



2020-2021

Bulletin

Undergraduate and
Graduate Programs

Vol. 159



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Saint Mary's College **Undergraduate and Graduate Programs** ***Vol. 159***

This *Bulletin* depicts the status of undergraduate and graduate 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, 2020 may be directed to registrar@saintmarys.edu.

GUIDE TO CORRESPONDENCE AND COMMUNICATION

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

As of June 1, 2020

President, Katie Conboy

- Director of Institutional Research and Assessment, Julie Sisco
- Chief Information Officer, Todd Norris
- College Counsel, Martha McCampbell

Provost and Senior Vice President for Academic Affairs, Titi Ufomata

- Dean of Student Academic Services, Karen Chambers
- Campus and Community Events, Richard Baxter
- Center for Women's Intercultural Leadership, Mana Derakhshani
- Cushwa-Leighton Library, Joseph Thomas

Vice President for College Relations, Shari M. Rodriguez

- Advancement Services, Laura Brandenburg
- Alumnae Relations, Kara O'Leary '89
- Annual Fund, Madeline Zuniga
- Development, Libby Gray Koultourides '93
- Donor Relations, Adaline Stefanac Cashore '70
- Integrated Marketing Communications, Art Wager
- Marketing Services, Phillip Batalis
- Integrated Communications, Donna Fischman

Vice President for Enrollment Management, Mona C. Bowe

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

Vice President for Strategy and Finance, Dana Strait

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

Vice President for Mission, Judith R. Fean

- Campus Ministry, Regina Wilson
- Center for Spirituality, Arlene Montevocchio
- Office for Civic and Social Engagement, Rebekah Go

Interim Vice President for Student Affairs, Gloria Jenkins

- Athletics and Recreation, Julie Schroeder-Biek '88
- Health and Counseling Services, Elizabeth Fourman
- Residence Life, Ariel Leary
- Safety and Security, James Bambenek

GENERAL INFORMATION

Mission Statement

Founded by the Sisters of the Holy Cross in 1844, Saint Mary's College promotes a life of intellectual vigor, aesthetic appreciation, religious sensibility, and social responsibility. Saint Mary's is a Catholic, residential, women's, liberal arts college offering undergraduate degrees and co-educational graduate programs.

A pioneer in the education of women, the College fosters an inclusive, academic community where students discover and develop their talents as they prepare to make a difference in the world. All members of the College contribute to this mission in their response to the complex needs and challenges of contemporary life.

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 has maintained a steadfast commitment to the education of women since its founding by the Sisters of the Holy Cross in the mid-19th century. In 1843, University of Notre Dame founder Father Edward Sorin wrote to his superior, Father Basil Anthony Moreau, to request that he send sisters to a new mission in the wilderness of northern Indiana "to look after the laundry and the infirmary...and also to conduct a school, perhaps even a boarding school." Four Holy Cross sisters answered the call and, after a 40-day voyage from Le Mans, France, they arrived on May 30, 1843. They established the first school and novitiate in 1844. To establish an institution of higher learning for women was visionary. Today Saint Mary's remains unique among institutions of higher education, as a distinguished four-year, residential, Catholic college that focuses on the education of women at the undergraduate level, and offers co-educational graduate programs.

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 (CCNE)
- Council on Social Work Education (CSWE)
- Council for the Accreditation of Educator Preparation (CAEP)
- Indiana State Board of Education
- Indiana State Board of Nursing
- National Association of Schools of Music (NASM)
- 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 (WCC)

Undergraduate 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 79 percent. The complete IPEDS Graduation Rate Survey may be found in the Office of Institutional Research.

CAMPUS AND BUILDINGS

Saint Mary's College Campus

With its 140 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. At 103,000 square feet, Angela houses a three court fieldhouse, athletic suite for coaches and trainers, Health and Counseling Suite, dedicated golf room, locker rooms for both visiting and home teams, multipurpose rooms and/or class rooms, strength and conditioning space, cardio space, cafe offering healthy food options and multiple lounge spaces. 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 over 260,000 print books and 350,000 electronic journals, ebooks, and media titles. 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 Huisling Instructional Technology Resources Center and SMART center are also located in the lower level of the library and are 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.

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 Advising and Registrar, 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, 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 and addition in 1986 and 2016 is a 105,000 square foot structure providing high-tech classrooms, laboratories, office and research space, collaborative space, breakout lounges, greenhouse and a 110 seat auditorium for the Department of Biology, Department of Chemistry and Physics.

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, Institutional Research and Assessment, 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 1844 Grill, graduate student lounge, meeting rooms, a large atrium with a sculptured water wall, the Office of Residence Live, and Housing, the Office of First Year Experience, 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

1844 Grill—Located in the Student Center, the 1844 Grill/C-Store serves the Saint Mary's student body as a convenience store and grill. It sells great study snacks and fresh-off-the-grill meals. It is a great place to meet friends.

Murphy's Café—With its healthily made to order menu and a tasty variety of fresh fruit smoothies, Murphy's Café is a popular place for a post-workout snack, grabbing fair trade coffee with friends, or enjoying a meal. Visitors can eat in or sit outside on the patio. The Café plate ware is made of biodegradable material to help keep the carbon footprint of our campus down.

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. Juniors may live in Annunciata if space permits.

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 and a chapel on the second floor. The hall features all room sizes including the campus' only quint rooms.

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 264 residents, and is the closest hall to the Noble Family Dining Hall and Angela Athletic and Wellness Complex. 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 96 students in singles, doubles, and quads. 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.

College Safety

Safety and security on campus is of paramount importance to the College. The Safety 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 Safety 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 Chief 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 Chief 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.

Blinkie—An escort service van, driven by safety 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.

Information on campus safety is available at www.saintmarys.edu/student-life/campus-safety (<http://www.saintmarys.edu/student-life/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 Safety Department at (574) 284-5000.

ACADEMIC PROGRAMS

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UNDERGRADUATE POLICIES AND PROGRAMS

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UNDERGRADUATE ACADEMIC CALENDAR

2020-2021 Undergraduate Academic Calendar

Due to COVID-19, dates for 2020–2021 academic year are subject to change.

Fall Semester 2020

Date	Day	Event
August 7–16	Fri–Sun	Check-in process for all students
August 10	Monday	Classes begin at 8 a.m.
August 16	Sunday	Last day to add classes on PRISM (11:59 p.m.)
September 11	Friday	Last day to drop classes
October 6	Tuesday	Mid-semester Deficiency Reports due in PRISM by 8 a.m.
TBD	Monday	Advance registration begins
October 26	Monday	Pre-registration for spring semester 2021 begins
November 12	Thursday	Last class day
November 13-15	Fri–Sun	Study days (no examinations)
November 16-20	Mon–Fri	Final examinations
November 24	Tuesday	All grades due in PRISM by 12 noon
November 30	Monday	ND student grades due to SMC registrar 12 noon

Spring Semester 2021

Due to COVID-19, dates for Spring 2021 academic semester are subject to change.

Date	Day	Event
January 4 - 25	Monday - Monday	Winter Term
TBD	TBD	New Student Orientation (afternoon)
January 29 - February 7	Friday - Sunday	Enrollment for all students
February 1	Monday	Classes begin at 8 a.m.
February 7	Sunday	Last day to add classes in PRISM (11:59 p.m.)
February 22	Monday	Reading Day
March 5	Friday	Last day to drop classes
March 1	Monday	Deadline for 2021-22 Financial Aid application
March 23	Tuesday	Reading Day
March 29	Monday	Advanced registration begins
March 30	Tuesday	Mid-semester Deficiency Reports due in PRISM by 8 a.m.
April 2	Friday	Easter Holiday
April 5	Monday	Classes resume at 8 a.m.
April 12	Monday	Pre-registration for fall semester 2021 begins
May 11	Tuesday	Last day to Withdraw/Pass-Fail
May 11	Tuesday	Last class day
May 12, 13, 16	Wednesday, Thursday, Sunday	Study days (no examination)
TBD	TBD	Convocation
May 14-15, 17-19	Friday - Wednesday	Final examinations
May 25	Tuesday	ND grades due to SMC registrar by 12 noon
May 25	Tuesday	All grades due in PRISM by 12 noon
May 22	Saturday	Commencement

2021-2022 UNDERGRADUATE ACADEMIC CALENDAR

Dates for semesters beyond the 2021–2022 academic year are provided for reference and should be considered tentative.

Fall 2021

Date	Day	Event
August 19-21	Thur-Sat	Orientation and advising for all new students
August 21	Saturday	Celebration of Eucharist for Belles Beginnings
August 22-29	Sun-Sun	Enrollment for all students
August 23	Monday	Classes begin at 8 a.m.
August 25	Wednesday	Mass of the Holy Spirit (no classes between 11am to 1pm)
August 29	Sunday	Last day to add classes on PRISM (11:59 p.m.)
September 24	Friday	Last day to drop classes
October 16-24	Sat-Sun	Mid-semester break
October 19	Tuesday	Mid-semester Deficiency Reports due in PRISM by 8 a.m.
October 25	Monday	Classes resume at 8 a.m./Advance registration begins
November 15	Monday	Pre-registration for fall semester 2021 begins
November 24-28	Wed-Sun	Thanksgiving Holiday
November 29	Monday	Classes resume at 8 a.m.
December 9	Thursday	Last class day
December 10-12	Fri-Sun	Study days (no examinations)
December 13-17	Mon-Fri	Final examinations
December 20	Monday	ND student grades due to SMC registrar 12 noon
December 21	Tuesday	All grades due in PRISM by 12 noon

Spring 2022

Date	Day	Event
January 9	Sunday	New Student Orientation (afternoon)
January 9-16	Sun-Sun	Enrollment for all students
January 10	Monday	Classes begin at 8 a.m.
January 16	Sunday	Last day to add classes on PRISM (11:59 p.m.)
January 17	Monday	Martin Luther King Day no classes
February 11	Friday	Last day to drop classes
March 1	Tuesday	Deadline for 2021-22 Financial Aid application
March 5-13	Sat-Sun	Mid-semester break
March 8	Tuesday	Mid-semester Deficiency Reports due in PRISM by 8 a.m.
March 14	Monday	Classes resume at 8 a.m./Advance registration begins
April 15-18	Fri-Mon	Easter Holiday
April 19	Tuesday	Classes resume at 8 a.m.
April 11	Monday	Pre-registration for fall semester 2021 begins
April 28	Thursday	Last class day
April 30-May 1	Fri-Sun	Study days (no examinations)
May 1	Sunday	Convocation
May 2-6	Mon-Fri	Final examinations
May 9	Monday	ND grades due to SMC registrar by 12 noon
May 10	Tuesday	All grades due in PRISM by 12 noon
May 14	Saturday	Commencement

ADMISSION

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 (Unless applying Test Optional, see Testing Requirements).
- 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 mid-December as long as applications are complete by the end of November.

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 as soon as possible after receipt of the required information.

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 December 1 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 above. 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 has adopted a Test Optional alternative for first year applicants. Students can choose whether or not to submit test scores as part of their academic portfolio. The Office of Admission reserves the right to request additional documents, including test scores, an academic writing sample and/or a teacher recommendation, if we believe it will

give us a clearer sense of your preparation for Saint Mary's during the holistic review process. Homeschooled and international applicants are still required to submit test scores.

For students who choose to submit test scores, 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. The ACT writing test is not required. For students who enroll at Saint Mary's, we request the official test scores be sent to Saint Mary's at that time.

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 officially 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 Strategies for Academic Success (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 but not required, 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.

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, IELTS, or Duolingo 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.

- 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.

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

If a student officially withdrew from Saint Mary's, whether earning college credit from another accredited institution or not, then the student should send a written request to the Office of Academic Advising and Registrar stating the reason they wish to return. The student will be notified of their readmission status after their request has been evaluated.

CAMPUS LIFE

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 Safety 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. The Angela Athletic and Wellness Center provides fitness, recreational, and lounge space.

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.

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

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 Director of Residence Life 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:

1. Holy Cross,
2. Annunciata (for seniors),
3. Le Mans,
4. McCandless,
5. Regina, and
6. Opus Hall senior apartments.

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. 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.

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 council, and residence hall association, 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. These prayer opportunities are ecumenical and often include student presiding and preaching. The community also gathers to pray before Christ during Solemn Exposition of the Eucharist. 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, 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. An active Catholic Relief Services group engages students to work for global justice.

Many students serve as faith leaders on campus as Campus Ministry Interns and Ministry Assistants. 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 Center for Spirituality (CFS)

Founded in 1984 with generous support from the Sisters of the Holy Cross, the Center for Spirituality offers programs that promote the engagement between faith and reason and the connection between mind, body, and spirit. Spirituality at the Center is discussed as an academic discipline and as a way of life and includes individual and social dimensions of spirituality. Programming draws on intellectual resources in the Catholic and Christian heritage as well as how individuals practice faith in their daily lives to develop critical conversations around contemporary religious issues, especially as they relate to women's experience. Opportunities for students include: annual fall and spring lecture series on designated themes; the Madeleva Lecture given annually by a prestigious female scholar of religion; and the Real Life

Project seminar in vocation, inviting women in small groups to discuss the ways in which faith intersects with their future careers and life callings.

The Office for Civic and Social Engagement (OCSE)

The Office for Civic and Social Engagement (OCSE) exists for the benefit of Saint Mary's College students, faculty, and staff. Our purpose is to help each and every person fulfill the College's mission to "make a difference in the world," by helping them connect with the community.

The office offers opportunities to engage with the community through service commitments, one-time volunteer projects, community-based learning resources, and other events. On occasion the OCSE also sponsors opportunities on campus that deepen students' understanding of the "complex needs of contemporary life."

FINANCIAL INFORMATION

Tuition, Room and Board, Fees

All tuition, room and board, and fee information is for the Fall 2020 semester. Specific information regarding these costs for the Spring 2021 semester will not be available until January 2021.

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.

Description	Amount
Tuition	
Full-time, 12 to 18 credits	\$22,380
Part-time, 1 to 11 credits	\$1,780 per credit
Credits over 18 per semester	\$850 per credit
Mandatory Fees	
General Fee, 1 to 12 credits per semester	\$40 per credit
Housing Charges	
Single Room	\$4,290 per semester
Single Room with bath	\$4,610 per semester
Double Room	\$4,010 per semester
Double Room with bath	\$4,340 per semester
Triple Room	\$3,615 per semester
Triple Room with bath	\$3,945 per semester
Quad Room	\$3,280 per semester
Quint Room	\$2,805 per semester
Opus—Double (Seniors only)	\$5,620 per semester
Opus—Quad (Seniors only)	\$4,810 per semester
Board Charges	
Board Plan	\$2,560 per semester
Semester Study Abroad Programs	
Application Fee	\$50
Tuition	\$22,380 per semester
Housing	\$4,175 per semester
Board Plan	\$2,560 per semester
Study Abroad Fee	\$1,500 per semester
Oxford Program Surcharge	\$5,500 per semester
Special Purposes Fees	
Orientation Fee (Fall Semester Only)	\$150
Matriculation (application) Fee	\$30
Late Enrollment Fee	\$75
Course Fees	
Education:	
Supervised Teaching	\$150 per semester
Music:	
Private voice or instrument—one hour per week	\$500 per hour
Private voice or instrument—one-half hour per week	\$300 per half-hour
Nursing:	
NURS 225, NURS 227	\$150 per course
NURS 321, NURS 323, NURS 326, NURS 330, NURS 407, NURS 410, NURS 414, NURS 415	\$50 per course
Testing fees	\$120 per semester
Political Science:	
POSC 280	\$60 per course

Science:

Biology Labs	\$100 per lab
Chemistry Labs	\$100 per lab
Physics Labs	\$100 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.

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> (<http://www.centerforwomeninleadership.org/global-education/>) for further information on specific programs.

Study Abroad Deposit

Students who accept a placement in a semester or year-long study abroad program at Saint Mary's College are making a commitment to attend that program. For this reason, there is a non-refundable deposit of \$500 which is due by April 30th for any Fall Semester Program and due by August 30th for any Spring Semester Program.

This deposit is not an additional fee but will be applied as a payment to the semester tuition bill for the semester that will be spend abroad. In the event the student withdraws from the program after the deposit deadline, the \$500 deposit will be forfeited.

Deposits

Enrollment/Damage deposit (new students) \$400

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

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

- Tuition, Fees, Room and Board:

Calendar Weeks	Percentage
First week	70%
Second week	55%
Third week	40%
Fourth week	25%

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.

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

- Tuition: A *pro rata* refund based upon the portion of the semester that has elapsed, up to a maximum of 60 percent of the total charges, will be made. No refund will be made once 60% of the semester is completed.
- Room and board charges: A refund equal to 60 percent for each remaining calendar day of the semester will be made. No refund will be made once 60% of the semester is completed.
- Fees are not refundable.

3. 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):

Calendar Weeks	Percentage
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.

4. Withdrawal from international programs: Students who withdraw from Saint Mary's international programs are subject to the reimbursement policies for each individual program.

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 Strategy and Finance, 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 Advising and Registrar to be considered official. Any refunds will be considered official. Refunds for all funds excepting financial aid received from state and/or federal sources, which may have its own regulatory requirements, will be based on the date that the withdrawal process was initiated by the student. Refunds may not be back-dated beyond this initiation date.

Unpaid Balance

Transcripts, grade reports, and diplomas will be withheld from 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 billing statement which will be sent 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.

Monthly Payment Plan

The College offers a monthly payment plan for students. This plan allows students/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 account 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 semester delinquent payment plan. 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). Contact the Financial Aid Office for more information.

FINANCIAL AID

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

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

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

Rights and Responsibilities of Students Receiving Aid

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

Prism

PRISM is our secure, web-based 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/

[web/financial-aid/awards](http://my.saintmarys.edu/web/financial-aid/awards/) (<http://my.saintmarys.edu/web/financial-aid/awards/>).

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 April 15 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.

Date	Description
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 April 15 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.
Sept. 21	Eligibility for fall semester federal aid will be based on the number of credit hours a student is enrolled as of this date.
Feb. 15	Eligibility for spring semester federal aid will be based on the number of credit hours a student is enrolled as of this date.

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.

Cost to Attend Saint Mary's College *minus* Expected Family Contribution *equals* 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 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:

1. Federal Work Study,
2. Federal Direct Loan,

3. 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.

Outside Scholarships and Athletics

As an NCAA Division III institution, student athletes cannot receive renewable outside scholarships which were awarded based on athletic participation, ability, or leadership in any sport which is also an NCAA sport (e.g., basketball, swimming, etc.). Any student athlete who expects to receive funding from an outside source should check with the Financial Aid office to be sure the terms of the scholarship will not interfere with the student's ability to participate in intercollegiate activities.

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 application and the student has been admitted. If financial aid awards are revised after new students have activated their Saint Mary's College email account, the notice of the change in aid will be communicated via an email to the student's Saint Mary's College email account. The email directs students to log into the portal to access the link to view her revised financial aid awards.

Returning student award letters are either:

- Communicated via an email to the student's Saint Mary's College email account which directs students to log into the portal to access the link to view the revised financial aid awards; or
- If a student has not given consent to communicate electronically, the award letter will be printed and mailed to the student.

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.

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:

Scholarship	GPA
Presidential Scholarships	3.0
Dean's Scholarship	2.8
Madeleva Award	2.7
Le Mans Award	2.5
Bertrand Award	2.5
Brother Andre Award	2.0

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.

Phi Theta Kappa Scholarship

An annual scholarship of \$1,500 is given to transfer students who are members of Phi Theta Kappa. No separate application is required.

Saint Mary's College Grants

Saint Mary's College Grants are awarded based on demonstrated financial need per the 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.

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

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. No separate application is required.

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.

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.

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 Angela Andrews Rome Program Memorial Award
- The Georgia (Jill) Anthone Scholarship
- The Catherine and Paul Balbach Scholarship
- The Dympna 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/Down the Avenue 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 Dianne Gambacorta Brendza Rome Program Memorial Scholarship
- The Robert and Mary Clark Bradley 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 JoAnn Licate Buttler Memorial 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
- 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 1966 Scholarship
- The Class of 1967 Scholarship
- The Class of 1968 Scholarship
- The Class of 1969 Scholarship
- The Class of 1991 Circle of Friends Award
- The Cleveland Alumnae Club Award
- The Gwendolyn Cole Memorial Scholarship
- The Coley Family Presidential Scholarship
- The Columbus Alumnae Club – Erin Gibbons Memorial 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 Jean Conway Cooney Memorial Scholarship
- The Marguerite Cooney Scholarship
- The Mary Voll Coquillard and H. Georgina Voll Scholarship
- The Cornerstone Foundation Scholarship
- The Coryn Family Scholarship
- The Mr. and Mrs. Edward A. Cox Scholarship
- The Frances Bardello Craig Mathematics and Computer Science Scholarship
- The Rosemary J. Crock 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/Down the Avenue Scholarship
- The Joan Hoffman DeCrane Scholarship
- The Dorothy Hayes Delaney Scholarship
- The Deloitte Accounting Scholarship
- The Detroit Alumnae Club Award
- The Mimi Doherty Scholarship in Elementary Education
- The Louise Sattler Donovan Memorial Scholarship
- 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 Eberly Scholarship in Biology
- The Marilou Eldred Scholarship
- The Ernst & Young Accounting Scholarship
- The Frank and Jeannette Eyerly Scholarship
- The Eyerly-Pichler Study Abroad Assistance Grant
- The Kathleen Ellen Fairl Scholarship
- The Faith Always, Action Now Scholarship
- The Faith Always, Action Now Study Abroad Scholarship for Diverse Students
- 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 Scholarship for Study Abroad
- The Mother Kathryn Marie Gibbons, CSC Memorial Scholarship
- The Carol Ann Girzaitis Memorial Award
- The Katherine Rose Goebel Memorial Scholarship
- The Karen Schultz Goodyear Scholarship
- The Cecile Gorno Scholarship
- The Elaine Jeffers Graf Memorial Scholarship
- The Harold P. Graham Family Presidential Scholarship
- The Lorraine Cahill Greenock Memorial Scholarship
- The Carlene Grube Memorial Scholarship in Nursing
- The Gladys Reed Gwinn Scholarship
- The Haggar Family Scholarship
- The Nancy Driscoll Haley Scholarship
- The Hamman Family Scholarship
- The Hamel-Hosinski Work Study Scholarship
- The Katherine A. Hammel Scholarship
- The Carolyn Dunlay Hamilton Scholarship
- The Evelyn L. Hannon Memorial Scholarship
- The Mary McEnery Harding/Down the Avenue Scholarship
- The Mary Kathryn Carroll Hartigan Scholarship in Elementary Education
- The Elizabeth Conlin Havican Scholarship
- The Hearst Foundation 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 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 Scholarship
- The William Kleine Family Scholarship
- The Sister M. Jean Klene, CSC Scholarship
- The Sean and Kimberly Nemeth Klimczak Scholarship
- The Suzanne Kondratenko Memorial Rome Program Award
- The Korb-O'Brien Scholarship
- The John and Catherine Michuda Kozak Scholarship in Chemistry
- 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 Karen and Mike Leep/Down the Avenue Scholarship
- The Monsignor J. William Lester Scholarship
- The Lilly Faculty/Staff Scholarship
- The Constance Baird Linbeck Memorial Scholarship in Biology
- 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 Elaine Korth Loser Memorial Scholarship
- 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 Jerry McElroy Memorial Scholarship
- The Ann McGahey Memorial Scholarship
- The Monsignor John J. McGrath Scholarship
- The McGraw-Morriscal Family Scholarship
- The John William and Gloria Schulte McKenna Family Scholarship
- The Mary Kelly McLaughlin Scholarship in Sociology
- The Robert McLaughlin Scholarship
- The Helen Neumann McMahon Scholarship
- The Margaret Hayes McManus Scholarship
- The Judith Rauenhorst Mahoney Scholarship
- The Carol Mahony Memorial Scholarship
- The Mangan-Michaud Scholarship
- The Susanne Kahl Laatz Mangan Memorial Scholarship in Education
- The Maureen Hayes Mansfield Scholarship
- The Meagher Family Scholarship
- The John and Mary Mortimer Meany Presidential Scholarship
- The William S. and Catherine G. Miller Scholarship
- The Margaret Monanhan Memorial Scholarship
- The Anne Barany Monserez Scholarship
- The Carol Ann Mooney Scholarship
- The Consuelo and Edward Mooney Scholarship
- The Norman and Phyllis Mooney Scholarship
- The Father Basil Anthony Moreau, CSC Scholarship
- The Moreau Music Scholarship
- The Pauline Hellman Mulroney Memorial Scholarship
- The Carmen Murphy/Down the Avenue 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 Neary-DiNardo Study Abroad Scholarship
- The Nessinger Scholarship
- The Marjorie A. Neuhooff 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 Christine Dunham Openlander Scholarship
- The Opportunity Scholarship
- The Opportunity Scholarship (B)
- The Parents Council Scholarship
- The Raymond and Beulah Patnaude Scholarship
- The Theresa McLaughlin Patterson Scholarship
- The Julie R. Pelletiere Scholarship
- The Mary Gay Peltier Memorial Scholarship
- The Susan P. Peters Scholarship
- The June Hoene Petersen Scholarship
- The Peterson-O'Connell Scholarship
- The Patricia McAndrews Pilger Scholarship in Social Work
- The Robert A. Podesta/Bruno Schlesinger Memorial Scholarship
- The Edwina Powell Memorial Scholarship
- The Presidential Fellowship
- The Presidential Scholarships for Academic Excellence
- The Shary Moran Price Scholarship in Nursing
- The Pricewaterhouse Coopers Accounting Scholarship
- The Ernestine M. Raclin/Down the Avenue 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 Roberts, CSC Scholarship
- The Dorella Katherine Robinson and Joyce Robinson Adamson Scholarship
- The Roche Family Scholarship
- The Hannah S. Rosenthal Scholarship
- The Elizabeth O'Hara Ryan Scholarship
- The Mary A. Ryan Scholarship
- The Cynthia B. Sack Memorial Award
- The Saint Louis Alumnae Club Award
- The Saint Mary's Work Study Scholarship
- The San Diego Alumnae Club Award
- The Billy Ray Sandusky Study Abroad Scholarship
- The Scanlon/McKeever Scholarship
- The Winifred Mulcahey Schaefer's Memorial Scholarship
- The Paul J. and Carol A. Schierl Scholarship
- The William J. and Sophronia B. Schmuhl Scholarship in Social Work
- The Scholl Foundation Nursing Scholarship
- The Roy and Mary Schultheis Scholarship
- The Sister Maria Pieta Scott, CSC Scholarship
- The Gwendolyn Seidensticker Scholarship
- The Sesquicentennial Memorial Scholarship in honor of the Sisters of the Holy Cross
- The Eli and Helen Shaheen Scholarship
- The Mary Rose Shaughnessy Scholarship
- The Mary Lee Sheftic Memorial Scholarship
- The Helen M. Sheppard Scholarship

- The J. Patrick Showalter Family Scholarship
- The Shuff Family Scholarship
- The Sisters of the Holy Cross Memorial Scholarship
- The Sisters of the Holy Cross Sesquicentennial Scholarship
- The Frances Slattery Scholarship
- The Elise Peyton Smith Scholarship
- The Sodexo Scholarship
- The South Bend Alumnae Club Scholarship
- The Spes Unica Scholarship for Indiana Students
- The Student Government Service Scholarship
- The Rose McCullough Sullivan Scholarship
- The Spike Sullivan Family Scholarship
- The Todd Sullivan Scholarship
- The Regina Marie Symonds Scholarship
- The Bea Tarara Memorial Scholarship
- The Sister M. Agnes Cecile Teders, CSC Scholarship
- The 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 Vennet Scholarship
- The Beth Lichtenfels Veihmeyer Scholarship
- The ViBern Scholarship
- The Frank and Linda Visceglia Scholarship
- The Helen Holland Voll Scholarship
- The Virginia McIntyre Voll Education Abroad Scholarship
- The Mary A. Walsh Award in Theatre
- The Jane J. Warner/Down the Avenue 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 Christopher and Lorraine Sheehan Wilson Scholarship
- The Elizabeth Weger Withers Memorial Award in Nursing
- The Sister M. Madeleva Wolff, CSC Scholarship
- The Mary Ellen Cushwa Wolsonovich Scholarship

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 Foundations for Teaching in a Multicultural Society and submitted an application to the Education Department.

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 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 1.059 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:

1. *Subsidized* – Awarded to students with financial need (per the FAFSA). No interest accrues while the student is enrolled at least half time. The 2019–20 interest rate was 4.53 percent.
2. *Unsubsidized* – Awarded to students who have no financial need (per the FAFSA). Interest starts accruing once the loan is disbursed. The 2019–20 interest rate was 4.53 percent.

Direct Loan Undergraduate Annual Limits

Year	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 4.236 percent with this loan. Interest accrues while the student is enrolled in school and the interest rate is fixed. The 2019–20 interest rate was 7.08 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 April 15. In addition, in order to receive the maximum possible award, students must successfully complete a minimum of 24 credit hours per academic year.

In order to receive a maximum amount of grant in subsequent years, in addition to the need requirement, students are 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.

Evan Bayh 21st Century Scholars

This grant is awarded to students who are enrolled in the 21st Century Scholars Program who also complete the FAFSA by April 15. 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 a minimum of 30 credit hours per academic year.

Indiana Student Teaching Stipend for High-Need Fields

Indiana residents who are minority students, with a cumulative grade point average upon entering student teaching that is required for admission to Saint Mary's department of Education and will be participating in a student teaching experience in the upcoming term, may apply for this stipend. Students must agree in writing to apply for a teaching position at an accredited school in Indiana following certification as a teacher and, if hired, teach for at least three years.

William A. Crawford Minority Teacher Scholarship

Indiana residents who are U.S. citizens, or eligible non-citizens, and minorities may apply for this scholarship. Students must agree in writing to apply for a teaching position at an accredited school in Indiana following certification as a teacher and, if hired, teach for at least three years. 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>). Students must complete at least 18 credit hours to renew the grant.

Adult Student Grant

This grant is awarded to Indiana residents who will be enrolled between 6 and 12 credits per semester. Students must file a FAFSA and be considered independent, 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, 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-Baccalureate 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.

Scholarship	GPA
Presidential Scholarships	3.00
Dean's Scholarship	2.80
Brother Andre Award	2.0
Madeleva Scholarship	2.70
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.

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 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.

Timing of Reviews

Current financial aid recipients will have their academic progress reviewed at the end of each semester. The results of the fall semester SAP review will be used to determine federal eligibility for spring. If it is determined that their SAP is below the standards upon their return, then a warning letter needs to be sent to the student to inform her that she will be eligible for federal aid during the spring semester on a warning status, but will need to meet the minimum standards at the end of the spring semester when our SAP process is run.

Financial Aid Warning

A student is placed on a warning status the first semester they fail to meet the Satisfactory Academic Progress standards. This status allows

students to receive federal financial aid during the warning semester, but students must meet the minimum requirements at the following review in order to continue receiving federal financial aid. As an example, if a student is below one or more of the standards at the end of the fall semester, then their SAP status for spring will be a warning. When SAP is completed at the end of the spring semester, the student must meet the standards to receive aid for their next enrolled semester. If they are still below the requirements, then they may appeal to have their federal aid reinstated (see Appeals below)

Appeals

Students on financial aid termination may appeal the loss of aid due to not meeting any of the SAP standards (cumulative GPA, pace, and maximum timeframe) *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. Circumstances such as a student taking too many classes or not being prepared for their coursework are not appealable circumstances. Allowances may also be made for students who have a documented disability. Students are not limited on the number of appeals they submit and are not required to meet with a financial aid staff member prior to submission of an appeal. 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.

Appeals can be made in writing to the Associate/Assistant Director of Financial Aid no later than two weeks after the start of each semester. If a student submits a paper copy, she needs to sign the letter, and an email copy must be sent from her Saint Mary's email address. The letter of appeal must explain:

1. the reason why the student failed to achieve the minimum standards, and
2. what has changed that will allow the student to achieve the minimum standards at the end of the next semester.

Supporting documentation may be requested to substantiate a student's circumstances and chances for improvement (i.e. a letter from a doctor or counselor, current grades, etc.). Appeals are reviewed on a case-by-case basis. Submission of an appeal does not guarantee reinstatement of financial aid eligibility. Students are notified in by email of the results of their appeal within 2–3 weeks of submission. If the student wishes to appeal a denial, then she will submit a letter and additional documentation to the Director of Financial Aid.

