be permitted to start classes; however the lack of degree conferral prior to matriculation may impact the disbursement of federal financial aid. Additionally, a registration hold will be placed on the student's record until the proof of degree is received. Any expenses associated with the graduate program incurred by a student without a final official transcript with degree conferral on file are the sole responsibility of the student and will not be refunded or reimbursed to the student if the student fails to provide proof of degree conferral prior to the conclusion of the first term. Enrollment deposits are not refundable.

The Office of Graduate Admission reserves the right to rescind an offer of admission if an application is found to be fraudulent or to include plagiarism. Offers of admission may also be rescinded if final grades from courses in progress at the time of admission are judged by the graduate program director to be significantly lower than the level of achievement presented in the rest of the academic record.

## DEFERRED ENROLLMENT

Upon request, Saint Mary's may grant a deferral to accepted students whose plans change before they are able to enroll. It is assumed that the academic record will remain unchanged during the deferral period. Students who defer admission and complete prerequisite undergraduate or graduate level courses between the time of acceptance and deferred enrollment must reapply for admission. Requests for deferrals should be made in writing. Deferred students' admission status will carry to the next admission cycle (for most applicants).

## ADMISSION OF TRANSFER STUDENTS

Saint Mary's College allows applications from students who have already earned graduate school credits at another institution. Transcripts will be reviewed as part of the admission process, and the applicant will be notified at the point of admission if transfer credits will be applied toward the Saint Mary's College degree. Only credits from accredited graduate programs, with a grade of B or better, will be reviewed for transfer, and a student may transfer no more than six semester hours or its equivalent (within the last five-year period) from an unfinished graduate program. If a student has completed a master's program, he or she may transfer up to nine semester hours into a Saint Mary's master's program.

## ADMISSION OF INTERNATIONAL STUDENTS

Saint Mary's College encourages applications from international students. In addition to the general application requirements for the program, international applicants must also provide: 1. official translated transcripts and 2. official test scores demonstrating English competency. A complete, official, and detailed copy of the bachelor's degree or equivalent school record translated to English, including an explanation of the grading scale is required and should be submitted according to the program's requirements. Notarized copies are considered official. The scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) are required for students whose native language is not English. Information on TOEFL test dates and centers may be obtained at [toefl.org](http://toefl.org). Saint Mary's TOEFL code is 1702. Information on IELTS test dates and centers is available at [ielts.org](http://ielts.org).

As soon as possible after receiving his or her acceptance, the applicant should indicate his or her desire to reserve a place in the entering class by submitting a non-refundable USD \$500 enrollment deposit. For campus-based programs, upon submission of the deposit and verification of financial responsibility, an I-20 Certification of Eligibility form will be sent to the student. The American Embassy, Consulate or Immigration Office nearest the student's home (if residing outside the U.S.) should be contacted for passport and visa information. If currently residing in the U.S., please contact the Office of Graduate Admission for specific instructions regarding a legal transfer to Saint Mary's College. Students wishing to participate in hybrid programs should contact the Office of Graduate Admission at [graduateadmission@saintmarys.edu](mailto:graduateadmission@saintmarys.edu) for student visa information.

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

## NON-DEGREE SEEKING STUDENT

Graduate non-degree students are those individuals who have earned a baccalaureate degree and take undergraduate or graduate level courses for personal enrichment, professional development, certification, to meet prerequisite course requirements for graduate programs to which they intend to apply, or to familiarize themselves with the rigors of a graduate program before applying. Graduate non-degree students are enrolled at the College, not in a specific degree granting graduate program.

Graduate non-degree students who are alumni may audit graduate courses at the approved per-credit tuition rate.

Graduate non-degree students may take courses for credit on a part-time basis. Courses typically have limited enrollment. In such cases, first priority goes to students who are admitted to the graduate program offering the course, followed by Saint Mary's students admitted to other degree programs, followed by graduate non-degree seeking students.



Enrollment in specific courses is based on eligibility criteria, space availability, and approval of instructor. Graduate non-degree students are not exempt from course prerequisites.

Admission to graduate non-degree status neither guarantees nor implies subsequent admission to a degree program. Graduate non-degree students interested in seeking admission to a graduate degree program must submit all required application materials (see page 363).

If a graduate non-degree seeking student later enrolls as a degree seeking graduate student, he or she can only apply up to six graduate-level credit hours earned as a non-degree seeking student toward a graduate degree. Generally, a graduate non-degree student does not qualify for financial aid.

## READMISSION

A student who has officially withdrawn from and wishes to return to a Saint Mary's College graduate program must send a written request stating the reasons for seeking readmission to the Dean of Graduate Studies, who will forward a copy to the graduate program director (see continuous enrollment policy). The program director will ask the Office of Graduate Admission to send the student an application for readmission. All transcripts and course descriptions for academic work completed during the intervening time must be submitted to the Office of Graduate Admission. The application, along with any new academic information, will be reviewed by the program's admission committee before the student receives a decision.



## DIVISION OF STUDENT AFFAIRS

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

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

## BELLES AGAINST VIOLENCE

The Belles Against Violence Office (BAVO) incorporates and reflects the Catholic Church's faith and social teaching to increase the capacity of Saint Mary's College to appropriately and effectively respond to violence against students. This office incorporates advocacy, education, training and collaboration. For more information go to [www.saintmarys.edu/bavo](http://www.saintmarys.edu/bavo).

## HEALTH AND COUNSELING

Health and Counseling supports the educational mission of the college by providing high quality care in an accessible, safe and confidential setting. The staff is committed to assisting all students in their acquisition of knowledge, skill and the behaviors necessary to become self-directed health advocates. Health and Counseling is open to all students enrolled at Saint Mary's College. For more information about counseling and health services please go to [www.saintmarys.edu/health](http://www.saintmarys.edu/health).

## INTERCOLLEGIATE ATHLETICS AND RECREATION PROGRAM

Saint Mary's student-athletes are powerful in the classroom and on the playing fields. As a member of the Michigan Intercollegiate Athletic Association Saint Mary's competes in eight NCAA Division III sports. These sports are volleyball, soccer, golf, tennis, basketball, cross country, softball and lacrosse. Saint Mary's College does not participate in men's intercollegiate athletics.

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

## RESIDENCE LIFE AND COMMUNITY STANDARDS

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

## Residence Halls

Saint Mary's College believes that living on campus gives students the opportunity to be fully engaged in academic and student life. A diverse community full of various viewpoints, goals and styles engages students in a variety of ways.

Graduate students are not required to live on campus but may choose to do so. Graduate students wishing to live on campus will be housed with upperclass students. Graduate students may waive the meal plan requirement. We do not offer graduate-only housing at this time. Housing is available only to women.

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

For more information on types of housing available, room rates, and to complete an application, send an email to [reslife@saintmarys.edu](mailto:reslife@saintmarys.edu).

## STUDENT INVOLVEMENT

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

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

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

- College governance through a comprehensive student government association, class and residence hall associations, and membership on college-wide committees;
- Clubs and organizations provide the opportunity to fulfill the social, cultural, academic, political, spiritual, and recreational interests of students;
- Student publications, such as *Chimes*, the student literary magazine which reflects the artistic life of its contributors; *The Avenue*, an independent literary journal designed to allow the expression of student thought and concern; *The Blue Mantle*, the student published yearbook; and *The Observer*, the daily newspaper published for and by the Saint Mary's and Notre Dame student community;
- National leadership and academic conferences, where Saint Mary's student leaders enjoy a broad sphere of influence at the state, regional, and national level serving as board members on steering committees, presenting at leadership and academic conferences, and hosting regional and state conferences;
- Ad hoc initiatives, such as campus committees and task forces that provide students, faculty, and student development professionals the opportunity to work together to address real problems and issues on campus, forge working partnerships, and model a new concept of leadership.

## MULTICULTURAL SERVICES

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

## DIVISION FOR MISSION

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



## Campus Ministry

Campus Ministry fosters the call to community where freedom and fullness of life is celebrated through word, sacrament, service, and action for justice. Contributing to the liberal arts tradition, Campus Ministry has a particular responsibility to encourage students to grow in both intellectual and experiential knowledge of their faith and to assume leadership roles within the Church and society.

Campus Ministry offers regular celebrations of Eucharist and Reconciliation and opportunities for communal prayer and praise such as evening prayer (vespers), and praise and worship. These prayer opportunities are ecumenical and often include student leadership. The community also gathers to pray the rosary and to pray before Christ during Solemn Exposition of the Blessed Sacrament. The department offers catechesis and formation for students interested in baptism or for those students baptized in other Christian denominations who would like to become Catholic. Every year students who request it are prepared for Confirmation. Students engage in other forms of reflection and formation through liturgical ministry formation, women's spirituality groups, bible study, retreats and individual spiritual guidance. Campus Ministry offers the chance for interested students to experience pilgrimage to places where the Sisters of the Holy Cross serve outside the United States.

Many students serve as faith leaders on campus as Campus Ministry Interns, Ministry Assistants, and Peer Ministers. These student ministers serve their fellow students by accompanying them in faith, leading them in prayer, and learning and witnessing what it means to be a woman of faith. The Lay Ministry Program, in collaboration with the Religious Studies Department, offers further education and practical experience for those interested in pursuing ministry (See Religious Studies Department, page 333.)

## The Center for Spirituality (CFS)

The Center for Spirituality is the locus where the mission of Saint Mary's College IS advanced with particular attention to spirituality considered as both academic discipline and way of life. Founded in 1984, CFS was the first such center established in the United States. Since then it has energetically promoted an awareness of, and appreciation for,



a theologically well-grounded spirituality among the entire College community, including alumnae and friends of the College—both regionally and nationally. CFS offers programs that address contemporary religious issues and that create a network for education in spirituality, especially for women.

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

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

### The Office for Civic and Social Engagement (OCSE)

The Office for Civic and Social Engagement is the campus center which facilitates community engagement in volunteer service, service-learning and experiential learning. Rooted in a commitment to social responsibility, the Office provides opportunities to become actively involved in local organizations and community based projects and events. Through all of its programs, the office encourages all constituents of the College to be engaged in faithful and compassionate outreach to those in need and facilitates reflection on the impact and challenge of service.



## Financial Information

### TUITION, ROOM AND BOARD, FEES

All tuition, room and board, and fee information is for the 2016–17 academic year. Specific information regarding these costs for the 2017–2018 academic year will not be available until May 2017.

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

#### Graduate Tuition

##### Master of Science in Data Science:

Entering Fall 2016 (36 credit hours over six (6) semesters) . . . \$ 775 per credit hour  
 Graduate Student Fee (fall and spring semesters only) . . . . . \$ 200 per semester

##### Master of Science in Speech Pathology:

Cohort Entering Fall 2016 (5 semesters) . . . . . \$ 10,412 per semester

##### Doctorate of Nursing Practice:

###### Post BSN to DNP

Cohort Entering Fall 2016 (12 semesters) . . . . . \$ 5,188 per semester

###### Post MSN to DNP

Cohort Entering Fall 2016 (6 semesters) . . . . . \$ 4,735 per semester

#### Application Fees

Data Science . . . . . \$ 50  
 Nursing Practice (payable to Nursing CAS) . . . . . \$ 65  
 Speech Pathology (payable to CSDCAS) . . . . . \$ 100

#### Housing Charges\*

Single Room . . . . . \$ 3,720 per semester  
 Single Room with bath . . . . . \$ 4,000 per semester  
 Double Room . . . . . \$ 3,480 per semester  
 Double Room with bath . . . . . \$ 3,770 per semester  
 Triple Room . . . . . \$ 3,135 per semester  
 Triple Room with bath . . . . . \$ 3,425 per semester  
 Quad Room . . . . . \$ 2,845 per semester  
 Quint Room . . . . . \$ 2,435 per semester

#### Board Charges\*

Board Plan . . . . . \$ 2,235 per semester  
 Belles Blue Plan (Off campus, Opus and selected senior housing residents). . . \$ 430

\* Additional charges for housing and board may be incurred during required on-campus events for hybrid programs. Please visit program website for details.

#### Deposits

Enrollment deposit (new students) . . . . . \$ 500



## REFUND POLICY

### Graduate Program Refund

Students who properly withdraw from the College prior to the first day of class for any semester will not be assessed any charge. Refunds for students who properly withdraw from the College or are dismissed within the first week of class will be calculated in conformity with the following policies:

- **Tuition and fees:**

First week . . . . .	70%
Second week . . . . .	55%
Third week . . . . .	40%
Fourth week . . . . .	0%
- **Board:** A maximum 60 percent refund will be available less a charge of one-half of 1 percent for each calendar day that has expired from the date of registration to the effective date of the student's withdrawal and departure from campus.
- **Room:** No refund of room charges will be made unless the room is re-rented to a student who had been living in emergency housing on campus. If the room is re-rented, a *pro rata* portion of the room fee will be refunded, less the normal room change fee. The student must vacate the room within 24 hours of his or her withdrawal or dismissal.

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

### Graduate Program Refund due to Protracted Illness

For students withdrawing because of a protracted illness or some other involuntary situation that is beyond the control of the student, the refund will be calculated in conformity with the following policies:

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

### Appeal

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

### UNPAID BALANCE

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

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

## FINANCING

### Payment Policy

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

### Monthly Payment Plan

The College offers a monthly payment plan for students. This plan allows students and other authorized users to make payments in equal installments during each semester. Enrollment is by term and includes an enrollment fee per semester. If you are unable to pay your bill in full, you must enroll in the payment plan. If you do not enroll in the payment plan, you may be subject to a late enrollment fee, and the College will enroll you in the plan automatically. Information detailing the payment plan will be sent to graduate students in the summer.

Credit cards are accepted for payment of student accounts. There is a processing fee associated with this service based upon the amount charged. Information about this service can be obtained by contacting the Student Accounts Office.



All students share common concerns about the cost of going to college. Though addressing the financial aspects of a graduate education may seem overwhelming, please remember that the Financial Aid Office is here to help.

Saint Mary's College provides financial assistance to graduate students from federal and institutional resources. This assistance is intended to help bridge the gap between a student's resources and the amount needed to pay for the cost of attending Saint Mary's College.

For information or assistance, contact The Financial Aid Office, 141 Le Mans Hall, toll free number (866) 502-7788 or via email at [finaid@saintmarys.edu](mailto:finaid@saintmarys.edu). The office is open from 8 a.m. to 5 p.m. Monday through Friday during the school year and usually from 7:30 a.m. to 4:30 p.m. during the summer. When contacting our office, please have the student Saint Mary's ID number available.

## RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING AID

- The right to privacy. All information submitted to the Financial Aid Office will be treated as confidential as mandated by the Family Educational Rights and Privacy ACT (FERPA).
- The right to an explanation of the student's financial aid eligibility.
- The right to appeal any financial aid decision to the Director of Financial Aid.
- The right to be notified of changes in financial aid status and eligibility.
- The right to examine records maintained by our office which relate to the student's financial aid file. Students who would like to review their file must submit a written request to the Financial Aid Office.
- The responsibility to reapply for financial aid by May 1 of each year.
- The responsibility to be aware of all conditions related to the financial aid award offer.
- The responsibility to report changes in academic or residential status to the Financial Aid Office.
- The responsibility to report any outside assistance the student will be receiving to the Financial Aid Office.
- The responsibility to meet with a Financial Aid Counselor to discuss how a withdrawal or leave might affect financial aid eligibility.
- The responsibility to notify the Financial Aid Office if the student changes his or her graduation date.
- The responsibility to use financial aid funds for education related expenses only.
- The responsibility to respond to requests from the Financial Aid Office in a timely manner.
- The responsibility to repay student loans.

## PRISM

PRISM is our secure, web-based system which provides students with 24 hour access, seven days a week to financial aid and other student information. Students can view their current financial aid, check the status of their financial aid, and accept or decline their financial aid awards online via PRISM. To access PRISM, go to [my.saintmarys.edu](http://my.saintmarys.edu), log in, and click the PRISM icon.

## CRITERIA FOR FEDERAL AID ELIGIBILITY

- Matriculate at Saint Mary's College in a graduate degree-seeking program.
- Possess one of the following: high school diploma or a General Education Development (GED) certificate, pass a test approved by the U.S. Department of Education, meet other standards your state establishes that the Department approves, or complete a high school education in a home school setting that is treated as such under state law.
- Be a U.S. citizen, permanent resident or eligible noncitizen.
- Have a valid Social Security Number (unless the student is from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau).
- Maintain satisfactory academic progress as defined in this bulletin.
- Not be in default on a federal student loan and/or not owe money on a federal student grant.
- Certify that federal student aid will be used only for educational purposes.

## HOW TO APPLY FOR AID

To apply for federal and state financial assistance, a student must annually file the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed online at [www.fafsa.gov](http://www.fafsa.gov), and the application should be completed before May 1.

## FINANCIAL AID DEADLINES

**May 1** Deadline for students to submit the FAFSA aid application for the following school year.

**June 15** Deadline for students who are selected for verification review to submit the required verification documents.

In addition, during each school year the last day for students to apply for federal Direct Unsubsidized and Graduate PLUS Loans is the Monday of the last week of class (not finals week) for the spring semester. If a student will only enroll in the fall semester, the last day to apply for a federal loan would be the Monday of the last week of class for the fall semester.

## HOW FINANCIAL NEED IS CALCULATED

Financial need is the difference between the estimated cost to attend Saint Mary's College for one year minus the amount a family should be able to afford to pay (per the aid applications) for one year.

$$\frac{\text{Cost to Attend Saint Mary's College} \\ \text{minus Expected Family Contribution}}{\text{Financial Need}}$$

The Financial Aid *cost of attendance* includes estimates of all expenses a typical student will have during the school year, even expenses that the student will not pay to Saint Mary's College. The Financial Aid Office uses the "Cost of Attendance" to determine how much financial need a student has and to determine the maximum amount of aid for which a student is eligible. The actual amount a student will be expected to pay to Saint Mary's College will usually be lower than the financial aid Cost of Attendance. Students can view their exact Cost of Attendance, expected student contribution, and calculated financial need, in PRISM.

The *expected student contribution* (EFC) comes from the financial aid applications. The EFC is an estimate, based on the data reported on the financial aid applications, of the amount a student should be able to afford to pay (from current income and savings) or finance for one year of school. While the EFC is an estimate of the amount a student should be able to afford to pay, it is not the amount the student will be billed. Depending on the financial aid package received, some students pay less than their EFC and some pay more.

## OUTSIDE AID

The total aid (from all sources) a student receives cannot exceed his or her yearly Cost of Attendance. Consequently, students must notify the Financial Aid Office if they will receive financial assistance from outside sources, such as vocational rehabilitation, outside scholarships, and direct to consumer private educational loans which are not already listed on the award letter. The receipt of additional aid may result in an adjustment to the initial financial aid award. Outside aid a student receives is first applied to his or her unmet need.

All third-party scholarship and loan checks should be sent to the Financial Aid Office (141 Le Mans Hall). Scholarship checks will be applied to student accounts according to the terms given by the scholarship provider.

## WHEN STUDENTS ARE NOTIFIED OF AID DECISIONS

Students usually receive their financial aid award letter within two weeks of when Saint Mary's College has received their financial aid application and the student has been admitted. Returning student award letters are usually mailed the middle of June to all students who met the application deadlines.

## WHEN FINANCIAL AID IS DISBURSED TO STUDENT ACCOUNTS

Financial aid funds will be credited to student accounts ten days before the semester begins, provided all the necessary paperwork has been completed by that date.

## VERIFICATION

Each year certain aid applications are selected for a verification review. Verification is a process where the College will request additional documentation from a student before the financial aid package can be finalized. If selected for a verification review, the Financial Aid Office will request the following documents from a student: copies of the student and spouse W2 forms and a completed Verification Worksheet. In addition, tax filers need to either log onto [www.fafsa.gov](http://www.fafsa.gov) and transfer data from their IRS tax return to the FAFSA, or the tax payer needs to request a Tax Transcript from the IRS.

The Financial Aid Office will then compare the documentation with the data originally reported on the aid application, and will make corrections as needed. The verification process is a federal requirement and aid will not be credited to student accounts until after the verification process has been completed.

## SAINT MARY'S AID PROGRAMS

### Leighton Fellowships

The Leighton Fellowships are made possible through a gift from Leighton Foundation. These Fellowships are awarded to students in the Master of Science in Speech Pathology Program by the faculty of that program. No separate application is needed although an in-person interview may be required.

### Yellow Ribbon Program

Saint Mary's is proud to be a sponsor of the Yellow Ribbon Program in support of our nation's veterans. This program provides additional assistance to students in the Master of Science in Data Science program and the Doctorate of Nursing Practice program. Under the yellow Ribbon Program tuition and mandatory fees not already covered by the Post-9/11 GI Bill are paid. Note: eligible students also receive a book stipend and housing allowance.

### Student Employment

A very limited number of graduate students may be offered the opportunity to earn wages from an on-campus job through the Federal Work Study Program. More information about Federal Work Study is in the following section.

## FEDERAL FINANCIAL AID PROGRAMS

### Federal Work Study Program

Students who demonstrate financial need according to the FAFSA may be awarded Federal Work Study as part of their financial aid package. Students may work a maximum of 20 hours per week, although most students work about 10 hours per week, and are paid monthly. Students can choose whether to put their earnings toward the tuition bill or deposit them into a bank account. Detailed information about pay rates and how students find jobs can be found on the web page at [saintmarys.edu/student-employment](http://saintmarys.edu/student-employment).

### Federal Direct Student Program

The Direct Loan program offers a low interest rate, and repayment begins six months after the student leaves school. There is a 1.068 percent federal default fee. Students must be enrolled at least half time in order to borrow from the Federal Direct Loan Program. For graduate students the Federal Direct Loan is unsubsidized. This means interest accrues on the loan while the student is enrolled in school. The interest rate is fixed. For the 2016–2017 academic year, the interest rate will be announced after July 1. The 2015–16 interest rate was 5.84 percent.

The maximum amount a graduate student can borrow each year in the Federal Direct Unsubsidized Loan is \$20,500. The maximum amount a graduate student can borrow in a lifetime is \$138,500, including all loans borrowed for undergraduate study.

### Federal Graduate Plus Loan Program

The Graduate PLUS Loan is a program that lets students borrow more federal loans to cover the education costs, provided the student is enrolled at least half time. The maximum amount a student may borrow is the annual cost of attendance less all other aid the student has been awarded for the year. Repayment begins after the loan is fully disbursed, but students have the option to defer payment until after they are no longer enrolled, although interest would accrue during this deferral.

A credit check is required for this loan and interest accrues on this loan while the student is enrolled in school. There are fees of 4.272 percent with this loan. The interest rate is fixed. For the 2016–2017 academic year, the interest rate is 6.31 percent. The 2015–16 rate was 6.84 percent. Information about how to apply for a Federal Graduate PLUS Loan is on our website at [grad.saintmarys.edu/admission-aid/financial-aid/financing-your-education](http://grad.saintmarys.edu/admission-aid/financial-aid/financing-your-education).

## OTHER AID PROGRAMS

### Private/Alternative Student Loans

Various lenders offer private/alternative loans to students specifically for college costs. Repayment typically begins after the student graduates or is no longer enrolled. These loans require a student to have a satisfactory credit history and/or a credit-worthy co-signer. The interest rates and loan fees can vary by lender, and often these financing terms are tied to the credit worthiness of the student borrower and co-signer. The maximum amount students can borrow is the annual cost of attendance minus all other financial aid the student has been awarded.

## FINANCIAL AID IN SUBSEQUENT YEARS

### Application Process

Each year students must complete the Free Application for Federal Student Aid (FAFSA) if the student wants to be considered for Federal Direct Loans.

## Financial Aid Standards of Academic Progress

To maintain eligibility for federal financial aid, students are required to meet the minimum standards of financial aid academic progress which are described in further detail in the following section. In addition, students may only receive federal financial aid twice for a specific course the student has already completed and passed.

## FINANCIAL AID STANDARDS OF ACADEMIC PROGRESS

*The Higher Education Act* of 1965, as amended, requires Saint Mary's College to develop and enforce standards of satisfactory academic progress prior to awarding any federal financial aid funds to students. Standards of satisfactory academic progress were established to encourage students to successfully complete courses for which federal financial aid is received, and to progress satisfactorily toward degree completion. These policies apply to the following aid programs:

- Federal Work Study Program
- Federal Direct Loan Program
- Federal Perkins Loan Program
- Federal PLUS Loan program

Please note that these financial aid standards of academic progress are separate from, and in addition to, academic standards required by the College for continued enrollment.

The criteria used to determine academic progress are cumulative grade point average, number of credits earned, and maximum time frame for completion of degree. To ensure that a student is making progress throughout his or her course of study, Saint Mary's College assesses the student's progress at the end of each fall, spring and summer semester. All periods of enrollment are reviewed, including semesters during which no financial aid was received.

### Grade Point Average (GPA)

Graduate students must maintain a cumulative GPA of 3.0.

### Number of Credits Earned

Students must successfully complete a minimum of 67 percent of the credit hours attempted each year (each summer, fall and spring semester). Attempted hours are hours for which a charge was incurred, excluding audited hours.

Successful completion is defined as receiving one of the following grades: A; A-; B+; B; B-; C+; C; C-; D+; D; D-; H; S; P; or V. NOTE: If a student is granted a leave of absence from Saint Mary's College and receives grades of W in all of his or her classes, those credit hours still count as "attempted" credit hours for the purposes of this calculation.

### Maximum Time Frame for Completion of Degree

Students are required to complete their degree requirements within a maximum time frame. Once students reach their total maximum time frame, or it is determined they cannot complete their degree within this time frame, they are no longer eligible to receive federal aid without an approved SAP appeal. Students must complete their degree within 150 percent of the published length of their degree program. Attempted credits includes all credits for which a grade was received, including grades of U, W, and X. Attempted credits also includes all transfer credits, and all credits that were earned during times when no financial aid was received.

Graduate programs vary considerably in length. Therefore, graduate students must complete their programs according to the length established by their respective department. The published length of Saint Mary's College's graduate programs is as follows:



Degree	Program Length	150% Max Time Frame
MS Speech Pathology	54 Credits	81 Credits
MS: Data Science	36 Credits	54 Credits
Post-BSN to DNP	77 Credits	115.50 Credits
Post-MSN to DNP	35 Credits	52.50 Credits

### Financial Aid Termination

Students who are placed on financial aid termination are ineligible for financial aid beginning with the subsequent semester unless an appeal is approved (see below). While a student is on financial aid termination the student may attend Saint Mary's College at his or her own expense, provided the student has satisfactory academic standing with the Office of the Registrar.

### Reinstatement of Eligibility

A student can regain eligibility for financial aid in one of two ways. First, the student could attend Saint Mary's College at his or her own expense and improve the academic record so that the student meets the minimum requirements. Second, the student could have a financial aid appeal approved (see below).

### Appeals

Students on financial aid termination may appeal the loss of aid if extenuating circumstances prevented the students from making satisfactory progress. Circumstances which are considered extenuating are those that are unusual and/or unforeseen at the beginning of the year, such as: injury or illness of the student, death of a close relative, or other situations which were unexpected and beyond the student's control. Allowances may also be made for students who have a documented disability. Appeals can be made in writing to the Director of Financial Aid. The letter of appeal must explain: the reason why the student failed to achieve the minimum standards, and what has changed that will allow the student to achieve the minimum standards at the end of the next semester. Students are notified by mail of the results of their appeal.

### Financial Aid Probation

Students who have an appeal approved will be eligible to receive financial aid for one semester on a probationary status. While on financial aid probation students will be given a specific academic plan that they must successfully achieve in order to remain eligible for federal aid in future semesters.

### Grades of Withdrawal (W)

Withdrawn grades are counted as unsuccessful course completions. This is true even if the student received a grade of W due to taking a health leave.

### Grades of Incomplete (X)

Students with grades of incomplete will initially have their SAP status put on hold while we await the final course grade. After a period of time if the incomplete grade is not changed to a final grade (either passing or failing) the grade of incomplete will be counted as an unsuccessful completion of a course. In this case, if an incomplete grade is later changed to a passing grade the student must notify the Financial Aid Office of the change to his or her academic record. At that time the student's record will be re-evaluated to determine satisfactory academic progress.

### Repeated Courses

If a course is repeated, both the first and the second grade are used in calculating the GPA. The credit hours earned are only counted once.

### Transfer Hours

Transfer hours only count toward the overall maximum time frame calculation. Transfer hours have no effect upon the cumulative grade point average.

### Timing of Reviews

Current financial aid recipients will have their academic progress reviewed at the end of every semester. New financial aid recipients (i.e., those students who had never previously applied for aid) will have their academic progress reviewed when the Financial Aid Office receives the results of the Free Application for Federal Student Aid.

## STUDENT LOAN COUNSELING

Loan counseling is required by the federal government for all Federal student loan programs. There are two types of loan counseling, and they take place at different stages of the loan process.