Appeal Review

When a student submits a Satisfactory Academic Progress appeal, it will be coded in Banner as APLSAP and routed to the Associate/Assistant Director. It will be reviewed for completion (i.e. acceptable letter and additional documentation if needed). The student will be contacted via her Saint Mary's email by the Associate/Assistant Director if additional documentation is needed and has two weeks from the point of contact to supply requested information. If the documentation is not submitted then the appeal will be considered denied. If documentation is submitted late, it will be at the discretion of the Review Committee to continue the review. Once the appeal paperwork is complete, the letter and accompanying documentation is sent to the Review Committee. The Associate/Assistant Director will utilize the SAP Form and complete the top half for the Review Committee.

The Review Committee will determine if the student’s circumstances are allowable and well explained, and whether she supplied a reasonable plan for improvement. The supporting documentation will also be reviewed to ensure it supports the student’s claims that the circumstance led to her performance. Exceptions may be made if a student had a poor first semester, and improved her second semester but did not have enough time to raise her GPA/pace. Each member will complete the SAP Form and return it to the Associate/Assistant Director. If 2/3 or 3/3 approve the appeal, then the student’s appeal will be approved. If 2/2 or 3/3 deny the appeal, then the committee will meet to discuss the decision and complete an Academic Plan if necessary.

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.

Academic Plans

Any student that has an appeal approved will receive an Academic Plan from the Review Committee if it is determined that the student will need more than one semester to meet the minimum standards. This information will be supplied to the student with the appeal decision. The Academic Plan will include GPA/Pace requirements (or measurable requirements) that are necessary to bring the student to a satisfactory status within a reasonable amount of time. The Associate/Assistant Director will monitor fulfillment of the Academic Plan at the end of each semester a student is enrolled and still on the plan. If necessary, committee members may make other requirements that are not measurable, but may contribute to the student’s improvement (i.e. meeting with Academic Advising, attending Student Success events, meeting with counselor, etc.).

Financial Aid Termination

Students who are placed on financial aid termination as a result of not meeting the minimum standards after a warning/probation period are ineligible for federal financial aid beginning with the subsequent semester unless an appeal is approved (see Appeals above). 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 Appeals).

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 accepted by the college for the student’s degree program will be used to determine completion percentage and maximum time frame. 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% maximum time frame rule. All credits attempted from the first major/degree will count as attempted hours for the new major/degree. The 150% 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% 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.

Additional Notes

Although Academic Plans are only required to be utilized if a student needs more than one semester to reach the minimum SAP standards, the Review Committee may choose to create an Academic Plan for all students who submit a SAP appeal. In this situation, the Academic Plan will not be monitored at the end of the semester, but the student will go through the normal SAP review process. This may benefit students by offering them an idea of what is required of them during their probation semester in order to earn the required GPA/completion percentage.

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 studentloans.gov (<http://studentloans.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). Students who need to complete Perkins Exit Counseling will receive an email from University Accounting Service with a link to the online 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 (p. 23).

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.

for the semester for which a return of funds is required. Those funds will be credited in the following order:

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Perkins Loans
4. Parent PLUS Loans

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

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
 - art history concentration
 - studio art concentration
 - applied arts and design and art history double concentration
 - applied arts and design concentration
 - studio art emphasis in design concentration
 - studio art and art history double concentration
 - design concentration
 - design and art history double concentration
- communication studies
- computing and applied mathematics
- economics
- elementary education
- English literature
- English literature and creative writing
- creative writing
- environmental studies
 - environment STEM concentration
 - global environmental policy concentration
 - nature, culture, arts concentration
 - spiritual, justice ethics concentration
- gender and women's studies
- global studies
 - anthropology concentration
 - global business administration concentration
 - global economics concentration
 - global justice and human rights concentration
 - intercultural studies concentration
 - international development concentration
- history
 - women's history concentration
- humanistic studies
- interdisciplinary self-designed
- mathematics
 - teacher concentration
- music
- neuroscience

- cognitive science concentration
- philosophy
 - law, ethics and politics concentration
- physics
- physics and applied mathematics
- political science
- psychology
- religious studies
- secondary education
- sociology
 - criminology concentration
- Spanish
- speech language and pathology
- statistics and actuarial mathematics
- student-designed major
- theatre

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

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

- accounting
 - finance concentration
 - international business concentration
 - management concentration
 - management information systems concentration
 - marketing concentration
- business administration
 - accounting concentration
 - finance concentration
 - international business concentration
 - management concentration
 - management information systems concentration
 - marketing concentration
- marketing
 - accounting concentration
 - finance concentration
 - international business concentration
 - management concentration
 - management information systems 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).

- art
 - applied arts and design concentration
 - design concentration
 - studio art concentration

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
 - cellular/molecular biology concentration
 - ecology, evolution, and environmental biology concentration
 - integrative biology concentration
- chemistry
- computing and applied mathematics
- mathematics
 - teacher concentration
- neuroscience
 - neurobiology concentration
 - neuropsychology concentration
- physics
- 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 (p. 158))

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.

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 (Degree Works). 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 Office of Academic Advising & Registrar. 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 Advising & Registrar. 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 Advising & Registrar 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 Advising & Registrar. 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.

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 or the same major twice, she will be subject to dismissal. 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:

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

- Spanish
- studio art
- theatre performance
- theatre production
- U.S. history
- women's history

The Sophia Program

The Sophia Program was 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 is a learning outcome based curriculum designed 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. Students who begin at Saint Mary's during or following the 2016–2017 academic year are required to complete the Sophia Program.

Learning Outcomes

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:

1. Arts for Living,
2. Cultures & Systems,
3. Traditions & Worldviews, and
4. 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. 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.

Also, search current available Sophia courses in the Sophia Program tool (<https://evprod.saintmarys.edu/Argos/AWV/#explorer/Public>) User Name: public; Password: saintmarys.

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
- **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 I 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.

- **Intercultural Competence**
 - One Intercultural Competence A course or
 - One Intercultural Competence B course
- **Social Responsibility**
 - One Social Responsibility A course or
 - One Social Responsibility B course
- **Global Learning**
 - One Global Learning A course or
 - 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.

History

- A Saint Mary's student identifies and demonstrates understanding of 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 demonstrates understanding of evidence of historical change from primary sources/records of the past and assesses historical interpretations in secondary sources.
- A Saint Mary's student analyzes how her assumptions about human identity have been influenced by her historical context, and how human identities have been constructed in history.

Modern Languages

- 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.

Traditions and Worldviews

Philosophical Worldviews

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

Religious Traditions I

- 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.

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.

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.

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.

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.

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.

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.

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.

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.

L02 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.

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.

Women's Voices

- A Saint Mary's student identifies and demonstrates understanding of 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.

L03 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 L03 requirements, a student takes at least three L03-certified courses/experiences from at least two different academic disciplines. At least one L03-certified course/experience used to achieve L03 outcomes must include academic experiential learning. To stay within the 52-credit-hour Sophia Program footprint, typically a student will take L03 courses that also fulfill her Sophia knowledge (L01) 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 or one course from Intercultural Competence B.

Intercultural Competence (A)

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

Intercultural Competence (B)

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

Requirement: One course from Social Responsibility A or 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.

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.

Requirement: One course from Global Learning A or one course from Global Learning B.

Global Learning (A)

- A Saint Mary's student demonstrates an understanding of a nation or multi-national region outside the United States by analyzing the interconnections between at least two of the following: its history, politics, geography, culture, social structures and economics.

Global Learning (B)

- A Saint Mary's student demonstrates an understanding of global interconnectedness by analyzing how a significant issue (for instance: a political, social, economic, natural, cultural, or historical issue) connects two or more distinct nations or multi-national regions of the world.

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.

ACADEMIC LIFE

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 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, One Associate Dean and Senior Advising staff, the Division of Student Academic Services, 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 Advising and Registrar, the Office of Retention and First Year Experience, 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 Advising and Registrar

The Office of Academic Advising and Registrar 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 mission of the Disabilities Resource Office is in harmony with the overall mission of the College and the nation's legal framework in its anti-discriminatory principles in promoting equal access and opportunity to all. The Disabilities Resource Office works to ensure that reasonable accommodations are made to provide programmatic and physical access. Saint Mary's College recognizes its obligations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended.

- **Section 504, Rehabilitation Act of 1973** states that "No otherwise qualified disabled individual...shall, solely by reason of...disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

- **The Americans with Disabilities Act (ADA)** of 1990 provides for access to employment, public services, public accommodations, transportation and telecommunications for people with disabilities. An individual with a disability is defined by the ADA as "a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment."

The Director and Associate Director of the Disabilities Resource Office coordinate services and accommodations for students with disabilities who provide appropriate documentation. The office is located in Room 103 of the Academic Resource Center in Madeleva Hall.

Office of Retention and First Year Experience

The Office of Retention and First Year Experience works to provide students with academic and social resources needed to successfully transition and integrate into the College. This office aims to empower students to make the most of their experience as part of the Saint Mary's College community. Through the development and coordination of academic and social programming the office promotes personal, professional and spiritual growth during student's first year and beyond. The Office of Retention and First Year Experience works closely with Student Affairs and Academic Services to develop programs and opportunities for students to increase their sense of belonging, improve academic success, engage with faculty and staff, and create connections within the college community that extend well beyond the classroom.

Office for Student Success

Saint Mary's College provides the Student Success Program to better ensure students successfully transition to the demands of a collegiate career. Students offered admission to the Success Program receive academic support that begins their first year and extends throughout their time at the College, should they wish to avail themselves. Students enroll in EDUC 100 Strategies for Academic Success (2 credit hours) which provides extensive comprehensive college-level study skills and strategies that apply to academic, career, personal, and life success. Additionally, students meet with the program director regularly and participate in at least 4 hours of study tables per week.

The Office for Student Success, from which the Success Program originates, also offers students success skills and strategies workshops throughout the fall and spring semesters, study tables, and individual consultation for the general population.

Pre-Professional Advising

Pre-Health Advising

See the Pre-Med/Pre-Health Professions (p. 281) section 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 First-Year Common Course 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:

- 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 are available online through the my.saintmarys.edu (<http://my.saintmarys.edu>) CCO portal community, by contacting the office in 114 Spes Unica by calling (574) 284-4775, or emailing cco@saintmarys.edu.

Choosing a Major/Exploring Career Options

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

- Career assessments including the Strong Interest Inventory, Myers-Briggs Type Indicator, and PathwayU

- Job shadowing and informational interviewing
- "What Can I do With a Degree in...?" and alumnae career path resources

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 internship preparation workshops throughout the year as well as individual appointments.

Job Searching

The CCO helps students explore career goals and strategies to meet their individual needs and maximize job search results. 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 impression with potential employers. The CCO assists with developing and fine tuning job search correspondence to make a positive impact on employers. Resources are available through the my.saintmarys.edu (<http://my.saintmarys.edu>) CCO portal community 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 LinkedIn coaching, mock interviews, and alumnae networking resources. 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 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 virtual sessions 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://collegcentral.com/saintmarys> (<http://collegcentral.com/saintmarys/>).

Alumnae Resource Network

The ARN is a database of 8,000+ alumnae who have opted in to be available for students and alumnae to reach out to them for the purposes of networking, mentoring, and hosting for internships and interviews. Access the ARN at <http://connect.saintmarys.edu>.

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. The CFAI also supports student travel grants that enable students to travel to academic conferences and environments in which they can either share or engage in their own scholarship or research.

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 two 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, faculty development resources, and the internationalization of the College's curriculum.

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.

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 offers three enrollment options:

1. summer,
2. semester, and
3. 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 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 (German language). Besides intensive German 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 (Chinese language). 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 3.8 and turning 21 by their return) with a special opportunity to spend a year studying at one of the world's most storied universities, as well as at one of the most famous centers for the study of the Catholic intellectual tradition. Participants in the program are able to work one-on-one with world class faculty members, enjoy conversations and forge friendships with other talented students from around the world, and imbibe the history and culture of a medieval university city as well as that of England itself. Blackfriars' course offerings are most robust in the disciplines of philosophy, theology, history and literature, though it is also possible to take tutorial and lecture courses in economics, politics, and psychology, as well as lectures, seminars and language courses from the full range of offerings across Oxford University.

Twickenham (London), England

St. Mary's University, Twickenham, London is located on the historic Strawberry Hill area near the river Thames. The campus offers the perfect place to study and is only 30 minutes away from Central London by train. Students can study at St. Mary's University for either the fall or spring semester. The university offers more than 40 programs of study, such as Arts and Humanities, Education, Theology and Leadership, Management and Social Sciences, Sport, Health and Applied Science, and Drama and Theatre to name a few. Students are housed in shared on-campus accommodations. Students must have completed at least one academic year and earned an overall GPA of 2.7.

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.

Budapest, Hungary

Budapest Semesters in Mathematics (BSM) is an academically rigorous program for motivated undergraduates who wish to study math in the beautiful city of Budapest. BSM classes are taught in English by eminent

Hungarian professors. Students can attend BSM during the fall or spring semesters or during the 8-week summer term. Students are expected to take 3-4 mathematics courses during the semester program (2 during the summer), which are all taught in English by faculty affiliated with universities in Budapest. All mathematics courses taken through BSM will transfer to Saint Mary's, but course selection must be approved by an academic advisor.

Before mathematics classes begin, students enroll in a 2-week intensive course in Hungarian offered through BSM (1 week for the summer program).

Students must have a GPA of 3.0 or better to apply to the program and must have completed one semester of MATH 353 Abstract Algebra I or MATH 341 Analysis I by the time the program begins.

Students are offered housing in BSM-approved furnished apartments nearby.

Maynooth, Ireland

Since 1977, approximately 40 students per year have studied at the Maynooth University 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 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. Italian minors are allowed to study abroad in Rome for a year. 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 (Arabic language) in Ifrane will allow students to gain accurate knowledge of the Arab and Islamic 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. 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 Jeramanus 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 3.0 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 500 courses taught in English, with pre-approval from their academic advisors, and can study for a 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 Korean Language Courses at different levels for 6 credits. Students must have a 2.5 cumulative GPA to be eligible for this program.

Alicante, Spain

In partnership with Spanish Studies Abroad, Saint Mary's students study at the Universidad de Alicante (UA) and live with host families. Students are immersed 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.

CAPA Internships in Argentina and China

The College is officially affiliated with CAPA The Global Education Network in Buenos Aires, Argentina and Shanghai, China. These programs offer students the internship opportunities in well-known global cities that will develop their professional skills and enhance their resume.

Buenos Aires, Argentina

Buenos Aires is a global city with a rich and complex history, a multidimensional arts and cultural scene, and captivating architecture. The CAPA Buenos Aires Center is hosted at Universidad Austral located in Barrio Norte. CAPA ensures that placements are meaningful, developmental and appropriate for each and every student based on their level of skills, abilities and aspirations in their selected industry areas. Due to local laws, placements are with NGOs, charities or not for profit organizations. To participate in the program, students must be in the 2nd semester of their sophomore year or above and carrying a GPA of 2.8 or higher. Students must have successfully completed 4 semesters of University level Spanish to be eligible for internships in Buenos Aires. Students may apply for the fall or spring semester, or the summer internship program.

Shanghai, China

Situated on the estuary of Yangtze River, Shanghai is China's largest city and the world's eighth largest. It serves as the most influential financial, economic, international trade, cultural, science and technology center in East China. The CAPA Shanghai Center is hosted at East China Normal University. Students can take 3-6 internship credits and gain valuable skills. All internship placements are available in English. Students will live in the international dormitory on campus. The program offers a 3-day excursion to Beijing and weekend trips to Suzhou and Hangzhou. Students may apply for either the fall or the spring semester and take 4-5 courses for 12-15 credits. Applicants must have a minimum 3.0 GPA.

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 with a theme of "Seeing China through Women's Eyes". It is a three-week summer study program from mid-May to early-June. Students 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 focuses on Chinese girls' education and women's empowerment. Students will complete a community service project and are required to take a 3-credit course. 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 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.

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 Wexford, Ireland

Students who attend the summer program in Wexford, 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 six-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 six 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

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 Maynooth University 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.

Belize Marine Biology Program

Saint Mary's College offers a week-long spring break field experience in South Water Caye, Belize, as part of BIO 209 Marine Biology. This experience is offered in odd number years (2019, etc). Students will stay at the facilities of IZE Belize marine biology field station on South Water Caye. Students will stay on the island in dormitory style housing and will experience local cuisine in the communal cafeteria. Each day, students will go on boat field trips to nearby reefs for snorkeling with experienced local guides. Students will also design and conduct independent marine biology field experiments that will be part of their final project for the course. This program is open to any student that has taken BIO 157 Foundations of Cellular Biology, or by permission of the instructor.

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. See Academic Calendar (p. 15)

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 (<https://www.saintmarys.edu/registrar/summer-session/>) 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. Learn more (<https://www.saintmarys.edu/registrar/summer-session/>)

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 Advising & Registrar. 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 the portal 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 Academic Advising/Registrar's Office (162 Le Mans Hall). A course may be dropped without penalty during the first five weeks of the semester. (See also: Withdrawal from a Course (p. 66).)

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 Advising & Registrar.

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:

Year	Semester Hours of Credit
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. A student may appeal a dismissal if she has new information of substantive nature that was not taken into consideration at the time of her dismissal. Her written appeal must include this new information and a plan for future success. She should send her appeal to the chair of the Academic Standards Committee within five business days of receipt of the decision. The Dean of Faculty, along with two other members of the Academic Standards Committee, will hear the appeal. Their decision is final.

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.

A student who is placed in MATH 133 Theory and Application of Calculus or in MATH 132 Calculus II and earns a grade of C or higher will receive retroactive credit for MATH 131 Calculus I if she does not already have credit for MATH 131 Calculus I.

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 Advising & Registrar 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 Advising & Registrar. (See also: Guidelines for Optional Minors (p. 43))

The Interdisciplinary Self-Designed Major (ISDM) allows a student to combine two or more disciplines in a way that meaningfully and creatively addresses an interdisciplinary question, problem, or theme, and/or prepares a student for further study or a career in an interdisciplinary field. This program has two pathways.

The Advanced Pathway is intended for students initially declaring a major in this unique program of study. Students following this pathway should complete the formal proposal process during the sophomore year. Students studying abroad during the sophomore year are encouraged to begin the pathway early. A student must be in good academic standing at the college prior to application to the Advanced Pathway.

The Individualized Pathway is aimed at students wishing to explore a self-designed option later in their college career (i.e., students changing an already declared major). Students should complete the formal proposal process and have their program of study approved at least two semesters before anticipated graduation.

Both pathways within the major have the same credit/course requirements, as outlined below. Inquiries regarding procedures, timelines, and other details for either pathway should be directed to the Director of the Division of Interdisciplinary Studies, Dr. Cassie Majetic.

Credit/Course Requirements for all ISDM pathways (minimum 10 courses and 29 credits)

- Four 100-200 level introductory courses from at least two disciplines (3-4 credits each, 12-16 credits total)
- At least four 300-400 level courses, distributed across focal areas of study (3-4 credits each, 12-16 credits total)
- One 300- or 400-level course that prepares the student for her comprehensive project (2-4 credits)
 - Examples include, but are NOT limited to:
 - A methods course in the sciences, social sciences, or humanities
 - An upper division course in the arts that develops key techniques or skills
 - An upper division course in a professional program emphasizing key approaches in a field of study.
- One senior seminar or independent study (400-level) for completion of the senior comp (2-4 credits) chosen from:
 - One of the two focal areas of study OR
 - Another area of study that comes closest to meeting student needs

Note: No more than one upper division course may be used to simultaneously fulfill requirements for a second major and/or minor program. No more than three LO1 courses from the Sophia Program may be double counted with the proposed program of study. In keeping with college policy, no more than 6 hours of independent study may be taken within the program of study, with no more than 9 hours total counting toward the total 128 hours needed for a degree. This total **excludes** an independent study used for completion of the senior comprehensive. 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. In keeping with college policy, at least one half of the major course work must be completed on Saint Mary’s campus.

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 is committed to providing a supportive, community environment for students with disabilities. We assist students who self-identify as persons with a disability and determine their eligibility for services. Any student wishing to pursue accommodations must initiate contact by emailing the Disabilities Resource Office by appointment.

We encourage students to contact the Office within the first two weeks of each semester to ensure the timely implementation of accommodations. Through an interactive process of dialogue and documentation review, we will consider reasonable accommodations for equal access purposes. Academic accommodations are assigned on a case-by-case basis by the Director and Associate Director only. Faculty are not authorized to grant accommodations and those receiving requests will refer students back to the Disabilities Resource Office. The student will sign a release of information allowing the Disabilities Resource Office to inform her professors of the approved accommodations each semester, and must make a follow-up appointment to meet with each professor to discuss the implementation of the accommodations.

We comply with the applicable provisions of the American with Disabilities Act of 1990 (ADAAA as amended) and Section 504 of the Rehabilitation Act of 1973. As defined by these Acts, an "individual with a disability" is any person who:

1. has a physical or mental impairment that substantially limits one or more major life activities,
2. has a record of impairment,
3. is regarded as having such an impairment.

Documentation should be provided by an appropriately-credentialed professional and should be sent to the Disability Resource Office. The specific content of the documentation will vary with the nature of the student's disability, but in all cases, it should include a diagnosis, justification, recommendations, and a clear rationale for the recommendations. Inadequate or incomplete information may involve follow-up contact for clarification by the Disabilities Resource Office. Documentation may include:

1. A full and current psychological-educational/diagnostic report based preferably on adult norms and supplied by a qualified professional in the respective field. This comprehensive report with scores and test data provides the richest information and is most helpful in determining requested accommodations. It is the preferred type of documentation to support the requests of a student with a learning disability, the diagnosis of which must be clearly stated.
2. IEP/504 plans which should include a Summary of Performance and teacher observations. This should reflect an individual's education and accommodation history, and the diagnosis by a relevant qualified professional should be clearly stated. Descriptions of functional limitations and impact are necessary. This kind of documentation may or may not be sufficient.
3. Accommodation letters and documents from a previously-attended secondary institution for transfer students. Verification should

include the dates when the accommodations were used by the student.

4. Healthcare professionals in the field relevant to a mental health diagnosis may submit a letter which provides information on the diagnosis, severity of the disorder, length and medication involved in the prescribed treatment, and recommended accommodations which may assist the student in minimizing impact in the academic setting (Copies of a physician's prescriptions for ADD or ADHD medications will not suffice).

Distance Education/Online Courses

Saint Mary's offers many online courses during its summer session (<https://www.saintmarys.edu/registrar/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 Advising & Registrar 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.

Governmental Requirements for Some Professions

Some professions (e.g. nursing, teaching, social work, speech therapy, accounting, etc.) require specific requirements for licensure and/or hiring (e.g. acceptable criminal background check, sex offender check, drug and alcohol testing, citizenship or permanent resident status documentation, valid immigration status for non-US citizens, valid social security number, etc.). Such requirements may also apply to required clinical and fieldwork, or other out-of-class room experience necessary to complete degree requirements in the majors related to these professions. These requirements are determined by laws and regulations at both the state and federal levels and are subject to change. *Saint Mary's College strongly urges all admitted and current students to research and understand the appropriate requirements for their intended course of study and profession. Compliance with these requirements is the responsibility of the student and the graduate.* You should become informed and continue to monitor such requirements as laws and other legal requirements are subject to change.

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 Advising & Registrar. 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.

Privacy of Education Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (<https://www.saintmarys.edu/academics/resources/registrar/privacy-of-records/>) is a federal law that protects the privacy of education records for all students at Saint Mary's College. Education records are considered confidential and may not be released to third parties (including parents) without the written consent of the student except in specific circumstances.

PRISM for Parents

We understand that many students wish to share information with their parents and family members, so we have created a method which allows you to provide third party access to this information. Students have the ability to authorize another person, such as a parent or guardian, to view specific types of personal information within PRISM for Parents. Individuals granted access will have the ability to view personal information such as financial aid awards, student account information, descriptions of holds on records, grades, unofficial transcripts, and class schedules. For more information regarding this service and the steps you need to follow to gain access through PRISM for Parents, visit PRISM for Parents (<https://www.saintmarys.edu/registrar/students/prism/#parents>) or contact the Office of the Registrar.

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:
 - professor
 - teacher
 - librarian
 - police officer
 - coach
 - clergy (priest, pastor, nun, rabbi, etc. of a generally recognized faith)
 - military officer (not your direct superior)
 - manager (not your direct supervisor)
 - 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 (<http://www.proctoru.com>)
- **Remote Proctor Now:** on demand proctoring—<https://www.psionline.com>

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 Advising & Registrar.

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 cumulative GPA (if both courses are taken at Saint Mary's). Credit hours earned are awarded only once.

Academic Honesty

Statement on Academic Honesty

Each student shall be honest in her academic work and shall support the honesty of others. She shall, moreover, guard against any appearance of dishonesty. Faculty members have a responsibility to refer to the College policy on academic honesty at the beginning of each course. Teachers shall foster the honesty of their students by conducting each course in a manner which discourages cheating or plagiarism. They shall, moreover, thoroughly investigate any evidence of cheating in their classes. Course instructors who have evidence of cheating or plagiarism shall make the charge and any subsequent action known to the student. Only then shall an appropriate penalty be imposed 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 Dean of Student Academic Services. 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 Dean of Student Academic Services 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 Dean of Student Academic Services for further consideration.
4. At the written request of any involved party, the Dean of Student Academic Services shall refer an appeal to the Committee on Academic Standards for a wider hearing. At the discretion of the Dean of Student Academic Services, a case involving repeated violations of academic honesty by a student may be referred to the Academic Standards Committee for further consideration and possible disciplinary action. The student involved will be notified before any such referral is made.
5. Any student taking a course through the Notre Dame Co-Exchange Program or the N.I.C.E. program shall adhere to and be subject to the host institution's Academic Code of Honor or Academic Honesty Policy as it applies to that course.

Violation of Academic Honesty

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

1. supplying or receiving completed papers, outlines, or research for submission by any person other than the author;
2. submitting the same, or essentially the same, paper or report for credit on two different occasions;
3. supplying or receiving unauthorized information about the form or content of an examination prior to its administration—specifically including unauthorized exam material prior to the exam;
4. supplying or receiving partial or complete answers, or suggestions for answers, assistance in the interpretation of questions on any

examination from any source not explicitly authorized, including copying or reading another student's work or consulting notes or other sources during examinations;

5. copying or allowing the copying of assigned work or the falsification of information;
6. removing study or research materials or equipment intended for common use in assigned work without authorization;
7. altering any materials or apparatus and, thereby, interfering with another student's work; and
8. plagiarism (see the following statement in which plagiarism is defined).

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

A Note on Plagiarism¹

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

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

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

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

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

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

Appeal Procedures

Appeal Procedures – Academic Dismissal

See Continuation in College section (p. 55).

Appeal Procedures – 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.

Appeal Procedures – Grades

When a student thinks that a final course grade is not justified, she must first discuss the grade with the professor of the course. If the issue cannot be resolved between student and instructor, the student may consider a formal appeal of the grade.

Grounds for Appeal

An error in grading procedures or inequity in the application of the policies stated in the course syllabus are grounds for an appeal. A disagreement with the professional judgment of the professor is not the basis of an appeal and will not result in a change of grade.

Submitting an Appeal

If after consulting with her professor the student believes that there is reason for an appeal of her final grade, the student may make a formal written appeal to the Dean of Student Academic Services. In her appeal letter, the student should include a brief summary of her conversation with the professor, state the grounds for her appeal and document any claims of grading error or inequities. A grade appeal must be initiated within the first ten business days of the beginning of the next semester. The Dean of Student Academic Services will then notify the faculty member of the appeal, provide a copy of the appeal and request an explanation of how the grade was determined per the syllabus.

Academic Hearing Board

Upon receipt of the grade appeal and the professor's supplementary information, the Dean of Student Academic Services will refer the matter to the chair of the Academic Standards Committee who will appoint a three-member ad hoc committee—Academic Hearing Board. This Board is comprised of two faculty members and an administrator from members of the Academic Standards Committee. The Academic Hearing Board will meet within ten business days upon receipt of the student's appeal and the professor's information. The Board will conduct a hearing and give the student an opportunity to meet with the members. Attendance is limited to the student and members of the board. Proceedings of the Board are confidential. Once the deliberations are complete, the Hearing Board will send its decision to the Chair of the Academic Standards Committee who will communicate it to the student and to the professor.

Resolution

The Academic Hearing Board's decision is final.

Appeal Procedures – Reinstatement to the Major

When a student earns two grades below C in her major requirements and therefore is not permitted to continue in that major, she has the right to appeal to be reinstated to the major. Appeals are generally only heard during fall and spring semester.

Submitting an Appeal

If a student believes that she can be successful in the major, she may make a formal written appeal to be reinstated to the major. This letter goes to the Chair of her Department and to the Dean of Student Academic Services. In her appeal the student should explain in detail any extenuating circumstances that caused her to receive the low grades and should include her plan and timeline for the successful completion of the major. An appeal must be submitted within ten business days of the beginning of the next semester.

Department's Recommendation

After members of the department meet to review the appeal letter and discuss the student's status, the department chair sends a recommendation to the Dean of Student Academic Services within ten business days of receipt of the student's appeal. The response should include reasons for a favorable or a negative recommendation. If favorable, the department should include any conditions and timeline for the student's completion of the major.

Academic Standards Committee

Upon receipt of the student's appeal and the department's recommendation, the Dean of Student Academic Services refers the matter to the Academic Standards Committee for its consideration. Student members of the committee will not be present. Deliberations are confidential. The chair of the committee will communicate the decision to the student and to the department within ten business days upon receipt of the department's recommendation.

Resolution

The Committee's decision is final.

Appeal Procedures – Academic Honesty

Appeals of academic honesty violations must be initiated within 30 days of notification.

Academic Hearing Board

At the written request of any involved party, the associate dean in the Office of Academic Advising & Registrar 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.

Grades

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.

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 (<http://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:

Letter Grade	Description
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 student 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.

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:

Honor	Cumulative GPA
Cum laude	3.5 to 3.69
Magna cum laude	3.7 to 3.89
Summa cum laude	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 (p. 63))

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 hybrid course committee or their designee. Active instructor engagement is expected in the online portion of the course.
- 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.

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

A for-credit internship (paid or unpaid) is a form of learning that integrates knowledge and skills gained in the classroom with knowledge and skills developed in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields.

Criteria for an experience to be defined as a for-credit internship:

1. The experience must be an extension of the classroom; a learning experience that provides for applying the knowledge gained in the classroom. It must not simply advance the operations of the site or consist of work that a regular employee would routinely perform.
2. The skills or knowledge learned are transferable to other settings.
3. The experience has a defined beginning and end.
4. There are clearly defined learning objectives/goals related to the goals of the student's academic coursework as documented in the College's learning contract, available from the Registrar's Office.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience
6. There is at least a midterm and final evaluation completed by the relevant supervisor.
7. The host site provides the resources, equipment, and facilities needed to support the learning objectives/goals.

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 three 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.

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 Advising & Registrar, and the student's department chair.
- 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 portal. Transcripts will not be issued to students or alumnae who have not met their financial obligations to the College.

Honors and Awards

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 represents the high ideals of a Catholic education.

The Madeleva Award is presented annually to the outstanding graduate student selected from the cohort receiving advanced degrees in recognition of scholastic distinction and exceptional achievement.

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 Service 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:

1. Accounting,
2. Economics,
3. Finance,
4. International Business,
5. Management,
6. Management Information Systems, and
7. Marketing.

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

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

The EY 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 Jennifer Pelic Comaro '99 Accounting Honor Society senior *accounting* majors with a minimum GPA of 3.6 in at least six upper level accounting courses are honored.

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 Mu Kappa Tau National Marketing Honor Society honors academically qualified *business administration* majors with membership.

The Undergraduate Award in Analytical Chemistry, sponsored by the Analytical Chemistry Division of the ACS, is given annually to a *chemistry* major who displays an aptitude in analytical chemistry.

The Undergraduate Award in Inorganic Chemistry, sponsored by the Inorganic Chemistry Division of the ACS, is given annually to a *chemistry* major who displays an aptitude in inorganic chemistry.

The Undergraduate Award in Organic Chemistry, sponsored by the Organic Chemistry Division of the ACS, is given annually to a *chemistry* major who displays an aptitude in organic chemistry.