### Entrance Counseling

Entrance counseling is a process that aims to help students understand the rights and responsibilities associated with their student loans before the student incurs the legal obligation to repay those loans. This counseling covers the importance of repayment, the consequences of default, the use of the Master Promissory Note, and provides sample monthly repayment amounts. Note that Saint Mary's cannot credit a student's account with loan proceeds until the student has completed entrance loan counseling.

*Federal Direct Unsubsidized Student Loans* — Entrance loan counseling for direct loans is only needed once during a student's graduate academic career at Saint Mary's College. To complete entrance counseling for Direct Loans, students must log onto [www.studentloans.gov](http://www.studentloans.gov) and click on the link for complete entrance counseling.

*Federal Direct Graduate PLUS Loans* — Students must complete entrance loan counseling for the Graduate PLUS Loans every year in which a student receives a Graduate PLUS Loan. To complete entrance counseling for Graduate PLUS Loans, students must log onto [www.studentloans.gov](http://www.studentloans.gov) and click on the link for complete entrance counseling.

## Exit Counseling

Exit Counseling is needed when a student who has borrowed federal student loans graduates or withdraws from Saint Mary's College. Exit counseling reminds students of their rights and responsibilities as a student loan borrower, and also provides useful tips and information to help students manage their loans.

*Federal Direct Unsubsidized Student Loans* – Students who borrowed Federal Direct Loans while enrolled at Saint Mary's are required to complete Exit Counseling when they withdraw, graduate, or drop below half-time attendance (even if the student plans to transfer to another school). To complete Exit Counseling students must log onto [www.nslds.ed.gov](http://www.nslds.ed.gov) and click on the start button for Loan Counseling.

*Federal Direct Graduate PLUS Loans* – Currently exit counseling is not required for Graduate PLUS Loans.

## Federal Student Aid Ombudsman

If a student enters repayment and has a problem with his or her federal loan and other reasonable efforts have failed, we recommend that the student contacts the Federal Student Aid Ombudsman. The Ombudsman office managed by the U.S. Department of Education may be able to:

- Propose solutions to discrepancies in loan balances and payments,
- Clarify interest and collection charges,
- Clarify financial aid requirements,
- Find loan holders,
- Rehabilitate loans by establishing satisfactory repayment plans,
- Reestablish eligibility for Federal Aid,
- Find promissory notes,
- Defer or discharge loans,
- Resolve issues related to income tax refund offsets, default status, consolidations, or bankruptcies,
- Service quality, and any other customer concerns.

Students can contact the U.S. Department of Education's Ombudsman at:

Office of Ombudsman  
Student Financial Assistance  
Room 3012, ROB #3  
7th & D Streets, SW  
Washington, D.C. 20202  
Phone: 1-877-557-2575



## WITHDRAWING FROM SAINT MARY'S COLLEGE

If a student with federal aid withdraws from the College during a semester the Financial Aid Office is required to complete a special calculation, called a Federal Return of Title IV Funds calculation, to determine how much federal aid was earned during that semester based on the length of time the student spent enrolled.

Please note that the College's calculation to determine the amount of tuition, room and board charges for which the student is responsible is separate from the federal calculation of how much federal aid the student can retain to pay those charges. Information about the College's refund policy can be found on page 372.

When Saint Mary's completes the Return of Title IV calculation there are two dates that are very important:

- **The date Saint Mary's determined that a student has withdrawn.** In other words, when Saint Mary's becomes aware that a student has withdrawn. This date triggers the time frames for when Saint Mary's is required to complete the Return of Title IV calculation and notify the student of the result of the calculation. This is the date that:
  - The student began the official withdrawal process, or the date the student provided official notice of his or her intent to withdraw, whichever is later, or
  - The date Saint Mary's began the paperwork for a health leave, or
  - The date Saint Mary's became aware the student had ceased attendance.
- **The withdrawal date.** This date determines the amount of aid a student has earned for that semester and can keep. This is that date that:
  - The student began the official withdrawal process, or
  - The student last attended an academically related event, or
  - If the College determined that the student did not provide official withdrawal notification due to illness, accident, or other circumstances beyond the student's control, the withdrawal date will be the date the College determines which is related to the circumstance, or
  - The date Saint Mary's began the paperwork for a health leave, or
  - If the student earned grades of all F the withdrawal date will be either
    - The last day of attendance at an academic related event (per Academic Advising) if available, or
    - The mid-point of the semester.

The **amount of Title IV assistance a student has earned** is calculated by first determining the percentage of assistance the student has earned/can keep, and then by applying that percentage to the total amount of Title IV assistance that was disbursed, or could have been disbursed, to the student.

- The percentage of Title IV assistance that has been earned is equal to:
  - The percentage of the semester which the student completed as of the withdrawal date, if the withdrawal date occurred before the 60th percent of the semester
  - 100 percent if the withdrawal date occurred after the 60th percent of the semester.
- The percentage of the semester is determined by dividing the total number of calendar days in the semester into the number of calendar days the student completed as of his or her withdrawal date.
- The total number of calendar days in a payment period includes all days within the semester, except scheduled breaks of at least five consecutive days or days in which the student was on an approved leave of absence.



### Disbursement of Aid After Withdrawal

If the Return of Title IV calculations show that Saint Mary's can pay additional federal aid funds to the student, we will send notice of this additional aid option to the student within 30 days of when Saint Mary's College determined a student withdrew. The notice will include information that:

- Requests confirmation of any post-withdrawal disbursement of grant or loan funds for which the student may be eligible
- Explains that the student who does not confirm that a post-withdrawal disbursement of loan funds may be credited to the student's account may not receive any of those loan funds
- Advises the student that no post-withdrawal disbursement will be made if the student does not respond within 14 days of the date Saint Mary's College sent the notification
  - If the student responds within 14 days that he or she does wish to receive all or a portion of a post-withdrawal disbursement, Saint Mary's College will disburse the funds within 120 days of when we determine the student withdrew.
  - If the student does not respond to the notice from Saint Mary's College, no portion of the loan funds may be credited to the student's account or disbursed directly to the student.

### Return of Title IV funds

If Saint Mary's determines that we need to return some federal aid funds, federal funds will be returned in the following order:

- Loans — Unearned funds from loan programs will be credited to outstanding balances on Title IV loans made to the student or on behalf of the student for the semester for which a return of funds is required. Those funds will be credited in the following order:
  - Graduate PLUS Loans
  - Unsubsidized Direct Loans.



Saint Mary's College offers graduate students an outstanding curricular program in the form of master's of science degrees and a professional doctorate. These programs are supported by the Offices of Graduate Studies and all offices and services in the Divisions of Academic Affairs. This division also implements the academic policies and procedures of the College. This section of the Graduate Bulletin describes these two aspects of academic life at Saint Mary's College.

### DIVISION OF ACADEMIC AFFAIRS

The Provost, acting as interim Dean of Graduate Studies, currently heads the new virtual Office of Graduate Studies. Graduate Studies includes the Associate Director of Graduate Admissions, the Assistant Director of Marketing and Communication for Graduate Programs, and the Director of Instructional Technology and Support for Graduate Programs. This office serves the needs associated with the incoming graduate student, readying him or her for his or her status as a degree seeking student. In concert with the Provost and the Graduate Program Directors, additional offices on campus support the ongoing needs of our graduate students.

These additional offices, as well as the individual graduate program office within which the student is accepted, provide direct support for students seeking advising, course registration assistance, and advice on success strategies to support for writing, mathematics, and career advising.

### ACADEMIC OFFICES, PROGRAMS AND SERVICES

#### Career Crossings Office

The Career Crossings Office (CCO) offers services to graduate students through their graduate study and beyond. Information on career resources and programs is available online at [saintmarys.edu/career-center](http://saintmarys.edu/career-center), by contacting the office in 114 Spes Unica by calling (574) 284-4775, or emailing [cco@saintmarys.edu](mailto:cco@saintmarys.edu).

#### Exploring Career Options

Instrumental to the foundation of career development and growth of students, the CCO provides support and guidance in exploring career options associated with fields of interest. The CCO can provide counseling and access to:

- Career assessments including the Strong Interest Inventory, Myers-Briggs Type Indicator, and StrengthsQuest
- Informational interviewing
- "What Can I do With a Degree in...?" and alumnae career path resources
- Career Resource Center with books and resources to explore career options.

#### Job Searching

The CCO helps students explore career goals and strategies to meet their individual needs and maximize job search endeavors. Information and resources are available to develop networking, researching, and résumé and cover letter writing skills.

#### Résumé and Cover Letter Writing

Résumés and cover letters are an opportunity to provide a great first and lasting impression with potential employers. The CCO assists with developing and fine tuning job search correspondence to make a positive impact on employers. In addition, the Career Resource Center provides several print publications on writing effective résumés



and cover letters that are available for browsing and checking out. Online workshops are available through the CCO website as well.

### **Networking and Interviewing Skills**

Perhaps the most difficult to develop and master, networking and interviewing skills are critical to the success of job searches. The CCO provides one-on-one mock interviewing and counseling sessions to assist in developing interviewing skills as well as in learning the basics of networking. Throughout the year, the CCO hosts programs that allow students to utilize and develop both networking and interviewing skills.

### **On-Campus Recruiting Program**

Employers from various industries visit the Saint Mary's campus each year to recruit for jobs and internships. Employers conduct interviews, information sessions, and information tables in which students are encouraged to participate and explore options offered by the employers. A current list of employers recruiting on campus is available in College Central Network. The office also hosts an annual career and internship fair.

### **College Central Network**

All students have an account created for them to access the College Central Network system, featuring numerous job and internship opportunities. Students can review postings, apply for positions, post résumés, and more. Access the site at <http://collegecentral.com/saintmarys>.

### **Alumnae Resource Network**

The ARN houses contact information for over 6,800 alumnae throughout the United States and abroad working in all industries and with all types of employers. Access the ARN at <http://connect.saintmarys.edu>.

### **Career Resource Center**

The CRC houses hundreds of publications on career-related topics. Books and resources are available for check-out from the CRC or can be browsed in the office.

### **The Center for Women's Intercultural Leadership**

The Center for Women's Intercultural Leadership (CWIL) was established at Saint Mary's College in December 2000 with the support of a grant from the Lilly Endowment Inc. CWIL is an innovative collaboration between Saint Mary's College faculty, staff, students and local community leaders and national and global partners. CWIL advances Saint Mary's College's mission of "preparing students to make a difference in the world" by empowering students to realize their call to leadership and to develop the intercultural knowledge and competence critical in today's increasingly interdependent world. In the spirit of the College's sponsors, the Sisters of the Holy Cross, CWIL promotes human transformation and systemic change, from the local to the global context, by providing challenging justice-based educational opportunities.

The Center is organized around three core components. Intercultural Leadership empowers students to use diversity, gender, and culture as a strength in their leadership. Global Education promotes engagement with other cultures through study abroad experiences, a student club, international student services, and the internationalization of the College's curriculum. Research and Scholarship serves as an interdisciplinary think tank where scholars can contribute to an ongoing dialogue about how human cultures interact and the roles women play in today's global reality.

### **Disability Resource Office**

Saint Mary's College will provide reasonable accommodations to qualified graduate students with disabilities who request accommodations and provide appropriate documentation.

Documentation should be provided by an appropriately credentialed professional—a physician for physical disabilities, a psychologist with training in the learning disabilities of adults and adolescents for learning disabilities, a mental health provider licensed to diagnose psychiatric disabilities. The specific content of the documentation will vary with the nature of the student's disability, but in all cases it should include a diagnosis, justification, recommendations, and a clear rationale for the recommendations.

The student will sign a release allowing the disabilities specialist to inform his or her professors of the accommodations to which he or she is entitled, and to discuss their implementation. The student is responsible for reviewing and arranging for accommodations with the disabilities specialist and his or her professors each semester. Faculty should consult with the disabilities specialist before making any accommodations requested by students.

## **ACADEMIC POLICIES AND PROCEDURES**

### **Academic Calendar**

The academic year is divided into two semesters and one summer session. The fall semester begins in late August and ends before the Christmas holidays. The spring semester begins in mid-January and ends in May. The summer session begins in mid-May and continues until mid-August. There is a one-week mid-semester break in the fall and spring, short Thanksgiving and Easter recesses, and a vacation of approximately a month between fall and spring semesters.

Most graduate courses taught in the fall and spring semesters are taught for the duration of the 15-week semester. Graduate courses taught in the summer vary in length depending on the program. All courses taught in the summer are compressed.

### **Academic Standing**

#### **Good Academic Standing**

A degree-seeking graduate student is in good academic standing if he or she: 1) meets the standards of quality of his or her academic program; 2) makes satisfactory progress toward completion of degree requirements within the established time limit; 3) meets the requirement regarding continuous registration; 4) meets the minimum required cumulative grade point average of 3.0. Individual degree programs may have policies in place for satisfactory academic progress. Students are responsible for verifying additional satisfactory progress policies as required by his or her degree program. If a student fails to satisfy the requirements of his or her degree program, the student may be dismissed from his or her program based on the academic unit's recommendation to the College.

#### **Academic Probationary Status**

A graduate student is expected to maintain a B average throughout his or her program of study (3.0/4.0 GPA). The student and his or her advisor will receive written notification of academic probationary status from the Program Director if:

- The student earns a grade lower than a B- in a course, or
- The student earns a single semester GPA lower than 3.0.

Written Communication will be directed to the student's permanent address on file with the College. A second course grade lower than a B- may result in dismissal from the program even if the cumulative GPA is above 3.0. Students may continue on academic probation for no more than two consecutive semesters. No grades below a B- may be counted as fulfilling degree requirements; such grades will be calculated into the grade point average. Grades below B- such as a C or D grade are awarded to graduate students and are used to calculate both semester and cumulative GPA; however, they will not be accepted for completion of graduate course work. Students may be

required to repeat courses to complete the degree. See individual program policies for additional detail about courses with grades below B-.

The faculty, staff, and administration of Saint Mary's College are committed to helping students achieve success in his or her graduate studies. Therefore, the GPA of each graduate student is reviewed at the end of each semester by his or her advisor to determine whether action is necessary.

### **Completing Degree Requirements in Academic Probationary Status**

A student may complete all remaining degree requirements during a semester in which the student was in Probationary Status. If the student's cumulative GPA at the end of the semester is 3.0 or above, the student's probationary status will be elevated to Good Academic Standing. If the student's cumulative GPA is below 3.0, the student remains in Academic Probationary Status.