The Undergraduate Award in Physical Chemistry, sponsored by the Physical Chemistry Division of the ACS, is given annually to a *chemistry* major who displays an aptitude in physical chemistry.

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

The Richard Tarara Achievement in Physics Award is presented to an outstanding senior *physics* major.

Ancora Imparo Award is in recognition of exceptional potential in *speech language pathology* to the senior who is outstanding in scholarship, leadership, character, and service.

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 speech language pathology 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.

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

The Susan L. Weidenbach Essay Competition 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 Environmental Studies Award is presented to a student who demonstrates excellence in environmentally related coursework and sophisticated interdisciplinary engagement in addressing environmental issues.

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.

Sigma Iota Rho National Honor Society for International Studies honors academically qualified *global studies* majors with membership.

Outstanding Achievement Award in Global Studies to a graduating senior who has demonstrated the most outstanding academic achievement in *global studies* across all of her work in the major.

Outstanding Senior Comprehensive Award in Global Studies is presented to the senior *global studies* major whose Senior Thesis was the best in her class.

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

The MMSMA for Excellence in the Senior Seminar Research Paper is given to the *history* major senior who demonstrates excellence in research and writing in the Senior Seminar.

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 Martha Montgomery Schurz Memorial Award for Excellence in the Senior Seminar Research Paper is given to a senior *history* major who demonstrates excellence in the research and writing of her Senior Seminar research paper.

The Thomas More Award is given to the *humanistic studies* major who best exemplifies the ideals of the department in her commitment to and excellence in interdisciplinary, humanities-based scholarship and inquiry.

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 honors the most distinguished students in *Italian*.

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 Animating Spirit 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 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, demonstration of leadership, 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. It is conferred annually and includes a monetary award.

Phi Alpha Honor Society for Social Work promotes humanitarian goals and ideas and fosters high standards of education for social workers. It invites into membership those who have attained excellence in scholarship and achievement in social work.

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 and Criminology. It is given to a graduating senior sociology major who has excelled in the areas of sociology and criminology, scholarship, and service to the department.

The Donald N. M. Horning Award is conferred annually by the Department of Sociology and Criminology. 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.

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 Advising & Registrar 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

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 Advising & Registrar 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 Advising & Registrar. 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 Advising & Registrar in writing.

UNDERGRADUATE ACADEMIC PROGRAMS

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 - Applied Arts and Design Concentration, Bachelor of Arts - ARAD (p. 80)
 - Applied Arts and Design Concentration, Bachelor of Fine Arts - AADE (p. 81)
 - Art History Concentration, Bachelor of Arts - ARTH (p. 83)
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 - Environmental Studies, Bachelor of Arts - ENVS (p. 175)
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 - Global Environmental Policy Concentration, Environmental Studies, Bachelor of Arts - ESGE (p. 178)
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 - Anthropology, Minor - ANTH (p. 200)
 - Global Business Administration Concentration, Global Studies, Bachelor of Arts - GSBA (p. 195)
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 - Global Studies, Minor -GLST (p. 199)
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 - History, General, Minor - HIST (p. 208)
 - History, Majority World, Minor - HIMW (p. 208)
 - History, United States History, Minor - HIUS (p. 209)
 - History, Women's History Concentration, Bachelor of Arts - WHIS (p. 207)
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 - Music, Minor - MUS (p. 258)
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 - Neurobiology Concentration, Neuroscience, Bachelor of Science - NENB (p. 262)
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 - Nursing, Bachelor of Science - NURS (p. 268)
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 - Philosophy, Bachelor of Arts - PHIL (p. 272)
 - Philosophy, Minor - PHIL (p. 274)
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 - Social Work Minor - SW (p. 300)
 - Social Work, Bachelor - SW (p. 298)
- Sociology and Criminology (p. 301)
 - Criminology Concentration, Sociology, Bachelor of Arts - CRIM (p. 304)
 - Sociology, Bachelor of Arts - SOC (p. 303)
 - Sociology, Minor - SOC (p. 305)
- Speech Language Pathology (p. 307)
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4+1 PROGRAM IN AUTISM STUDIES

Program Description

The 4+1 Program in Autism Studies allows students to complete a bachelor's degree and the Master of Autism Studies in five years with a savings of money and time compared with what would be required if they completed both degrees separately. Depending on their undergraduate major and senior comprehensive project, students in this 4+1 program might also have opportunities to coordinate their comp and their master's capstone project, providing a richer and more advanced research experience than would otherwise be possible.

The Master of Autism Studies provides students with a unique opportunity to examine autism from scientific, therapeutic, educational, and humanistic perspectives. Students gain deep expertise in autism spectrum disorder by completing a curriculum in which every course focuses on autism. Students also develop the skills needed to become leaders in the interprofessional field of autism services by completing rigorously interdisciplinary coursework and by exploring a broad range of evidence-based approaches to autism intervention. In addition to providing unparalleled interdisciplinary expertise in autism, the Master of Autism Studies is distinctive in the way it incorporates the voices of people on the spectrum into the curriculum as well as in the way it engages with the Catholic intellectual tradition and the mission of Saint Mary's College. Almost any undergraduate major or bachelor's degree can be combined with the Master of Autism Studies in the 4+1 Program in Autism Studies. For more information on the Master of Autism Studies, see the Master of Autism Studies section of the bulletin.

Undergraduates from Saint Mary's and other approved institutions may apply to the 4+1 Program in Autism Studies during their junior year. If admitted into the program, students will take two autism studies courses (AUST 500 Gateway: Autistic Experiences and AUST 520 A Biopsychosocial Understanding of the Autism Spectrum) during the summer between their junior and senior years (summer 3), and will take one or two additional autism studies courses (normally, AUST 510 Autism and Humanity and/or AUST 611 Autism and Ethics) during the fall and spring semesters of their senior year (year 4). Students will be charged the rate of undergraduate summer tuition for the courses taken in the summer between their junior and senior years. Since courses taken in the fall and spring of the senior year will be counted as part of the student's academic year coursework, students will not be charged additional tuition for these courses (as long as they do not exceed 18 credit hours per semester). After their baccalaureate graduation, students will complete all remaining Master of Autism Studies coursework in the fall, spring, and summer of their fifth year. For courses taken in the fifth year, 4+1 students will be charged the per credit hour tuition rate equivalent to the graduate cohort they will be joining.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Prerequisites

There are no prerequisites for this program.

Application Requirements

- Application form.
- Personal statement.
- Writing sample or video interview response.
- The most competitive candidates will have maintained at least a 3.0 cumulative GPA in undergraduate coursework, though experience with autism (e.g., being autistic, working in an autism-related field, or being a caregiver) will also be taken into account.

Applications for the summer term open September 1. Applicants are responsible for completing the application form and providing all supporting materials (see the Saint Mary's College graduate programs website for more details). The application deadline is March 31.

For Master of Autism Studies program requirements and course descriptions, see the Master of Autism Studies section of the bulletin.

Programs

- 4+1 Program in Autism Studies (p. 71)

Department Chair

Michael Waddell, Program Director
157 Spes Unica Hall
574-284-4169

Faculty/Professional Specialists

J. Diehl, J. Kaboski, S. Latham, J. Lefever, N. Turner, J. Waddell, M. Waddell

Student Learning Outcomes

Upon completion of the Master of Autism Studies program, students will:

- Understand the lived experiences of autistic persons; reflect on the interplay among these experiences and broader theories of human nature, society and culture; and examine ethical theories and practices relevant to autism spectrum disorder (ASD).
- Be able to find, understand and evaluate scientific research about ASD, its causes, its treatment, common co-morbid conditions, etc.
- Understand the major scientific and social scientific theories of ASD and of relevance to ASD.
- Understand important models or approaches used in treating ASD (e.g., ABA, DIR, TEACCH, sensory integration, etc.); make decisions about the appropriateness of individual models/approaches for individual persons with autism that take into account scientific evidence, levels of efficacy, clinician's experience, ethical considerations, and the wishes of the client and/or caregivers; and practice/implement these models/approaches at a level commensurate with the student's professional and/or personal engagement with autism.
- Understand therapeutic disciplines and their techniques for assessing and treating ASD; make decisions about the appropriateness of individual techniques/methods/interventions

for individual persons with autism that take into account scientific evidence, levels of efficacy, clinician's experience, ethical considerations, and the wishes of the client and/or caregivers; and practice/implement these techniques at a level commensurate with the student's professional and/or personal engagement with autism.

- Understand educational policies, pedagogical theories, and pedagogical practices relevant to ASD; make decisions about the appropriateness of individual pedagogical practices for individual persons with autism that take into account scientific evidence, levels of efficacy, educator's experience, ethical considerations, and the wishes of the student and/or caregivers; and practice/implement these techniques at a level commensurate with the student's professional and/or personal engagement with autism.
- Understand federal and state laws relevant to ASD (including the Americans with Disabilities Act, the Individuals with Disabilities Education Act, No Child Left Behind, etc.), as well as international policy statements and pastoral statements that shape our responses to autism (e.g., the United Nations Convention on the Rights of Persons with Disabilities, the World Health Organization World Report on Disabilities, and the Pastoral Statement of the U.S. Catholic Bishops on People with Disabilities).
- Understand social policies and be able to access (or help provide access to) social services relevant to persons with autism in areas of life including education, therapies, healthcare, housing, and meaningful work.
- Understand and respond in constructive and just ways to the complex intersectionalities of autism and gender, such as:
 - differences in prevalence rates for autism among males and females;
 - differences in the experiences of autistic women and men;
 - factors—psychological, sociological, economic, political, etc.—that impact how people of different genders respond to their roles as caregivers of autistic people; and
 - factors that shape how people of different genders respond differently to the call to be service providers for autistic people and approach their work differently.
- Understand and act in a manner consistent with the inherent dignity of autistic persons as described in the Americans with Disabilities Act, the United Nations Convention on the Rights of Persons with Disabilities, the Pastoral Statement of U.S. Catholic Bishops on People with Disabilities, and the Autism Studies program Statement of Values.

Autism Courses

AUST 500 Gateway: Autistic Experiences (3)

This course will help students to broaden and deepen their perspectives on the varied lives of autistic people. Through a combination of experiential learning and studying first person accounts of life with autism, students will examine a diverse range of autistic lives and explore ways in which gender, culture and other factors impact life with autism.

AUST 510 Autism and Humanity (3)

What can autism teach us about being human? And what can theories of human nature teach us about autism? In this course, we will build upon the exploration of autistic experiences undertaken in the gateway course, and begin to investigate ways in which our understanding of autism can both enrich and be enriched by a broader understanding of what it means to be human. Topics to be addressed might include: person first vs. identity first language; models of disability; neurodiversity, autistic identity and autistic culture; philosophical theories of human nature, society and culture; Catholic understandings of the human person, and/or Catholic social teaching. Prerequisite: AUST 500.

AUST 520 A Biopsychosocial Understanding of the Autism Spectrum (3)

There has been a tremendously successful movement for autism awareness; however, the public's knowledge of the autism spectrum has not paralleled the public awareness campaign or the tremendous scientific progress we have made in understanding the autism spectrum. Moreover, there has been a vast amount of misinformation and folk science theories that have been promoted in the media. This course is designed to examine our scientific knowledge of the autism spectrum from multiple levels of analysis, including (but not limited to) biological, psychological, cultural, and cross-cultural research. We will critically examine the etiology, development, and diagnosis of ASD. We will view the ASD diagnosis in the context of the individual, family, community, and culture.

AUST 530 Quantitative Methods in Autism Research (3)

Many scientific and therapeutic theories relevant to autism come from research that draws conclusions from statistical evidence. Therefore, it is important that people who seek to use such theories be both good consumers and good producers of data analytic techniques. This course will survey a variety of descriptive and inferential methods commonly found in autism research and study designs. Students will learn the theoretical and computational aspects of the techniques, perform them with appropriate computer software, and interpret the implications of the results. Special attention will be given to how statistical evidence has been used in published research studies on autism. Prerequisite: AUST 520.

AUST 535 Autism Research Design and Methods (3)

This course will give students a broad overview of the research methods used to understand and support the developmental optimization of people with autism and their families. The course will emphasize the skills needed to critically evaluate research that provides the evidence base for applied work with people with autism. Methodologies to be discussed will include both quantitative and qualitative data collection methods within a variety of experimental, quasi-experimental and non-experimental designs. Prerequisite: AUST 520.

AUST 540 Approaches to Autism Intervention (3)

Since Leo Kanner's and Hans Asperger's first clinical descriptions of autism, there have been numerous proposed theories and approaches to intervention. The search for a "cure" for autism has led to numerous ideas on how to improve the circumstances of individuals with ASD and their families. These approaches have varied greatly in terms of their theoretical underpinnings, approach to treatment, level of family involvement, empirical support, and ethics. This course is designed to explore historical and modern intervention approaches to ASD. The course will contain in depth evaluations of theoretical underpinnings of treatment models and practical workshops devoted to common intervention techniques. In this course, we will work as a class toward developing biopsychosocial understanding of ASD treatment, a model which values biological, individual, family, community, and cultural factors affecting treatment. Prerequisite: AUST 520.

AUST 550 Occupational Therapy and Autism (3)

This course introduces students to resources occupational therapy can offer to individuals with autism spectrum disorder in the home, school, community and/or clinical environments. Topics to be discussed include: evaluation; occupational therapy interventions that address the physical, cognitive, psychosocial, sensory and other aspects of performance; and measurement of outcomes. Prerequisite: AUST 540.

AUST 560 Autism and Communication (3)

This course provides students with an introduction to the development of communicative competence including linguistic domains of form (phonology, morphology, and syntax), content (semantics), and use (pragmatics). Social and emotional development and its impact on determining what is meaningful and relevant to learn while acquiring language will be emphasized. The course is designed to examine development and impairment of speech, language, and communication in individuals with autism spectrum disorders (ASD) and will focus on differential diagnosis, assessment, and evidence-based interventions within a family-centered approach. Prerequisite: AUST 540.

AUST 570 Autism and Education (3)

This course is designed to introduce the student to education as an integral field in the interdisciplinary approach to assessment of and intervention for individuals with autism. The historical, philosophical, and legal aspects of providing instruction for students with autism will be examined. Evidence-based interventions will be studied with an emphasis on professional judgment about the appropriateness of interventions for individual students. The importance of collaborative planning, intervention, and assessment among the educator, student, family, administrators, and other professionals will be highlighted. Prerequisite: AUST 540.

AUST 580 Social Policies and Social Services for Individuals on the Autism Spectrum and Their Families (3)

This course is designed to provide an overview of the various ways in which professional social workers may serve as an advocate and case coordinator for individuals on the autism spectrum and their families in settings such as schools, health care and residential care facilities, social service agencies, and advocacy organizations. This course will provide an opportunity to gain a working knowledge of evidence-based interventions, treatments and services, and government laws and social policies; such knowledge is critical in making appropriate referrals or coordinating services for families. In addition to focusing on the individuals affected by autism, special attention will be paid to the needs of the family and society. Some of the special topics to be explored are: autistic children in foster care, international and crosscultural perspectives on autism, rural communities, and interdisciplinary teamwork to support families.

AUST 600 Practicum (3)

Field experience observing and, when appropriate, working in an autism-related community placement under the supervision of program faculty and/or on-site staff. By permission of the autism studies program director only. May be repeated for credit.

AUST 601 Research (3)

Participation in autism-related research under the supervision of program faculty and/or other qualified professionals. By permission of the autism studies program director only. May be repeated for credit.

AUST 611 Autism and Ethics (3)

Beginning from the anthropology developed in "Autism and Humanity," this course examines ethical theories, ethical practices, and ethical problems relevant to autism spectrum disorder. Topics to be explored might include: happiness, family, friendship, and work in the lives of autistic people; the moral dimensions of laws, social policies, international conventions, and Catholic social teaching relevant to autism; medical ethics, professional ethics, and ethical issues related to treatment of ASD. Prerequisite: AUST 510.

AUST 700 Capstone Project (3)

Supervised preparation for completing the required capstone project. The nature of the preparation will vary according to the nature of the capstone project undertaken.

4+1 Program in Autism Studies

Progress to Completion

The following chart shows the sequence of courses students typically take to complete the 4+1 program.

Code	Title	Credits
Summer 3 (between Jr & Sr Years)		
AUST 500	Gateway: Autistic Experiences	3
AUST 520	A Biopsychosocial Understanding of the Autism Spectrum	3
Fall 4 (Sr Year)		
AUST 510	Autism and Humanity	3
Spring 4 (Sr Year)		
AUST 611	Autism and Ethics	3
Summer 4		
Fall 5		
AUST 530	Quantitative Methods in Autism Research	3
AUST 535	Autism Research Design and Methods	3
AUST 540	Approaches to Autism Intervention	3
Spring 5		
AUST 580	Social Policies and Social Services for Individuals on the Autism Spectrum and Their Families	3
AUST 570	Autism and Education	3
AUST 550	Occupational Therapy and Autism	3
Summer 5		
AUST 560	Autism and Communication	3
AUST 700	Capstone Project	3

ART

Department Description

The Art Department offers two degrees, the Bachelor of Arts (B.A.) and the Bachelor of Fine Arts (B.F.A.), as well as minors in studio art and art history. The B.A. is the liberal arts degree and allows a student to pursue a major in art while balancing her education with a broader liberal arts background. The B.A. art major selects a concentration in art history, studio art, design, or applied arts and design. Art education students complete the B.A. degree in studio. The B.F.A. degree is the professional degree for the dedicated studio artist or designer preparing for creative careers in art and design or graduate study. 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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Teacher Preparation (Grades Pre-K to 12)

The Art Department in conjunction with the Education Department offers courses leading to state licensing for Visual Arts. (See Visual Arts Education (p. 157).)

Areas of Emphasis

BFA and BA majors in Art with a concentration in Studio Art must complete four courses (12 credit hours) in an area of emphasis chosen in consultation with her advisor in the Department of Art. Areas of emphasis include Ceramics, Fibers, New Media Art, Painting, Photo Media, Printmaking and Sculpture. The area of emphasis is a pre-requisite for the Senior Comprehensive requirement in studio art.

Additional Programs

Art courses are offered on study abroad programs in locations such as Rome, Italy, Seoul, South Korea, and Cape Town, South Africa.

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.

Programs

- Applied Arts and Design and Art History Double Concentration, Bachelor of Arts - ASHA (p. 79)

- Applied Arts and Design Concentration, Bachelor of Arts - ARAD (p. 80)
- Applied Arts and Design Concentration, Bachelor of Fine Arts - AADE (p. 81)
- Art History Concentration, Bachelor of Arts - ARTH (p. 83)
- Art History, Minor - ARTH (p. 93)
- Art History, Minor for B.A. Studio Art Majors - ARHI (p. 93)
- Art History, Minor for B.F.A. Art Majors - ABAH (p. 94)
- Design and Art History Double Concentration, Bachelor of Arts - ASHD (p. 84)
- Design Concentration, Bachelor of Arts - ARSD (p. 85)
- Design Concentration, Bachelor of Fine Arts - DESN (p. 86)
- Studio Art and Art History Double Concentration, Bachelor of Arts - ARSH (p. 91)
- Studio Art Concentration, Bachelor of Arts - ARTS (p. 88)
- Studio Art Concentration, Bachelor of Fine Arts - ART (p. 89)
- Studio Art, Minor - ARTS (p. 94)

Department Chair

Julie Tourtillotte
240 Moreau Center for the Arts
574-284-4637

Faculty

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

Student 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.
- **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 writing, critique, evaluation and presentation.
- **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 or design and acquire the foundational tools of visual analysis to translate their experience of works of art and design 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 and design.
- **Historical and contemporary art practice**
 - Students demonstrate an appreciation for all methods of art making based upon practical experience and acquire the ability to identify and explain the purpose, meaning, and significance of a wide variety of works of art and design from a global perspective.
- **Senior comprehensive**
 - Through the comprehensive, students demonstrate the ability to work independently on art, design, 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.

Art Courses

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.

ART 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.

ART 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.

ART 103 Design Lab (3)

This course will introduce you to the basic formal elements and organizing principles of two-, three-, and four-dimensional design. The course is designed to expose students to the basic formal considerations, material properties, technical skills, and working methods of image and object making in conjunction with idea-based problem solving. Likewise, students will be introduced to themes and practices related to contemporary art and design through course handouts, lectures, presentations, and discussion.

ART 125 Silkscreen (3)

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

ART 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.

ART 207 Water-based Media (3)

In this course, the goal is to introduce you 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 we will go in-depth into the tools, methods, applications, and mediums used in conjunction with these media. I want you to play with the materials so that you may learn what their limitations are. All of our 1st half of the semester work, studies, experiments, etc, will be done in the handmade books we will create during the first two weeks.

ART 208 Relief Printmaking: Traditional & Contemporary Approaches (3)

Relief printmaking is the oldest of the print processes, and one of the most direct and accessible. With relief printmaking, the substrate (wood, rubber, linoleum, etc) is carved away, leaving a raised ("relief") surface. This raised surface is then inked using a roller ("brayer"), while the recessed areas remain ink free, and printed – by hand or using a printing press – onto paper, fabric, or other receptive materials.

ART 210 Web Design and Development I (3)

In Web Design and Development I, students learn the fundamentals of front end web design and development. Through a series of web-based creative projects, students learn how to design assets (such as logos, images, and graphics), and how to use User Experience (or UX) and User Interface (or UI) design principles to create effective and engaging websites. Additionally, students will learn the basic programming languages essential for careers in web design and development (HTML5 and CSS3).

ART 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.

ART 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 Soetsu 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."

ART 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.

ART 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.

ART 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.

ART 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 problemsolving approach. (Variable shutter/aperture camera required).

ART 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)

ART 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.

ART 225 Typography (3)

This course introduces the language of typography, its history, mechanics, formal qualities, and the theories that inform its use in design. Beginning with Johannes Gutenberg and his invention of a printing press with movable type, this course will survey historical typefaces from the 15th C. to contemporary digital type, including important influences such as the Dada and Bauhaus art movements in the 20th century. Projects will address the history and fundamental principles of typography and ask students to recognize how choice of typeface and its layout affects communication. A final project will involve the creation of a typeface, or logotype, for a specific client/company.

ART 226 Graphic Design (3)

This is an entry level studio course focusing on graphic design processes and theory. Students will investigate design methods using hand-drawn techniques and computer applications (Adobe Illustrator, Photoshop, and InDesign). Advertising, brand identity, and event promotion will be explored through a series of projects, emphasizing typography and page layout; basic printing procedures and digital formatting will also be introduced. Students will be exposed to design theory, as well as traditional and contemporary design practices, through artist presentations, class discussions and take-home readings.

ART 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, ecodyeing and printing, the repurposing and upcycling of salvaged materials, and/or the design of portable, textile shelters that incorporate renewable energy.

ART 237 Handmade Paper and Felt (3)

This fibers course will introduce hand PAPERMAKING and FELTING, two nonwoven 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.

ART 238 Fiber: Surface Design (3)

This is an introductory course in surface design and fabric construction. Over the semester we will work with dye resist methods such as Shibori, surface embellishment and needlework, blueprinting on cloth, and the manipulation of fabric into dimensional surfaces and forms. Students will be encouraged to develop a conceptual understanding of the materials and processes explored and to effectively communicate ideas in response to project prompts. Presentations/readings and individual research projects will introduce related textile history from around the world and contemporary international artists and designers who employ these materials and techniques.

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.

ART 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.

ART 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.

ART 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).

ART 274 Introduction to Design and the Environment (3)

Introductory studio course in the basic principles of environmental design. Students build a fundamental knowledge of and fluency in the issues and language of environmental design, the creative design process, and its application. Studio assignments are based on the application of basic design principles and theories to an actual landscape site based on the integration of multiple human and natural factors including arts, architecture, social sciences, and a range of natural processes relevant to sustainable design with the environment (climate, geomorphology, geology, hydrology, soils, and plant communities).

ART 290 Topics in 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.

ART 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 ART 102, or permission of instructor. May be repeated once.

ART 305 Advanced Painting (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 or permission of instructor.

ART 310 Web Design and Development II (3)

In Web Design and Development 2, students build upon their acquired skills in Web Design and Development 1 with an emphasis on front end responsive web design and development. Through a series of web-based creative projects, students will learn how to design responsive websites for a variety of screen-based devices. Additionally, students will expand their programming skills essential for careers in web design and development, learning CSS3 for responsive design, as well as Javascript to understand how (and why) to use jQuery libraries and JS frameworks. Students will learn to use APIs to enhance and personalize web experiences for the user. Prerequisite: ART 210.

ART 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 ART 212.

ART 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.

ART 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

ART 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 preproduction, digital editing and postproduction skills, explore techniques such as chroma keying and multichannel video, and increase experience with installation and other forms of presentation. There will be discussion of contemporary works and related writings. Prerequisite: ART 224

ART 330 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.

ART 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.

ART 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.

ART 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 ART 239.

ART 344 Film History and Analysis (3)

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

ART 345 Modern Art and Design (3)

This course examines modern art and design from the mid-nineteenth century through the interwar period. Modern approaches to design, photography, collage, painting, sculpture, and performance are considered in their historical contexts. Study of popular visual culture, cross-cultural exchange, and avant-garde art theory will help us to further contextualize the global production and reception of modern art and design.

ART 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.

ART 353 Asian Art: Buddhist, Hindu, and Islamic Traditions (3)

This course surveys the art and architecture of Asia. The course begins with investigations of Buddhist and Hindu cave architecture and representations of Indian religious practices, such as yoga and goddess worship, and gods, such as Shiva, Devi and Krishna. The course then considers the Islamic art of the Mughals in India, the Safavids in Iran, the Ottomans in Turkey, and the Nasrids in Spain, including monuments such as the Taj Mahal and the Alhambra. The Silk Road, which wound its way from China to the Mediterranean Sea, connected the many artistic traditions surveyed in this course. For this reason, the course ends by considering how Chinese and Japanese artistic traditions responded to Buddhism. The course provides students with the opportunity to engage with post-colonial theory and the primary religious and literary sources that inform interpretations of Asian art.

ART 354 Picturing Biodiversity: The Art of Natural History (3)

Biodiversity is the variety of life in the world or in a particular habitat or ecosystem. This course examines the role artists played in making biodiversity intelligible to lay and scientific audiences from the early modern period to the turn of the twentieth century. The world is currently experiencing biodiversity loss on a catastrophic scale and this course asks students to consider how image collections help us understand and prevent biodiversity loss. The course takes advantage of digital humanities archives, such as the Smithsonian's Biodiversity Heritage Library, that have made vast numbers of illustrated natural history manuscripts accessible to the public. In addition, we will make use of the Greene collection of natural history manuscripts in the Rare Books library at the University of Notre Dame and the GreeneNieuwland herbarium, which is part of the Museum of Biodiversity at the University of Notre Dame. We will analyze the design, purpose, and significance of these manuscripts and consider other artistic media, such as painting, sculpture, textiles, and architecture, in relation to these manuscripts. The course takes a special interest in the role women artists played in picturing biodiversity. Students will consider the significance of that role to the past and present.

ART 356 Environment in Contemporary Art (3)

This course provides students with a framework for understanding the complexity of global contemporary artistic practice as it relates to environment. Artists and their audiences are embedded in social and environmental systems that are intertwined and historical. It is by engaging with these systems that artists imagine creative solutions to environmental challenges. However, artists are not solely concerned with solutions to environmental challenges. Artists are equally concerned with how an artwork engages with the personal and social meanings of an environment. Contemporary approaches to painting, sculpture, performance, installation, photography, and digital media are thus discussed in tandem with theoretical texts that will enable students to form their own interpretations of artworks concerned with environment. The concept of environment will be approached in an interdisciplinary manner, drawing from scientific, humanistic, and artistic traditions. The course introduces key terms such as globalization, intertextuality, hybridity, performativity, site-specificity, environmental art, the artist-as-curator, interactivity, and relational aesthetics.

ART 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.

ART 366 Game Design (3)

Students will explore the tools and techniques of participatory new media through the lens of feminism. The course will explore the key issues of feminism in the visual arts and new media, 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 play and participation in a variety of contexts: hypertext and nonlinear narrative, generative/programmatic net+ art, gaming, virtual personae and environments.

ART 372 Installation Art (3)

Installation Art is an art form in which the participant's engagement with the artwork is active, not passive. The participant physically enters the space of the artwork, and the experience for them is immersive and experiential. The participant should be aware of the relationship between the arrangement of the works in the space, and the participant's own body moving through the space

ART 374 Design and the Environment Studio II (3)

The course builds on ART 274: Introduction to Design and the Environment by building on environmental design foundations and principles, introduction of advanced concepts and project types, and increasing scale of subject site. Sustainability is addressed through the design of landscapes that are ecologically regenerative, well crafted, educational, conceptually meaningful, and aesthetically rich. Students utilize the design process to complete a final design plan for a real site and a real client based on site ecology, inventory/analysis, sociocultural factors, and artistic principles of design. Landform, plant materials, and landscape structures as design tools for the creation of outdoor space are emphasized. The course will also examine built works and practitioners in the field of environmental design. Individual student design projects are developed under faculty instruction with final plans presented to a review panel of faculty and practitioners. Prerequisite: ART 274 or permission of instructor.

ART 385 Design Research Methods (3)

This class introduces students to and engages them in the empathic design research process. At the heart of empathic design methodology is the practice of observing people/consumers in real-life situations in order to gain an "on the ground" understanding of design problems. Understanding consumer needs is one aspect of this process, but discovery is the overriding goal of this first-hand observation. Working with a community-based partner, students will approach real-life situations on the lookout for any underlying or hidden needs only first-hand observation would reveal. In light of this first-hand observation, students learn to use the remaining steps of empathic design process—conceptualization/brainstorming, prototyping, critique/refinement/testing, and implementation—through a design project that they create. Related to this, students learn the presentation methods (oral and visual) necessary to convey their findings through the empathic design process in deriving design solutions. This is a junior-level course intended for studio majors completing the concentrations in Applied Arts & Design or Design. Others welcome by permission of instructor.

ART 390 Topics in 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.

ART 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.

ART 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.

ART 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.

ART 411 Alternative Processes in Ceramics (3)

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

ART 417 Advanced Sculpture (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 216 or ART 218, or ART 219, or permission of instructor. May be repeated for credit.

ART 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 221 or ART 223, and permission of instructor.

ART 486 Dark Romanticism: The Gothic Imagination in Art (3)

From Mary Shelley's *Frankenstein* and Bram Stoker's *Dracula* to Alexander McQueen's "savage beauty" and Kara Walker's shadow tableaux this course explores how artists, writers, designers, and filmmakers have explored the dark side of the modern world. We will consider the difference between horror and terror, the significance of women's terror in fairy tales such as *Bluebeard*, and gothic figures such as Medusa and the witches of the *Malleus Maleficarum*. We will apply and critique the advanced art historical methods, such as iconographical analysis, feminism, and psychoanalysis, that art historians have developed to interpret this work. Students will undertake original research in art history and develop a personal vision for their scholarship in the arts and humanities. This course is appropriate for any student who has produced strong upper-level coursework in the arts or humanities or exceptional work in the art history survey courses.

ART 490 Topics in 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.

ART 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.

ART 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.

ART 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.