## **Academic Appeals**

### **Grade Appeals**

The instructor has the jurisdiction in determining and assigning grades at the end of the semester. The criteria for assigning grades must be stated in the course syllabus and communicated to students at the beginning of the course. Students have the right to appeal a final grade that they believe was not consistent with grading policies stated in the syllabus and/or different from those applied to other students in the same course. Before appealing, the student must meet with the instructor to discuss his or her dissatisfaction with the grade. This process must be initiated within 30 days of the start of the new semester. If the grade dispute is not settled at this level, the student and instructor will confer with the program director. If the issue is still not resolved, the student may initiate a formal grade appeal to the Provost. The appeal must be initiated within 10 working days of the decision being sent by the program director. The Provost will appoint three faculty members from across the graduate programs to serve on a Graduate Hearing Board. This Graduate Hearing Board will make a recommendation to the Provost. The Provost will notify the student of the final disposition of the appeal. The decision of the Provost is final.

### **Dismissal Appeals**

A student has the right to appeal a dismissal from the graduate program for academic reasons other than academic dishonesty by submitting an appeal in writing to the Provost within 10 working days of the decision being sent by the program director. The appeal must include reasons the student believes s/he should be reinstated and a plan for future success. The decision on the student's status will be made by the Provost after consultation with members of the graduate program in which the student is enrolled. The Provost will notify the student of the decision. The decision of the Provost is final.

In cases of dismissal for academic misconduct, refer to the policy on Academic Integrity and Academic Honesty below.

In cases of dismissal for non-academic reasons, refer to the Code of Student Conduct.

## **Academic Integrity and Academic Honesty**

Saint Mary's College is dedicated to intellectual inquiry and the personal and professional growth of its students. Academic integrity is foundational to the vibrant academic life and social structure of the College and represents the mutual engagement in learning between students and faculty members. Academic integrity is grounded in certain fundamental values which include truth, honesty, respect, responsibility, and fairness that form the basis for a vibrant academic culture. The highest standards of academic integrity are expected of all graduate students and faculty members in academic coursework and research activities. Activities that compromise truth

gleaned through the advancement of learning and knowledge development undermine intellectual effort.

Academic integrity, in all its forms, is an explicit value of the College. Academic honesty is a form of academic integrity. Academic honesty can be best understood by the ethical standards guiding faculty in their academic work. Specifically an individual's contributions, in terms of words and scholarly findings, are attributable to the individual scholar alone; no other individuals can honestly claim another's ideas as their own. Furthermore, the integrity of scholarly knowledge rests on the accurate demonstration of the assumptions and reasoning that produced it. These standards are used as the implicit basis for teaching and learning in the College.

### **Responsibilities for Academic Honesty**

Academic honesty consists of truth telling and truthful representations in all academic contexts. All members of the academic community have a responsibility to ensure that academic honesty is maintained.

#### **Faculty responsibilities include:**

- Upholding the College's principles of academic honesty.
- Mitigating opportunities (where reasonable) for dishonesty,
- Promulgating this policy to graduate students by placing it in the course syllabi.
- Protecting students' privacy, whether in confronting an individual suspected of dishonesty or receiving reports of dishonesty from others.
- Assigning appropriate grades to those who violate academic honesty, as stipulated in the course syllabus.
- Reporting instances of academic dishonesty to the designee of the Provost.

#### **Student responsibilities include, but are not limited to::**

- Refraining from violations of academic integrity.
- Completing individual assignments with their own work.
- Completing collaborative assignments by appropriate division of labor,
- Completing internship, clinical or practicum assignments including time of service with their own work,
- Refusing to participate in an act of academic dishonesty,
- Notifying instructors of dishonesty that is observed,

Violations of academic integrity include, but are not limited to: cheating on assignments or exams, fabrication of data, tampering, sabotaging another student's work, plagiarism, falsification of records and official documents, unauthorized access to computerized academic or administrative records or systems, and aiding and/or facilitating any such activities. It is assumed that all work submitted by a student represents the student's own ideas and work. Verbatim copying, paraphrasing, adapting or summarizing the work of another, regardless of the source – whether books, journals, periodicals, websites, or other forms of media- must be properly cited. Any representation of the work of another that is not properly referenced is considered to be plagiarism. Ignorance of what constitutes plagiarism is not a defense to an allegation of a violation of the academic integrity policy. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is unacceptable.

Any context in which students neglect or actively decline to be fully honest in academic work is academic dishonesty. Similarly, failure to report observations of academic dishonesty is considered to constitute a violation of academic integrity. The medium in which full honesty is ignored – whether electronic, print or verbal (e.g., verbally claiming responsibility for another person's academic work) – is immaterial. Neither is it important whether the academic work in question is required for a course or optional,

a quiz or a test, a term paper or an in-class essay, graded or ungraded, etc. Neither does it matter whether the student benefits directly or at all from the dishonesty.

### Professional Standards

Individual graduate programs at Saint Mary's College may have additional, discipline-specific ethical guidelines as appropriate to the program. Please see the relevant Program's policies.

### Add/Drop

Full semester courses offered in the fall or spring semester may be added until the end of the first week of class. Courses meeting less than 16 weeks, including all summer courses, must be added no later than the first day of class. Courses may be dropped following the same schedule as the course add deadlines.

### Assignment of Credit Hours

Saint Mary's College operates under a semester credit hour system and defines credit hours based on the Carnegie unit. Each semester hour of credit represents one hour per week (15 weeks) of lecture or recitation and 2 to 3 hours of time spent in independent preparation (readings, papers, etc.). The length of a clinical, laboratory, practicum, or internship period depends upon the requirement of the course. Normally, one semester hour of credit is awarded for satisfactory work in two or three hours of clinical, laboratory, practicum, or internship work per week for a 15-week semester.

The assignment of credit policy applies equally to courses offered for less than 15 weeks, such as summer session courses. Such courses contain an equal or greater number of hours of direct instruction and independent preparation as the same course offered in the standard 15-week semester.

The assignment of credit policy applies equally to courses delivered through all modes of instruction including online courses. A course taught online must first be reviewed and approved by the Teaching Learning Technology Roundtable. An online course is approved only once it has been determined that the course covers the same content and achieves the same outcomes as the same course taught on-campus.

### Attendance

A student is expected to attend every meeting of a class for which he or she is registered. The responsibility for attendance rests with the student. Excused absences may be granted to students who must miss class for serious and documentable reasons of personal health, family concerns (emergency or important event in student's family).

### Auditing a Course

A graduate student may elect to take a graduate or undergraduate course on an audit basis with the approval of the instructor and so long as space is available. Auditors are not permitted in laboratory courses, practicum, internship, or clinical experiences. No credit will be given for the course. Audited courses will be indicated on the student's transcript with a grade of V. Courses taken for audit do not apply toward any academic degree and do not count as a part of a student's full-time or part-time course load for purposes of financial aid or for loan deferments. Full time graduate students may audit free of charge. All part time graduate students will be charged full tuition for each course audited. Tuition for an audited course is the same as a credit course. A student wishing to declare an audit must do so in accordance with the Registrar's posted academic calendar.

### Completion of the Master's Degree

For all master's degrees, a minimum of 30 credits is required. Consult individual master's degree programs for the precise requirements as some programs require more than 30 hours.

Only courses at the 500-level or above are included in the master's degree program. A degree is not conferred for a mere collection of credits. A significant culminating or "capstone" experience or other mechanism to demonstrate evidence of analytical ability and synthesis of material is required. The specific form of the culminating experience is determined by the degree program and includes, but is not limited to, one or more of the following:

- written thesis, essay, or paper.
- project report
- internship
- exhibition
- production
- comprehensive examination
- capstone course

Students are expected to know the requirements of their program's culminating experiences. Failure to satisfy the program requirements will result in forfeiture of degree eligibility.

### Completion of the Practice Doctorate (DNP)

The DNP is a terminal degree in nursing and, as a clinical doctorate, emphasizes expert clinical practice. To qualify for the DNP degree, all students must successfully complete the required course work in their program of study:

- **Post BSN to DNP:** Requires a minimum of 77 credits and a minimum of 1,000 supervised practicum hours and should be completed in 12 semesters.
- **Post MSN to DNP:** Requires a minimum of 35 credits in-residence and a minimum of 1,000 supervised clinical hours and should be completed in six (6) semesters. All post MSN students must submit verification of the number of supervised clinical practicum hours in their advanced practice educational programs (MSN). Students are responsible for obtaining this documentation from the school in which the program was completed and submitting it during the first semester of the DNP program. Faculty advisers and the program director use this documentation to determine how many hours of practicum the student will need in the plan of study for the post-masters DNP degree in order to meet the 1,000 practicum hour requirement and includes the DNP Clinical Residency requirement for all students.
- **All DNP students** must complete a faculty-guided scholarly experience completed in the final semesters of the student's doctoral program (see individual program curriculum plans). This culminating experience provides evidence of the student's critical thinking and ability to translate evidence into practice through problem identification, proposal development, implementation, and evaluation. The DNP Innovation project encompasses the synthesis of coursework and practice application and results in a deliverable product that is reviewed and evaluated by a faculty advisor and a scholarly project committee.
- The DNP **final project** consists of:
  - a scholarly comprehensive paper
  - a public oral defense presentation
  - the submission of an abstract for presentation at a state or national meeting.

Failure to satisfy the program requirements will result in forfeiture of degree eligibility. In rare circumstances, and where a leave of absence is not appropriate, a student may petition the graduate program director and the Provost for one additional semester to complete the requirements for completion of the DNP program.

### Continuous Enrollment

Once admitted to a graduate degree program, graduate students must be registered for a minimum of one credit hour (not audit) or a zero credit hour "continuous enrollment" course during all phases of their graduate education. All students, including those who have completed all coursework, must register each semester until all degree requirements are met.

Students are responsible for completing the registration process each semester. A student who does not maintain continuous enrollment must communicate with the director of the relevant graduate program prior to applying for reinstatement.

Those students who have completed all coursework and are writing a master’s thesis or preparing for a comprehensive exam should register for the corresponding course in their department of study for the purpose of continuing enrollment. Courses with grades of “V” (audit) are not considered valid registration for continuous enrollment purposes; students completing work for a course in which they received an “X” (incomplete) must maintain continuous enrollment in the following semester while completing all incomplete courses.

A student who does not meet the continuous enrollment requirement unless they have received an approved leave of absence, is considered inactive and not in good academic standing. Continuous enrollment may continue until the student’s length of continuous enrollment reaches the Maximum Time to Degree as determined in the policies of the program into which the student matriculated. If degree requirements are not completely met by the Maximum Time to Degree, the student is considered inactive. (See Leave of Absence policy, page 395.)

**Inactive Status**

Students who do not maintain continuous enrollment are considered inactive. Please see the Reinstatement policy for more details.

**Course Numbering**

Courses appearing in this *Bulletin* are numbered according to the following guidelines:

- 400 level courses are assumed to be primarily for undergraduates. If the course material is described as sufficiently advanced, graduate credit may be granted upon approval of the Graduate Program Committee. Requests for graduate credit for 400 level courses must provide information to verify that the course material is at the graduate level for all students or that graduate students are required to do additional work beyond the level required of undergraduates in the course.
- 500 level courses are assumed to be primarily for first-year graduate students; senior majors or other students may also take them or others by special permission. These students are limited to six credit hours of graduate work.
- 600 level courses are assumed to be for master’s and doctoral students. Only rarely are exceptional undergraduate students allowed to take these courses and they are limited to six credit hours of graduate work.
- 700 level courses are assumed to be for master’s and doctoral students.
- 800 and 900 level courses are assumed to be primarily for doctoral work, beyond the master’s level.

**Degree Requirements**

All students will follow the policies for program completion, GPA requirement, and maximum time to degree established by the individual graduate programs at Saint Mary’s College. Students are required to earn at least a B- in each graduate course in order for the course to count toward degree completion; some programs may have more rigorous grade requirements. Individual programs may also require a capstone experience, comprehensive examination, clinical practicum, oral defense, or field experience. Please see specific programs’ sections of the Graduate Bulletin for individual program requirements.

**Dismissal from the Program**

Saint Mary’s College reserves the right to dismiss a student from a graduate program when the student’s poor academic performance or conduct warrants such action.

**Poor Academic Performance**

Poor academic performance may be demonstrated by remaining in probationary status for more than two academic terms (see Academic Standing policy). Failure to make satisfactory progress toward program completion may also be considered poor academic performance (see Completion of the Master’s Degree policy and the Completion of the Practice Doctorate (DNP) policy). Individual programs may define additional criteria for poor academic performance. Please review the policies of the relevant graduate program. The Provost will review extreme cases of poor performance (such as a single semester GPA of 2.3 or below) to determine the student’s eligibility to continue.

**Misconduct**

All students enrolled at Saint Mary’s College are expected to adhere to all College policies and procedures as defined by our Community Standards and Code of Student Conduct. Students are also expected to avoid academic misconduct (see Academic Honesty policy), research misconduct, and other fraudulent, unprofessional, or unethical behaviors as defined in the policies of the relevant graduate program.

**Notification and Appeal**

Students will be notified in writing within 10 business days of the decision for dismissal. Students who have been dismissed have a right to appeal and are advised to consult the appeal process below.

**Appeal Process**

A student may complete all remaining degree requirements during a semester in which the student was in Probationary Status. If the student’s cumulative GPA at the end of the semester is 3.0 or above, the student’s probationary status will be elevated to Good Academic Standing. If the student’s cumulative GPA is below 3.0, the student remains in Academic Probationary Status.

**Enrollment**

All degree seeking graduate students must register each semester during the dates and times posted by the College Registrar. Any admitted student who fails to maintain continuous enrollment (see the Continuous Enrollment policy) must apply for reinstatement to the College’s Provost, who will review the student’s case with the Graduate Program Director of the relevant program. Students should consult their programs’ policies for additional requirements regarding full-time enrollment status.

The College defines *full-time*, *half-time*, and *less-than-half-time* in the following manner:

	Fall/Spring	Summer
Full-time status	8 credit hours	6 credit hours
Half-time status	4 to 7.5 credit hours	3 to 5.5 credit hours
Less-than-half-time status	3.5 or fewer credit hours	2.5 or fewer credit hours

Please see program policies for additional enrollment requirements for individual programs.

**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. The

student's official GPA is maintained in the registrar's office and is truncated at two decimal places on the academic transcript.

### Grade Reports

Students may view final grades via PRISM through the my.saintmarys.edu portal. At the end of each semester a student will be mailed a grade report only upon request. The grade report is withheld if a student has not met all financial obligations to the College, 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
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.00

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

Grades lower than a B- may be awarded for courses in graduate programs and are used to calculate both semester and cumulative GPA; however, they will not be accepted for completion of graduate coursework. If a student receives lower than a grade of B- in a required course, he or she must either retake the same course or its equivalent as determined by the program to fulfill the degree requirement.

### Graduation Petition

**Petitioning for Graduation:** A graduate student planning to participate in the commencement ceremony held in May must file a degree petition with the Office of the Registrar. This includes Degree Candidates described in the following paragraph. This petition must be approved by the Program Director of the department.

**Degree Candidates:** Some graduate programs require students to complete coursework during the summer following the commencement ceremony. If a student plans to complete all degree requirements during the summer following the commencement ceremony, permission may be requested from the Office of the Registrar to take part in commencement exercises as a "degree candidate." "Degree

candidates" do not receive a diploma and are not graduates of Saint Mary's College until the end of the semester in which all degree requirements have been completed.

### Incomplete Grade

All work for credit is expected to be completed within the term it is attempted including independent studies. This expectation of students should also guide faculty members who teach graduate courses. That is, faculty are obligated to evaluate and grade graduate work by the end of the term in which the course is offered.

An incomplete grade (X) should only be given when an emergency or other legitimate reason prevents a student, who has been passing the course, from completing some critical portion of the required work. An incomplete grade is not automatic and must be negotiated with the course instructor prior to the final exam week. If an incomplete is granted by the instructor, the student is generally expected to complete the course requirements within 30 days after the beginning of the next term. If no change has been made by the approved due date, the grade will convert to a grade of F. Extensions for incompletes beyond 30 days require formal approval from the Graduate Program Director.

### Leave of Absence Policy

A leave of absence (LOA) is a period of time during which a student remains in the intended graduate program but is inactive. Students do not take courses at Saint Mary's College during a leave of absence or engage in academic or practicum activities that are part of their program of study.

Whenever possible, students must request a LOA in advance of the leave from the Graduate Program Director at Saint Mary's College. A LOA will only be granted under extraordinary circumstances including but not limited to such events as prolonged illness, serious injury, family circumstances, relocation, change in employment status, etc.

A request for an LOA must be made in writing and should include the length of time desired for the LOA, the reason for the leave request, and a defined plan to return to the program after the LOA is complete.

Without prior approval from the Graduate Program Director, transfer credits will not be granted for courses taken elsewhere during a leave of absence.

Students who do not qualify for or are not granted a LOA may transition to inactive status (See policy on Continuous Enrollment and Academic Standing: Inactive Academic Status). Inactive status does not require formal approval but does count against the maximum time to graduation.

### Pass/Fail Option

Graduate students cannot elect a Pass/Fail grading option for graduate courses. Graduate students may elect a Pass/Fail grading option for undergraduate courses. See the "Pass/Fail Option" in the Undergraduate Policies and Programs section, page 71.

### Permanent Record and Transcript

A student's permanent academic record is maintained in the Registrar's Office. Official transcripts of the permanent record are available to each student or alumna. Requests for transcripts must be submitted in writing to the registrar or through the secure area within PRISM via the my.saintmarys.edu portal. Transcripts will not be issued to students or alumnae who have not met their financial obligations to the College.

### Proctored Exams for Online Courses

Note: Students are responsible for fees that any of the options below may incur.

#### In-person proctoring

Exams are given online through Blackboard. A proctor must be arranged in advance.

A student needs to present or email a potential proctor a letter detailing proctoring duties as provided by the course instructor. The course instructor needs an email from the proctor from their official (e.g. employer-provided) email address briefly explaining who they are and how they know the student.

- Find your own proctor meeting the requirements below:
  - not a family member
  - not a close friend
  - in a position of authority, for example:
    - o professor
    - o teacher
    - o librarian
    - o police officer
    - o coach
    - o clergy (priest, pastor, nun, rabbi, etc. of a generally recognized faith)
    - o military officer (not your direct superior)
    - o manager (not your direct supervisor)
    - o some other trustworthy individual with no conflict of interest.

- Find a test center through **National College Testing Association**

This website contains information on participants both inside and outside the United States: [www.ncta-testing.org/cctc/find.php](http://www.ncta-testing.org/cctc/find.php), including test center location, service availability students from other institutions, hours of operation, testing fees, etc.

### Online proctoring

- **Proctor U:** live online proctoring—[www.proctoru.com/howitworks.php](http://www.proctoru.com/howitworks.php)
- **Remote Proctor Now:** on demand proctoring—[www.softwaresecure.com/product/remote-proctor-now/](http://www.softwaresecure.com/product/remote-proctor-now/)

### Registration

Graduate students register for courses through PRISM, the online registration system for Saint Mary's College, via the [my.saintmarys.edu](http://my.saintmarys.edu) portal. Registration dates are published on the graduate program academic calendar. No student shall attend any class unless he or she is registered for the class. Credit will not be awarded to a student who is not officially registered.

### Reinstatement

A student who does not maintain continuous enrollment must request reinstatement into the graduate program in which they were matriculated. Any student who wishes to apply for reinstatement into his or her program of study may do so with permission from the Graduate Program Director of the relevant program and the interim Dean of Graduate Studies.

A readmission application must be submitted to the Graduate Programs office. It must be accompanied by transcripts of any academic work pursued by the student while not at Saint Mary's College. The program may require the student to complete additional work if the length of the student's inactivity from the program merits it.

Students who may be reinstated to a graduate program are reinstated with Probationary Academic standing.

### Repeating a Course

A graduate student may retake any course at Saint Mary's College; however, all grades are a part of the student's permanent academic record and remain on the student's transcript as well as in all GPA calculations. If a course is repeated, credit will be awarded only on the most recent attempt.

### Research Conduct

Research involving human subjects must meet the guidelines of the Saint Mary's College Institutional Review Board. The student must consult his or her advisor to assure these guidelines are followed. The student must also complete CITI training. The student may not use the name of Saint Mary's College in connection with personal research without the sponsorship of a member of the student's program faculty. This permission is freely and generously given, but the College insists upon its right to determine the context in which its name is used.

### Transfer Credit

**Pre-Admission Graduate Credits:** A program may accept graduate coursework completed at another accredited college or university toward meeting its degree requirements. Official transcripts must be submitted to Graduate Admission from the records office where the credits were earned. A student may transfer graduate credits earned at another accredited college or university only if all of the following requirements are satisfied.

- The student has graduate degree-seeking status at Saint Mary's College.
- The courses taken were graduate courses that are appropriate for their graduate program at Saint Mary's College.
- Grades of B (3.0/4.0 scale) or better were achieved.
- Generally, the courses to be transferred were completed within a five-year period prior to admission to a graduate program at Saint Mary's College.
- The transfer is approved by the Graduate Program Director of the student's intended program.

Typically, no more than six semester graduate credit hours may be transferred into a Saint Mary's College graduate program. Additional graduate credit hours may be transferred by students who already have an earned graduate degree.

Grades for accepted transfer courses are not included in the student's Saint Mary's GPA.

Certain types of graduate credits are not accepted for transfer to Saint Mary's College graduate programs. In particular, graduate programs do not accept credit awarded

- for life experience;
- for courses taken at non-collegiate institutions (e.g., government agencies, corporations, and industrial firms); or
- by post-secondary institutions that lack candidate status or accreditation by a regional accrediting association, or some equivalent international accreditation.

All transfer credit is subject to review and approval, at outlined above.

### Pre-Admission Graduate Credits Earned by Saint Mary's Undergraduate Students:

Saint Mary's graduate courses completed while a student is an undergraduate at Saint Mary's may be accepted into a graduate program. The following requirements need to be satisfied:

- The student has graduate degree-seeking status at Saint Mary's College.
- The courses taken were graduate courses that are appropriate for their graduate program at Saint Mary's College.
- Grades of B (3.0/4.0 scale) or better were achieved.
- Generally, the courses to be transferred were completed within a five-year period prior to admission to a graduate program at Saint Mary's College.
- The transfer is approved by the Graduate Program Director of the student's intended program.



No more than six semester graduate credit hours may be transferred into a Saint Mary's College graduate program.

Grades for accepted transfer courses are included in the student's Saint Mary's GPA.

**Withdrawal from a Course**

After consultation with the instructor and the graduate program director, a student may withdraw from a course after the add/drop deadline and until the last day of class as stated in the course syllabus. If the student is passing the course at the time of withdrawal, the grade of "W" is recorded on the student's transcript for that course. A grade of "F" is recorded for a withdrawn course in which the student is failing.

**Withdrawal from the Program**

A student wishing to withdraw from a graduate program is required to notify the Office of Graduate Studies and the graduate program director. The date of official written notification will determine the official date of withdrawal. If a student withdraws from the program between the first day of class and the end of the drop period, he or she will be dropped from all classes and a notation of enrollment and a withdrawal entry is made on his or her permanent record. If a student withdraws from the program after the official drop period, he or she will receive grades of "W" or "F" from his or her instructors depending on progress to date.

# Data Science

Kristin Kuter, Program Director  
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## FACULTY

C. Cobb, C. Hoover, S. Kosovski, K. Kuter,  
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C. Wedrychowicz

## PROGRAM DESCRIPTION

A Data Scientist is a professional who combines many types of technical and industry competencies to turn data, which is very often idiosyncratic and ambiguous, into actionable intelligence in a business environment. The skills needed to make this transformation draw from mathematics, statistics, computer science, business, and require the ability to communicate technical information to people with a range of technical competence. The Master of Science in Data Science is a rigorous program designed to rapidly bring students to the point of functioning in the role of a data scientist and then, building on the initial growth, to develop expertise with their data science skills.

The program in Data Science has several components. It requires coursework over a two-year period in mathematics, statistics, and computer science that supports the program outcomes. The program is centered on core data science courses including an introduction to data mining and applied data analytics. Supporting courses include applied statistics, applied linear algebra, computer programming, and databases. It also requires coursework that uses core knowledge and skills in a professional environment, such as professional writing, research methods, and project management. The program includes a capstone project that provides a substantive professional context for students to apply their data science knowledge. Students also have the opportunity to gain hands-on experience in entrepreneurial matters, such as creating a business plan, developing potential clients, creating marketing materials, etc., to be ready to set up their own business enterprise.

## LEARNING OUTCOMES

The Master of Science in Data Science program is committed to providing graduates with the range and depth of expertise to be leaders in data driven industries. Students who successfully complete the program will be challenged to demonstrate high levels of mathematical, analytical, technical, and professional skill and knowledge. As such, these are the core outcomes of the program:

- The graduate analyzes very large, complex data sets in the context of real-world business problems.
- The graduate applies and fine-tunes computing resources for data analysis, including programming and industry-standard tool use.
- The graduate develops and implements data analysis strategies based on theoretical principles, ethical considerations, and detailed knowledge of the underlying data.
- The graduate generates actionable intelligence for decision-making.



- The graduate clearly and professionally communicates nuanced analysis results to a diverse, varying-technical audience.
- The graduate rigorously applies mathematical principles to the analysis of data.
- The graduate evaluates, implements, and assesses the application of technology solutions for data analysis.
- The graduate plans, directs, and evaluates the status of complex projects.

## PREREQUISITES AND CORE COMPETENCIES

The most competitive candidates will satisfy the prerequisites and core competencies as follows:

- A quantitative undergraduate major (examples include but are not limited to mathematics, the sciences, social sciences, and business with a quantitative emphasis) or a career in a technical or quantitative area.
- Two semesters of calculus.
- One semester of computer programming.
- Familiarity with statistics.
- Familiarity with linear algebra.

Candidates who meet some but not all of the prerequisites and core competencies are encouraged to apply and will be considered conditionally. The Program Director can identify opportunities for those candidates to gain familiarity in the relevant area(s).

## APPLICATION REQUIREMENTS

- A bachelor's degree from a regionally accredited school, or the international equivalent.
- Candidates should possess familiarity with core competencies which may be demonstrated by education or experience:
  - **Education:** bachelor's degree in mathematics, business, computer science, information systems, the sciences, health science, quantitative social science or related field; the most competitive candidates will have at least a 3.0 cumulative GPA in undergraduate coursework.
  - **Experience:** relevant work experience in a technical or quantitative area.
- Submission of a completed application and \$50 application fee.
- Official transcripts from your degree-granting institutions.
- GRE, GMAT, or LSAT test scores (not required for those who have completed a master's degree).
- Current résumé or Curriculum Vitae.
- One letter of recommendation from academic and/or other professionals addressing your ability to succeed in the program (three recommended).
- Personal statement that describes how the experiences in your life make you ideally suited to become a data scientist.
- English language proficiency if your education was in a language other than English (to be shown through results from the TOEFL, IELTS, or completion of the appropriate level in the Saint Mary's College English Language School).

Applications open in September 1 for entry into the program the following fall. The application deadline is rolling, and applications will be accepted as long as seats are available in the entering class. You must complete the application form, submit the fee, and provide all supporting documents for your application to be considered. Letters of recommendation can be submitted along with the application or mailed directly to Saint Mary's College.

Transcripts must be sent directly to Saint Mary's College and cannot be included directly in your application. The application deadline is June 15.

## EARLY APPLICATION FOR SAINT MARY'S COLLEGE STUDENTS

Saint Mary's College students may apply to the Master of Science in Data Science program in the spring of their junior year. Saint Mary's College juniors are not required to take the GRE. Additionally, the application fee is waived. If admitted to master's program, the student may take up to two (2) graduate level courses in the Data Science program while she is a senior at Saint Mary's College allowing her to earn up to six (6) credits towards her graduate degree while still an undergraduate.

## PRACTICUM PRESENTATION

All students are required to give a formal presentation about the project completed for the DSCI 599 Practicum. The presentation shall be given during the summer orientation/symposium in August following the enrollment in DSCI 599.

## PROGRAM IN DATA SCIENCE

### *Master of Science in Data Science (36 hours)*

#### All of the following (24 hours):

CPSC 507	Computer Programming	3 hours
CPSC 529	Database Systems	3 hours
DSCI 501	Data Mining	3 hours
DSCI 502	Data Mining at Scale	3 hours
DSCI 511	Data Exploration and Visualization	3 hours
MATH 527	Applied Linear Algebra	3 hours
MATH 546	Applied Statistics I	3 hours
MATH 547	Applied Statistics II	3 hours

#### Two of the following (6 hours):

BUAD 546	Project Management	3 hours
DSCI 525	Research Methods	3 hours
ENWR 517	Professional and Technical Writing	3 hours
NURS 670	Data and Analytics and Outcomes Improvement	3 hours

#### Additional courses including at least 2 credits of DSCI 599 (6 hours):

DSCI 595	Thesis	1–3 hours
DSCI 599	Practicum	1–6 hours

## DATA SCIENCE COURSE DESCRIPTIONS

**In addition to these credit bearing courses, the student will be given the opportunity to take an online non-credit course in entrepreneurship.**

### **BUAD 546 Project Management (3)**

The course develops the competencies and skills for planning and controlling projects and understanding interpersonal issues that drive successful project outcomes. Focusing on the introduction of new products and processes, it examines the project management life cycle, defining project parameters, matrix management challenges, effective project management tools and techniques, and the role of a project manager.