Applied Arts and Design and Art History Double Concentration, Bachelor of Arts - ASHA

MAJOR REQUIREMENTS (66 HOURS)

Code	Title	Credits
All of the following core requirements:		
ART 101	Drawing I	3
ART 102	Drawing II	3
ART 103	Design Lab	3
ART 223	Introduction to Digital Photography	3
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
ART 486	Dark Romanticism: The Gothic Imagination in Art	3
Studio requirements in Applied Arts & Design:		
ART 211	Ceramics: Introduction to Clay	3
ART 216	Introduction to Furniture Design	3
ART 236	Sustainable Textiles	3
or ART 237	Handmade Paper and Felt	
or ART 238	Fiber: Surface Design	
or ART 239	Fiber: Fabric Printing	
ART 385	Design Research Methods	3
ART 495	Senior Comprehensive in Art History or Studio Art ¹	3
Additional courses in one applied arts area:		9
Ceramics		
ART 212	Throwing on the Wheel	
ART 311	Advanced Ceramics: Hand Building and Slip Casting	
ART 411	Alternative Processes in Ceramics	
ART 290	Topics in Art	
or ART 390	Topics in Art	
ART 397	Independent Study	
or ART 497	Independent Study	
Fibers/Textiles		
ART 219	Sculptural Knitting and Crochet	
ART 236	Sustainable Textiles	
ART 237	Handmade Paper and Felt	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
ART 337	Advanced Fiber: Surface Construction	
ART 338	Advanced Fiber: Surface Design	
ART 290	Topics in Art	
or ART 390	Topics in Art	
ART 397	Independent Study	
or ART 497	Independent Study	
Furniture/Sculpture		
ART 218	Modeling and Replication	
ART 219	Sculptural Knitting and Crochet	
ART 274	Introduction to Design and the Environment	
ART 374	Design and the Environment Studio II	
ART 417	Advanced Sculpture	

ART 290	Topics in Art	
or ART 390	Topics in Art	
ART 397	Independent Study	
or ART 497	Independent Study	
Five of the following upper-level art history electives from at least two areas:		15
Ancient/Medieval		
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 390	Topics in Art	
Eighteenth/Nineteenth Century		
ART 345	Modern Art and Design	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 390	Topics in Art	
Twentieth Century		
ART 345	Modern Art and Design	
ART 350	Alternative Media: Art from 1945 to 1989	
ART 390	Topics in Art	
Contemporary		
ART 356	Environment in Contemporary Art	
ART 390	Topics in Art	
ART 490	Topics in Art	
Non-Western/Underrepresented Traditions		
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions	
ART 390	Topics in Art	
Media Specific		
ART 344	Film History and Analysis	
ART 390	Topics in Art	
Also available for students concentrating in art/design history		
ART 397	Independent Study	
or ART 497	Independent Study	
ART 499	Internship	
Additional studio/design or art/design history electives:		6
ART 125	Silkscreen	
ART 205	Painting: Oil	
ART 207	Water-based Media	
ART 208	Relief Printmaking: Traditional & Contemporary Approaches	
ART 210	Web Design and Development I	
ART 212	Throwing on the Wheel	
ART 218	Modeling and Replication	
ART 219	Sculptural Knitting and Crochet	
ART 221	Photography I	
ART 224	Video Art	
ART 225	Typography	
ART 226	Graphic Design	
ART 236	Sustainable Textiles	
ART 237	Handmade Paper and Felt	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
ART 266	Introduction to New Media	
ART 274	Introduction to Design and the Environment	
ART 290	Topics in Art	

ART 301	Advanced Drawing
ART 305	Advanced Painting
ART 310	Web Design and Development II
ART 311	Advanced Ceramics: Hand Building and Slip Casting
ART 321	Photography II: Lighting Workshop
ART 323	Photo-Silkscreen
ART 325	Video Art II
ART 330	Artists' Books
ART 335	Animation Workshop
ART 337	Advanced Fiber: Surface Construction
ART 338	Advanced Fiber: Surface Design
ART 344	Film History and Analysis
ART 345	Modern Art and Design
ART 350	Alternative Media: Art from 1945 to 1989
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions
ART 354	Picturing Biodiversity: The Art of Natural History
ART 356	Environment in Contemporary Art
ART 357	Holography Workshop
ART 366	Game Design
ART 372	Installation Art
ART 374	Design and the Environment Studio II
ART 390	Topics in Art
ART 397	Independent Study
or ART 497	Independent Study
ART 411	Alternative Processes in Ceramics
ART 417	Advanced Sculpture
ART 421	Photography III: Beyond the Frame
ART 490	Topics in Art
ART 499	Internship

Portfolio Reviews

Participate in portfolio reviews every semester

Total Credits 66

¹ Double majors who elect to complete the Senior Comprehensive in their other major must take an additional three hours in studio or art history in place of ART 495 Senior Comp Art Hist or Studio.

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 applied arts and design 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.

Applied Arts and Design Concentration, Bachelor of Arts - ARAD

MAJOR REQUIREMENTS (42 HOURS)

Code	Title	Credits
All of the following core requirements:		
ART 101	Drawing I	3
ART 102	Drawing II	3
ART 103	Design Lab	3
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
Studio requirements in Applied Arts & Design:		
ART 211	Ceramics: Introduction to Clay	3
ART 216	Introduction to Furniture Design	3
ART 236	Sustainable Textiles	3
or ART 237	Handmade Paper and Felt	
or ART 238	Fiber: Surface Design	
or ART 239	Fiber: Fabric Printing	
ART 385	Design Research Methods	3
ART 495	Senior Comprehensive in Art History or Studio Art ¹	3
Additional courses in one applied arts area:		9
Ceramics		
ART 212	Throwing on the Wheel	
ART 311	Advanced Ceramics: Hand Building and Slip Casting	
ART 411	Alternative Processes in Ceramics	
ART 290	Topics in Art	
or ART 390	Topics in Art	
ART 397	Independent Study	
or ART 497	Independent Study	
Fibers/Textiles		
ART 219	Sculptural Knitting and Crochet	
ART 236	Sustainable Textiles	
ART 237	Handmade Paper and Felt	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
ART 337	Advanced Fiber: Surface Construction	
ART 338	Advanced Fiber: Surface Design	
ART 290	Topics in Art	
or ART 390	Topics in Art	
ART 397	Independent Study	
or ART 497	Independent Study	
Furniture/Sculpture		
ART 218	Modeling and Replication	
ART 219	Sculptural Knitting and Crochet	
ART 274	Introduction to Design and the Environment	
ART 374	Design and the Environment Studio II	
ART 417	Advanced Sculpture	
ART 290	Topics in Art	
or ART 390	Topics in Art	

ART 397	Independent Study	
or ART 497	Independent Study	
One upper-level art/design history course:		3
ART 344	Film History and Analysis	
ART 345	Modern Art and Design	
ART 350	Alternative Media: Art from 1945 to 1989	
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 356	Environment in Contemporary Art	
ART 390	Topics in Art	
ART 397	Independent Study	
or ART 497	Independent Study	
ART 486	Dark Romanticism: The Gothic Imagination in Art	
ART 490	Topics in Art	
ART 499	Internship	
Portfolio Reviews		
Participate in portfolio reviews every semester		
Total Credits		42

¹ 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.

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 applied arts and design results in the presentation of a cohesive body of work that is original and aesthetically and conceptually sound.

Applied Arts and Design Concentration, Bachelor of Fine Arts - AADE

MAJOR REQUIREMENTS (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.

Code	Title	Credits
All of the following core requirements:		
ART 101	Drawing I	3
ART 102	Drawing II	3
ART 103	Design Lab	3
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
One required core course in applied color:		3
ART 125	Silkscreen	
ART 205	Painting: Oil	
ART 207	Water-based Media	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
Studio requirements in Applied Arts & Design		
ART 211	Ceramics: Introduction to Clay	3
ART 216	Introduction to Furniture Design	3
ART 236	Sustainable Textiles	3
or ART 237	Handmade Paper and Felt	
or ART 238	Fiber: Surface Design	
or ART 239	Fiber: Fabric Printing	
ART 385	Design Research Methods	3
ART 495	Senior Comprehensive in Art History or Studio Art (Double majors who elect to complete the Sr Comp in their other major must take an additional 3 hours in studio in place of ART 495)	3
Additional courses in one applied arts area:		9
Ceramics		
ART 212	Throwing on the Wheel	
ART 311	Advanced Ceramics: Hand Building and Slip Casting	
ART 411	Alternative Processes in Ceramics	
ART 290	Topics in Art	
or ART 390	Topics in Art	
ART 397	Independent Study	
or ART 497	Independent Study	
Fibers/Textiles		
ART 219	Sculptural Knitting and Crochet	
ART 236	Sustainable Textiles	
ART 237	Handmade Paper and Felt	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
ART 337	Advanced Fiber: Surface Construction	
ART 338	Advanced Fiber: Surface Design	

ART 290	Topics in Art
or ART 390	Topics in Art
ART 397	Independent Study
or ART 497	Independent Study
Furniture/Sculpture	
ART 218	Modeling and Replication
ART 219	Sculptural Knitting and Crochet
ART 274	Introduction to Design and the Environment
ART 374	Design and the Environment Studio II
ART 417	Advanced Sculpture
ART 290	Topics in Art
or ART 390	Topics in Art
ART 397	Independent Study
or ART 497	Independent Study
Additional elective studio/design or related areas:	
24	
ART 125	Silkscreen
ART 205	Painting: Oil
ART 207	Water-based Media
ART 208	Relief Printmaking: Traditional & Contemporary Approaches
ART 210	Web Design and Development I
ART 212	Throwing on the Wheel
ART 218	Modeling and Replication
ART 219	Sculptural Knitting and Crochet
ART 221	Photography I
ART 224	Video Art
ART 225	Typography
ART 226	Graphic Design
ART 236	Sustainable Textiles
ART 237	Handmade Paper and Felt
ART 238	Fiber: Surface Design
ART 239	Fiber: Fabric Printing
ART 266	Introduction to New Media
ART 274	Introduction to Design and the Environment
ART 290	Topics in Art
ART 301	Advanced Drawing
ART 305	Advanced Painting
ART 310	Web Design and Development II
ART 311	Advanced Ceramics: Hand Building and Slip Casting
ART 321	Photography II: Lighting Workshop
ART 323	Photo-Silkscreen
ART 325	Video Art II
ART 330	Artists' Books
ART 335	Animation Workshop
ART 337	Advanced Fiber: Surface Construction
ART 338	Advanced Fiber: Surface Design
ART 357	Holography Workshop
ART 366	Game Design
ART 372	Installation Art
ART 374	Design and the Environment Studio II
ART 390	Topics in Art

ART 397	Independent Study
or ART 497	Independent Study
ART 411	Alternative Processes in Ceramics
ART 417	Advanced Sculpture
ART 421	Photography III: Beyond the Frame
ART 499	Internship
Supporting correlate course requirements:	
One course in Business:	
3	
BUAD 201	Principles of Financial Accounting
BUAD 231	Principles of Marketing
BUAD 331	Advertising and Promotion
BUAD 342	New Venture
One course that addresses social and environmental responsibility and sustainability:	
3	
ENVS 161	Introduction to Environmental Studies
JUST 250	Introduction to Justice Studies
PHIL 254	Social Justice
PHIL 256	Environmental Ethics
Two upper-level art/design history:	
6	
ART 344	Film History and Analysis
ART 345	Modern Art and Design
ART 350	Alternative Media: Art from 1945 to 1989
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions
ART 354	Picturing Biodiversity: The Art of Natural History
ART 356	Environment in Contemporary Art
ART 390	Topics in Art
ART 397	Independent Study
or ART 497	Independent Study
ART 486	Dark Romanticism: The Gothic Imagination in Art
ART 490	Topics in Art
ART 499	Internship
Portfolio Reviews	
Participate in portfolio reviews every semester	
Total Credits	
78	

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 applied arts results in the presentation of a cohesive body of work that is original and aesthetically and conceptually sound.

Art History Concentration, Bachelor of Arts - ARTH

Major Requirements (42 Hours)

Code	Title	Credits
Required		
ART 101 or ART 102	Drawing I Drawing II	3
ART 103	Design Lab	3
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
ART 223	Introduction to Digital Photography	3
ART 486	Dark Romanticism: The Gothic Imagination in Art	3
ART 495	Senior Comprehensive in Art History or Studio Art ¹	3
Upper Level Art History Elective		
Select 15 credits from at least two areas:		15
Ancient/Medieval		
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 390	Topics in Art	
Eighteenth/Nineteenth Century		
ART 345	Modern Art and Design	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 390	Topics in Art	
Twentieth Century		
ART 345	Modern Art and Design	
ART 350	Alternative Media: Art from 1945 to 1989	
ART 390	Topics in Art	
Contemporary		
ART 356	Environment in Contemporary Art	
ART 390	Topics in Art	
ART 490	Topics in Art	
Non-Western/Underrepresented Traditions		
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions	
ART 390	Topics in Art	
Media Specific		
ART 344	Film History and Analysis	
ART 390	Topics in Art	
Studio or Art History		
Select two of the following:		6
ART 101	Drawing I	
ART 102	Drawing II	
ART 125	Silkscreen	
ART 205	Painting: Oil	
ART 207	Water-based Media	
ART 208	Relief Printmaking: Traditional & Contemporary Approaches	
ART 210	Web Design and Development I	
ART 211	Ceramics: Introduction to Clay	
ART 212	Throwing on the Wheel	
ART 216	Introduction to Furniture Design	
ART 218	Modeling and Replication	

ART 219	Sculptural Knitting and Crochet
ART 221	Photography I
ART 224	Video Art
ART 225	Typography
ART 226	Graphic Design
ART 236	Sustainable Textiles
ART 237	Handmade Paper and Felt
ART 238	Fiber: Surface Design
ART 239	Fiber: Fabric Printing
ART 266	Introduction to New Media
ART 274	Introduction to Design and the Environment
ART 290	Topics in Art (selected topics)
ART 301	Advanced Drawing
ART 305	Advanced Painting
ART 310	Web Design and Development II
ART 311	Advanced Ceramics: Hand Building and Slip Casting
ART 321	Photography II: Lighting Workshop
ART 323	Photo-Silkscreen
ART 325	Video Art II
ART 330	Artists' Books
ART 335	Animation Workshop
ART 337	Advanced Fiber: Surface Construction
ART 338	Advanced Fiber: Surface Design
ART 344	Film History and Analysis
ART 345	Modern Art and Design
ART 350	Alternative Media: Art from 1945 to 1989
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions
ART 354	Picturing Biodiversity: The Art of Natural History
ART 356	Environment in Contemporary Art
ART 357	Holography Workshop
ART 366	Game Design
ART 372	Installation Art
ART 374	Design and the Environment Studio II
ART 390	Topics in Art
ART 397/497	Independent Study
ART 411	Alternative Processes in Ceramics
ART 417	Advanced Sculpture
ART 421	Photography III: Beyond the Frame
ART 490	Topics in Art
ART 499	Internship

Portfolio Reviews

Participate in portfolio reviews when enrolled in studio courses

Total Credits 42

¹ Double majors who elect to complete the Senior Comprehensive in their other major must take an additional three hours in art history in place of ART 495 Senior Comprehensive in Art History or Studio Art.

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

The art history comprehensive is a paper demonstrating conceptual originality, research skill, and appropriate methodology.

Design and Art History Double Concentration, Bachelor of Arts - ASHD

MAJOR REQUIREMENTS (66 HOURS)

Code	Title	Credits
Core requirements in Art History and Studio Art Design:		
ART 101	Drawing I	3
ART 102	Drawing II	3
ART 103	Design Lab	3
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
ART 486	Dark Romanticism: The Gothic Imagination in Art	3
One required core course in applied color:		3
ART 125	Silkscreen	
ART 205	Painting: Oil	
ART 207	Water-based Media	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
Studio requirements in Design:		
ART 210	Web Design and Development I	3
ART 223	Introduction to Digital Photography	3
ART 224	Video Art	3
ART 225	Typography	3
ART 226	Graphic Design	3
ART 495	Senior Comprehensive in Art History or Studio Art	3
ART 499	Internship	3
or ART 385	Design Research Methods	
Five of the following upper-level art history electives from at least two areas:		15
Ancient/Medieval		
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 390	Topics in Art	
Eighteenth/Nineteenth Century		
ART 345	Modern Art and Design	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 390	Topics in Art	
Twentieth Century		
ART 345	Modern Art and Design	
ART 350	Alternative Media: Art from 1945 to 1989	
ART 390	Topics in Art	
Contemporary		
ART 356	Environment in Contemporary Art	
ART 390	Topics in Art	
ART 490	Topics in Art	
Non-Western/Underrepresented Traditions		
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions	
ART 390	Topics in Art	

Media Specific

ART 344	Film History and Analysis
ART 390	Topics in Art
Also available for students concentrating in art/design history	
ART 397	Independent Study
or ART 497	Independent Study
ART 499	Internship
Additional studio/design or art/design history electives:	
ART 125	Silkscreen
ART 205	Painting: Oil
ART 207	Water-based Media
ART 208	Relief Printmaking: Traditional & Contemporary Approaches
ART 211	Ceramics: Introduction to Clay
ART 212	Throwing on the Wheel
ART 216	Introduction to Furniture Design
ART 218	Modeling and Replication
ART 219	Sculptural Knitting and Crochet
ART 221	Photography I
ART 236	Sustainable Textiles
ART 237	Handmade Paper and Felt
ART 238	Fiber: Surface Design
ART 239	Fiber: Fabric Printing
ART 266	Introduction to New Media
ART 274	Introduction to Design and the Environment
ART 290	Topics in Art
ART 301	Advanced Drawing
ART 305	Advanced Painting
ART 310	Web Design and Development II
ART 311	Advanced Ceramics: Hand Building and Slip Casting
ART 321	Photography II: Lighting Workshop
ART 323	Photo-Silkscreen
ART 325	Video Art II
ART 330	Artists' Books
ART 335	Animation Workshop
ART 337	Advanced Fiber: Surface Construction
ART 338	Advanced Fiber: Surface Design
ART 344	Film History and Analysis
ART 345	Modern Art and Design
ART 350	Alternative Media: Art from 1945 to 1989
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions
ART 354	Picturing Biodiversity: The Art of Natural History
ART 356	Environment in Contemporary Art
ART 357	Holography Workshop
ART 366	Game Design
ART 372	Installation Art
ART 374	Design and the Environment Studio II
ART 385	Design Research Methods
ART 390	Topics in Art
ART 397	Independent Study
or ART 497	Independent Study

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ART 411	Alternative Processes in Ceramics
ART 417	Advanced Sculpture
ART 421	Photography III: Beyond the Frame
ART 490	Topics in Art
ART 499	Internship
Portfolio Reviews	
Participate in portfolio reviews every semester	
Total Credits	66

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 design 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.

Design Concentration, Bachelor of Arts - ARSD

MAJOR REQUIREMENTS (42 HOURS)

Code	Title	Credits
All of the following core requirements:		
ART 101	Drawing I	3
ART 102	Drawing II	3
ART 103	Design Lab	3
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
One required core course in applied color:		3
ART 125	Silkscreen	
ART 205	Painting: Oil	
ART 207	Water-based Media	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
Studio requirements in Design:		
ART 210	Web Design and Development I	3
ART 225	Typography	3
ART 226	Graphic Design	3
ART 499	Internship	3
or ART 385	Design Research Methods	
ART 495	Senior Comprehensive in Art History or Studio Art *	3
Additional electives studio/design or related area:		6
ART 125	Silkscreen	
ART 205	Painting: Oil	
ART 207	Water-based Media	
ART 208	Relief Printmaking: Traditional & Contemporary Approaches	
ART 211	Ceramics: Introduction to Clay	
ART 212	Throwing on the Wheel	
ART 216	Introduction to Furniture Design	
ART 218	Modeling and Replication	
ART 219	Sculptural Knitting and Crochet	
ART 221	Photography I	
ART 223	Introduction to Digital Photography	
ART 224	Video Art	
ART 236	Sustainable Textiles	
ART 237	Handmade Paper and Felt	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
ART 266	Introduction to New Media	
ART 274	Introduction to Design and the Environment	
ART 290	Topics in Art	
ART 301	Advanced Drawing	
ART 305	Advanced Painting	
ART 310	Web Design and Development II	
ART 311	Advanced Ceramics: Hand Building and Slip Casting	
ART 321	Photography II: Lighting Workshop	
ART 323	Photo-Silkscreen	

ART 325	Video Art II	
ART 330	Artists' Books	
ART 335	Animation Workshop	
ART 337	Advanced Fiber: Surface Construction	
ART 338	Advanced Fiber: Surface Design	
ART 357	Holography Workshop	
ART 366	Game Design	
ART 372	Installation Art	
ART 374	Design and the Environment Studio II	
ART 385	Design Research Methods	
ART 390	Topics in Art	
ART 397	Independent Study	
or ART 497	Independent Study	
ART 411	Alternative Processes in Ceramics	
ART 417	Advanced Sculpture	
ART 421	Photography III: Beyond the Frame	
ART 499	Internship	
One upper-level art/design history course:		3
ART 344	Film History and Analysis	
ART 345	Modern Art and Design	
ART 350	Alternative Media: Art from 1945 to 1989	
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 356	Environment in Contemporary Art	
ART 390	Topics in Art	
ART 397	Independent Study	
or ART 497	Independent Study	
ART 486	Dark Romanticism: The Gothic Imagination in Art	
ART 490	Topics in Art	
ART 499	Internship	
Portfolio Reviews		
Participate in portfolio reviews every semester		
Total Credits		42

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

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 design results in the presentation of a cohesive body of work that is original and aesthetically and conceptually sound.

Design Concentration, Bachelor of Fine Arts - DESN

MAJOR REQUIREMENTS (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.

Code	Title	Credits
All of the following core requirements:		
ART 101	Drawing I	3
ART 102	Drawing II	3
ART 103	Design Lab	3
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
One required core course in applied color:		3
ART 125	Silkscreen	
ART 205	Painting: Oil	
ART 207	Water-based Media	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
Studio requirements in Design:		
ART 210	Web Design and Development I	3
ART 223	Introduction to Digital Photography	3
ART 224	Video Art	3
ART 225	Typography	3
ART 226	Graphic Design	3
ART 385	Design Research Methods	3
or ART 499	Internship	
ART 495	Senior Comprehensive in Art History or Studio Art	3
Additional elective studio/design courses:		27
ART 125	Silkscreen	
ART 205	Painting: Oil	
ART 207	Water-based Media	
ART 208	Relief Printmaking: Traditional & Contemporary Approaches	
ART 211	Ceramics: Introduction to Clay	
ART 212	Throwing on the Wheel	
ART 216	Introduction to Furniture Design	
ART 218	Modeling and Replication	
ART 219	Sculptural Knitting and Crochet	
ART 221	Photography I	
ART 236	Sustainable Textiles	
ART 237	Handmade Paper and Felt	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
ART 266	Introduction to New Media	
ART 274	Introduction to Design and the Environment	
ART 290	Topics in Art	
ART 301	Advanced Drawing	
ART 305	Advanced Painting	
ART 310	Web Design and Development II	

ART 311	Advanced Ceramics: Hand Building and Slip Casting
ART 321	Photography II: Lighting Workshop
ART 323	Photo-Silkscreen
ART 325	Video Art II
ART 330	Artists' Books
ART 335	Animation Workshop
ART 337	Advanced Fiber: Surface Construction
ART 338	Advanced Fiber: Surface Design
ART 357	Holography Workshop
ART 366	Game Design
ART 372	Installation Art
ART 374	Design and the Environment Studio II
ART 390	Topics in Art
ART 397	Independent Study
or ART 497	Independent Study
ART 411	Alternative Processes in Ceramics
ART 417	Advanced Sculpture
ART 421	Photography III: Beyond the Frame
ART 499	Internship

Supporting correlate course requirements:

One course in Business: 3

BUAD 231	Principles of Marketing
BUAD 336	Brand Management
BUAD 342	New Venture

One course in Computer Science or Communication Studies: 3

CPSC 207 & 207L	Computer Programming and Computer Programming Laboratory
COMM 204	Social Media
COMM 210	Mass Media and Society
COMM 260	Film and Video Production
COMM 303	Advertising in Consumer Society
COMM 304	Public Relations
COMM 383	Art and Entertainment Law
COMM 404	Non-Profit Public Relations Campaigns and Theory
COMM 406	Marketing Communication
COMM 486	Practicum/Production

Two upper-level art/design history courses: 6

ART 344	Film History and Analysis
ART 345	Modern Art and Design
ART 350	Alternative Media: Art from 1945 to 1989
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions
ART 354	Picturing Biodiversity: The Art of Natural History
ART 356	Environment in Contemporary Art
ART 390	Topics in Art
ART 397	Independent Study
or ART 497	Independent Study
ART 486	Dark Romanticism: The Gothic Imagination in Art
ART 490	Topics in Art
ART 499	Internship

Portfolio Reviews

Participate in portfolio reviews every semester

Total Credits 78

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 design results in the presentation of a cohesive body of work that is original and aesthetically and conceptually sound.

Studio Art Concentration, Bachelor of Arts - ARTS

Major Requirements (42 hours)

Code	Title	Credits
Required		
ART 101	Drawing I	3
ART 102	Drawing II	3
ART 103	Design Lab	3
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
ART 495	Senior Comprehensive in Art History or Studio Art ¹	3
100-200 Level Studio Courses		
Select one of the following:		3
ART 125	Silkscreen	
ART 205	Painting: Oil	
ART 207	Water-based Media	
ART 208	Relief Printmaking: Traditional & Contemporary Approaches	
ART 210	Web Design and Development I	
ART 211	Ceramics: Introduction to Clay	
ART 216	Introduction to Furniture Design	
ART 218	Modeling and Replication	
ART 219	Sculptural Knitting and Crochet	
ART 221	Photography I	
ART 223	Introduction to Digital Photography	
ART 224	Video Art	
ART 225	Typography	
ART 226	Graphic Design	
ART 236	Sustainable Textiles	
ART 237	Handmade Paper and Felt	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
ART 266	Introduction to New Media	
ART 274	Introduction to Design and the Environment	
ART 290	Topics in Art (selected topics)	
Studio Electives		
Select 18 hours, including 12 hours in one of the following areas: ²		18
Ceramics:		
ART 211	Ceramics: Introduction to Clay	
ART 212	Throwing on the Wheel	
ART 290/390	Topics in Art (selected topics)	
ART 311	Advanced Ceramics: Hand Building and Slip Casting	
ART 411	Alternative Processes in Ceramics	
ART 397/497	Independent Study	
Fibers:		
ART 219	Sculptural Knitting and Crochet	
ART 236	Sustainable Textiles	
ART 237	Handmade Paper and Felt	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	

ART 290/390	Topics in Art (selected topics)
ART 337	Advanced Fiber: Surface Construction
ART 338	Advanced Fiber: Surface Design
ART 397/497	Independent Study
New Media Art:	
ART 210	Web Design and Development I
ART 223	Introduction to Digital Photography
ART 224	Video Art
ART 266	Introduction to New Media
ART 290/390	Topics in Art (selected topics)
ART 310	Web Design and Development II
ART 321	Photography II: Lighting Workshop
ART 325	Video Art II
ART 335	Animation Workshop
ART 357	Holography Workshop
ART 366	Game Design
ART 397/497	Independent Study
Painting :	
ART 205	Painting: Oil
ART 207	Water-based Media
ART 290/390	Topics in Art (selected topics)
ART 301	Advanced Drawing
ART 305	Advanced Painting
ART 372	Installation Art
ART 397/497	Independent Study
Photo Media:	
ART 221	Photography I
ART 223	Introduction to Digital Photography
ART 266	Introduction to New Media
ART 290/390	Topics in Art (selected topics)
ART 321	Photography II: Lighting Workshop
ART 323	Photo-Silkscreen
ART 357	Holography Workshop
ART 421	Photography III: Beyond the Frame
ART 397/497	Independent Study
Printmaking:	
ART 125	Silkscreen
ART 208	Relief Printmaking: Traditional & Contemporary Approaches
ART 239	Fiber: Fabric Printing
ART 290/390	Topics in Art (selected topics)
ART 323	Photo-Silkscreen
ART 330	Artists' Books
ART 397/497	Independent Study
Sculpture:	
ART 216	Introduction to Furniture Design
ART 218	Modeling and Replication
ART 219	Sculptural Knitting and Crochet
ART 274	Introduction to Design and the Environment
ART 290/390	Topics in Art (selected topics)
ART 366	Game Design
ART 372	Installation Art

ART 374	Design and the Environment Studio II
ART 417	Advanced Sculpture
ART 397/497	Independent Study
Electives:	
ART 225	Typography
ART 226	Graphic Design
ART 385	Design Research Methods
ART 499	Internship
Upper Level Art History Elective	
Select one of the following:	
ART 344	Film History and Analysis
ART 345	Modern Art and Design
ART 350	Alternative Media: Art from 1945 to 1989
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions
ART 354	Picturing Biodiversity: The Art of Natural History
ART 356	Environment in Contemporary Art
ART 390	Topics in Art
ART 397/497	Independent Study
ART 486	Dark Romanticism: The Gothic Imagination in Art
ART 490	Topics in Art
ART 499	Internship
Portfolio Reviews	
Participate in portfolio reviews every semester	
Total Credits	42

- ¹ Double majors who elect to complete the Senior Comprehensive in their other major must take an additional three hours in studio in place of ART 495 Senior Comprehensive in Art History or Studio Art.
- ² At least three of the 12 hours at the 300-400 level.

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.

Studio Art Concentration, Bachelor of Fine Arts - ART

MAJOR REQUIREMENTS (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.

Code	Title	Credits
Required		
ART 101	Drawing I	3
ART 102	Drawing II	3
ART 103	Design Lab	3
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
ART 495	Senior Comprehensive in Art History or Studio Art (in Area of Emphasis) ¹	3
100-200 Level Studio Course		
Select one of the following:		3
ART 125	Silkscreen	
ART 205	Painting: Oil	
ART 207	Water-based Media	
ART 208	Relief Printmaking: Traditional & Contemporary Approaches	
ART 210	Web Design and Development I	
ART 211	Ceramics: Introduction to Clay	
ART 212	Throwing on the Wheel	
ART 216	Introduction to Furniture Design	
ART 218	Modeling and Replication	
ART 219	Sculptural Knitting and Crochet	
ART 221	Photography I	
ART 223	Introduction to Digital Photography	
ART 224	Video Art	
ART 225	Typography	
ART 226	Graphic Design	
ART 236	Sustainable Textiles	
ART 237	Handmade Paper and Felt	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
ART 266	Introduction to New Media	
ART 274	Introduction to Design and the Environment	
ART 290	Topics in Art	
Studio Electives		
Select 45 hours, including 12 hours in one of the following areas: ²		45
Ceramics:		
ART 211	Ceramics: Introduction to Clay	
ART 212	Throwing on the Wheel	
ART 290/390	Topics in Art (selected topics)	
ART 311	Advanced Ceramics: Hand Building and Slip Casting	
ART 411	Alternative Processes in Ceramics	
ART 397/497	Independent Study	

Fibers:

ART 219	Sculptural Knitting and Crochet
ART 236	Sustainable Textiles
ART 237	Handmade Paper and Felt
ART 238	Fiber: Surface Design
ART 239	Fiber: Fabric Printing
ART 290/390	Topics in Art (selected topics)
ART 337	Advanced Fiber: Surface Construction
ART 338	Advanced Fiber: Surface Design
ART 397/497	Independent Study

New Media Art:

ART 210	Web Design and Development I
ART 223	Introduction to Digital Photography
ART 224	Video Art
ART 266	Introduction to New Media
ART 290/390	Topics in Art (selected topics)
ART 310	Web Design and Development II
ART 321	Photography II: Lighting Workshop
ART 325	Video Art II
ART 335	Animation Workshop
ART 357	Holography Workshop
ART 366	Game Design
ART 397/497	Independent Study

Painting:

ART 205	Painting: Oil
ART 207	Water-based Media
ART 290/390	Topics in Art (selected topics)
ART 301	Advanced Drawing
ART 305	Advanced Painting
ART 372	Installation Art
ART 397/497	Independent Study

Photo Media:

ART 221	Photography I
ART 223	Introduction to Digital Photography
ART 266	Introduction to New Media
ART 290/390	Topics in Art (selected topics)
ART 321	Photography II: Lighting Workshop
ART 323	Photo-Silkscreen
ART 357	Holography Workshop
ART 421	Photography III: Beyond the Frame
ART 397/497	Independent Study

Printmaking:

ART 125	Silkscreen
ART 208	Relief Printmaking: Traditional & Contemporary Approaches
ART 239	Fiber: Fabric Printing
ART 290/390	Topics in Art (selected topics)
ART 323	Photo-Silkscreen
ART 330	Artists' Books
ART 397/497	Independent Study

Sculpture:

ART 216	Introduction to Furniture Design

ART 218	Modeling and Replication
ART 219	Sculptural Knitting and Crochet
ART 274	Introduction to Design and the Environment
ART 290/390	Topics in Art (selected topics)
ART 366	Game Design
ART 372	Installation Art
ART 374	Design and the Environment Studio II
ART 417	Advanced Sculpture
ART 397	Independent Study

Electives:

ART 225	Typography
ART 226	Graphic Design
ART 385	Design Research Methods
ART 499	Internship

Upper Level Art History Electives

Select two of the following: 6

ART 344	Film History and Analysis
ART 345	Modern Art and Design
ART 350	Alternative Media: Art from 1945 to 1989
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions
ART 354	Picturing Biodiversity: The Art of Natural History
ART 356	Environment in Contemporary Art
ART 390	Topics in Art
ART 397/497	Independent Study
ART 486	Dark Romanticism: The Gothic Imagination in Art
ART 490	Topics in Art
ART 499	Internship

Correlate Courses

Select two of the following: 6

BIO 213	Introductory Human Anatomy
COMM 260	Film and Video Production
COMM 383	Art and Entertainment Law
COMM 486	Practicum/Production
DANC 240	Introduction to Dance
DANC 241	Contemporary Issues in Dance
ENLT 277	Women in Film
ENLT 278	From Fiction to Film
MLIT 320	Italian Cinema, 1945–1965
PHIL 245	Philosophy of World Cultures
PHIL 235	Philosophy of Human Existence
PHIL 252	Philosophy of Art
THTR 205	Introduction to Acting
THTR 245	Introduction to Design & Technical Theater
THTR 380	History of Theatre
THTR 445	Scene Design
THTR 455	Costume Design

Pre-approved Topic courses

Additional upper level Art History Courses

Portfolio Reviews

Participate in portfolio reviews every semester

Total Credits 78

- ¹ 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.
- ² At least three hours of the 12 hours at the 300 or 400 level.