### **CPSC 507 Computer Programming (3)**

A problem-solving approach to learning computer programming. Topics include variables, data types, conditional statements, loops, arrays, recursion, principles of software engineering, object-oriented programming, data structures, algorithms, and the use of standard libraries available in a variety of programming languages. The course will use commercially common programming languages and integrated development environments (IDEs).

### **CPSC 529 Database Systems (3)**

Basic concepts of databases. Topics include conceptual data modeling, database design and normalization, and database implementation. Use of SQL for data definition, manipulation, and query processing.

While primary emphasis will be on the relational model and traditional RDBMS, discussion will also include a survey of techniques for handling non-relational data models, massive datasets, and unstructured data, including data warehousing, in-memory databases, NewSQL, NoSQL, and Hadoop.

### **DSCI 501 Data Mining (3)**

This course is about mining knowledge from data in order to gain useful insights and predictions. From theory to practice, the course investigates all stages of the knowledge discovery process, which includes data preprocessing, exploratory data analysis, prediction and discovery through regression and classification, clustering, association analysis, anomaly detection, and postprocessing.

### **DSCI 502 Data Mining at Scale (3)**

A second semester of data mining introducing tools and techniques necessary for mining large scale data sources. Prerequisite: DSCI 501

### **DSCI 511 Data Exploration and Visualization (3)**

This course is an introduction to data visualization. It includes data preprocessing and focuses on specific tools and techniques necessary to visualize complex data. Data visualization topics covered include design principles, perception, color, statistical graphs, maps, trees and networks, and other topics as appropriate. Visualization tools may include JavaScript D3 library, Python, and R, and commercially available software such as Tableau, etc. The course introduces the techniques necessary to successfully implement visualization projects using the programming languages studied.

### **DSCI 525 Research Methods (3)**

An introduction to basic scientific and statistical research methods when dealing with measurements of human and corporate activity. Students read and evaluate current research and translate their ideas into viable research projects. Topics include scholarly writing and presentation, descriptive research methods, quasi-experimental and experimental design, ethical issues, and analytical methods.

### **DSCI 595 Thesis (1–3)**

Thesis credit may be earned for significant work toward the writing of a master's thesis. This thesis may be used to fulfill the culminating project requirement.

### **DSCI 599 Practicum (1–6)**

The practicum is an opportunity to directly experience the work of a data scientist or data analytics professional. It consists of project based learning on a significant and contributory business objective in conjunction with practicing professionals in one of many appropriate industries. (Repeatable for up to a total of 6 credits.).

### **DSCI 612 Entrepreneurship for Data Scientists (0)**

This course gives the student an opportunity to transform innovative data-centered concepts and ideas into concrete novel and value-adding products and services and introduces them to the complex entrepreneurial skills necessary to bring these innovations to market. Special emphasis will be placed on business best practices in the areas of product development, organizational management, marketing, strategic, and financial planning allowing for ongoing business success. In this project-centered class the student will create a business plan for a profit driven or social entrepreneurship venture promoting their skills as data scientists, which they then can use to secure start up funds. (This course is a prerequisite for applying for the Data Science Entrepreneurship Grant.)

### **ENWR 517 Professional and Technical Writing (3)**

This course teaches skills in written, visual, and verbal communication of particular importance to data science professionals. It engages with foundational concepts of rhetoric, composition, and design that can be applied in any setting while also addressing the forms and conventions of technical writing in a professional setting that students will encounter as practicing researchers and data analysts. The course stresses the seamless continuity between analysis of data and communication about that analysis.

### **MATH 527 Applied Linear Algebra (3)**

An application focused approach to linear algebra in a variety of fields. Topics include matrices, Gaussian elimination, vector spaces, determinants, inner products, orthogonality, least squares solution, eigenvalue problems, Gram-Schmidt process, matrix decomposition/factorization, methods of dimension reduction such as singular value decomposition or principal component analysis,



quadratic forms, pseudo-inverses, Markov processes, data/image processing, and other advanced topics pertinent to data analysis.

### **MATH 546 Applied Statistics I (3)**

An introduction to the foundations and applications of statistics. Topics include basic concepts of data collection, sampling, and experimental design; descriptive analysis and graphical displays of data; probability concepts and expectations; normal and binomial distributions; sampling distributions and the Central Limit Theorem; confidence intervals and hypothesis testing; likelihood-based statistics; ANOVA; correlation and simple linear regression.

### **MATH 547 Applied Statistics II (3)**

An application focused approach to regression analysis and related techniques. Topics include simple and multiple linear regression; weighted and generalized least squares estimators; polynomial regression, exponential regression; model selection; categorical variables and ANOVA; logistic regression; principal component analysis; time series analysis; other applications of statistics as relevant. Prerequisite: MATH 546.



# Doctor of Nursing Practice

**Linda Paskiewicz, Program Director**  
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## **FACULTY**

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 P. Keresztes, J. Mwose, G. Osunnuga, L. Paskiewicz,  
 A. Peacock-Johnson, M. Wcisel, M. Welle

## **PROGRAM DESCRIPTION**

The curriculum in the Saint Mary's Doctorate of Nursing Practice (DNP) program will elevate your expertise in professional nursing practice and leadership. Courses on social entrepreneurship, data analytics, management, and communication will support your development as an innovator and leader in healthcare.

The Department offers two tracks to the Doctorate of Nursing Practice. The first is a Post-BSN to DNP program designed to support role attainment of the new graduate as a professional nurse while welcoming the experienced bachelor's prepared nurse. This program is 4 years in length (12 semesters, including summer). At the conclusion, graduates will be eligible to take the ANCC Family Nurse Practitioner Certification Exam. The second program is designed for the Master's prepared advanced practice registered nurse (APRN) who already holds national certification as an APRN and wants to move forward to the Doctorate of Nursing Practice. This program is 6 semesters in length.

Graduate nursing students are required to adhere to all policies and procedures of the college graduate program as well as those in the Department level graduate student handbook.

### **Post-BSN to DNP**

Whether you have just earned your degree, are in the early stages of your career, or have been practicing for years, you know you want to be an agent of change in the healthcare profession. You want to push the boundaries of innovation in your field. You can learn how to do that at Saint Mary's College. You will not only learn the skills and knowledge needed to become a certified family nurse practitioner but also take courses that challenge you at a higher level to direct and impact the future of your profession. Through a variety of classes on topics ranging from health care, to analytics, to management, to communication, you will have the knowledge and skills needed to elevate your career to the top of your field.

### **Post-MSN to DNP**

You know how to do your job. You provide quality patient care, and you do it well. In the current healthcare environment, that is no longer sufficient. You want to know how to provide high level healthcare and to provide an even higher level of expertise that you know your patients deserve—to provide change-driven leadership in your workplace that will move forward the future of your profession. This program's coursework will help you build on your master's degree skills and develop them in new and better ways to give you an extra edge in your career. Upon graduation, you will have the skills you need to direct your workplace operations and your profession.

PROGRAM OUTCOMES

- Synthesize and apply scientific evidence for the development and testing of clinical interventions for advanced nursing practice.
- Demonstrate innovative leadership, communication, and collaboration skills within intra-professional and inter-professional teams to create change in health care and complex health care delivery systems.
- Provide advanced evidence- based clinical care management within a collaborative, cultural context for individuals, families and/or populations.
- Demonstrate leadership in the use of current and emerging health and data analytic technologies to evaluate and improve outcomes in health care delivery and organizational systems.
- Advocate for social justice, equity, and ethical policies in health systems, population health initiatives and evidence-based health policy initiatives through collaboration with other health professionals and stakeholders.
- Use business and entrepreneurial strategies for meaningful quality improvement and efficient use of resources within health care environments.

PREREQUISITES

Post-BSN to DNP

- BSN from a nationally accredited (NLN or CCNE) college or university.
- A recent statistics course.

Post-MSN to DNP

- MSN from a nationally accredited (NLN or CCNE) college or university.
- Certification as a APRN (NP, PNP, CNM, CRNA).
- A recent statistics course.

APPLICATION REQUIREMENTS

Post-BSN to DNP

- A BSN degree from a nationally accredited (NLN or CCNE) college or university.
- The most competitive candidates will have maintained at least a 3.0 cumulative GPA in undergraduate coursework.
- A recent Statistics course.
- Submission of a completed NursingCAS application.
- Official transcripts from all previously attended institutions.
- Unencumbered license or eligibility for RN licensure in the State where clinical course work hours will be completed.
- Substantive personal essay statement that reflects on the family nurse practitioner role and the DNP role.
- Three letters of recommendations from professionals who should be able to address your ability for advanced nursing practice and doctoral study. At least one recommendation should come from an academic professional.
- A current résumé or Curriculum Vitae.
- Personal interview(s) with faculty (if selected for one; teleconferencing options available).

Post-MSN to DNP

- A MSN degree from a nationally accredited (NLN or CCNE) college or university.
- The most competitive candidates will have maintained at least a 3.0 cumulative GPA in graduate coursework.
- A recent statistics course.
- Submission of a completed NursingCAS application.
- Official transcripts from all previously attended institutions.
- Advanced practice national certification for MS-DNP pathway.
- Unencumbered license or eligibility for RN licensure in the State where clinical course work hours will be completed.
- Substantive personal essay statement that reflects on the family nurse practitioner role and the DNP role.
- Three letters of recommendations from professionals who should be able to address your ability for advanced nursing practice and doctoral study. At least one recommendation should come from an academic professional.
- A current résumé or Curriculum Vitae.
- Personal interview(s) with faculty (if selected for one; teleconferencing options available).

Applications for the fall term open in September 1. Saint Mary’s College uses the Centralized Application Service for Nursing Programs (NursingCAS) application system. You must complete the application form, submit the application fee for NursingCAS (no additional fee is collected by Saint Mary’s), and provide all supporting documents through the NursingCAS application system. The application deadline is June 15.

PROGRAM IN NURSING PRACTICE

Doctor of Nursing Practice (Post-BSN to DNP) (77 hours)

All of the following:

NURS 600	Communication and Relationship Centered Leadership	3 hours
NURS 602	Philosophical and Ethical Foundations for the Advanced Nursing Practice Role	3 hours
NURS 604	Evidence-based Practice I: Evidence Synthesis for Practice	3 hours
NURS 610	Healthcare Policy and Advocacy	3 hours
NURS 612	Social Entrepreneurship and the Business of Health Care	3 hours
NURS 620	Human Population Ecology	3 hours
NURS 622	Statistics for Health and Biological Sciences	3 hours
NURS 624	Evidence-based Practice 2: Translation of Evidence for Practice	3 hours
NURS 633	Health Promotion for Population Health	3 hours
NURS 644	Advanced Physiology & Pathophysiology	4 hours
NURS 651	Advanced Pharmacology	4 hours
NURS 670	Data Analytics and Outcomes Improvement	3 hours
NURS 682	X-ray Interpretation and Suturing for Primary Care	1 hour
NURS 688	Advanced Health Assessment and Diagnostic Reasoning	3 hours
NURS 701	DNP Practice Innovation I	1 hour
NURS 702	DNP Practice Innovation II	1 hour
NURS 703	DNP Practice Innovation III	2 hours
NURS 704	DNP Practice Innovation IV	1 hour
NURS 705	DNP Practice Innovation V	1 hour
NURS 706	DNP Practice Innovation VI	2 hours
NURS 710	Advanced Clinical Studies: Primary Care and Health Promotion for Reproductive Health	5 hours

NURS 718	Resource and Practice Management	3 hours
NURS 722	Advanced Clinical Studies: Primary Care and Health Promotion for Adults	5 hours
NURS 724	Advanced Clinical Studies: Population-based Mental Health Care Across the Lifespan	2 hours
NURS 725	Quality Effectiveness and Safety in Organizational Systems	3 hours
NURS 730	Advanced Clinical Studies: Primary Care and Health Promotion for Children and Adolescents	5 hours
NURS 770	Clinical Residency in Primary Care of Families	4 hours

### **Doctor of Nursing Practice (Post-MSN to DNP) (35 hours)**

#### **All of the following:**

NURS 600	Communication and Relationship Centered Leadership	3 hours
NURS 604	Evidence-based Practice I: Evidence Synthesis for Practice	3 hours
NURS 610	Healthcare Policy and Advocacy	3 hours
NURS 612	Social Entrepreneurship, Leadership and the Business of Health Care	3 hours
NURS 622	Statistics for Health and Biological Sciences	3 hours
NURS 624	Evidence-based Practice 2: Translation of Evidence for Practice	3 hours
NURS 670	Data Analytics and Outcomes Improvement	3 hours
NURS 701	DNP Practice Innovation I	1 hour
NURS 702	DNP Practice Innovation II	1 hour
NURS 703	DNP Practice Innovation III	2 hours
NURS 704	DNP Practice Innovation IV	1 hour
NURS 705	DNP Practice Innovation V	1 hour
NURS 706	DNP Practice Innovation VI	2 hours
NURS 718	Resource and Practice Management	3 hours
NURS 725	Quality Effectiveness and Safety in Organizational Systems	3 hours

## **NURSING PRACTICE COURSES**

### **NURS 600 Communication and Relationship Centered Leadership (3)**

This course examines essential components of communication, leadership theories, and the population ecology of organizations that impact interprofessional collaboration and the delivery of safe, relationship centered care by the advance practice nurse. Students will examine their development of interpersonal skills and effective leadership styles through role preparation and exploration of change strategies in organizational systems. Family theory, human diversity, and health care literacy levels are used to give emphasis to the importance of oral and written communication skills used by the DNP to plan and evaluate safe care outcomes for diverse populations and vulnerable groups. Prerequisite: Graduate Status.

### **NURS 602 Philosophical and Ethical Foundations for the Advanced Nursing Practice Role (3)**

This course engages students in a reflective and dialogical process that guides the structuring of nursing knowledge and the philosophical underpinnings of advance nursing practice, leadership, and practice inquiry. The development and application of theory in practice are brought together from the perspective of clinical nursing and other scientific disciplines as a foundation for leadership in effecting change in nursing and healthcare. Ethical decision-making frameworks and relevant research findings will be used to promote the development of application skills for clinical practice. Prerequisite: Graduate Status.