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.

Studio Art and Art History Double Concentration, Bachelor of Arts - ARSH

Major Requirements (66 Hours)

Code	Title	Credits
Required		
ART 101	Drawing I	3
ART 102	Drawing II	3
ART 103	Design Lab	3
	100-200 level studio course	3
ART 223	Introduction to Digital Photography	3
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
ART 486	Dark Romanticism: The Gothic Imagination in Art	3
ART 495	Senior Comprehensive in Art History or Studio Art *	3
Studio Electives		
Select 18 hours, including 12 hours in one of the following areas: ¹		18
Ceramics:		
ART 211	Ceramics: Introduction to Clay	
ART 212	Throwing on the Wheel	
ART 290/390	Topics in Art (selected topics)	
ART 311	Advanced Ceramics: Hand Building and Slip Casting	
ART 411	Alternative Processes in Ceramics	
ART 397/497	Independent Study	
Fibers:		
ART 219	Sculptural Knitting and Crochet	
ART 236	Sustainable Textiles	
ART 237	Handmade Paper and Felt	
ART 238	Fiber: Surface Design	
ART 239	Fiber: Fabric Printing	
ART 290/390	Topics in Art (selected topics)	
ART 337	Advanced Fiber: Surface Construction	
ART 338	Advanced Fiber: Surface Design	
ART 397/497	Independent Study	
New Media Art:		
ART 210	Web Design and Development I	
ART 223	Introduction to Digital Photography	
ART 224	Video Art	
ART 266	Introduction to New Media	
ART 290/390	Topics in Art (selected topics)	
ART 310	Web Design and Development II	
ART 321	Photography II: Lighting Workshop	
ART 325	Video Art II	
ART 335	Animation Workshop	
ART 357	Holography Workshop	
ART 366	Game Design	
ART 397/497	Independent Study	
Painting:		
ART 205	Painting: Oil	

ART 207	Water-based Media
ART 390/390	Topics in Art (selected topics)
ART 301	Advanced Drawing
ART 305	Advanced Painting
ART 372	Installation Art
ART 397/497	Independent Study
Photo Media:	
ART 221	Photography I
ART 266	Introduction to New Media
ART 390/390	Topics in Art (selected topics)
ART 321	Photography II: Lighting Workshop
ART 323	Photo-Silkscreen
ART 357	Holography Workshop
ART 421	Photography III: Beyond the Frame
ART 397/497	Independent Study
Printmaking:	
ART 125	Silkscreen
ART 208	Relief Printmaking: Traditional & Contemporary Approaches
ART 239	Fiber: Fabric Printing
ART 290/390	Topics in Art (selected topics)
ART 323	Photo-Silkscreen
ART 330	Artists' Books
ART 397/497	Independent Study
Sculpture:	
ART 216	Introduction to Furniture Design
ART 218	Modeling and Replication
ART 219	Sculptural Knitting and Crochet
ART 274	Introduction to Design and the Environment
ART 290/390	Topics in Art (selected topics)
ART 366	Game Design
ART 372	Installation Art
ART 374	Design and the Environment Studio II
ART 417	Advanced Sculpture
ART 397/497	Independent Study
ART 499	Internship
Electives:	
ART 225	Typography
ART 226	Graphic Design
ART 385	Design Research Methods
ART 499	Internship
Upper Level Art History Electives	
Select five courses from at least two of the following areas:	
15	
Ancient/Medieval	
ART 354	Picturing Biodiversity: The Art of Natural History
ART 390	Topics in Art
Eighteenth/Nineteenth Century	
ART 345	Modern Art and Design
ART 354	Picturing Biodiversity: The Art of Natural History
ART 390	Topics in Art
Twentieth Century	
ART 345	Modern Art and Design

ART 350	Alternative Media: Art from 1945 to 1989
ART 390	Topics in Art
Contemporary	
ART 356	Environment in Contemporary Art
ART 390	Topics in Art
ART 490	Topics in Art
Non-Western/Underrepresented Traditions	
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions
ART 390	Topics in Art
Media Specific	
ART 344	Film History and Analysis
ART 390	Topics in Art
Studio or Art History	
Select two of the following:	
6	
ART 125	Silkscreen
ART 205	Painting: Oil
ART 207	Water-based Media
ART 208	Relief Printmaking: Traditional & Contemporary Approaches
ART 210	Web Design and Development I
ART 211	Ceramics: Introduction to Clay
ART 212	Throwing on the Wheel
ART 216	Introduction to Furniture Design
ART 218	Modeling and Replication
ART 219	Sculptural Knitting and Crochet
ART 221	Photography I
ART 224	Video Art
ART 225	Typography
ART 226	Graphic Design
ART 236	Sustainable Textiles
ART 237	Handmade Paper and Felt
ART 238	Fiber: Surface Design
ART 239	Fiber: Fabric Printing
ART 266	Introduction to New Media
ART 274	Introduction to Design and the Environment
ART 290	Topics in Art (selected topics)
ART 301	Advanced Drawing
ART 305	Advanced Painting
ART 310	Web Design and Development II
ART 311	Advanced Ceramics: Hand Building and Slip Casting
ART 321	Photography II: Lighting Workshop
ART 323	Photo-Silkscreen
ART 325	Video Art II
ART 330	Artists' Books
ART 335	Animation Workshop
ART 337	Advanced Fiber: Surface Construction
ART 338	Advanced Fiber: Surface Design
ART 344	Film History and Analysis
ART 345	Modern Art and Design
ART 350	Alternative Media: Art from 1945 to 1989
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions

ART 354	Picturing Biodiversity: The Art of Natural History
ART 356	Environment in Contemporary Art
ART 357	Holography Workshop
ART 366	Game Design
ART 372	Installation Art
ART 374	Design and the Environment Studio II
ART 385	Design Research Methods
ART 390	Topics in Art
ART 397/497	Independent Study
ART 411	Alternative Processes in Ceramics
ART 417	Advanced Sculpture
ART 421	Photography III: Beyond the Frame
ART 490	Topics in Art
ART 499	Internship

Portfolio Reviews

Participate in portfolio reviews when enrolled in studio courses

Total Credits 66

¹ At least three of the 12 hours at the 300-400 level.

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.

Art History, Minor - ARTH Minor Requirements (18 Hours)

Code	Title	Credits
Required		
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
Upper Level Art History		
Select four of the following:		12
ART 344	Film History and Analysis	
ART 345	Modern Art and Design	
ART 350	Alternative Media: Art from 1945 to 1989	
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 356	Environment in Contemporary Art	
ART 390	Topics in Art	
ART 397/497	Independent Study	
ART 486	Dark Romanticism: The Gothic Imagination in Art	
ART 490	Topics in Art	
ART 499	Internship	
Total Credits		18

Art History, Minor for B.A. Studio Art Majors - ARHI Minor Requirements (21 Hours)

Code	Title	Credits
Required		
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
Upper Level Art History		
Select five of the following:		15
ART 344	Film History and Analysis	
ART 345	Modern Art and Design	
ART 350	Alternative Media: Art from 1945 to 1989	
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 356	Environment in Contemporary Art	
ART 390	Topics in Art	
ART 397/497	Independent Study	
ART 486	Dark Romanticism: The Gothic Imagination in Art	
ART 490	Topics in Art	
ART 499	Internship	
Total Credits		21

Art History, Minor for B.F.A. Art Majors - ABAH

Minor Requirements (24 Hours)

Code	Title	Credits
Required		
ART 241	Art History Survey I	3
ART 242	Art History Survey II	3
Upper Level Art History		
Select six of the following:		18
ART 344	Film History and Analysis	
ART 345	Modern Art and Design	
ART 350	Alternative Media: Art from 1945 to 1989	
ART 353	Asian Art: Buddhist, Hindu, and Islamic Traditions	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 356	Environment in Contemporary Art	
ART 390	Topics in Art	
ART 397/497	Independent Study	
ART 486	Dark Romanticism: The Gothic Imagination in Art	
ART 490	Topics in Art	
ART 499	Internship	
Total Credits		24

Studio Art, Minor - ARTS

Minor Requirements (24 Hours)

Code	Title	Credits
Required		
ART 101	Drawing I	3
or ART 102	Drawing II	
ART 103	Design Lab	3
ART 241	Art History Survey I	3
or ART 242	Art History Survey II	
Studio Electives		
Select five of the following studio courses:		15
ART 101	Drawing I	
ART 102	Drawing II	
ART 125	Silkscreen	
ART 205	Painting: Oil	
ART 207	Water-based Media	
ART 208	Relief Printmaking: Traditional & Contemporary Approaches	
ART 210	Web Design and Development I	
ART 211	Ceramics: Introduction to Clay	
ART 212	Throwing on the Wheel	
ART 216	Introduction to Furniture Design	
ART 218	Modeling and Replication	
ART 219	Sculptural Knitting and Crochet	
ART 221	Photography I	
ART 223	Introduction to Digital Photography	
ART 224	Video Art	

ART 225	Typography
ART 226	Graphic Design
ART 236	Sustainable Textiles
ART 237	Handmade Paper and Felt
ART 238	Fiber: Surface Design
ART 239	Fiber: Fabric Printing
ART 266	Introduction to New Media
ART 274	Introduction to Design and the Environment
ART 290	Topics in Art
ART 301	Advanced Drawing
ART 305	Advanced Painting
ART 310	Web Design and Development II
ART 311	Advanced Ceramics: Hand Building and Slip Casting
ART 323	Photo-Silkscreen
ART 325	Video Art II
ART 330	Artists' Books
ART 335	Animation Workshop
ART 337	Advanced Fiber: Surface Construction
ART 338	Advanced Fiber: Surface Design
ART 357	Holography Workshop
ART 366	Game Design
ART 372	Installation Art
ART 374	Design and the Environment Studio II
ART 385	Design Research Methods
ART 390	Topics in Art
ART 397/497	Independent Study
ART 411	Alternative Processes in Ceramics
ART 417	Advanced Sculpture
ART 421	Photography III: Beyond the Frame
ART 490	Topics in Art
ART 499	Internship

Portfolio Reviews

Participate in three portfolio reviews	
Total Credits	24

BIOLOGY

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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

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.

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 Environments of Ecuador) 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.

Marine Biology Spring Break Program

The Marine Biology course brings students to an active marine biology research station in Belize for one week during Spring Break. Students study the physical and biological properties of marine systems with an emphasis on ecological interactions and human impact on the marine environment. Trip may not be taken without the required BIO 209 Marine Biology semester course. Open to all majors with the prerequisites. Offered alternative years with BIO 270 Environments of Ecuador.

Programs in Biology

- Biology, Integrative, Bachelor of Science - BIO (p. 101)
- Biology, Minor - BIO (p. 106)
- Cellular/Molecular Biology Concentration, Bachelor of Science - CELL (p. 103)
- Ecology, Evolution and Environmental Biology Concentration, Bachelor of Science - EEEB (p. 104)

Department Chair

Don Paetkau
278 Science Hall
574-284-4684

Faculty/Professional Specialists

J. Eleff, T. Fogle, R. Khadka, L. Kloepper, C. Majetic, N. Nekvasil, D. Paetkau, A., J. Ralston, J. Rowsell, S. Skube, C. Versagli, V. Young

Student Learning Outcomes

- 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, prokaryotic and eukaryotic cell structure and functional aspects of prokaryotic and eukaryotic cells.
- 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.

Biology Courses

BIO 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. Offered fall semester; 3 hours of lecture per week; no prerequisites. This course is intended for students NOT majoring in science. No prerequisites.

BIO 109 Introduction to Marine Biology (3,4)

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. Students may enroll in the 3 -credit online summer course (without lab) or in the 4-credit fall semester course (with lab). This course is intended for students NOT majoring in science. Fall semester course: 3 hours of lecture and 2 hours of lab per week. No prerequisites.

BIO 109L Introduction to Marine Biology Laboratory (0)

One lab per week. Corequisite: BIO 109.

BIO 110 Understanding Women's Cancers (4)

Believe it or not, biology is all around us. From the food we eat, to the air we breathe, to the medicine we take when we are sick, it is all impacted by biology! A multitude of researchers are responsible for unveiling many of the biological mechanisms that have given us a clearer view of "how the disease works," but often times we take this for granted and there is so much left to learn! In Bio 110, we will learn about basic principles in cell biology, biotechnology, molecular biology, and physiology as we take an in depth look at cancers that impact women worldwide. Throughout this course, we will identify the contributions of many individuals who are responsible for major advances in our understanding of these biological principles of cancer as well as uncover questions that remain unanswered. Furthermore, we will explore and think about these processes in the context of life choices and/or current issues that face each student and our communities. Three hours lecture and one 2-hour lab each week. Offered fall semester. This course is intended for students NOT majoring in science. No prerequisites. A student cannot earn credit for both BIO 105 and BIO 110.

BIO 110L Understanding Women's Cancers Laboratory (0)

One two hour lab per week. Corequisite: BIO 110.

BIO 112 Evolution for Everyone (3)

This course 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. This course is intended for students NOT majoring in science. No prerequisites.

BIO 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. This course is intended for students NOT majoring in science. No prerequisites.

BIO 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, the cardiovascular system and blood. 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

BIO 141L Human Anatomy and Physiology I Laboratory (0)

One three hour lab per week. Corequisite: BIO 141.

BIO 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 nervous system, 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

BIO 142L Human Anat & Phys II lab (0)

One three hour lab per week. Corequisite: BIO 142.

BIO 155 Foundations of Molecular Biology (2)

A survey of foundational concepts in biology, with a focus on molecular biology. Part of the introductory Foundations of Biology courses for biology majors, but available to non majors as well. This course will cover an introduction to biochemistry, the organic molecules important for life, and classical Mendelian and modern genetics. A half semester course that must be taken with a lab. Two Foundation courses must be completed to complete Sophia learning outcomes. Intended for students majoring in science. 3 hours of lecture and 3 hours of lab per week. Second 1/2 of Fall Semester.

BIO 155L Foundations of Molecular Biology Laboratory (0)

Lab. Corequisite: BIO 155.

BIO 156 Foundations of Ecology and Evolution (2)

A survey of foundational concepts in biology, with a focus on ecology and evolution. Part of the introductory Biology Foundations courses for biology majors, but available to non majors as well. This course will cover how organisms interact with one another and their environment, the dynamic functioning of ecosystem, the origin and diversification of life on Earth, and the evolutionary forces that shape patterns of biodiversity within populations and across lineages. A half semester course that must be taken with a lab. Two foundation courses must be completed to complete Sophia learning outcomes. Intended for students majoring in science. 3 hours of lecture and 3 hours of lab per week. First 1/2 of Fall Semester.

BIO 156L Foundations of Ecology and Evolution Laboratory (0)

Lab Corequisite: BIO 156.

BIO 157 Foundations of Cellular Biology (2)

A survey of foundational concepts in biology, with a focus on cellular biology. Part of the introductory Biology Foundations courses for biology majors, but available to non majors as well. This course will cover basic structure of eukaryotic cells and the functioning of their organelles, the cell cycle and mitosis, and how cells produce and metabolize energy. A half semester course that must be taken with a lab. Two foundation courses must be completed to complete Sophia learning outcomes. Intended for students majoring in science. 3 hours of lecture and 3 hours of lab per week. First 1/2 of Spring Semester.

BIO 157L Foundations of Cellular Biology Laboratory (0)

Lab. Corequisite: BIO 157.

BIO 158 Foundations of Form and Function (2)

This course provides a survey of foundational concepts in biology, with a focus on organismal biology. This course is part of the Introductory Biology Foundations courses for biology majors. This course will cover the diversity of life on Earth with a focus on the relationship between form and function. Specifically, the course will explore the functions all organisms must accomplish, such as movement, feeding, and reproduction, and the compare the different ways organisms accomplish these functions. This course also includes a laboratory component, in which students will conduct both guided and independent research experiments investigating form and function across taxa. This is a half semester course that must be taken with a lab. Two foundation courses must be completed to complete Sophia learning outcomes. Intended for students majoring in science. 3 hours of lecture and 3 hours of lab per week.

BIO 158L Foundations of Form and Function-lab (0)

Lab Corequisite: BIO 158.

BIO 160 Science Writing and Communication (3)

This course introduces students to the fundamentals of science writing and communication to both a technical and non technical audience through written, oral and visual media. Students will develop technical writing skills, public communication confidence, and communication of science with the public skills. Through AEL experiences, students will share science with the community. Prerequisite: One semester of any science course or permission of instructor. Offered even years, fall semester.

BIO 190 Special Topics (1-4)

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. May be repeated with different topic.

BIO 202 The Global Challenge of Infectious Diseases (3)

This course introduces students to emerging infectious diseases and the ways in which they impact individuals, their societies and the world. Designed specifically for non-biology and non-nursing majors, this course aims to stimulate student interest in investigating the biological, environmental, cultural and other factors that contribute to the emergence and spread of diseases. This course also discusses bioterrorism and its effects, and the collective and individual approaches to control and prevent disease emergence. This course is offered in the fall on even years; and covers three hours of lecture per week. Prerequisites: Junior or Senior standing and non-biology and non-nursing majors/minors

BIO 209 Marine Biology (4)

A lecture, laboratory, and field-based introduction to marine systems. Topics include physical and biological properties of marine systems with emphasis on ecological interactions and human impact on the marine environment. (3 hour lecture, one 2 hour lab per week; includes a one week field trip to the Caribbean and additional fee for travel and expenses.) Spring semester. Pre-requisites: BIO 155, BIO 156, BIO 157, BIO 158

BIO 209L Marine Biology Lab (0)

One two hour lab per week. Corequisite: BIO 209.

BIO 213 Introductory Human Anatomy (3-4)

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 mammal dissection. Intended for students with interest in health professions. For students majoring in areas other than biology. Offered odd years in the fall semester; 3 hours of lecture and 3 hours of lab per week. Prerequisites: BIO 156, BIO 158 and CHEM 118 or CHEM 121/122 or permission of instructor"

BIO 213L Introductory Human Anatomy Laboratory (0)

One three hour lab per week. Corequisite: BIO 213.

BIO 214 Human Physiology (3,4)

Concepts of human physiology built upon a strong understanding of human anatomy. For students majoring in areas other than biology. 3 hours of lecture and 3 hours of lab per week. Offered fall semester. Prerequisites: BIO 155, BIO 156 and CHEM 118.

BIO 214L Human Physiology Laboratory (0)

One three hour lab per week. Corequisite: BIO 214.

BIO 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. 3 hours of lecture and 3 hours of lab per week. Offered spring semester. Prerequisites: BIO 141, BIO 142, and CHEM 118.

BIO 216L Introduction to Microbiology Laboratory (0)

One three hour lab per week. Corequisite: BIO 216.

BIO 221 Introduction to Genetics (3,4)

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. Spring semester; 3 hours of lecture and 3 hours of lab per week. Prerequisites: BIO 155 and BIO 157; Co-regquisite CHEM 121 or permission of instructor.

BIO 221L Introduction to Genetics Laboratory (0)

One three hour lab per week. Corequisite: BIO 221.

BIO 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: CHEM 118 and BIO 141, BIO 142.

BIO 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. Fall semester; 3 hours of lecture and 3 hours of lab per week. Prerequisite: BIO 221.

BIO 230L Molecular Cell Biology Laboratory (0)

One three hour lab per week. Corequisite: BIO 230.

BIO 232 Animal Behavior (4)

A study of historical and current topics in animal behavior. Classical experiments are stressed in labs. Offered even years, spring semester. 3 hours of lecture and 3 hours of lab per week. Prerequisites: BIO 155, BIO 156, BIO 157, BIO 158. Corequisite: BIO 232L.

BIO 232L Animal Behavior Laboratory (0)

One three hour lab per week. Corequisite: BIO 232.

BIO 235 Foundations of Neuroscience (4)

We learn about the components of the nervous system from single cells to complex networks. We will begin with an overview of the anatomy of the nervous system and then focus on how cells (neurons) within this system use electrical and chemical signals to communicate. This course will also cover early developmental events that result in the formation of the neural tube and subsequently the mature nervous system. We will then move to the sensorimotor systems where we will learn how sensory input dictates responses and how some inputs guide motor output (movement). Finally, we will investigate some of the physiological processes that are regulated by the brain. 3 hours of lecture and 3 hours of lab per week. Prerequisite: (BIO 155 and BIO 157) or PSYC 234 or permission of instructor.

BIO 235L Foundations of Neuroscience Laboratory (0)

Lab Corequisite: BIO 235.

BIO 240 Cats' Paws and Catapults: Animal Biomechanics (3)

This course examines how organisms work, which, admittedly, covers a lot of ground. There are lots of kinds of organisms, and we could approach questions about how they work from a variety of perspectives. We will focus our efforts in two areas in this course. Our primary focus will be on the physical world of organisms – how does shape, size, and stuff organisms are made of, as well as the environment in which they live, affect how they work? Since this is also, at its heart, a Biology course, we'll bear the evolutionary history of organisms in mind as we seek explanations for why organisms work the ways that they do. Prerequisites BIO 156/BIO 158, or permission of instructor

BIO 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. Prerequisites: BIO 155-158.

BIO 270 Environments of Ecuador (3)

In this travel course, students will explore the natural environments of Ecuador including the Andes Mountains, Amazon rainforest, and the Galápagos Islands. Topics include history and 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 of travel in Ecuador, and travel fees. Appropriate for both biology majors and non-majors. Offered summer, even years. Prerequisite: one semester of biology or permission of instructor.

BIO 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.

BIO 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. 3 hours of lecture and 3 hours of lab per week. Prerequisites: BIO 155, BIO 156, BIO 157, BIO 158, BIO 221

BIO 308L Vertebrate Natural History Laboratory (0)

One three hour lab per week. Corequisite: BIO 308.

BIO 310 Teaching in Biology (0.5-3)

Faculty-directed laboratory teaching experience for students majoring in biology. Includes preparation time for theory review and procedures, as well as time in the laboratory under faculty supervision. Application is required; final selection will be by faculty members concerned. Students may repeat up to three semester hours for electives. Graded S/U. Prerequisites: Application required

BIO 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. 3 hours of lecture per week. Prerequisites: either (BIO 155, BIO 156, BIO 157, BIO 158) or ENVS 171 or equivalent.

BIO 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. 3 hours of lecture per week. Prerequisites: BIO 155, BIO 156, BIO 157, BIO 158, BIO 221.

BIO 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. 2 hours of lecture and 3 hours of lab per week. Prerequisites: Junior or Senior standing and (MATH 131, MATH 132) or MATH 133.

BIO 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; 3 hours of lecture and 3 hours of lab per week. Prerequisite: (BIO 155, BIO 156, BIO 157, BIO 158) or ENVS 171.

BIO 316L Conservation Biology Laboratory (0)

One three hour lab per week. Corequisite: BIO 316.

BIO 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. 3 hours lecture; one 2-hour and one 1-hour laboratory per week. Prerequisites: CHEM 121–122, BIO 221.

BIO 317L Microbiology Laboratory (0)

One two-hour lab and one onehour lab per week. Corequisite: BIO 317.

BIO 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: 3 hours of lecture per week. Prerequisites: BIO 221, CHEM 121; or BIO 141/142, BIO216, CHEM 118; or permission of instructor.

BIO 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. Prerequisites: BIO 155, BIO 156, BIO 157, BIO 158, BIO 221.

BIO 320L Parasitology Laboratory (0)

One three hour lab per week. Corequisite: BIO 320.

BIO 321 Comparative Vertebrate and Human Anatomy (4)

Course Description: The student will develop an understanding of the evolution of the vertebrate body plan and how vertebrate animals, including humans, operate as highly integrated organisms. The student will also develop an appreciation of evolutionary vertebrate morphology as a dynamic field of research in modern biology. We will use the tools of comparative morphology and functional anatomy to explore the diversity of vertebrate form, and how the variety of structures and systems in vertebrates relates to the lifestyles and ancestry of these animals, including humans. We will use this knowledge to clarify our understanding of the coupling of form and function through almost 600 million years of vertebrate evolution. Offered spring semester. Three hours of lecture and one three-hour laboratory per week. Pre-requisites: BIO 156, BIO158, and BIO221, or permission of instructor. This course fulfills Anatomy requirements for most PT, PA, medical, and veterinary programs.

BIO 321L Comparative Vertebrate and Human Anatomy Lab (0)

One three hour lab per week. Corequisite: BIO 321.

BIO 323 Ecology (4)

A course emphasizing ecological principles through lecture presentations, laboratory exercises and field studies. Offered alternate years with BIO 324, fall semester. 3 hours of lecture and 3 hours of lab per week. Prerequisites: BIO 155, BIO 156, BIO 157, BIO 158, BIO 221.

BIO 323L Ecology Laboratory (0)

One three hour lab per week. Corequisite: BIO 323.

BIO 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; 3 hours of lecture and 3 hours of lab per week. Prerequisites: Junior standing, CHEM 121, CHEM 122, CHEM 221.

BIO 328L General Physiology Laboratory (0)

One three hour lab per week. Corequisite: BIO 328.

BIO 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.

BIO 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. 3 hours of lecture and 3 hours of lab per week. Prerequisite: BIO 230.

BIO 331L Biotechnology Laboratory (0)

One three hour lab per week. Corequisite: BIO 331.

BIO 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. 2 hours of lecture and 3 hours of lab per week. Prerequisites: BIO 155, BIO 156, BIO 157, BIO 158, BIO 221.

BIO 332L Ornithology Lab (0)

One three hour lab per week. Corequisite: BIO 332.

BIO 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. 3 hours of lecture and 3 hours of lab per week. Prerequisites: BIO 155, BIO 156, BIO 157, BIO 158, BIO 221.

BIO 335L Plant Animal Interactions Laboratory (0)

One three hour lab per week. Corequisite: BIO 335.

BIO 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. 2 hours of lecture per week. Offered fall semesters. Prerequisites: Junior standing, BIO 155, BIO 156, BIO 157, BIO 158, BIO 221.

BIO 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. Prerequisites: Junior standing and major.

BIO 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. 3 hours of lecture per week. Prerequisite: Junior or senior standing; Pre/corequisite: BIO 214 or BIO 328.

BIO 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 every fall semester; 3 hours of lecture per week. Prerequisites: BIO 216 or BIO 317.

BIO 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. 3 hours of lecture and 3 hours of lab per week. Prerequisites: Junior standing, BIO 155, BIO 156, BIO 157, BIO 158, BIO 213 or BIO 220 highly recommended.

BIO 413L Histology Laboratory (0)

Lab. Corequisite: BIO 413.

BIO 416 Cellular Physiology (4)

Welcome to Cellular Physiology! This course will be designed for the advanced undergraduate student and will take a deeper look into the biology of behind the necessary every day functions of a cell for survival. Therefore, this course will focus will be the study of membrane structure and properties, membrane trafficking, cellular metabolism, cell death mechanisms, and cell signaling. The course is designed to prepare the advanced undergraduate student for graduate and professional school study. 3 hours of lecture and 3 hours of lab per week Prerequisite: BIO 230.

BIO 416L Cellular Physiology Laboratory (0)

Lab. Corequisite: BIO 416.

BIO 417 Cancer Biology (3)

Molecular, cellular, and epidemiologic approaches to the study of cancer causation, prevention, and treatment. Offered alternate years, fall semester. 3 hours of lecture per week. Prerequisites: BIO 221, CHEM 121; or BIO 141/142, BIO216, CHEM 118; or permission of instructor.

BIO 485 Research in Biology (2)

Independent research leading to the required Senior Comprehensive. Offered fall semester. Prerequisites: BIO 385, senior standing.

BIO 490 Special Topics in Biology (1-4)

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.

BIO 490L Special Topics Lab (0)
Lab**BIO 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.

BIO 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. May be repeated.

Biology, Integrative, Bachelor of Science - BIO

Major Requirements (60 hours)

Thirty-seven (37) hours must be in biology.

Code	Title	Credits
Required		
BIO 155 & 155L	Foundations of Molecular Biology and Foundations of Molecular Biology Laboratory	2
BIO 156 & 156L	Foundations of Ecology and Evolution and Foundations of Ecology and Evolution Laboratory (I)	2
BIO 157 & 157L	Foundations of Cellular Biology and Foundations of Cellular Biology Laboratory	2
BIO 158 & 158L	Foundations of Form and Function and Foundations of Form and Function-lab	2
BIO 221	Introduction to Genetics	4
BIO 385	Introduction to Research	2
BIO 485	Research in Biology	2

Select one from each category, at least two from one category, 4 courses total: 14-16

Cellular/Physiological Course:

BIO 230 & 230L	Molecular Cell Biology and Molecular Cell Biology Laboratory
BIO 235 & 235L	Foundations of Neuroscience and Foundations of Neuroscience Laboratory
BIO 317 & 317L	Microbiology and Microbiology Laboratory
BIO 328 & 328L	General Physiology and General Physiology Laboratory
BIO 417	Cancer Biology

Environmental Course:

BIO 209 & 209L	Marine Biology and Marine Biology Lab
BIO 316 & 316L	Conservation Biology and Conservation Biology Laboratory
BIO 323 & 323L	Ecology and Ecology Laboratory

Organismal Course:

BIO 232 & 232L	Animal Behavior and Animal Behavior Laboratory
BIO 240	Cats' Paws and Catapults: Animal Biomechanics
BIO 308 & 308L	Vertebrate Natural History and Vertebrate Natural History Laboratory
BIO 321 & 321L	Comparative Vertebrate and Human Anatomy and Comparative Vertebrate and Human Anatomy Lab
BIO 332 & 332L	Ornithology and Ornithology Lab
BIO 335 & 335L	Plant Animal Interactions and Plant Animal Interactions Laboratory

Electives

Select from the following electives to total 37 hours in Biology: ¹		5-8
BIO 160	Science Writing and Communication	

BIO 209 & 209L	Marine Biology and Marine Biology Lab
BIO 230 & 230L	Molecular Cell Biology and Molecular Cell Biology Laboratory
BIO 232 & 232L	Animal Behavior and Animal Behavior Laboratory
BIO 235	Foundations of Neuroscience
BIO 240	Cats' Paws and Catapults: Animal Biomechanics
BIO 248	Issues in Environmental Biology
BIO 270	Environments of Ecuador
BIO 308 & 308L	Vertebrate Natural History and Vertebrate Natural History Laboratory
BIO 312	Evolution
BIO 315	Statistical Methods for Biologists
BIO 316 & 316L	Conservation Biology and Conservation Biology Laboratory
BIO 318	Immunology
BIO 321 & 321L	Comparative Vertebrate and Human Anatomy and Comparative Vertebrate and Human Anatomy Lab
BIO 323 & 323L	Ecology and Ecology Laboratory
BIO 328 & 328L	General Physiology and General Physiology Laboratory
BIO 330	Seminar in Molecular/Cellular Biology
BIO 331 & 331L	Biotechnology and Biotechnology Laboratory
BIO 332 & 332L	Ornithology and Ornithology Lab
BIO 335 & 335L	Plant Animal Interactions and Plant Animal Interactions Laboratory
BIO 340	Medical Terminology
BIO 410	Pathophysiology
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health
BIO 416 & 416L	Cellular Physiology and Cellular Physiology Laboratory
BIO 417	Cancer Biology
BIO 497	Independent Study ¹
BIO 499	Internship ¹

Required Supporting Courses

CHEM 121 & 121L	Principles of Chemistry I and Principles of Chemistry I Laboratory	8
CHEM 122 & 122L	Principles of Chemistry II and Principles of Chemistry II Laboratory	
CHEM 221 & 221L	Organic Chemistry I and Organic Chemistry I Laboratory	4
Select one of the following sequences for two semesters:		7-8
MATH 131 & MATH 132	Calculus I and Calculus II	
MATH 133 & MATH 114	Theory and Application of Calculus and Introduction to Statistics	
MATH 133 & MATH 225	Theory and Application of Calculus and Foundations of Higher Mathematics	

Additional math and/or science courses to bring the total to 60 hours if needed

Total Credits	54-60

¹ 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.