### **NURS 604 Evidence-Based Practice I: Evidence Synthesis for Practice (3)**

Learners are provided with a theoretical and practical foundation for identifying and critically appraising evidence from qualitative and quantitative research traditions. Emphasis is on the examination of the essential elements of evidence-based practice, including the formulation of answerable questions to address practice change, quality improvement and safety in a variety of advance practice roles. Students engage in the systematic search for research evidence and the use

interdisciplinary models to analysis of research findings that can be used to answer researchable questions. The use of electronic medical records as a source of data to provide evidence and information management in health care are explored. This course will support the beginning development of the student's capstone project. Prerequisites: NURS 602; NURS 612, NURS 622.

### **NURS 610 Healthcare Policy and Advocacy (3)**

The course is designed to analyze the leadership role of the DNP in health policy development emphasizing inter-professional collaboration and social justice. The social, regulatory, and ethical issues that impact DNP practice are examined. Strategies for designing and leading the implementation of public, professional, and institutional policies relating to local, regional, national and international health care and its delivery are considered. The effect of innovation and nursing scholarship on health policy and advocacy are examined. Prerequisite: Graduate Status.

### **NURS 612 Social Entrepreneurship and the Business of Health Care (3)**

This course assists the student to create a vision of relationship-centered leadership in healthcare from the perspective of an entrepreneur who operates within a tradition of social justice and values. Special emphasis is placed on the emerging role of the social entrepreneur in health care who, as a DNP, provides innovative leadership that uses entrepreneurial principles to improve healthcare systems, invent and disseminate new cost effective approaches to care, and advance sustainable solutions that create social value for small and large scale populations and healthcare systems. The student is encouraged to investigate how wealth creation can impact the public good in the healthcare arena at the community, national and global levels. Prerequisite: NURS 600.

### **NURS 620 Human Population Ecology (3)**

This course provides students with an opportunity to apply foundational scientific methods such as epidemiology and biostatistics in the study of health events in groups of people. Population theories such as ecological theory, health behavior, ecosocial theory of disease distribution, and other substantive theories will be applied. How the context of population-based health experience --societal, ecological, and historical-- become embodied and are manifested in population rates of disease and the magnitude of health inequities are emphasized. Assessment tools and intervention strategies for health of selected populations who share common health illness phenomena will be examined from an organizational and public health perspective. Prerequisite: NURS 622.

### **NURS 622 Statistics for Health and Biological Sciences (3)**

This course covers a wide range of statistical methods used in health care research. Descriptive statistics, probability distributions (binomial and normal), sampling distributions, inferences (point estimates and confidence intervals), hypotheses testing (one-sample tests, two-sample tests), Analysis of Variance (ANOVA) as well as simple linear regression and multiple regression analysis are included. The course emphasizes the application of statistical concepts to analyze research for best available evidence to support quality nursing practice. Students are asked to relate the material to their own practice and use SPSS statistical software for assignments. The course provides support for students to plan the statistical analyses for their Capstone project and other evidence based projects. Prerequisite: Graduate Status.

### **NURS 624 Evidence-Based Practice 2: Translation of Evidence for Practice (3)**

This course focuses on the leadership opportunity for the use of innovative approaches for the implementation and evaluation of evidence based practice change. Emphasis is placed on synthesis and application of evidence to bridge the gap between evidence and practice. Students will engage in a critical examination of the social value and the impact of the implementation of translational research findings into practice change at the individual, family, organizational system, and population levels. Prerequisites: NURS 604; NURS 612; NURS 622.

### **NURS 633 Health Promotion for Population Health (3)**

This course explores and critically analyzes health promotion theories and empirical approaches as a foundation for understanding the contextual health promotion activities of patients, families, and communities across the lifespan. The effect of age, cultural practices, social/racial stratification, and ethnicity on self-care health practices, health disparities, and health care delivery systems and explored from a public health perspective. Students will examine key concepts, risk assessment tools, and evidence-based interventions in essential areas of health promotion such as physical activity, nutrition, stress management, and social support. A special emphasis is placed on obesity and weight control to acknowledge the link between adiposity and metabolic disease. Prerequisites: NURS 602; NURS 620.

### **NURS 644 Advanced Physiology and Pathophysiology (4)**

This course provides in-depth discussion of complex physiologic and pathophysiologic concepts essential for advanced clinical nursing courses in the care of adults and older adults. Physiologic and pathophysiologic processes related to the central, peripheral, and autonomic nervous systems; cardiovascular, respiratory, and renal systems; hematopoiesis, inflammation, immunity, microcirculation, neuromuscular synapse, skeletal and smooth muscle, and acid-base balance are discussed at biochemical, cellular, organ, system, and human organism levels. Hormonal regulation is integrated with various physiologic and pathophysiologic processes. Emphasis is on integration of concepts as a basis for understanding interrelationships among complex physiologic and pathophysiologic processes. Prerequisite: Graduate Status.

### **NURS 651 Advanced Pharmacology (4)**

This interdisciplinary course uses a lifespan approach to examine the principles of pharmacology and drug therapy for advanced nursing practice including legal and social considerations related to prescriptive authority and prescribing patterns. Students will participate in interdisciplinary clinical seminars with Pharm D students during a planned campus immersion during this course. Prerequisite: NURS 644.

### **NURS 670 Data Analytics and Outcomes Improvement (3)**

This course is designed to provide the DNP student with an opportunity to examine the lifecycle of data and the use of data analytics to measure healthcare delivery and improve patient outcomes. Transformation of healthcare outcomes that arise from changes in health care delivery systems will be driven by insights from existing large data sets that optimize clinical, financial, operational, and behavioral perspectives. Students will examine the process by which the DNP gains insight from data and the role of analytics in supporting a data-driven healthcare system as a component of healthcare reform. Students will explore the application of data to value-based innovation projects that maximize the use of data for quality improvement, cost effective, and sustainable change in healthcare delivery systems. The use of the Internet in healthcare settings, ethical and legal issues associated with working with large data sets, and the focus on the individual patient as the center of evidence based practice in nursing are emphasized. Prerequisites: NURS 612; NURS 620; NURS 622.

### **NURS 682 X-ray Interpretation and Suturing for Primary Care (1)**

This course provides an inter-professional interactive seminar that engages the student in examining x-ray findings as a data component of diagnostic reasoning. Students will also practice suturing minor injuries. This immersion seminar will occur in a hospital or clinical setting of one of our academic practice partners. (6 clinical hours) Prerequisites: NURS 644; NURS 688.

### **NURS 688 Advanced Health Assessment and Diagnostic Reasoning (3)**

This course provides knowledge and skills necessary for the advanced practice nurse to synthesize concepts from nursing and biopsychosocial sciences in the comprehensive health assessment of adults and children. The diagnostic reasoning process, differential diagnosis, advanced health evaluation techniques, laboratory tests, diagnostic studies, and interpretation and evaluation of findings are incorporated into the course. The importance of the evidence based link between oral health and illness across the lifespan is explored.

Students will provide advanced health assessment with clients across the lifespan in inter-professional clinical settings. Comprehensive health histories and physical examination techniques will be used to complete a database on clients to formulate differential diagnoses and make advanced clinical decisions. (30 clinical hours) Prerequisites: NURS 644; NURS 651.

### **NURS 701 DNP Practice Innovation I (1)**

This is the first of a 6 seminar course sequence that will assist the student to identify a general focus for the capstone innovation project. The seminar provides the DNP student the mentored opportunity to examine their area of clinical practice expertise and interest and to use the principles of social entrepreneurship to begin the innovative work that will result in the development of the independent, analytic scholarly project. Students will participate in an on-campus seminar in which group discussion will be used to explore the myriad of project ideas and to help students begin the process of focusing on a practice area and an innovative approach to practice change. To complete the outcomes for this course, the student is expected complete a minimum of 20 clinical hours to examine the feasibility and design of their project at their place of employment. Prerequisites: NURS 604; NURS 624.

### **NURS 702 DNP Practice Innovation II (1)**

Students will work with an identified faculty mentor to further their exploration and analysis of their selected client, population, and /or system for scholarly project development. Students will develop the design for their project and will share their progress in an oral project development presentation during the on-campus seminar. In collaboration with their clinical agency, students will develop strategies for the implementation phase of the project. The student is required to submit an individualized practicum proposal and objectives for the clinical experience for this course (minimum 40 hours). Prerequisite: NURS 701.

### **NURS 703 DNP Practice Innovation III (2)**

The student will continue to use the principles of social entrepreneurship in the development of their practice innovation project work and will use their own evidence based analysis and other data to finalize the design and propose interventions directed at practice change, system changes, or aggregate health improvements. Students will work with a faculty mentor to finalize the design of their project including the manner of data collection and project evaluation. Students will deliver an oral presentation of their project proposal to their faculty mentor and committee members along with fellow students during the on-campus immersion seminar. The student will begin the implementation of their practice innovation scholarly project after obtaining approval from their mentor and committee and the IRB. Students are required to submit an individualized practicum proposal and objectives for approval for their clinical practicum (minimum of 100 practicum hours). Essentials I, II, III, IV, V, VI, VII, VIII. Prerequisite: NURS 702.

### **NURS 704 DNP Practice Innovation IV (1)**

The student will work with a faculty mentor and their clinical agency to continue the implementation of the practice innovation scholarly project. Students will assess the on-going data collection process as well as the quality of the data. The student is required to submit an individualized practicum proposal and objectives for approval for their clinical practicum (minimum of 80 practicum hours). Students will give an oral presentation on the status of their project at the on-campus immersion seminar. Prerequisite: NURS 703.

### **NURS 705 DNP Practice Innovation V (1)**

The students will engage in the process of data analysis to measure the outcomes of the project. Students will synthesize the theoretical and empirical evidence guiding their Practice Innovation Project with their project experience and outcome data from their project. The student is required to submit an individualized practicum proposal and objectives for approval for their clinical practicum (minimum of 80 practicum hours). Prerequisite: NURS 704.

### **NURS 706 DNP Practice Innovation VI (2)**

During this course, students will critically examine the practice innovation project and identify challenges within individuals and environments that influence change. Students will complete their project and provide a written report in the form of a publishable manuscript. Students will engage in an oral defense to disseminate their findings. Students who do not complete the practice innovation project during this course will be required to register for NURS 799 until the project meets the final requirements. Students will complete their clinical requirements and are required to submit an individualized practicum proposal and objectives for approval for their clinical practicum (minimum of 80 practicum hours). Prerequisite: NURS 705.

### **NURS 710 Advanced Clinical Studies: Primary Care and Health Promotion for Reproductive Health (5)**

This course focuses on the role of the family nurse practitioner in the primary care of women and their families across the lifespan. The clinical practicum uses a developmental approach to provide the foundational knowledge needed for advanced understanding and care of common health concerns related to the reproductive organs, including the genitourinary and reproductive cycles of men and women. Concepts of health promotion, health maintenance, sexuality, cultural competence, and environmental variations are integrated throughout the course and will include an environmental and political context. Students will provide reproductive and GU care in primary care settings. (120 clinical hours) Prerequisites: NURS 633; NURS 644; NURS 651; NURS 688; NURS 722; NURS 724.

### **NURS 718 Resource and Practice Management (3)**

This course provides a forum for the exploration and evaluation of the financial environment at the macro and micro levels of the health care industry and how finances specifically affect the role of the advanced practice nurse and the social entrepreneur. The course will emphasize the development of practical financial analytic skills that will provide students with a foundation for immediate application within the health care delivery system. Prerequisites: NURS 612; NURS 670; NURS 725.

### **NURS 722 Advanced Clinical Studies: Primary Care and Health Promotion for Adults (5)**

Emphasis is placed on a wellness focus in the care of adults throughout the lifespan with common and reoccurring acute illnesses and stable chronic conditions. Models of health promotion, disease prevention, health education and wellness will be used to guide the family nurse practitioner in assessing, diagnosing and planning care for adults. The clinical practicum uses a developmental approach to manage the health care of adults from diverse backgrounds in primary care settings. The focus is on the synthesis of knowledge from physical and behavioral sciences to formulate advanced clinical decisions effective in the provision of health care of adults and their families. Students will provide primary care with adults in primary care settings (120 supervised clinical hours). Prerequisites: NURS 630; NURS 644; NURS 651; NURS 688.

### **NURS 724 Advanced Clinical Studies: Population-Based Mental Health Care Across the Lifespan (2)**

This course focuses on systems issues affecting clients across the lifespan who require special attention to mental and behavioral health conditions and issues from the advanced practice nursing. This course provides the student with foundational knowledge of the neurobiological and mind-body connection that underpins mental health issues frequently encountered in primary care settings. Issues include legal/ethical decision-making, socialization, co-morbidities, finances, and referral. Students will assess mental health issues across the lifespan, develop management and referral strategies, and attend to pharmacologic therapies in a primary care setting using effective evidence based best practices. Students will engage in advocacy, health coaching, and teaching with patients and families in the quest for mental health services (40 clinical hours). Prerequisites: NURS 600; NURS 602; NURS 722.

### **NURS 725 Quality Effectiveness and Safety in Organizational Systems (3)**

This course prepares students to design, implement, and evaluate evidence-based quality health care practices for patient populations (individuals and aggregates) in primary, home, and community settings. Organizational theory and models within the health care industry are examined. Working as partners in inter-professional teams, students will analyze an organizational culture, gather safety information, analyze data, and translate findings into a plan for changes in micro and macro systems through action learning experiences within their own organizations. Evaluation of Innovation and sustainability of system change will be emphasized. (40 clinical hours ) Prerequisites: NURS 604; NURS 612; NURS 620; NURS 624; NURS 670.

### **NURS 730 Advanced Clinical Studies: Primary Care and Health Promotion for Children and Adolescents (5)**

The focus of this course is the knowledge necessary for the practice role of the family nurse practitioner in the delivery of primary care of families with children and adolescents. This course uses a developmental approach to provide the knowledge needed for advanced clinical decision making related to children with common health problems, including acute episodic illness and stable chronic disease. Concepts of health promotion, disease prevention and risk assessment, safety, and cultural and environmental variables are integrated throughout. Students will synthesize developmental needs and the pathophysiologic processes underlying certain conditions. Students will provide primary care to children, adolescents, and their families in primary care settings. (120 clinical hours) Prerequisites: NURS 600; NURS 602; NURS 722.

### **NURS 770 Clinical Residency in Primary Care of Families (4)**

This course further develops FNP role competencies through advanced clinical practice in a primary care setting in which students assess and manage the health of individuals and families across the lifespan. The focus is on the synthesis of advanced clinical knowledge from the physical and psychosocial sciences to demonstrate advanced clinical decision making and consideration of professional practice issues. This course will include on-campus immersion seminar/case presentation and three credit hours of clinical practice time (240 clinical hours). Prerequisites: NURS 682; NURS 710; NURS 722; NURS 724; NURS 730.



# Speech Language Pathology

Susan Latham, Program Director  
150 Madeleva Hall  
574-284-4686

## **FACULTY**

J. Essig, S. Latham, J. Lovett, S. Schneider,  
R. Tomenko, C. Youngdahl

## **PROGRAM DESCRIPTION**

The Speech Language Pathology program prepares graduate students to make a difference in the world on a very personal level—they improve the lives of individuals, one person, one family, at a time. The program develops leadership in individuals, who are educated in the liberal arts, and who use their talents to help support children, families, the elderly and disabled, and others in need. Our students realize their social responsibility first-hand by providing services to those in need. They think critically and creatively while responding with humanity. The Speech Language Pathology program fosters the development of lifelong learners who are adaptive and reflective clinicians, culturally sensitive, and empathetic to those in need.

## **PROGRAM OUTCOMES**

- Prepare students with a wide theoretical base for understanding normal development of basic human communication and swallowing processes as well as the nature, causes, evaluation and treatment of disorders of swallowing and communication, including issues pertaining to culturally diverse populations.
- Provide a variety of opportunities for supervised student clinical education with persons from diverse cultural and linguistic backgrounds, who are delayed or disordered in the development or use of effective communication and/or who display disorders of swallowing and who come from across the life cycle. Opportunities will include access to contemporary technology, including resources in telepractice.
- Develop competence in clinical diagnosis and intervention, interactions with families of individuals with communicative impairments, and collaboration with other professionals for effective and efficient team management of persons with complex disabilities.
- Provide a faith-based education for students as they enter the profession by integrating the Catholic perspective throughout the knowledge and skills of the profession. Encourage students to realize their social responsibility first-hand by providing services to those in need.
- Foster value of diversity, both in culture and opinion, and encourage an attitude of openness and discovery among students, faculty and staff.
- Challenge faculty, staff and students to actively involve themselves in meeting the needs of their communities, as highly skilled professionals and good citizens.
- Become eligible for clinical certification (CCC) in speech-language pathology through the American Speech-Language-Hearing Association.

- Promote a value for scientific rigor and a spirit of inquiry among future professionals.
- Empower graduates to function independently as life-long learners.

## PREREQUISITES

- Introduction to Communicative Disorders.
- Anatomy & Physiology of the Speech and Hearing Mechanism.
- Phonetics.
- Speech & Hearing Sciences.
- Introduction to Audiology.
- Child Language Development.
- Clinical Methods and Supervised Observation.
- Statistics.
- At least one course in the biological sciences, e.g., Introduction to Biology.
- At least one course in the physical sciences, e.g., Introduction to Physics, Acoustics, etc.
- At least one course in the behavioral sciences, e.g., Developmental Psychology.

## APPLICATION REQUIREMENTS

- All applicants must have a Bachelor's degree in Communicative Sciences and Disorders, or related field, from a regionally accredited college or university, or the international equivalent. Candidates are normally expected to have maintained at least a 3.0 cumulative GPA in undergraduate coursework.
- Submission of a completed CSDCAS application.
- Official transcripts from every college or university attended.
- GRE scores (use code 6970).
- Three letters of recommendation from people familiar with the applicant's academic and/or professional abilities, focusing particularly on the potential for success.
- Personal statement that addresses reasons for pursuing an advanced degree in speech language pathology, professional objectives, and how Saint Mary's aligns with personal and professional goals.
- A brief admission video

Applications for the fall term open in early August. Saint Mary's College uses the Communication Sciences and Disorders Centralized Application Service (CSDCAS) application system. You must complete the application form, submit the application fee for CSDCAS (no additional fee is collected by Saint Mary's), and provide all supporting documents through the CSDCAS application system. The application deadline is February 1.



## PROGRAM IN SPEECH LANGUAGE PATHOLOGY

### *Master of Science in Speech Language Pathology (55–58 hours)*

#### All of the following:

CSD 501	Aural rehabilitation	3 hours
CSD 502	Assessment	3 hours
CSD 503	Speech sound disorders	3 hours
CSD 505	Early childhood language disorders	3 hours
CSD 506	Later childhood language disorders	3 hours
CSD 508	Adult language disorders I	3 hours
CSD 509	Adult language disorders II	3 hours
CSD 510	Research methods in speech-language pathology	3 hours
CSD 512	Neurology for speech-language pathologists	3 hours
CSD 514	Low incidence communication disorders (fluency & voice)	3 hours
CSD 515	Low incidence communication disorders (AAC & cleft palate)	3 hours
CSD 516	Motor speech disorders	3 hours
CSD 522	Dysphagia	3 hours
CSD 524	Autism spectrum disorders	3 hours
CSD 525	Counseling	3 hours
CSD 585	Clinical practicum – On campus repeated four (4) times	4 hours
CSD 587	Clinical practicum – Off campus	6 hours
CSD 699	Thesis Option	(3) hours

## SPEECH LANGUAGE PATHOLOGY COURSES

**In addition to these credit bearing courses, the student will be given the opportunity to take an online non-credit course in entrepreneurship.**

### **CSD 501 Aural Rehabilitation (3)**

Overview of amplification and (re)habilitative needs identified among hard-of-hearing individuals of all ages. Strategies for management developed from the perspective of the speech-language pathologist.

### **CSD 502 Assessment (3)**

Course content involves principles of measurement concepts and qualitative and quantitative assessment in speech-language pathology

### **CSD 503 Speech Sound Disorders (3)**

Focus is on assessment, interventions, and instructional strategies for speech sound disorders among children without known organic impairments.

### **CSD 505 Early Childhood Language Disorders (3)**

Students examine the nature, assessment, and treatment of language disorders in infants, toddlers, and preschool children.

### **CSD 506 Later Childhood Language Disorders (3)**

Students learn about diagnostic issues and treatment approaches for the school-aged population. Special attention is given to language and literacy interventions aimed at improving phonological processing and oral and written language comprehension and expression.

### **CSD 508 Adult Language Disorders I (3)**

Information regarding assessment and treatment of persons with acquired aphasia and communication disorders associated with right hemisphere lesions will be explored from neurological, pathophysiological, theoretical, and clinical perspectives.

### **CSD 509 Adult Language Disorders II (3)**

Information provided related to understanding, assessing and treating acquired adult communication disorders associated with traumatic brain injury and dementia. Disorders will be explored from neurological, pathophysiological, theoretical, and clinical perspectives.



### **CSD 510 Research Methods in Speech-Language Pathology (3)**

Course content focuses on the speech-language pathologist's role as clinical researcher and presents the need for science to inform clinical practice. Students read and critically analyze existing research within speech-language pathology and review common research designs and data analysis techniques. Students are required to design and complete a collaborative research project.

### **CSD 512 Neurology for Speech-Language Pathologists (3)**

Course offering provides information related to basic structures and functions of the human neurological system with emphasis on human communication processes and related functions.

### **CSD 514 Low Incidence Communication Disorders (Fluency & Voice) (3)**

Study the cause(s), diagnosis, and treatment of two important disorder types: fluency and voice disorders. Course also addresses principles of prevention.

### **CSD 515 Low Incidence Communication Disorders (AAC & Cleft Palate) (3)**

Study the cause(s), diagnosis, and treatment in two important areas: augmentative and alternative communication (AAC) and cleft lip and palate. Course focus also includes principles of prevention.

### **CSD 516 Motor Speech Disorders (3)**

Information related to understanding, assessing and treating motor speech disorders (e.g., dysarthrias and apraxia of speech) in children and adults.

### **CSD 522 Dysphagia (3)**

Designed to provide information related to understanding and assessing normal swallowing and understanding the etiology, assessment, and treatment of individuals with feeding/swallowing disorders.

### **CSD 524 Autism Spectrum Disorders (3)**

Students are provided an introduction to characteristics and communication of individuals with Autism Spectrum Disorder (ASD), including recommended practices/framework for assessment and facilitation of communication for individuals with ASD.

### **CSD 525 Counseling (3)**

Examines the role of speech-language pathologists in the provision of various forms of counseling to individuals with communication disorders and their families.

### **CSD 585 Clinical Practicum—On Campus (1)**

Offering designed to implement clinical knowledge and skills during the diagnostic and intervention process with clients of all ages that present with various forms of communication disorders. This course is repeatable 3 times.

### **CSD 587 Clinical Practicum—Off Campus (6)**

Offering designed to implement clinical knowledge and skills during the diagnostic and intervention process with clients of all ages that present with various forms of communication disorders.





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2016–2017 Academic Year

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# 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.

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Academic Affairs and First Year Studies	53	Art Department	105
academic calendar		courses (ART)	114
graduate	360–361	majors/minors	107
undergraduate	16–17	assignment of credit	
academic dismissal		graduate	390
graduate	392–393	undergraduate	65
undergraduate	66	athletics and recreation	
academic good standing		graduate	367
graduate	387	undergraduate	23
undergraduate	66	attendance/absence	60
academic honesty		graduate	390
graduate	388	undergraduate	65
undergraduate	72	auditing a course	
academic load	64	graduate	390
academic probation		undergraduate	66
graduate	387	Belles Against Violence	
undergraduate	66	graduate	367
academic progress, financial aid		undergraduate	23
graduate	379	Biology Department	123
undergraduate	45	courses (BIO)	130
academic policies and procedures		majors/minor	125
graduate	387–398	Board of Trustees	417
undergraduate	64–75	Business Administration	
accreditation/memberships	5	and Economics Department	135
adding/dropping a course	59	courses (BUAD)	141
graduate	390	courses (ECON)	146
undergraduate	64	majors/minors	136, 137
administration	418–421	campus and buildings	7–11
Admission		campus life	23–27
graduate	363–366	campus map	12–13
undergraduate	19–22	Campus Ministry	
advanced writing proficiency	101	graduate	369
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and First Year Studies)	53–54	Career Crossings office	
Alumnae Association	433	graduate	385
Alumnae Resource Network	52	undergraduate	55
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undergraduate	56	Center for Women's Intercultural Leadership	
Angela Athletic Facility	7	graduate	386
Annunciata Hall	10	undergraduate	56
Anthropology Program	232	Center for Spirituality	
courses (ANTH)	233	graduate	369
minor	232	undergraduate	27
appeal procedures		Chemistry and Physics Department	149
graduate	388	courses (CHEM)	152
undergraduate	64	courses (PHYS)	146
		major/minor	150, 154

classification of students		Division for Mission		Global Studies Department	223	Italian Program	
graduate	392	graduate	368	courses (ANTH)	233	courses (MLIT)	282
undergraduate	64	undergraduate	26	courses (GLST)	231	minor	278
College degree requirements		Division of Student Affairs		major/minor	226, 232	Justice Education Program	255
graduate	392	graduate	367	grade point average		courses (JUST)	256
undergraduate	80	undergraduate	23	graduate	393	minor	255
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and Theatre Department	159	Economics Program		graduate	394	Madeleva Memorial Classroom Building	8
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courses (DANC)	166	major/minor	136	grade scale		major requirements	101
courses (THTR)	171	Education Department	177	graduate	394	Mathematics and Computer Science	
majors/minors	160, 166, 169	courses (EDUC)	183	undergraduate	68	Department	259
Communicative Sciences and		major/minor/certifications	178	graduate credit	69	courses (CPSC)	269
Disorders Department	173	Engineering Cooperative Program	80, 191	graduate policies, programs	359–416	courses (MATH)	252
courses (CSD)	175	English Department	193	graduation rate	5	majors/minors	260, 273
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Computer Science Program	273	courses, writing (ENWR)	206	graduate	394	mid-semester deficiency	70
courses (CPSC)	273	major/minor	194	undergraduate	103	minors, guidelines for optional	101
minor	273	English Language School	63	grants and scholarships	36–44	Mission Statement	3
course numbering		Enrollment	393	guide to correspondence and communication		Modern Languages Department	275
graduate	392	Environmental Studies Program	209	graduate	359	Arabic courses (MLAR)	280
undergraduate	66	courses (ENVS)	210	undergraduate	15	Chinese courses (MLCH)	280
credit by examination	20, 67	minor	210	Haggar College Center	8	French courses (MLFR)	280
Cyber Café	9	examinations	68	Havican Hall	8	German courses (MLGR)	282
Dalloways Clubhouse	7	faculty	421	Health and Counseling	23	Italian courses (MLIT)	282
Dance Program	153	fees		graduate	367	Modern Language courses (MODL)	286
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minor	166	undergraduate	29–30	History Department	235	Chinese (MLTC)	286
Data Science	399	Film Studies Program	213	courses (HIST)	240	Modern Languages in Translation	
courses (DSCI)	401	minor	213	majors/minors	236	French (MLTF)	286
requirements	401	financial aid		history of the College	4	Modern Languages in Translation	
dean's list	70	graduate	375–382	Holy Cross Hall	10	Spanish (MLTS)	286
declaration of major/minor	67	undergraduate	33–51	home-schooled students	20	Spanish courses (MLSP)	284
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graduate	364	graduate	371–373	Humanistic Studies Department	247	Moreau Center for the Arts	8
undergraduate	21	undergraduate	29–32	courses (HUST)	249	multicultural services	
degree completion and continuing		financing		major/minor	248	graduate	368
education	22	graduate	373	incomplete		undergraduate	26
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Disabilities Resource Office		Gender and Women's Studies Department	215	international student, admission		graduate	365
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		minor	349				

Nursing Practice, Doctor of	405	Religious Studies Department	333	Summer study abroad	30, 60
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requirements	407	major/minor	334	TESOL	279
Nursing Science Department	301	repeated course		Theatre Program	169
courses (NURS)	303	graduate	396	courses (THTR)	171
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Office for Civic and Social Engagement		Residence Life		transcripts	65
graduate	370	graduate	367	graduate	395
undergraduate	27	undergraduate	23	undergraduate	71
Officers of the College	417	residence halls	10	transfer credit	
Opus Hall	11	residency requirement	24	graduate	365, 397
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undergraduate	71	Safety and Security	11	graduate	365
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undergraduate	71	second degree	80	graduate	371
Philosophy Department	307	second major	101	undergraduate	29
courses (PHIL)	309	secondary education	180	undergraduate policies, programs	15–358
major/minor	308	semester break programs	63	valedictorian	70
Physical Education Department	313	senior comprehensive	101	visual arts and music education	181
Physics Program	154	Social Work and Gerontology		Washington Semester Program	318
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major/minor	155	courses (GERO)	350	graduate	398
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