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 Introduction to Research and BIO 485 Research in Biology.

Senior Comprehensive

The Senior Comprehensive requirement in Biology is fulfilled by successful completion of BIO 385 Introduction to Research and BIO 485 Research in Biology. It also involves completion of a committee-approved paper and an oral presentation to the department.

Student Learning Outcomes

- 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, Bachelor of Science - CELL

Major Requirements (60 hours)

Thirty-seven (37) hours must be in biology.

Code	Title	Credits
Required		
BIO 155 & 155L	Foundations of Molecular Biology and Foundations of Molecular Biology Laboratory	2
BIO 156 & 156L	Foundations of Ecology and Evolution and Foundations of Ecology and Evolution Laboratory (I)	2
BIO 157 & 157L	Foundations of Cellular Biology and Foundations of Cellular Biology Laboratory	2
BIO 158 & 158L	Foundations of Form and Function and Foundations of Form and Function-lab	2
BIO 221 & 221L	Introduction to Genetics and Introduction to Genetics Laboratory	4
BIO 230 & 230L	Molecular Cell Biology and Molecular Cell Biology Laboratory	4
BIO 317 & 317L	Microbiology and Microbiology Laboratory	4
BIO 328 & 328L	General Physiology and General Physiology Laboratory	4
BIO 330	Seminar in Molecular/Cellular Biology	1
BIO 385	Introduction to Research	2
BIO 485	Research in Biology	2
Choose one of the following:		4
BIO 331 & 331L	Biotechnology and Biotechnology Laboratory	
BIO 416 & 416L	Cellular Physiology and Cellular Physiology Laboratory	
Electives		
Select from the following electives to total 37 hours in Biology. ¹		
BIO 160	Science Writing and Communication	
BIO 209 & 209L	Marine Biology and Marine Biology Lab	
BIO 232 & 232L	Animal Behavior and Animal Behavior Laboratory	
BIO 235 & 235L	Foundations of Neuroscience and Foundations of Neuroscience Laboratory	
BIO 240	Cats' Paws and Catapults: Animal Biomechanics	
BIO 248	Issues in Environmental Biology	
BIO 270	Environments of Ecuador	
BIO 308 & 308L	Vertebrate Natural History and Vertebrate Natural History Laboratory	
BIO 312	Evolution	
BIO 315	Statistical Methods for Biologists	
BIO 316 & 316L	Conservation Biology and Conservation Biology Laboratory	
BIO 318	Immunology	

BIO 321 & 321L	Comparative Vertebrate and Human Anatomy and Comparative Vertebrate and Human Anatomy Lab	
BIO 323 & 323L	Ecology and Ecology Laboratory	
BIO 331 & 331L	Biotechnology and Biotechnology Laboratory	
BIO 332 & 332L	Ornithology and Ornithology Lab	
BIO 335 & 335L	Plant Animal Interactions and Plant Animal Interactions Laboratory	
BIO 340	Medical Terminology	
BIO 410	Pathophysiology	
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health	
BIO 416 & 416L	Cellular Physiology and Cellular Physiology Laboratory	
BIO 417	Cancer Biology	
BIO 497	Independent Study ¹	
BIO 499	Internship ¹	
Required Supporting Courses		
CHEM 121 & 121L	Principles of Chemistry I and Principles of Chemistry I Laboratory	8
CHEM 122 & 122L	Principles of Chemistry II and Principles of Chemistry II Laboratory	
CHEM 221	Organic Chemistry I	3
CHEM 221L	Organic Chemistry I Laboratory	1
Select one of the following sequences for two semesters:		7-8
MATH 131 & MATH 132	Calculus I and Calculus II	
MATH 133 & MATH 114	Theory and Application of Calculus and Introduction to Statistics	
MATH 133 & MATH 225	Theory and Application of Calculus and Foundations of Higher Mathematics	
Additional math and/or science courses to bring the total to 60 hours if needed		
Total Credits		52-53

¹ 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.

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 Introduction to Research and BIO 485 Research in Biology.

Senior Comprehensive

The Senior Comprehensive requirement in Biology is fulfilled by successful completion of BIO 385 Introduction to Research and BIO 485 Research in Biology. It also involves completion of a committee-approved paper and an oral presentation to the department.

Student Learning Outcomes

- 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, Bachelor of Science - EEEB

Major Requirements (60 hours)

Thirty-seven (37) hours must be in biology.

Code	Title	Credits
Required		
BIO 155 & 155L	Foundations of Molecular Biology and Foundations of Molecular Biology Laboratory	2
BIO 156 & 156L	Foundations of Ecology and Evolution and Foundations of Ecology and Evolution Laboratory (I)	2
BIO 157 & 157L	Foundations of Cellular Biology and Foundations of Cellular Biology Laboratory	2
BIO 158 & 158L	Foundations of Form and Function and Foundations of Form and Function-lab	2
BIO 221	Introduction to Genetics	4
BIO 248	Issues in Environmental Biology	1
BIO 312	Evolution	3
BIO 315	Statistical Methods for Biologists	3
BIO 323 & 323L	Ecology and Ecology Laboratory	4
BIO 385	Introduction to Research	2
BIO 485	Research in Biology	2
Select two of the following:		7-8
BIO 209 & 209L	Marine Biology and Marine Biology Lab	2-4
BIO 232 & 232L	Animal Behavior and Animal Behavior Laboratory	
BIO 308 & 308L	Vertebrate Natural History and Vertebrate Natural History Laboratory	
BIO 316 & 316L	Conservation Biology and Conservation Biology Laboratory	
BIO 321 & 321L	Comparative Vertebrate and Human Anatomy and Comparative Vertebrate and Human Anatomy Lab	
BIO 332 & 332L	Ornithology and Ornithology Lab	
BIO 335 & 335L	Plant Animal Interactions and Plant Animal Interactions Laboratory	
Electives		
Select from the following electives to total 37 hours in Biology: ¹		2-4
BIO 160	Science Writing and Communication	2-4
BIO 209 & 209L	Marine Biology and Marine Biology Lab	
BIO 230 & 230L	Molecular Cell Biology and Molecular Cell Biology Laboratory	
BIO 232 & 232L	Animal Behavior and Animal Behavior Laboratory	
BIO 235	Foundations of Neuroscience	
BIO 240	Cats' Paws and Catapults: Animal Biomechanics	
BIO 270	Environments of Ecuador	

BIO 308 & 308L	Vertebrate Natural History and Vertebrate Natural History Laboratory
BIO 316 & 316L	Conservation Biology and Conservation Biology Laboratory
BIO 317 & 317L	Microbiology and Microbiology Laboratory
BIO 318	Immunology
BIO 321 & 321L	Comparative Vertebrate and Human Anatomy and Comparative Vertebrate and Human Anatomy Lab
BIO 328 & 328L	General Physiology and General Physiology Laboratory
BIO 330	Seminar in Molecular/Cellular Biology
BIO 331 & 331L	Biotechnology and Biotechnology Laboratory
BIO 332 & 332L	Ornithology and Ornithology Lab
BIO 335 & 335L	Plant Animal Interactions and Plant Animal Interactions Laboratory
BIO 410	Pathophysiology
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health
BIO 416 & 416L	Cellular Physiology and Cellular Physiology Laboratory
BIO 417	Cancer Biology
BIO 497	Independent Study ¹
BIO 499	Internship ¹

Required Supporting Courses

CHEM 121 & 121L	Principles of Chemistry I and Principles of Chemistry I Laboratory	8
& CHEM 122 & CHEM 122L	and Principles of Chemistry II and Principles of Chemistry II Laboratory	
CHEM 221	Organic Chemistry I	3
CHEM 221L	Organic Chemistry I Laboratory	1
Select one of the following sequences for two semesters:		7-8
MATH 131 & MATH 132	Calculus I and Calculus II	
MATH 133 & MATH 114	Theory and Application of Calculus and Introduction to Statistics	
MATH 133 & MATH 225	Theory and Application of Calculus and Foundations of Higher Mathematics	

Additional math and/or science courses to bring the total to 60 hours if needed

Total Credits 55-59

¹ 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.

Senior Comprehensive

The Senior Comprehensive requirement in Biology is fulfilled by successful completion of BIO 385 Introduction to Research and BIO 485 Research in Biology. It also involves completion of a committee-approved paper and an oral presentation to the department.

Student Learning Outcomes

- 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.

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 Introduction to Research and BIO 485 Research in Biology.

Biology, Minor - BIO

Minor Requirements (17–20 Hours)

Code **Title** **Credits**

Five 3-4 credit courses; Minimum of three courses with labs and three courses above the 100 level: 17-20

BIO 107	Physiology of Women
BIO 110 & 110L	Understanding Women's Cancers and Understanding Women's Cancers Laboratory
BIO 120	Human Genetics and Society
BIO 141 & 141L	Human Anatomy and Physiology I and Human Anatomy and Physiology I Laboratory
BIO 142 & 142L	Human Anatomy and Physiology II and Human Anat & Phys II lab
BIO 155 & 155L & BIO 156 & BIO 156L	Foundations of Molecular Biology and Foundations of Molecular Biology Laboratory and Foundations of Ecology and Evolution and Foundations of Ecology and Evolution Laboratory
BIO 157 & 157L & BIO 158 & BIO 158L	Foundations of Cellular Biology and Foundations of Cellular Biology Laboratory and Foundations of Form and Function and Foundations of Form and Function-lab
BIO 160	Science Writing and Communication
BIO 202	The Global Challenge of Infectious Diseases
BIO 209 & 209L	Marine Biology and Marine Biology Lab
BIO 213 & 213L	Introductory Human Anatomy and Introductory Human Anatomy Laboratory
BIO 214 & 214L	Human Physiology and Human Physiology Laboratory
BIO 216 & 216L	Introduction to Microbiology and Introduction to Microbiology Laboratory
BIO 221 & 221L	Introduction to Genetics and Introduction to Genetics Laboratory
BIO 224	Introduction to Pathophysiology
BIO 230 & 230L	Molecular Cell Biology and Molecular Cell Biology Laboratory
BIO 232 & 232L	Animal Behavior and Animal Behavior Laboratory
BIO 235 & 235L	Foundations of Neuroscience and Foundations of Neuroscience Laboratory
BIO 240	Cats' Paws and Catapults: Animal Biomechanics
BIO 270	Environments of Ecuador
BIO 308 & 308L	Vertebrate Natural History and Vertebrate Natural History Laboratory
BIO 312	Evolution
BIO 313	Economic Botany
BIO 315	Statistical Methods for Biologists
BIO 316 & 316L	Conservation Biology and Conservation Biology Laboratory
BIO 317 & 317L	Microbiology and Microbiology Laboratory
BIO 318	Immunology

BIO 320 & 320L	Parasitology and Parasitology Laboratory
BIO 321 & 321L	Comparative Vertebrate and Human Anatomy and Comparative Vertebrate and Human Anatomy Lab
BIO 323 & 323L	Ecology and Ecology Laboratory
BIO 328 & 328L	General Physiology and General Physiology Laboratory
BIO 331 & 331L	Biotechnology and Biotechnology Laboratory
BIO 332 & 332L	Ornithology and Ornithology Lab
BIO 335 & 335L	Plant Animal Interactions and Plant Animal Interactions Laboratory
BIO 410	Pathophysiology
BIO 412	Emerging Infectious Diseases and Their Impact on Global Health
BIO 413	Histology
BIO 417	Cancer Biology
BIO 497	Independent Study
BIO 499	Internship
Total Credits	17-20

BUSINESS ADMINISTRATION AND ECONOMICS

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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Pass/Fail Policy

No student majoring in Business Administration, Accounting, or Economics may enroll in a course offered by the BUEC Department on a Pass/Fail basis. The policy does not apply to courses which are conducted on an ungraded basis (i.e., internships, independent studies and TAP).

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; or a B.B.A. degree with a major in Accounting.

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.

Governmental Requirements for Some Professions

Some professions (e.g. nursing, teaching, social work, speech therapy, accounting, etc.) require specific requirements for licensure and/or hiring

(e.g. acceptable criminal background check, sex offender check, drug and alcohol testing, citizenship or permanent resident status documentation, valid immigration status for non-US citizens, valid social security number, etc.). Such requirements may also apply to required clinical and fieldwork, or other out-of-class room experience necessary to complete degree requirements in the majors related to these professions. These requirements are determined by laws and regulations at both the state and federal levels and are subject to change. *Saint Mary's College strongly urges all admitted and current students to research and understand the appropriate requirements for their intended course of study and profession. Compliance with these requirements is the responsibility of the student and the graduate.* You should become informed and continue to monitor such requirements as laws and other legal requirements are subject to change.

Programs

- Accounting Concentration, Bachelor of Business Administration - ACCT (p. 114)
- Accounting, Bachelor of Business Administration - ACCT (p. 112)
- Business Administration, Bachelor of Business Administration - Concentrations in Accounting, Finance, International Business, Management, Management Information Systems, or Marketing - BUAD (p. 113)
- Business Administration, Minor - BUAD (p. 121)
- Economics, Bachelor of Arts - ECON (p. 122)
- Economics, Minor - ECON (p. 122)
- Finance Concentration, Bachelor of Business Administration - FIN (p. 115)
- International Business Concentration, Bachelor of Business Administration - INTB (p. 116)
- Management Concentration, Bachelor of Business Administration - MGMT (p. 117)
- Management Information Systems Concentration, Bachelor of Business Administration - MIS (p. 118)
- Marketing Concentration, Bachelor of Business Administration - MKT (p. 119)
- Marketing, Bachelor of Business Administration - MKT (p. 120)

Department Chair

Abrar Fitwi
362E Spes Unica Hall
574-284-4501

Faculty

J. Cerngul, A. Farshbaf, A. Fitwi, J. Gillespie, J. Hicks, S. Rohr, J. Rogers, S. Vijay

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 and demonstrates reflective practice.

- 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.

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.

BUAD 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.

BUAD 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).

BUAD 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.

BUAD 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 BUAD 314, but not both. Appropriate for non-business students. Prerequisite: Junior or senior standing.

BUAD 249 Survey of American Business (1)

A one-week experiential learning opportunity centering on the American business climate. Through a variety of activities before, during, and after the trip, students will broaden their understanding of diverse business contexts, industries and careers. Office visits may include American and multi-national corporations, private and public companies, exchanges, and federal or state agencies that support or regulate commerce and trade. Note: Offered as a travel course fall/spring break or summer.

BUAD 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 and (CPSC 102 or CPSC 207)

BUAD 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.

BUAD 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.

BUAD 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.

BUAD 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.

BUAD 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.

BUAD 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.

BUAD 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.

BUAD 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. Business majors cannot receive credit for both BUAD 240 or BUAD 314. Prerequisite: BUAD 312 (or concurrently).

BUAD 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.

BUAD 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: BUAD 312 and (CPSC 102 or CPSC 207)

BUAD 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.

BUAD 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.

BUAD 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.

BUAD 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 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.

BUAD 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.

BUAD 332 Social Media Marketing (1.5)

Class examines marketing via social media networks. Course covers the objectives, strategies, tactics and application of social media in marketing plans. The course also examines the role and professional activities of social media marketers within the larger context of traditional and digital marketing. Prerequisite: BUAD 231

BUAD 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.

BUAD 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.

BUAD 335 Supply Chain Marketing (1.5)

Just in time technologies and processes drive nearly all product and service supply chains around the globe. As the world becomes increasingly interconnected, marketers must not only recognize, but also compete to succeed in a global economy filled with existing and potential global suppliers and stakeholders. Customer demands for individual engagement, attention and specialized products are transforming commerce at every stage, especially the supply chain. Today's high-stakes, higher speed economy requires dynamic, market-savvy operations and marketing planning to keep pace with accelerating service demands and response times. Students will learn the dynamics, the metrics and the tools to achieve success in this business environment. Prerequisite: BUAD 231

BUAD 336 Brand Management (3)

Brand Management focuses on the practical role a brand manager plays in any branded organization. The course defines the elements of brand, sources of brand equity and its growth or diminishment via a variety of market forces. Students learn through creating their own brand, understanding the evolution of brands and the activities a brand manager undertakes to support internal and external brand equity. The course capstone requires the creation of a complete brand manual to assure comprehensive understanding. Prerequisite: BUAD 231.

BUAD 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.

BUAD 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.

BUAD 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.

BUAD 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.

BUAD 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).

BUAD 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 BUAD 231, or ECON 251 or ECON 252.

BUAD 390 Topics in Business (1-3)

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

BUAD 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.

BUAD 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.

BUAD 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 40660-Tax Assistance Program.) Graded S/U. Prerequisite: BUAD 304. May be repeated for credit. Course does not apply to the over 19 credit hour charge.

BUAD 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.

BUAD 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.

BUAD 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.

BUAD 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).

BUAD 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.

BUAD 433 Digital Marketing (3)

Digital Marketing has surpassed most other forms of marketing. Smart devices dominate the marketing communications landscape in terms of organizational usage and personal engagement. Social media networks are integrated in coursework focused on their marketing value. Metrics, creative and placement strategies are covered in great detail. The course capstone requires a student to evaluate a firm and construct a new digital marketing plan. Prerequisite: BUAD 231

BUAD 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.

BUAD 437 Artificial Intelligence Marketing (3)

Examines marketing via artificial intelligence and machine learning. Covers required interrogatories, data, desired analytics, objectives, strategies, and application of artificial intelligence and/or machine learning in marketing plans including product innovation. The course also examines the role and professional engagement of marketers within the larger context of artificial intelligence marketing. Prerequisites: BUAD 231, BUAD 331

BUAD 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.

BUAD 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: BUAD 312, senior standing, and substantial completion of all other major core requirements.

BUAD 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. May be repeated.

BUAD 499 Internship in Business/Economics (1-6)

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. May be repeated.

Economics Courses

ECON 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.

ECON 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.

ECON 351 Intermediate Macroeconomics (3)

National income analysis, principles and problems of income determination, inflation, economic growth and economic stability. Prerequisites: ECON 251, ECON 252.

ECON 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, ECON 252.

ECON 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, ECON 252.

ECON 355 Economics of Crime and Punishment (3)

This course uses economic theory and empirical methods to study the issue of crime and punishment. Traditional scholarly research in this area was done by criminologists or sociologists, who might focus on the deviant psychology of the criminal mind or the social forces that would drive someone to crime. Economists differ in focus when they discuss crime: we view most crime as utility-maximizing decisions made in response to incentives. As these incentives can be altered (say, by hiring more police, or expanding use of the death penalty), presumably crime is responsive to public policy. In some cases, economic theory will be the appropriate tool to analyze crime policy (for example, economists worry about bad incentives coming from three strikes laws), but more often, we will use empirical methods to measure how responsive crime is to different policy options. Prerequisites: ECON 252

ECON 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, ECON 252.

ECON 375 Game Theory: Strategic Decision Making (3)

Game theory is the study of strategic interactions; situations in which the outcome of one's action, and what is optimal to do, is dependent on what others do, or even believe others will do. Such strategic interactions are called games and can range from the daily pleasantries exchanges with people around you to complicated nuclear standoffs among nations. In game theory, we model such games in simpler settings to make them tractable and to focus on the essential factors. Our objective in game theory is to gain insights about the behavior of the parties involved, in the past or in the future. Such insights, besides being intrinsically valuable, will allow us to act more prudently in our interactions at all levels -with our parents, employers, or when we are called upon to handle an international crisis. The games we study span from simple and expand to models of multiple players and multiple rounds with possibility of a continuum of actions, where building reputation and adding uncertainty to one's decision make the interaction more complex. Information plays a significant role in game theory. What you know about others and what others know about what you know -and so on- can make an enormous difference in strategic situations.

ECON 390 Topics in Economics (1-3)

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

ECON 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, ECON 252.

ECON 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, ECON 252.

ECON 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, ECON 252.

ECON 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. May be repeated.

ECON 499 Internship (1-3)

Professional work experience where a student works 8-10 hours per week and makes periodic written reports and oral presentations. Graded S/U. Prerequisite: Senior standing (or spring semester Junior year) and permission of department chair. May be repeated.

Accounting, Bachelor of Business Administration - ACCT

Major Requirements (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.

Code	Title	Credits
Required		
BUAD 201	Principles of Financial Accounting ¹	3
BUAD 202	Principles of Managerial Accounting ¹	3
BUAD 221	Principles of Management ¹	3
BUAD 231	Principles of Marketing ¹	3
ECON 251	Principles of Macroeconomics ¹	3
ECON 252	Principles of Microeconomics ¹	3
BUAD 301	Intermediate Accounting I	3
BUAD 302	Intermediate Accounting II	3
BUAD 303	Cost Accounting	3
BUAD 304	Personal Income Tax	3
BUAD 312	Principles of Finance	3
BUAD 341	Statistical Applications	3
BUAD 344	Business Law I	3
BUAD 346	Personal Ethics and Corporate Culture	3
BUAD 402	Auditing	3
BUAD 446	Strategic Management	3
Select three of the following:		9
BUAD 305	Accounting for Not-for-Profit Organizations	
BUAD 306	Fraud Examination	
BUAD 390	Topics in Business (approved topics)	
BUAD 401	Advanced Accounting	
BUAD 404	Advanced Topics in Income Tax	
BUAD 444	Business Law II	
Required Supporting Courses		
MATH 114	Introduction to Statistics	3
CPSC 102	Spreadsheets	3
& CPSC 103	and Introduction to Computing	
or CPSC 207	Computer Programming	
Total Credits		63

¹ A cumulative grade point average of 2.5 in the following six courses. Students are not allowed to retake courses in which they have received a grade of "C" or better in order to achieve the 2.5 requirement. Only courses with a grade of "C-" or below must be retaken. All grades are figured into the requirement.

writing proficiency in their chosen disciplines. This requires students to compile a portfolio of three items: a completed LinkedIn profile, accepted comprehensive project paper, and a reflection essay regarding personal lessons gleaned from team work on the comprehensive project.

Senior Comprehensive

B.A. in Economics

The Comprehensive Project in Economics requires successful completion of a major research paper as part of ECON 495 Senior Economics Seminar.

B.B.A.

The Comprehensive Project utilizes a case study format working with faculty mentors. 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. The project culminates with written and oral presentations to department faculty and peers.

Advanced Writing Proficiency

To satisfy the Department of Business Administration and Economics Advanced Writing Proficiency requirement students must demonstrate

Business Administration, Bachelor of Business Administration - Concentrations in Accounting, Finance, International Business, Management, Management Information Systems, or Marketing - BUAD

Major Requirements (54 hours)

Code	Title	Credits
Required		
BUAD 201	Principles of Financial Accounting ¹	3
BUAD 202	Principles of Managerial Accounting ¹	3
BUAD 221	Principles of Management ¹	3
BUAD 231	Principles of Marketing ¹	3
ECON 251	Principles of Macroeconomics ¹	3
ECON 252	Principles of Microeconomics ¹	3
BUAD 312	Principles of Finance	3
BUAD 341	Statistical Applications	3
BUAD 344	Business Law I	3
BUAD 346	Personal Ethics and Corporate Culture	3
BUAD 446	Strategic Management	3
Select one 300/400 level BUEC course		3
Required Supporting Courses		
MATH 114	Introduction to Statistics	3
CPSC 102	Spreadsheets	3
& CPSC 103	and Introduction to Computing	
or CPSC 207	Computer Programming	
Concentration		
Select at least 12 hours in at least one of the following Concentrations:		12
Accounting Concentration (p. 113)		
Finance Concentration (p. 113)		
International Business Concentration (p. 113)		
Management Concentration (p. 113)		
Management Information Systems Concentration (p. 113)		
Marketing Concentration (p. 114)		
Total Credits		54

¹ A cumulative grade point average of 2.5 in the following six courses. Students are not allowed to retake courses in which they have received a grade of "C" or better in order to achieve the 2.5 requirement. Only courses with a grade of "C-" or below must be retaken. All grades are figured into the requirement.

Concentrations

Accounting Concentration

Code	Title	Credits
BUAD 301	Intermediate Accounting I	3
BUAD 302	Intermediate Accounting II	3
BUAD 303	Cost Accounting	3

BUAD 304	Personal Income Tax	3
BUAD 305	Accounting for Not-for-Profit Organizations	3
BUAD 306	Fraud Examination	3
BUAD 390	Topics in Business (approved topics)	1-3
BUAD 401	Advanced Accounting	3
BUAD 402	Auditing	3
BUAD 404	Advanced Topics in Income Tax	3

Finance Concentration

Code	Title	Credits
BUAD 313	Investments	3
BUAD 314	Personal Financial Planning	3
BUAD 315	Management of Financial Institutions	3
BUAD 316	Financial Strategy with Computer Applications	3
BUAD 317	Financial Statement Analysis	3
BUAD 390	Topics in Business (approved topics)	1-3
BUAD 416	International Financial Management	3

International Business Concentration

Code	Title	Credits
BUAD 349	Survey of International Business and Economics	3
BUAD 390	Topics in Business (approved topics)	1-3
BUAD 416	International Financial Management	3
BUAD 422	International Management	3
BUAD 432	International Marketing	3
ECON 354	Economic Development	3
ECON 356	Comparative Economic Systems	3
ECON 452	International Trade and Finance	3

Management Concentration

Code	Title	Credits
BUAD 321	Human Resource Management	3
BUAD 322	Organizational Behavior	3
BUAD 329	Gender and Race Issues in Management	3
BUAD 342	New Venture	3
BUAD 345	Business Communication	3
BUAD 390	Topics in Business (approved topics)	1-3
BUAD 422	International Management	3
BUAD 427	Principles of Operations Research	3

Management Information Systems Concentration

Code	Title	Credits
CPSC 102	Spreadsheets	1
CPSC 103	Introduction to Computing (or with approval an alternate 300 or 400 level CPSC course)	2
CPSC 207	Computer Programming	3
CPSC 417	Systems Analysis and Design	4
or CPSC 429	Database Systems	
Select two of the following:		5-7
BUAD 390	Topics in Business (approved topics)	
CPSC 308	Electronic Communications	
CPSC 315	Simulation: Theory and Application	
CPSC 417	Systems Analysis and Design (if not taken above)	

CPSC 429	Database Systems (if not taken above; or with approval an alternate 300 or 400 level CPSC course)

Marketing Concentration

Code	Title	Credits
BUAD 331	Advertising and Promotion	3
BUAD 333	Marketing Research	3
BUAD 334	Buyer Behavior	3
BUAD 335	Supply Chain Marketing	1.5
BUAD 336	Brand Management	3
BUAD 342	New Venture	3
BUAD 345	Business Communication	3
BUAD 390	Topics in Business (approved topics)	1-3
BUAD 432	International Marketing	3
BUAD 433	Digital Marketing	3
BUAD 434	Sales Management and Professional Selling	3
BUAD 437	Artificial Intelligence Marketing	3

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 items: a completed LinkedIn profile, accepted comprehensive project paper, and a reflection essay regarding personal lessons gleaned from team work on the comprehensive project.

Senior Comprehensive**B.A. in Economics**

The Comprehensive Project in Economics requires successful completion of a major research paper as part of ECON 495 Senior Economics Seminar.

B.B.A.

The Comprehensive Project utilizes a case study format working with faculty mentors. 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. The project culminates with written and oral presentations to department faculty and peers.

Accounting Concentration, Bachelor of Business Administration - ACCT**Major Requirements (54 hours)**

Code	Title	Credits
Required		
BUAD 201	Principles of Financial Accounting ¹	3
BUAD 202	Principles of Managerial Accounting ¹	3
BUAD 221	Principles of Management ¹	3
BUAD 231	Principles of Marketing ¹	3
ECON 251	Principles of Macroeconomics ¹	3
ECON 252	Principles of Microeconomics ¹	3
BUAD 312	Principles of Finance	3
BUAD 341	Statistical Applications	3
BUAD 344	Business Law I	3
BUAD 346	Personal Ethics and Corporate Culture	3
BUAD 446	Strategic Management	3
Select one 300/400 level BUEC course		3
Required Supporting Courses		
MATH 114	Introduction to Statistics	3
CPSC 102	Spreadsheets	3
& CPSC 103	and Introduction to Computing	
or CPSC 207	Computer Programming	
Concentration		
Select at least 12 hours in of the following Concentration:		12
Accounting Concentration (p. 114)		
Total Credits		54

¹ A cumulative grade point average of 2.5 in the following six courses. Students are not allowed to retake courses in which they have received a grade of "C" or better in order to achieve the 2.5 requirement. Only courses with a grade of "C-" or below must be retaken. All grades are figured into the requirement.

Accounting Concentration

Code	Title	Credits
BUAD 301	Intermediate Accounting I	3
BUAD 302	Intermediate Accounting II	3
BUAD 303	Cost Accounting	3
BUAD 304	Personal Income Tax	3
BUAD 305	Accounting for Not-for-Profit Organizations	3
BUAD 306	Fraud Examination	3
BUAD 390	Topics in Business (approved topics)	1-3
BUAD 401	Advanced Accounting	3
BUAD 402	Auditing	3
BUAD 404	Advanced Topics in Income Tax	3

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 items: a completed LinkedIn profile, accepted

comprehensive project paper, and a reflection essay regarding personal lessons gleaned from team work on the comprehensive project.

Senior Comprehensive

B.A. in Economics

The Comprehensive Project in Economics requires successful completion of a major research paper as part of ECON 495 Senior Economics Seminar.

B.B.A.

The Comprehensive Project utilizes a case study format working with faculty mentors. 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. The project culminates with written and oral presentations to department faculty and peers.

Finance Concentration, Bachelor of Business Administration - FIN

Major Requirements (54 hours)

Code	Title	Credits
Required		
BUAD 201	Principles of Financial Accounting ¹	3
BUAD 202	Principles of Managerial Accounting ¹	3
BUAD 221	Principles of Management ¹	3
BUAD 231	Principles of Marketing ¹	3
ECON 251	Principles of Macroeconomics ¹	3
ECON 252	Principles of Microeconomics ¹	3
BUAD 312	Principles of Finance	3
BUAD 341	Statistical Applications	3
BUAD 344	Business Law I	3
BUAD 346	Personal Ethics and Corporate Culture	3
BUAD 446	Strategic Management	3
Select one 300/400 level BUEC course		3
Required Supporting Courses		
MATH 114	Introduction to Statistics	3
CPSC 102	Spreadsheets	3
& CPSC 103	and Introduction to Computing	
or CPSC 207	Computer Programming	
Concentration		
Select at least 12 hours in of the following Concentration:		12
Finance Concentration (p. 115)		
Total Credits		54

¹ A cumulative grade point average of 2.5 in the following six courses. Students are not allowed to retake courses in which they have received a grade of "C" or better in order to achieve the 2.5 requirement. Only courses with a grade of "C-" or below must be retaken. All grades are figured into the requirement.

Finance Concentration

Code	Title	Credits
BUAD 313	Investments	3
BUAD 314	Personal Financial Planning	3
BUAD 315	Management of Financial Institutions	3
BUAD 316	Financial Strategy with Computer Applications	3
BUAD 317	Financial Statement Analysis	3
BUAD 390	Topics in Business (approved topics)	1-3
BUAD 416	International Financial Management	3

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 items: a completed LinkedIn profile, accepted comprehensive project paper, and a reflection essay regarding personal lessons gleaned from team work on the comprehensive project.

Senior Comprehensive

B.A. in Economics

The Comprehensive Project in Economics requires successful completion of a major research paper as part of ECON 495 Senior Economics Seminar.

B.B.A.

The Comprehensive Project utilizes a case study format working with faculty mentors. 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. The project culminates with written and oral presentations to department faculty and peers.

International Business Concentration, Bachelor of Business Administration - INTB

Major Requirements (54 hours)

Code	Title	Credits
Required		
BUAD 201	Principles of Financial Accounting ¹	3
BUAD 202	Principles of Managerial Accounting ¹	3
BUAD 221	Principles of Management ¹	3
BUAD 231	Principles of Marketing ¹	3
ECON 251	Principles of Macroeconomics ¹	3
ECON 252	Principles of Microeconomics ¹	3
BUAD 312	Principles of Finance	3
BUAD 341	Statistical Applications	3
BUAD 344	Business Law I	3
BUAD 346	Personal Ethics and Corporate Culture	3
BUAD 446	Strategic Management	3
Select one 300/400 level BUEC course		3
Required Supporting Courses		
MATH 114	Introduction to Statistics	3
CPSC 102 & CPSC 103 or CPSC 207	Spreadsheets and Introduction to Computing Computer Programming	3
Concentration		
Select at least 12 hours in of the following Concentration:		12
International Business Concentration (p. 116)		
Total Credits		54

¹ A cumulative grade point average of 2.5 in the following six courses. Students are not allowed to retake courses in which they have received a grade of "C" or better in order to achieve the 2.5 requirement. Only courses with a grade of "C-" or below must be retaken. All grades are figured into the requirement.

International Business Concentration

Code	Title	Credits
BUAD 349	Survey of International Business and Economics	3
BUAD 390	Topics in Business (approved topics)	1-3
BUAD 416	International Financial Management	3
BUAD 422	International Management	3
BUAD 432	International Marketing	3
ECON 354	Economic Development	3
ECON 356	Comparative Economic Systems	3
ECON 452	International Trade and Finance	3

Advanced Writing Proficiency

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Senior Comprehensive

B.A. in Economics

The Comprehensive Project in Economics requires successful completion of a major research paper as part of ECON 495 Senior Economics Seminar.

B.B.A.

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Management Concentration, Bachelor of Business Administration - MGMT

Major Requirements (54 hours)

Code	Title	Credits
Required		
BUAD 201	Principles of Financial Accounting ¹	3
BUAD 202	Principles of Managerial Accounting ¹	3
BUAD 221	Principles of Management ¹	3
BUAD 231	Principles of Marketing ¹	3
ECON 251	Principles of Macroeconomics ¹	3
ECON 252	Principles of Microeconomics ¹	3
BUAD 312	Principles of Finance	3
BUAD 341	Statistical Applications	3
BUAD 344	Business Law I	3
BUAD 346	Personal Ethics and Corporate Culture	3
BUAD 446	Strategic Management	3
Select one 300/400 level BUEC course		3
Required Supporting Courses		
MATH 114	Introduction to Statistics	3
CPSC 102 & CPSC 103 or CPSC 207	Spreadsheets and Introduction to Computing Computer Programming	3
Concentration		
Select at least 12 hours in of the following Concentration:		12
Management Concentration (p. 117)		
Total Credits		54

¹ A cumulative grade point average of 2.5 in the following six courses. Students are not allowed to retake courses in which they have received a grade of "C" or better in order to achieve the 2.5 requirement. Only courses with a grade of "C-" or below must be retaken. All grades are figured into the requirement.

Management Concentration

Code	Title	Credits
BUAD 321	Human Resource Management	3
BUAD 322	Organizational Behavior	3
BUAD 329	Gender and Race Issues in Management	3
BUAD 342	New Venture	3
BUAD 345	Business Communication	3
BUAD 390	Topics in Business (approved topics)	1-3
BUAD 422	International Management	3
BUAD 427	Principles of Operations Research	3

Advanced Writing Proficiency

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Senior Comprehensive

B.A. in Economics

The Comprehensive Project in Economics requires successful completion of a major research paper as part of ECON 495 Senior Economics Seminar.

B.B.A.

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Management Information Systems Concentration, Bachelor of Business Administration - MIS

Major Requirements (54 hours)

Code	Title	Credits
Required		
BUAD 201	Principles of Financial Accounting ¹	3
BUAD 202	Principles of Managerial Accounting ¹	3
BUAD 221	Principles of Management ¹	3
BUAD 231	Principles of Marketing ¹	3
ECON 251	Principles of Macroeconomics ¹	3
ECON 252	Principles of Microeconomics ¹	3
BUAD 312	Principles of Finance	3
BUAD 341	Statistical Applications	3
BUAD 344	Business Law I	3
BUAD 346	Personal Ethics and Corporate Culture	3
BUAD 446	Strategic Management	3
Select one 300/400 level BUEC course		3
Required Supporting Courses		
MATH 114	Introduction to Statistics	3
CPSC 102 & CPSC 103 or CPSC 207	Spreadsheets and Introduction to Computing Computer Programming	3
Concentration		
Select at least 12 hours in of the following Concentration:		12
Management Information Systems Concentration (p. 118)		
Total Credits		54

¹ A cumulative grade point average of 2.5 in the following six courses. Students are not allowed to retake courses in which they have received a grade of "C" or better in order to achieve the 2.5 requirement. Only courses with a grade of "C-" or below must be retaken. All grades are figured into the requirement.

Management Information Systems Concentration

Code	Title	Credits
CPSC 102	Spreadsheets	1
CPSC 103	Introduction to Computing (or with approval an alternate 300 or 400 level CPSC course)	2
CPSC 207	Computer Programming	3
CPSC 417 or CPSC 429	Systems Analysis and Design Database Systems	4
Select two of the following:		5-7
BUAD 390	Topics in Business (approved topics)	
CPSC 308	Electronic Communications	
CPSC 315	Simulation: Theory and Application	
CPSC 417	Systems Analysis and Design (if not taken above)	
CPSC 429	Database Systems (if not taken above; or with approval an alternate 300 or 400 level CPSC course)	

Advanced Writing Proficiency

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Senior Comprehensive

B.A. in Economics

The Comprehensive Project in Economics requires successful completion of a major research paper as part of ECON 495 Senior Economics Seminar.

B.B.A.

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Marketing Concentration, Bachelor of Business Administration - MKT

Major Requirements (54 hours)

Code	Title	Credits
Required		
BUAD 201	Principles of Financial Accounting ¹	3
BUAD 202	Principles of Managerial Accounting ¹	3
BUAD 221	Principles of Management ¹	3
BUAD 231	Principles of Marketing ¹	3
ECON 251	Principles of Macroeconomics ¹	3
ECON 252	Principles of Microeconomics ¹	3
BUAD 312	Principles of Finance	3
BUAD 341	Statistical Applications	3
BUAD 344	Business Law I	3
BUAD 346	Personal Ethics and Corporate Culture	3
BUAD 446	Strategic Management	3
Select one 300/400 level BUEC course		3
Required Supporting Courses		
MATH 114	Introduction to Statistics	3
CPSC 102	Spreadsheets	3
& CPSC 103	and Introduction to Computing	
or CPSC 207	Computer Programming	
Concentration		
Select at least 12 hours in of the following Concentration:		12
Marketing Concentration (p. 119)		
Total Credits		54

¹ A cumulative grade point average of 2.5 in the following six courses. Students are not allowed to retake courses in which they have received a grade of "C" or better in order to achieve the 2.5 requirement. Only courses with a grade of "C-" or below must be retaken. All grades are figured into the requirement.

Marketing Concentration

Code	Title	Credits
BUAD 331	Advertising and Promotion	3
BUAD 332	Social Media Marketing	1.5
BUAD 333	Marketing Research	3
BUAD 334	Buyer Behavior	3
BUAD 335	Supply Chain Marketing	1.5
BUAD 336	Brand Management	3
BUAD 342	New Venture	3
BUAD 345	Business Communication	3
BUAD 390	Topics in Business (approved topics)	1-3
BUAD 432	International Marketing	3
BUAD 433	Digital Marketing	3
BUAD 434	Sales Management and Professional Selling	3
BUAD 437	Artificial Intelligence Marketing	3

Advanced Writing Proficiency

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writing proficiency in their chosen disciplines. This requires students to compile a portfolio of three items: a completed LinkedIn profile, accepted comprehensive project paper, and a reflection essay regarding personal lessons gleaned from team work on the comprehensive project.

Senior Comprehensive

B.A. in Economics

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Concentration in Marketing emphasizes the following student goals:

- Marketing concentration students will possess marketing knowledge meeting or exceeding requirements to begin a career in the marketing field or a related industry.
- Marketing concentration students will hold a clear understanding of the process and operations of marketing. Each will choose to focus among two of the following upper level required courses: marketing research, buyer behavior, advertising and promotions, and digital marketing. Others may be chosen as electives.
- A marketing concentration student, through the updated marketing curriculum, will be able to focus or broaden their knowledge via upper level electives.

Marketing, Bachelor of Business Administration - MKT

MAJOR REQUIREMENTS (66 HOURS)

In addition to the Marketing major a student may choose to earn a concentration in another Business Administration discipline:

- Accounting
- Finance,
- International Business,
- Management,
- Management Information Systems.

Code	Title	Credits
Required		
BUAD 201	Principles of Financial Accounting ¹	3
BUAD 202	Principles of Managerial Accounting ¹	3
BUAD 221	Principles of Management ¹	3
BUAD 231	Principles of Marketing ¹	3
ECON 251	Principles of Macroeconomics ¹	3
ECON 252	Principles of Microeconomics ¹	3
BUAD 312	Principles of Finance	3
BUAD 341	Statistical Applications	3
BUAD 344	Business Law I	3
BUAD 346	Personal Ethics and Corporate Culture	3
BUAD 446	Strategic Management	3
BUAD 300/400 Business Upper Level Elective		3
BUAD 331	Advertising and Promotion	3
BUAD 333	Marketing Research	3
BUAD 334	Buyer Behavior	3
BUAD 433	Digital Marketing	3
Electives		12
BUAD 336	Brand Management	
BUAD 342	New Venture	
BUAD 332	Social Media Marketing	
BUAD 335	Supply Chain Marketing	
BUAD 390	Topics in Business	
BUAD 432	International Marketing	
BUAD 434	Sales Management and Professional Selling	
BUAD 437	Artificial Intelligence Marketing	
Required Supporting Courses		
MATH 114	Introduction to Statistics	3
CPSC 102	Spreadsheets	3
& CPSC 103 and Introduction to Computing		
or CPSC 207	Computer Programming	
Total Credits		66

¹ A cumulative grade point average of 2.5 in the following six courses. Students are not allowed to retake courses in which they have received a grade of "C" or better in order to achieve the 2.5 requirement. Only courses with a grade of "C-" or below must be retaken. All grades are figured into the requirement.

Advanced Writing Proficiency

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Senior Comprehensive

B.B.A.

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STUDENT LEARNING OUTCOMES

Undergraduate students upon graduation with a B.B.A. degree in Marketing:

- A Marketing Major will possess the most current industry knowledge used in the ever-evolving marketing discipline.
- A Marketing Major will be able to bring to bear quantitative and analytical skills to the marketing environment.
- A Marketing Major will be able to discern qualitative distinctions and proper applications of textual, visual, and auditory content.
- A Marketing Major will have a clear comprehension of marketing roles, processes and systems.
- A Marketing Major will be able to fully utilize research, data, consumer behavior, in both traditional and digital marketing environments.

Business Administration, Minor - BUAD

Minor Requirements (18 Hours)

Code	Title	Credits
BUAD 201	Principles of Financial Accounting	3
BUAD 221	Principles of Management	3
BUAD 231	Principles of Marketing	3
BUAD 312	Principles of Finance	3
ECON 252	Principles of Microeconomics	3
Select one 300/400 level BUAD or ECON course		3
Total Credits		18

Economics, Bachelor of Arts - ECON Major Requirements (33 Hours)

Code	Title	Credits
Required		
ECON 251	Principles of Macroeconomics ¹	3
ECON 252	Principles of Microeconomics ¹	3
ECON 351	Intermediate Macroeconomics ¹	3
ECON 352	Intermediate Microeconomics ¹	3
ECON 495	Senior Economics Seminar ¹	3
BUAD 341	Statistical Applications ¹	3
Select four of the following:		12
ECON 354	Economic Development	
ECON 356	Comparative Economic Systems	
ECON 375	Game Theory: Strategic Decision Making	
ECON 390	Topics in Economics	
ECON 451	History of Economic Thought	
ECON 452	International Trade and Finance	
ECON 497	Independent Study	
Required Supporting Course		
MATH 114	Introduction to Statistics	3
Total Credits		33

¹ Only courses with a grade of "C-" or below must be retaken. All grades are figured into the requirement.

Advanced Writing Proficiency

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Senior Comprehensive

B.A. in Economics

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B.B.A.

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Economics, Minor - ECON Minor Requirements (18 Hours)

Code	Title	Credits
ECON 251	Principles of Macroeconomics	3
ECON 252	Principles of Microeconomics	3
ECON 351	Intermediate Macroeconomics	3
ECON 352	Intermediate Microeconomics	3
Select two 300/400 Level ECON courses		6
Total Credits		18

CHEMISTRY AND PHYSICS

Department Description

The Department of Chemistry and Physics offers majors in chemistry, chemistry with a concentration in biochemistry, and physics. Minors in chemistry and physics are also offered. The courses of study are designed to meet the highest professional standards and are attuned to meet the needs of 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 Five-Year Dual-Degree Engineering Program with the University of Notre Dame.

Some 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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Programs

- Biochemistry Concentration, Bachelor of Science - BIOC (p. 127)
- Chemistry, Bachelor of Science - CHEM (p. 126)
- Chemistry, Minor - CHEM (p. 128)
- Physics, Bachelor of Arts - PHYS (p. 129)
- Physics, Bachelor of Science - PHYS (p. 130)
- Physics, Minor - PHYS (p. 131)

Department Chair

Christopher Dunlap
178 Science Hall
574-284-4658

Faculty

T. Barstis, I. Bentley, C. Dunlap, D. Feigl, J. Fishovitz, K. Haas, A. Houser, J. Mason

Physics Program Director

Ian Bentley
B07 Science Hall
574-284-4662

Faculty

I. Bentley, J. Mason

Chemistry Courses

CHEM 101 Mystery, Mayhem, and Murder: Chemistry for the Citizen (3,4)

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. Offered in fall or spring semester for 4 credits (Three hours lecture and one two-hour laboratory) or summer session for 3 credits (Three hours lecture, no laboratory).

CHEM 101L Mystery, Mayhem, and Murder: Chemistry for the Citizen Laboratory (0)

One two-hour laboratory per week. Corequisite: CHEM 101.

CHEM 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).

CHEM 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.

CHEM 118L Integrated General, Organic and Bio-Chemistry Laboratory (0)

One two-hour laboratory per week. Corequisite: CHEM 118.

CHEM 121 Principles of Chemistry I (4)

This course is an introduction to chemical stoichiometry, atomic and molecular structure, and bonding. Laboratory will explore principles presented in lecture. (Three-hour lecture and one three-hour laboratory). Prerequisite: high school chemistry or permission of the instructor; students must be calculus-ready. For biology, chemistry, physics, and engineering intended majors. This course also satisfies the LO2 Critical Thinking Seminar.

CHEM 121L Principles of Chemistry I Laboratory (0)

One three-hour laboratory per week. Corequisite: CHEM 121.

CHEM 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.

CHEM 122L Principles of Chemistry II Laboratory (0)

One three-hour laboratory per week. Corequisite: CHEM 122.

CHEM 221 Organic Chemistry I (3)

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) Prerequisite: CHEM 122.

CHEM 221L Organic Chemistry I Laboratory (1)

A course in a variety of organic laboratory skills, including separation and purification techniques. One three hour lab per week. Corequisite: CHEM 221.

CHEM 222 Organic Chemistry II (3)

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. Prerequisite: CHEM 221 and CHEM 221L.

CHEM 222L Organic Chemistry II Laboratory (1)

A course in organic chemistry laboratory skills, including emphasizing qualitative analysis using chemical and instrumental methods. One three hour lab per week. Corequisite: CHEM 222.

CHEM 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; Recommended: CHEM 221.

CHEM 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.

CHEM 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.

CHEM 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 221, PHYS 122.

CHEM 342 Bio-Inorganic Chemistry (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.

CHEM 361 Advanced Laboratory 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.

CHEM 362 Advanced Laboratory II (4)

A continuation of CHEM 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.

CHEM 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. (Three hours lecture per week). Prerequisites: CHEM 324, CHEM 311, or permission of instructor.

CHEM 431 Advanced 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 342. Concurrent or Prerequisite: CHEM 312.

CHEM 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.

CHEM 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.

CHEM 497 Independent Study (1,2)

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.

CHEM 499 Chemistry Internship (1-4)

Experience in a chemistry internship. Graded S/U. May be repeated. Prerequisites: Permission of department required.

Physics Courses

PHYS 102 Introductory Topics in Physics: Energy (3)

An introduction to concepts, and applications of physics through the lens of energy. This course deals with the science of national and global energy concerns. 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 a two-hour laboratory). Prerequisite: None.

PHYS 105 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 or mathematics. (Three hours lecture). Prerequisite: None.

PHYS 111 College Physics I: Mechanics and Waves (4)

An introduction to mechanics, and waves. This is the first semester of a two-part algebra-based physics sequence designed primarily for students in life-sciences (biology, and neuroscience), communications sciences and disorders, and environmental studies. (Three hours of lecture and two hours laboratory.) Prerequisite: MATH 103.

PHYS 111L College Physics I Laboratory (0)

One two-hour laboratory per week. Corequisite: PHYS 111.

PHYS 112 College Physics II: Temperature, Electricity, and Light (4)

An introduction to thermodynamics, electricity, magnetism, and optics. This is the second semester of a two-part algebra-based physics sequence designed primarily for students in life-sciences (biology, and neuroscience), communications sciences and disorders, and environmental studies. (Three hours of lecture per week and a two-hour laboratory.) Prerequisite: PHYS 111.

PHYS 112L College Physics II Lab (0)

One two-hour laboratory per week. Corequisite: PHYS 112.

PHYS 121 General Physics I: Mechanics and Waves (4)

An introduction to mechanics, and waves. 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.) Prerequisite: either MATH 131, MATH 132, or MATH 133. (High school physics strongly recommended)

PHYS 121L General Physics I Lab (0)

One two-hour laboratory per week. Corequisite: PHYS 121.

PHYS 122 General Physics II: Temperature, Electricity, and Light (4)

An introduction to thermodynamics, electricity, magnetism, and optics. 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 a two-hour laboratory.) Prerequisite: PHYS 121; and either MATH 132 or MATH 133.

PHYS 122L General Physics II Laboratory (0)

One two-hour laboratory per week. Corequisite: PHYS 122.

PHYS 215 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 physics elective is intended for students interested in science and engineering. (Three hours lecture). Prerequisites: PHYS 122 and CHEM 122.

PHYS 235 Nuclear Astrophysics (3)

A study of the intersection of nuclear physics and astrophysics. This course includes a survey of astrophysics and 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 physics elective is intended for students interested in science and engineering. (Three hours lecture). Prerequisites: PHYS 122 and CHEM 122.

PHYS 253 General Physics III: 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 atomic physics are also discussed. (Three hours lecture). Prerequisite: PHYS 112 or PHYS 122 and MATH 231.

PHYS 272L Computational Physics Laboratory (1)

Computational methods in physics are explored. This course covers computational topics in physics, primarily in astrophysics, biophysics, and quantum mechanics. Offered in the spring on a three-year rotation. (Three hours laboratory). Prerequisite: PHYS 122.

PHYS 282L Modern Experimental Laboratory (1)

Experimental methods in modern physics are explored. This course covers experimental topics primarily from modern physics and materials science. Offered in the spring on a three-year rotation. (Three hours laboratory). Prerequisite: PHYS 122.

PHYS 292L Wave Mechanics Laboratory (1)

Laboratory methods in physics are explored. This course covers experimental and computational topics related to wave mechanics in both mechanical phenomenon and circuit analysis. Offered in the spring on a three-year rotation. (Three hours laboratory). Prerequisite: PHYS 122.

PHYS 321 Lagrangian Mechanics (1)

This course will cover topics in classical mechanics including wave motion. The primary focus is the Lagrange formalism which is used to setup simple differential equations and solve for equations of motion. This course covers the same material as PHYS 323 but only lasts for the first third of the semester. This course is intended for students who are also required to take additional courses in mechanics. Typically offered fall of even-numbered years. (Three hours lecture). Prerequisite: PHYS 253.

PHYS 323 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. Typically offered fall of even-numbered years. (Three hours lecture). Prerequisite: PHYS 253.

PHYS 341 Statistical Mechanics (1)

This course will cover topics in thermodynamics from a statistical mechanics viewpoint. Systems containing large numbers of particles will be analyzed using Boltzmann statistics. This course covers the same material as PHYS 343 but only lasts for the first third of the semester. This course is intended for students who are also required to take additional courses in Thermodynamics. Typically offered fall of odd-numbered years. (Three hours lecture). Prerequisite: PHYS 253.

PHYS 343 Thermodynamics (3)

A detailed study of statistical mechanics and thermodynamics. Systems containing large numbers of particles will be analyzed using Boltzmann statistics. The laws of thermodynamics will be introduced. Cyclic processes and other thermodynamic concepts will be developed. Typically offered fall of even-numbered years. (Three hours lecture). Prerequisite: PHYS 253.

PHYS 424 Quantum Mechanics (3)

A detailed physical and mathematical study of quantum mechanics including wave mechanics. Physical applications of quantum mechanics are also discussed. Typically offered fall of even-numbered years. (Three hours lecture). Prerequisites: PHYS 253 and MATH 326.

PHYS 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. Typically offered fall of odd-numbered years. (Three hours lecture). Prerequisites: PHYS 253 and MATH 326.

PHYS 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.

PHYS 490 Special Topics in Physics (1-5)

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

PHYS 497 Independent Study (1-3)

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.

Chemistry, Bachelor of Science - CHEM

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 in-depth courses 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 Five-Year 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.

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.

Major Requirements (55 hours)

Code	Title	Credits
Required		
CHEM 121 & 121L	Principles of Chemistry I and Principles of Chemistry I Laboratory	4
CHEM 122 & 122L	Principles of Chemistry II and Principles of Chemistry II Laboratory	4
CHEM 221 & 221L	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHEM 222 & 222L	Organic Chemistry II and Organic Chemistry II Laboratory	4
CHEM 311 or CHEM 312	Thermodynamics Quantum Chemistry	3
CHEM 324	Biochemistry	3
CHEM 332	Analytical Chemistry	3
CHEM 342	Bio-Inorganic Chemistry	3
CHEM 361	Advanced Laboratory I	4
CHEM 362	Advanced Laboratory II	4
Select one of the following (not taken above):		3
CHEM 311	Thermodynamics	
CHEM 312	Quantum Chemistry	
CHEM 424	Advanced Biochemistry	
CHEM 431	Advanced Inorganic Chemistry	

Required Supporting Courses

MATH 131	Calculus I (or equivalent)	4
MATH 132	Calculus II (or equivalent)	4
PHYS 121 & 121L	General Physics I: Mechanics and Waves and General Physics I Lab	4
PHYS 122 & 122L	General Physics II: Temperature, Electricity, and Light and General Physics II Laboratory	4
Total Credits		55

Advanced Writing Proficiency

Each student writes a formal paper consisting of a research topic of her choosing. The formal paper is an in-depth presentation of chemistry and reflects a command of the subject appropriate to a senior chemistry major. Students will work closely with a department faculty member to meet this requirement. It is due by the end of the fall semester of the student's senior year.

Senior Comprehensive

The Senior Comprehensive consists of a poster presentation at the Physical Sciences Poster Session and a 15-minute oral presentation at the Physical Sciences Symposium. The public presentations are on a chemistry topic of the student's choosing and may or may not be related to the research topic of the formal paper. Both presentations are given in the spring semester of the senior year and include a question and answer period. The goal for students is to demonstrate their ability to orally communicate data/results to a scientific audience in formats that they are most likely to experience as professional scientists.

Student Learning Outcomes

Undergraduate students upon graduation with a B.S. degree in Chemistry:

- Understand and apply the fundamental principles of current chemical theories;
- Think critically to interpret experimental results;
- Demonstrate problem-solving skills, by using systematic reasoning in their approach to problems, and;
- Effectively communicate chemical ideas to different types of audiences (scientific and non-scientific).

Biochemistry Concentration, Bachelor of Science - BIOC

Program Description

This concentration provides for a documented specialization within the Chemistry major and provides students a chemistry-focused option that complements the Molecular and Cellular Biology concentration within Biology. A biochemistry-focused education prepares students for careers in a wide range of areas including, but certainly not limited to, medicine (research and practice), environmental sciences, and agriculture. Biochemistry is a popular major for students interested in attending medical school or pursuing other healthcare professional careers.

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.

MAJOR REQUIREMENTS (63 HOURS)

Code Required	Title	Credits
CHEM 121 & 121L	Principles of Chemistry I and Principles of Chemistry I Laboratory	4
CHEM 122 & 122L	Principles of Chemistry II and Principles of Chemistry II Laboratory	4
CHEM 221 & 221L	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHEM 222 & 222L	Organic Chemistry II and Organic Chemistry II Laboratory	4
CHEM 311	Thermodynamics	3
CHEM 324	Biochemistry	3
CHEM 332	Analytical Chemistry	3
CHEM 342	Bio-Inorganic Chemistry	3
CHEM 361	Advanced Laboratory I	4
CHEM 362	Advanced Laboratory II	4
CHEM 424	Advanced Biochemistry	3

Required Supporting Courses

PHYS 121 & 121L	General Physics I: Mechanics and Waves and General Physics I Lab	4
PHYS 122 & 122L	General Physics II: Temperature, Electricity, and Light and General Physics II Laboratory	4
MATH 131	Calculus I	4
MATH 132	Calculus II	4
BIO 155 & 155L	Foundations of Molecular Biology and Foundations of Molecular Biology Laboratory	2
BIO 157 & 157L	Foundations of Cellular Biology and Foundations of Cellular Biology Laboratory	2

Select one of the following:

BIO 221 & 221L	Introduction to Genetics and Introduction to Genetics Laboratory	4
BIO 317 & 317L	Microbiology and Microbiology Laboratory	

BIO 328 & 328L	General Physiology and General Physiology Laboratory

Total Credits

63

Advanced Writing Proficiency

Each student writes a formal paper consisting of a research topic of her choosing. The formal paper is an in-depth presentation of chemistry and reflects a command of the subject appropriate to a senior chemistry major. Students will work closely with a department faculty member to meet this requirement. It is due by the end of the fall semester of the student's senior year.

Senior Comprehensive

The Senior Comprehensive consists of a poster presentation at the Physical Sciences Poster Session and a 15-minute oral presentation at the Physical Sciences Symposium. The public presentations are on a chemistry topic of the student's choosing and may or may not be related to the research topic of the formal paper. Both presentations are given in the spring semester of the senior year and include a question and answer period. The goal for students is to demonstrate their ability to orally communicate data/results to a scientific audience in formats that they are most likely to experience as professional scientists.

Student Learning Outcomes

Undergraduate students upon graduation with a B.S. degree in Chemistry with a Biochemistry Concentration:

- Search the relevant literature, evaluate the results of the search, and apply this knowledge to design experiments to solve problems at the interface of biology and chemistry;
- Become proficient in the foundational concepts of general and organic chemistry, including equilibrium, kinetics, and reactivity, and apply these concepts to biological systems;
- Evaluate how the structure of biological macromolecules such as proteins and nucleic acids relates to function and predict how changes in structure will impact function;
- Explain how energy is stored, transformed, and utilized in biological systems;
- Demonstrate understanding of how information is stored, retrieved, and transmitted in biological systems.

Chemistry, Minor - CHEM

Minor Requirements (22-24 Hours)

Code	Title	Credits
CHEM 121 & 121L	Principles of Chemistry I and Principles of Chemistry I Laboratory	4
CHEM 122 & 122L	Principles of Chemistry II and Principles of Chemistry II Laboratory	4
CHEM 221 & 221L	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHEM 222 & 222L	Organic Chemistry II and Organic Chemistry II Laboratory	4
Select two of the following (some courses have prerequisites):		6-8
CHEM 311	Thermodynamics	
CHEM 312	Quantum Chemistry	
CHEM 324	Biochemistry	
CHEM 332	Analytical Chemistry	
CHEM 342	Bio-Inorganic Chemistry	
CHEM 361	Advanced Laboratory I	
CHEM 362	Advanced Laboratory II	
CHEM 424	Advanced Biochemistry	
Total Credits		22-24

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.

Physics, Bachelor of Arts - PHYS

Program Description

The program in physics allows students to investigate the microscopic and the macroscopic through courses covering topics such as astronomy, nuclear physics, classical mechanics, modern physics, and quantum mechanics.

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 development.

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.

Major Requirements (37-41 Hours)

Code	Title	Credits
Required		
PHYS 121	General Physics I: Mechanics and Waves	4
PHYS 122	General Physics II: Temperature, Electricity, and Light	4
PHYS 253	General Physics III: Modern Physics	3
Select two of the following:		2
PHYS 272L	Computational Physics Laboratory	
PHYS 282L	Modern Experimental Laboratory	
PHYS 292L	Wave Mechanics Laboratory	
Select three of the following:		9
PHYS 323	Classical Mechanics	
PHYS 343	Thermodynamics	
PHYS 424	Quantum Mechanics	
PHYS 444	Electricity and Magnetism	
Select one additional 200+ level PHYS course		3
Required Supporting Courses		
Select one of the following:		4-8
MATH 131 & MATH 132	Calculus I and Calculus II	
MATH 133	Theory and Application of Calculus	
MATH 231	Calculus III	4
MATH 326	Linear Algebra and Differential Equations	4
Total Credits		37-41

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.

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.

Student Learning Outcomes

Upon graduation, students will be able to:

- **create** a conceptual framework for modeling a system using laws of nature, physical principles, and other practical constraints.
- **produce** concise solutions to physical problems.
- **apply** knowledge of physics and mathematics to real world situations.
- **demonstrate** essential research skills including: practicing laboratory safety and performing error analysis.
- critically **evaluate** scientific literature.
- effectively **communicate** scientific results.

Program Director

Ian Bentley
B07 Science Hall
574-284-4662

Faculty

I. Bentley, J. Mason

Physics, Bachelor of Science - PHYS

Program Description

The program in physics allows students to investigate the microscopic and the macroscopic through courses covering topics such as astronomy, nuclear physics, classical mechanics, modern physics, and quantum mechanics.

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 development.

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.

Major Requirements (60 Hours)

Code	Title	Credits
Required		
PHYS 121	General Physics I: Mechanics and Waves	4
PHYS 122	General Physics II: Temperature, Electricity, and Light	4
PHYS 253	General Physics III: Modern Physics	3
PHYS 323	Classical Mechanics	3
PHYS 343	Thermodynamics	3
PHYS 424	Quantum Mechanics	3
PHYS 444	Electricity and Magnetism	3
Select two of the following:		2
PHYS 272L	Computational Physics Laboratory	
PHYS 282L	Modern Experimental Laboratory	
PHYS 292L	Wave Mechanics Laboratory	
Required Supporting Courses		
CHEM 121 & 121L	Principles of Chemistry I and Principles of Chemistry I Laboratory	4
CHEM 122 & 122L	Principles of Chemistry II and Principles of Chemistry II Laboratory	4
CPSC 207	Computer Programming	3
Select one of the following:		8
MATH 131 & MATH 132	Calculus I and Calculus II	
MATH 133	Theory and Application of Calculus	
MATH 231	Calculus III	4
MATH 326	Linear Algebra and Differential Equations	4
Select two of the following:		6-8
CHEM 221 & 221L	Organic Chemistry I and Organic Chemistry I Laboratory	

CHEM 222 & 222L	Organic Chemistry II and Organic Chemistry II Laboratory
CPSC 315	Simulation: Theory and Application
CPSC 328	Data Structures
MATH 335	Differential Equations II
MATH 336	Numerical Analysis
MATH 345	Probability
MATH 346	Statistics
PHYS 215	Materials Science
PHYS 235	Nuclear Astrophysics

Elective Courses

Select additional 200+ level technical electives in science, computer science, mathematics, or engineering to total 60 credit hours

Total Credits 58-60

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.

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.

Student Learning Outcomes

Upon graduation, students will be able to:

- **create** a conceptual framework for modeling a system using laws of nature, physical principles, and other practical constraints.
- **produce** concise solutions to physical problems.
- **apply** knowledge of physics and mathematics to real world situations.
- **demonstrate** essential research skills including: practicing laboratory safety and performing error analysis.
- critically **evaluate** scientific literature.
- effectively **communicate** scientific results.

Program Director

Ian Bentley
B07 Science Hall
574-284-4662

Faculty

I. Bentley, J. Mason

Physics, Minor - PHYS

Minor Requirements (17 Hours)

Code	Title	Credits
PHYS 121	General Physics I: Mechanics and Waves	4
or PHYS 111	College Physics I: Mechanics and Waves	
PHYS 122	General Physics II: Temperature, Electricity, and Light	4
or PHYS 112	College Physics II: Temperature, Electricity, and Light	
Select three of the following:		9
PHYS 215	Materials Science	
PHYS 235	Nuclear Astrophysics	
PHYS 253	General Physics III: Modern Physics	
PHYS 323	Classical Mechanics	
PHYS 343	Thermodynamics	
PHYS 424	Quantum Mechanics	
PHYS 444	Electricity and Magnetism	
Total Credits		17

COMMUNICATION STUDIES, DANCE AND THEATRE

Department Description

The Department of Communication Studies, Dance & Theatre offers a Bachelor of Arts major in Communication Studies, a major in Theatre, a minor in Public Relations and Advertising, a minor in Dance, a minor in Theatre Production, a minor in Theatre Performance, and a minor in Music Theatre.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Programs

- Communication Studies, Bachelor of Arts - COMM (p. 137)
- Dance, Minor - DANC (p. 141)
- Fashion and Costume, Minor - FACO (p. 139)
- Musical Theatre, Minor - MUTH (p. 140)
- Public Relations/Advertising, Minor - PRAD (p. 142)
- Theatre (Performance), Minor - THPE (p. 142)
- Theatre (Production), Minor - THPR (p. 143)
- Theatre, Bachelor of Arts - THTR (p. 138)

Department Chair

Mark Abram
111 Moreau Center for the Arts
574-284-4732

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.

COMM 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.

COMM 202 Introduction to Rhetoric Through Pop Culture (3)

This class will provide an introductory overview of rhetoric through popular culture. The class will introduce various approaches to the study of rhetoric including: classical, narrative, dramatistic, crosscultural, Marxist, feminist, music, visual, and media-centered. In this class we will work from the modern perspective of rhetoric as the study of how we use discourse and other symbolic means to alter, shape, and create our understanding of self, each other, and the world we share. Our study of rhetoric will blend class analysis of popular culture artifacts, personal analysis of popular culture artifacts that are part of your life, and larger, indepth analysis. Prerequisite: COMM 103.

COMM 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.

COMM 204 Social Media (3)

This survey course is designed to critically explore the ever-evolving communication phenomenon of social media. In this class, we will address the development of the industry, examine social media from interpersonal, cultural and societal perspectives, and explore the intersections of social media with ethics, law, and organizations.

COMM 210 Mass Media and Society (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.

COMM 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.

COMM 257 Journalism (3)

Techniques of newswriting, editing, copy editing, feature writing and newspaper makeup and publication (also listed as ENWR 257). Prerequisite: Junior or senior standing or permission of instructor.

COMM 260 Film and 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.

COMM 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).

COMM 290 Special Topics (1-3)

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

COMM 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.

COMM 303 Advertising in Consumer 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.

COMM 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, media use and tactic design ranging across internal and external media, print, electronic and digital media.

COMM 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.

COMM 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.

COMM 312 Argumentation (3)

This course examines the processes and practices of argumentation as an art of peace. The goal of the course is to approach argumentation as a way to achieve community, dialogue, and change. Through embracing conflict and difference as a way to bring groups together. Topics will include logic, dialogue, fallacies, ethics of interdependence, and mindfulness. Prerequisites: COMM 103.

COMM 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, the impact of computer technology on social and community life, and privacy issues. Prerequisites: COMM 103 and 210.

COMM 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.

COMM 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).

COMM 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. Prerequisite: COMM 103.

COMM 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.

COMM 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.

COMM 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.

COMM 385 Research in Communication (3)

Introduction to modes of scholarly inquiry in communication studies. Students are introduced to quantitative research methods such as content analysis, experimental design, and surveys, or qualitative methods, such as: historical, participant-observation, focus groups, and extended interviews. Prerequisite: 12 hours of COMM or permission of instructor.

COMM 386 Research in Rhetoric (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.

COMM 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.

COMM 406 Marketing Communication (3)

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.

COMM 418 Seminar on Women, Leadership, and Communication (3)

American women today are surrounded by a history of cultural practices that dictate how we should behave and appear. We are supposed to be quiet and dainty at the same time we are strong and confident. These expectations are embodied in a number of discourses and are communicated in a variety of forms. These then are the assumptions on which this course is based: that women have had and still do have far less access to leadership roles than men; that the reasons for this diminished access are numerous and complex; that as a simple matter of equity women should have greater access to positions of leadership in the future than they did in the past; and that so far as leadership is concerned, women have challenges that uniquely are theirs. This course examines the role of intersectionality in how we “do” identity and how all that we do is influenced by various identity factors. Students will complete a leadership self-assessment in order to determine strengths and weaknesses as a leader. We will exam historical perspectives of women in the workplace. Other topics covered throughout the course will include stereotypes, diversity, leadership, work-family interface, inclusion, and current trends/issues. Prerequisite: Junior standing.

COMM 422 Masculinities in the United States Media (3)

This course serves as a broad introduction to masculinities and theories of masculinity, providing students with the opportunity to research a topic related to masculinity or masculinities in depth. The course addresses how masculinity is understood, defined, and socially constructed. By thinking through various representations of manhood as they appear in American magazines, films, television shows, and advertising, students consider how “manliness” is produced, articulated, enforced, and subverted, particularly as concepts of masculinity intersect with other identities like race, class, and sexuality. Prerequisite: Junior standing.

COMM 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.

COMM 477 Adulting 101 (1)

In this class, we will discuss the various issues, obstacles, and basic life skills needed to “adult” successfully. Each week we will focus on a specific meta topic area with specific topics to be determined by the class. Assignments will include class participation in person and through contribution to a class blog, creation of a portfolio, and regular personal journaling. Prerequisite: Senior standing

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.

COMM 490 Special Topics (1-3)

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

COMM 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.

COMM 496 Seminar in Advanced Research Methods (3)

A seminar in which students design, execute, and present an original research project from a quantitative or qualitative perspective. This course satisfies the Senior Comprehensive requirement. Prerequisite: COMM 385.

COMM 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.

COMM 499 Internship (1-3)

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.

Dance Courses

Note: All dance technique classes (except DANC 247 Classical Pointe Technique—Beginning/Intermediate and DANC 347 Advanced Pointe Technique/Variations) 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.

DANC 144 Modern Dance Technique: Beginning (1,2)

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

DANC 145 Ballet Technique: Beginning (1,2)

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

DANC 146 Improvisation (1,2)

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

DANC 148 Jazz Technique: Beginning (1,2)

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

DANC 149 Body Conditioning I (1,2)

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.

DANC 150 Tap Technique: Beginning (1,2)

An exploration in basic tap technique developing elementary concepts at the beginning level. May be repeated for one credit.

DANC 151 Musical Theatre Dance Forms (2)

This course is a study of a variety of dance genres utilized by Musical Theatre performers. It is designed for students with no previous movement training. Students will perform beginning level exercises and explorations in four dance styles (ballet, jazz, tap, and ballroom) utilized by Musical Theatre performers, along with identifying and understanding the accompanying terminology.

DANC 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.

DANC 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.

DANC 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.

DANC 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.

DANC 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.

DANC 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.

DANC 244 Modern Dance Technique: Intermediate (1,2)

A course exploring various approaches to technique, with emphasis on the concepts of weight, space, time and flow. May be repeated for one credit.

DANC 245 Ballet Technique: Intermediate (1,2)

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.

DANC 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.

DANC 248 Jazz Technique: Intermediate (1,2)

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.

DANC 249 Body Conditioning II (1,2)

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.

DANC 250 Tap Technique: Intermediate (1,2)

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.

DANC 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.

DANC 344 Modern Dance Technique: Advanced (1,2)

A more advanced technique course with an emphasis on technical execution and artistic expression. May be repeated for one credit.

DANC 345 Ballet Technique: Advanced (1,2)

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.

DANC 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 DANC 345. Placement audition. May be repeated.

DANC 348 Jazz Technique: Advanced (1-2)

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.

DANC 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.

DANC 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. May be repeated.

Theatre Courses

THTR 135 Introduction to Theatre (3)

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

THTR 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.

THTR 245 Introduction to Design & Technical Theater (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. This course is an introduction to theatrical design and technical production techniques.

THTR 265 Play Analysis for the Theatre (3)

Reading and analyzing play texts from theatrical and literary perspectives. Offered once every year.

THTR 305 Intermediate Acting (3)

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

THTR 325 Playwriting I (3)

Principles of writing for the stage. Emphasis on dramatic structure, character development, plot management, dialogue and critical analysis. (also listed as ENWR 325)

THTR 335 History of Western European Cultural Performance (3)

The History of European Performance is a research and response-based course designed to show the cultural import of performance in each country we visit, and to explore the impact of performance on a viewer. We will look at dance, music, or theatre in each of the countries we visit. There may be reading, discussion, and on-location opportunities at performance venues, historic sites, and museums. Students will learn how to critically analyze a production. Students will demonstrate their understanding of the effects of cultural performance on the viewer and/or the doer via a research paper. Note that some work must be completed prior to departure, some must be completed while abroad, and some must be completed upon your return.

THTR 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.

THTR 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).

THTR 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 effected 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.

THTR 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.

THTR 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.

THTR 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.

THTR 383 Fashion Ethics (3)

Fashion Ethics investigates fashion and beauty industry issues, in comparison with a code of ethics or set of guidelines, utilized to determine if practices adhere to prescribed values and standards. While many ethics issues will be discussed in this course, particular care is taken in dealing with environmental concerns and global human rights.

THTR 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.

THTR 387 Hair and Makeup for the Stage (3)

Students will gain an understanding of the process of applying practical makeup and will learn age, trauma, weight, and corrective techniques. Students will learn to style wigs and their own hair for a number of periods commonly associated with theatrical productions. This course offers equal focus on research, design, concept writing, and technique.

THTR 405 Styles of Acting (3)

A technique to equip the contemporary actor to deal more comfortably with the textual and stylistic problems of acting in period plays. Prerequisite: THTR 205 and THTR 305.

THTR 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.

THTR 445 Scene Design (3)

An in-depth introduction to scenic design for the stage from concept to rendering. Students analyze plays for design considerations. Then develop scenic design concepts and learn to communicate design ideas.

THTR 455 Costume Design (3)

The theory and practice of costume design, including design projects. Students explore the process of design from script to research, creating paperwork, and finally rendering visual designs.

THTR 459 Professional Aspects for Artistic Fields (1)

A student will investigate what it means to be a professional in artistic or visual fields, and prepare to set themselves apart when entering the job market. For every assignment, students will gear the work to be reflective of their desired field. Soft skills will be learned via lectures on netiquette, the art of the thank you note, virtual and in-person networking, and etiquette for business meals and outings. Professional paperwork will be created, including general resumes, cover letters, appeals to unions and associations, graduate school packets, digital portfolios, and LinkedIn profiles. Finally, adulting habits will be introduced, via workshops on budgeting and basic tax terms for artists.

THTR 475 Stage Directing (3)

Emphasis on techniques and styles of directing for the stage. Readings, exercises, and directing project.

THTR 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.

THTR 480 Production Projects (1-3)

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.

THTR 490 Special Topics in Theatre Studies (1-3)

Seminars in theatre. Various topics.

THTR 497 Independent Study (1-3)

Research for the advanced student. Permission of the instructor. May be repeated.

THTR 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

Communication Studies, Bachelor of Arts - COMM

Program in Communication Studies

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.

Major Requirements (33 Hours)

Code	Title	Credits
Required		
COMM 103	Introduction to Communication (with a grade of B- or above)	3
COMM 210	Mass Media and Society	3
COMM 330	Critical Issues in Mass Communication	3
Senior Comprehensive Sequence		
Select one of the following:		6
COMM 385 & COMM 496	Research in Communication and Seminar in Advanced Research Methods	
COMM 386 & COMM 495	Research in Rhetoric and Seminar in Rhetoric and Criticism	
Select two of the following:		6
COMM 200	Interpersonal Communication	

COMM 307	Organizational Communication	
COMM 350	Intercultural Communication	
COMM 369	Public Communication	
Select two of the following:		6
COMM 202	Introduction to Rhetoric Through Pop Culture	
COMM 308	Persuasion	
COMM 312	Argumentation	
Select two of the following:		2-6
COMM 200	Interpersonal Communication	
COMM 202	Introduction to Rhetoric Through Pop Culture	
COMM 203	Small Group Communication	
COMM 204	Social Media	
COMM 255	Magazine Writing	
COMM 257	Journalism	
COMM 260	Film and Video Production	
COMM 266	Introduction to New Media	
COMM 290	Special Topics	
COMM 302	History and Criticism of Public Address	
COMM 303	Advertising in Consumer Society	
COMM 304	Public Relations	
COMM 307	Organizational Communication	
COMM 308	Persuasion	
COMM 312	Argumentation	
COMM 350	Intercultural Communication	
COMM 360	Oral Interpretation	
COMM 369	Public Communication	
COMM 370	Political Communication	
COMM 383	Art and Entertainment Law	
COMM 384	Mass Communication Law	
COMM 404	Non-Profit Public Relations Campaigns and Theory	
COMM 406	Marketing Communication	
COMM 418	Seminar on Women, Leadership, and Communication	
COMM 422	Masculinities in the United States Media	
COMM 454	Communication Ethics	
COMM 486	Practicum/Production	
COMM 490	Special Topics	
COMM 497	Independent Study	
COMM 499	Internship	
Total Credits		29-33

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 the spring 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 Research in Communication, COMM 496 Seminar in Advanced Research

- Methods), which explores social-scientific and qualitative methods of inquiry, or
2. rhetorical criticism (COMM 302 History and Criticism of Public Address, COMM 495 Seminar in Rhetoric and Criticism), 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.

Student 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).

Faculty/Professional Specialists

S. Baxter, C. Fitzpatrick, H. Ho, M. Kramer, T. Russ

Theatre, Bachelor of Arts - THTR
Program in Theatre

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

Major Requirements (36 Hours)

Code	Title	Credits
Required (22 Hours Minimum)		
THTR 205	Introduction to Acting	3
THTR 245	Introduction to Design & Technical Theater	3
THTR 265	Play Analysis for the Theatre	3
THTR 355	Voice and Movement	3
THTR 375	Rehearsal and Performance	1-3
THTR 380	History of Theatre	3
THTR 475	Stage Directing	3
THTR 480	Production Projects	3
One course in dramatic literature:		
THTR 378	Contemporary Women's Drama	3
Select three of the following (not used to satisfy the above requirements):		9
THTR 135	Introduction to Theatre	
THTR 305	Intermediate Acting	
THTR 325	Playwriting I	
THTR 335	History of Western European Cultural Performance	
THTR 360	Oral Interpretation	
THTR 365	Fashion and Costume History	
THTR 378	Contemporary Women's Drama	
THTR 385	Beginning Fashion and Costume Construction	
THTR 387	Hair and Makeup for the Stage	
THTR 405	Styles of Acting	
THTR 430	Theatre Management	
THTR 445	Scene Design	
THTR 455	Costume Design	
THTR 477	Playwriting II	
THTR 490	Special Topics in Theatre Studies	
THTR 497	Independent Study	
THTR 499	Internship	
Required Supporting Courses		
Select one of the following courses in dance:		2
DANC 144	Modern Dance Technique: Beginning	
DANC 145	Ballet Technique: Beginning	
DANC 148	Jazz Technique: Beginning	
DANC 150	Tap Technique: Beginning	
Total Credits		36-38

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.

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:

1. its historical and literary foundations;
2. the techniques of translating theory into action; and
3. the translation itself, that is, production.

The course work will be applied in practice through production assignments under the close supervision of faculty.

Faculty

M. Abram-Copenhaver, M. Bialko, M. Duffy, K. Sullivan

Fashion and Costume, Minor - FACO Minor in Fashion and Costume

Fashion and Costume are inherently related as they are, essentially, the same base subject. Both require a love of aesthetics and an interdisciplinary skillset in hands-on abilities and marketing; Fashion is geared toward the masses while costume is tending to the parameters of the stage. Costuming's research is based in Fashion or Art History and Fashion's trends pull from previous styles throughout time. Both allow a wearer- the individual consumer or the production's character- to choose the skin they are in, show off personality, and exude confidence.

Students will explore the fun side of this industry, enjoying history and beauty and practices of Fashion and Costume, but all the while keeping our Catholic roots and hunger for justice within our discussions, based on a foundation learned in Fashion Ethics.

The 13 hours would be earned via three buckets, all of which provide a diverse basic vocabulary needed to enter a Fashion or Costume field.

- The first bucket, Fashion and Costume Foundations, holds three Fashion and Costume-specific courses, all of which must be taken. They are Fashion Ethics, either Fashion and Costume History or Costume Design, and Professional Aspects for Artistic Fields. In the past, students enrolled in Professional Aspects for Artistic Fields have traveled to Chicago or NYC to meet with professionals in the field and to view the highest-quality examples of work.
- The second bucket, Business Bucket, allows students to understand the marketing and presentational piece of the Fashion or Costume worlds, learning how to present their ideas to their clients, remediate public issues, or manage their financial resources and staff.
- The third bucket, Creative and Historic Arts Bucket, students choose a course that provides arts research and/or hands-on, technical skills. This is the "doing" bucket, in which students are able to explore their artistic interests and talents and will provide particularly useful knowledge for those that want to go into design, curation, or creation of either fashion or costume.

This 13-hour minor appeals to Business, Marketing, Communication, and Theatre Majors and Minors as a support for or enhancement of their primary field of study.

MINOR REQUIREMENTS (13 HOURS)

Code	Title	Credits
All of the following:		
THTR 383	Fashion Ethics	3
THTR 365	Fashion and Costume History	3
or THTR 455	Costume Design	
THTR 459	Professional Aspects for Artistic Fields	1
Business		
One of the following:		3
BUAD 231	Principles of Marketing	
COMM 204	Social Media	
COMM 304	Public Relations	
COMM 406	Marketing Communication	
THTR 430	Theatre Management	
Creative and Historic Arts		
One of the following:		3

THTR 365	Fashion and Costume History or THTR 455 Costume Design
THTR 385	Beginning Fashion and Costume Construction
ART 219	Sculptural Knitting and Crochet
ART 236	Sustainable Textiles
ART 238	Fiber: Surface Design
ART 239	Fiber: Fabric Printing
ART 241	Art History Survey I

Total Credits 13

Student Learning Outcomes

The student who successfully completes the minor in fashion and costume will have acquired knowledge, understanding, and skills in the following:

- Develops a proficient, introductory knowledge of historical and aesthetic terms and practices
- Prepares for post-graduate work in any field with a foundational understanding of marketing and professional aspects
- Articulates ethical issues related to the field, demonstrating her attention to the Catholic value of justice

Faculty

M. Bialko

Musical Theatre, Minor - MUTH Minor Requirements (17 hours)

Code	Title	Credits
DANC 151	Musical Theatre Dance Forms	2
THTR 205	Introduction to Acting	3
THTR 245	Introduction to Design & Technical Theater	3
MUS 114	Voice (one credit per semester taken for two semesters)	2
or MUS 250	Vocal Techniques	
MUS 101	Class Piano - Beginners (one credit per semester taken for two semesters)	2
or MUS 111	Piano	
DANC 148	Jazz Technique: Beginning	2
or DANC 150	Tap Technique: Beginning	
THTR 490	Special Topics in Theatre Studies	3
Total Credits		17

Faculty

M. Abram-Copenhaver, M. Bialko, M. Duffy, K. Sullivan

Dance, Minor - DANC

Program in Dance

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.

Minor Requirements (16 Hours)

Code	Title	Credits
Required		
DANC 243	Dance Ensemble Workshop (DEW)	3
Select one of the following:		3
DANC 240	Introduction to Dance	
DANC 241	Contemporary Issues in Dance	
DANC 242	Dance Composition/Improvisation I	
DANC 342	Dance Composition/Improvisation II	
Select one of the following:		1-2
DANC 344	Modern Dance Technique: Advanced	
DANC 345	Ballet Technique: Advanced	
Select four (minimum) of the following:		8
DANC 144	Modern Dance Technique: Beginning	
DANC 145	Ballet Technique: Beginning	
DANC 146	Improvisation	
DANC 148	Jazz Technique: Beginning	
DANC 149	Body Conditioning I	
DANC 150	Tap Technique: Beginning	
DANC 151	Musical Theatre Dance Forms	
DANC 239	History of Ballet	
DANC 243	Dance Ensemble Workshop (DEW)	
DANC 244	Modern Dance Technique: Intermediate	
DANC 245	Ballet Technique: Intermediate	
DANC 247	Classical Pointe Technique—Beginning/Intermediate	
DANC 248	Jazz Technique: Intermediate	
DANC 249	Body Conditioning II	
DANC 250	Tap Technique: Intermediate	
DANC 344	Modern Dance Technique: Advanced	
DANC 345	Ballet Technique: Advanced	
DANC 347	Advanced Pointe Technique/Variations	
DANC 348	Jazz Technique: Advanced	
DANC 390	Special Topics in Dance	
Total Credits		15-16

- 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.

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.

Faculty

L. Lowry

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:

Public Relations/Advertising, Minor - PRAD

Minor Requirements (18 Hours)

Code	Title	Credits
COMM 303	Advertising in Consumer Society	3
COMM 304	Public Relations	3
COMM 308	Persuasion	3
COMM 406	Marketing Communication	3
Select one of the following:		3
COMM 307	Organizational Communication	
COMM 350	Intercultural Communication	
COMM 369	Public Communication	
COMM 370	Political Communication	
COMM 383	Art and Entertainment Law	
COMM 454	Communication Ethics	
Select one of the following:		3
COMM 204	Social Media	
COMM 255	Magazine Writing	
COMM 257	Journalism	
COMM 260	Film and Video Production	
COMM 266	Introduction to New Media	
COMM 404	Non-Profit Public Relations Campaigns and Theory	
COMM 486	Practicum/Production	
COMM 499	Internship	
Total Credits		18

Faculty/Professional Specialists

S. Baxter, C. Fitzpatrick, H. Ho, M. Kramer, T. Russ

Theatre (Performance), Minor - THPE Minor Requirements (12 hours)

Code	Title	Credits
Required		
THTR 205	Introduction to Acting	3
THTR 265	Play Analysis for the Theatre	3
THTR 375	Rehearsal and Performance	3
Electives		
Select one of the following 300-400 level electives:		3
THTR 305	Intermediate Acting	
THTR 325	Playwriting I	
THTR 335	History of Western European Cultural Performance	
THTR 355	Voice and Movement	
THTR 360	Oral Interpretation	
THTR 365	Fashion and Costume History	
THTR 378	Contemporary Women's Drama	
THTR 380	History of Theatre	
THTR 383	Fashion Ethics	
THTR 385	Beginning Fashion and Costume Construction	
THTR 405	Styles of Acting	
THTR 430	Theatre Management	
THTR 445	Scene Design	
THTR 455	Costume Design	
THTR 477	Playwriting II	
Total Credits		12

Faculty

M. Abram-Copenhaver, M. Bialko, M. Duffy, K. Sullivan

Theatre (Production), Minor - THPR

Minor Requirements (12 Hours)

Code	Title	Credits
Required		
THTR 245	Introduction to Design & Technical Theater	3
THTR 265	Play Analysis for the Theatre	3
THTR 375	Rehearsal and Performance	3
Electives		
Select one of the following 300-400 level electives:		3
THTR 305	Intermediate Acting	
THTR 325	Playwriting I	
THTR 335	History of Western European Cultural Performance	
THTR 355	Voice and Movement	
THTR 360	Oral Interpretation	
THTR 365	Fashion and Costume History	
THTR 378	Contemporary Women's Drama	
THTR 380	History of Theatre	
THTR 383	Fashion Ethics	
THTR 385	Beginning Fashion and Costume Construction	
THTR 405	Styles of Acting	
THTR 430	Theatre Management	
THTR 445	Scene Design	
THTR 455	Costume Design	
Total Credits		12

Faculty

M. Abram-Copenhaver, M. Bialko, M. Duffy, K. Sullivan

DATA SCIENCE

4+1 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, and business, and require the ability to communicate technical information to people with a range of technical competence. Saint Mary's Master of Science in Data Science program is 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.

Data-driven decisions are made across most major industry sectors on a daily basis. This means the work of data scientists can be done by those from an array of backgrounds as long as they have a foundation in the skills listed above, namely, mathematics, statistics, and computer programming. At Saint Mary's students can earn a bachelor's degree, in any area, and the data science master's degree in just five years.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Programs

- 4+1 Program in Data Science (p. 144)

Department Chair

Bogdan Vajiac, Program Director
336 Madeleva Hall
574-284-4717

Data Science Courses

DSCI 500A Essential Calculus for Data Science (1)

This course introduces the concepts from differential, integral, and multivariate calculus essential for the study of data science. Elements of linear algebra, such as vectors, planes, and matrices, also included. Emphasis on computation and application.

DSCI 500B Essential Probability Theory for Data Science (1)

This course introduces concepts from probability theory essential for the study of data science. Topics include probability spaces, Bayes' Theorem, random variables, discrete and continuous distributions, specifically the normal distribution, and the Central Limit Theorem. Emphasis on computation and application.

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 Preprocess/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. May be repeated up to 6 credits.

DSCI 997 Fulltime (12)

4+1 Program in Data Science

4+1 Pathway for Saint Mary's Undergraduate

Saint Mary's undergraduate students meeting the prerequisites set forth below may apply to the Master of Science in Data Science program as a second semester junior or first semester senior. If admitted to the graduate program, students will complete two graduate courses in data science in the senior year prior to baccalaureate graduation. The student will continue data science courses in the summer term immediately following her baccalaureate graduation and continue for the next fall, spring, and summer terms to complete the bachelor's and graduate degree in five years.

Prerequisites

- Calculus I
- Calculus II
- Statistics

- Computer Programming
- Linear Algebra (or equivalent)
- Completion of one graduate Data Science course (only for those applying in fall semester of her senior year)

Courses Available to Undergraduate Students

- MATH 527 Applied Linear Algebra Applied Linear Algebra
- MATH 546 Applied Statistics I
- MATH 547 Applied Statistics II
- CPSC 507 Computer Programming
- CPSC 529 Database Systems

For more details about the Master of Science in Data Science program, refer the *Graduate Policies and Programs* section.

EDUCATION

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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Teacher Preparation

The undergraduate teacher education program offers an Elementary Education major (grades K–6) and a Secondary Education major (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 Effectiveness and Licensing, Indiana Department of Education.

Accreditation

All teacher education programs are approved by the Indiana Department of Education Office of Educator Effectiveness and Licensing 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.

Policies for the Elementary Education Major and Secondary Education Major

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 B.A. 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.) Secondary majors complete a second major in one of the approved majors (see above).

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 Foundations for Teaching in a Multicultural Society field experience with a satisfactory evaluation.
- Demonstrate basic skills competency through testing (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 beyond EDUC 201 Foundations for Teaching in a Multicultural Society 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.
- Maintain appropriate teaching dispositions.

STEP III—Integrated Studies

- Maintain a cumulative 2.75 grade point average.
- Complete all Education courses beyond EDUC 201 Foundations for Teaching in a Multicultural Society with a grade of C or above.
- Complete the year-long internship at a satisfactory level (fall-field/spring-student-teaching).
- Earn the Advanced Writing proficiency. (Secondary Education majors complete the writing requirements in their content major.)
- Complete requirements for the Education Portfolio at the Developing level.

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 completed an additional licensure area or college minor in addition to the Elementary Education major or the Secondary Education major in addition to a college content 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 (<https://www.doe.in.gov/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.

Governmental Requirements for Some Professions

Some professions (e.g. nursing, teaching, social work, speech therapy, accounting, etc.) require specific requirements for licensure and/or hiring (e.g. acceptable criminal background check, sex offender check, drug and alcohol testing, citizenship or permanent resident status documentation, valid immigration status for non-US citizens, valid social security number, etc.). Such requirements may also apply to required clinical and fieldwork, or other out-of-class room experience necessary to complete degree requirements in the majors related to these professions. These requirements are determined by laws and regulations at both the state and federal levels and are subject to change. *Saint Mary's College strongly urges all admitted and current students to research and understand the appropriate requirements for their intended course of study and profession. Compliance with these requirements is the responsibility of the student and the graduate.* You should become informed and continue to monitor such requirements as laws and other legal requirements are subject to change.

- Education, Early Childhood, Minor - ECED (p. 156)
- Education, Elementary K-6, Bachelor of Arts - ELED (p. 153)
- Education, Elementary with Mild Intervention Licensure, K-6 - ELMI (p. 154)

- Education, Elementary with Reading Licensure, P-12 - ELER (p. 155)
- Education, English as a Second Language and/or Bilingual/Bicultural P-12, Minor - ENLB (p. 156)
- Education, Music Licensure, P-12 - MUSE (p. 157)
- Education, Secondary 5-12 - EDUC (p. 154)
- Education, Visual Arts Licensure, P-12 (p. 157)

Programs in Education

Majors

- Elementary Education
- Elementary Education/Mild Intervention
- Elementary Education/Reading
- Secondary Education (requires second major)

Minors

- Early childhood education
- ESL/BBE

Licensure Areas

1. Elementary
 - a. Elementary Generalist
 - b. Mild Intervention
 - c. Reading
 - d. ESL
2. Secondary (students complete a second major in the content area)
 - a. English
 - b. Math
 - c. Social Studies/history
 - d. Social Studies/Political science
 - e. Science (biology or chemistry)
 - f. Spanish
3. P-12 Music Education - exists as a major within the music department
4. P-12 Visual Arts Education (students complete a major in Art)

Department Chair

Steven Mast
232 Madeleva Hall
574-284-4246

Faculty

I. Chung, A. Gillan, J. Greiner, K. Higgs-Coulthard, J. Lalley, T. Suico, N. Turner

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 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) taught and uses that knowledge to create learning experiences that make these aspects of the discipline accessible and meaningful to learners.

Education Courses

Note: Courses that require a semester-long field experience (3 or 5 hours per week) are identified with Field Experience. Transportation is required.

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.

EDUC 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. Students must be available during the public school day (approximately 8am-3pm) once or twice a week for a total of 3 hours per week. Students are responsible for arranging their own transportation to and from their assigned placement. Note: EDUC 201 is a prerequisite for all Education courses.

EDUC 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 201, EDUC 240 or with permission.

EDUC 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 201, EDUC 240 or with permission.

EDUC 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*,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.

EDUC 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.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201.

EDUC 240 General Methods for Elementary/Middle School (3)

Students in this course will be introduced to the complex basic tasks involved in being a teacher. This includes: developing objectives, selecting content/curriculum, creating activities, designing lesson plans, organizing unit plans, and preparing assessments. In addition, issues surrounding classroom management, equity, inclusive education, and differentiation will be explored. Students who have completed this course will have the skills and knowledge needed to successfully enter content specific methods courses in their program.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201.

EDUC 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. Prerequisite: EDUC 201.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201

EDUC 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.

EDUC 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 EDUC 310 or with permission.

EDUC 325 Clinical Field Study (0)

This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

EDUC 335 Clinical Field Study (0)

This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201.

EDUC 352 Educational Psychology: Human Growth & 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201.

EDUC 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

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisites: EDUC 230, EDUC 240.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201.

EDUC 372 Education in Great Britain and Ireland (2,3)

This course engages the preservice teacher in 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. Prerequisite: EDUC 201.

EDUC 390 Special Topics (1-12)

An experimental, student or faculty initiated course on a topic not covered in detail in the regular curriculum. May be repeated. Prerequisite: EDUC 201.

EDUC 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. Prerequisite: EDUC 201.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 201.

EDUC 408 Fostering the Development of Culturally Responsive Teachers Through Experiential Learning (3)

This course provides preservice teachers the opportunity to further define their role as teachers in a multicultural society. The course is based in the premise that when we understand our own culture, we can better understand the cultural backgrounds of our students. With that understanding in place, we can connect to our students and the community. Through the use of experiential learning in a setting beyond the Saint Mary's College community, students will have active, unscripted interactions with people and settings outside of their lived experience, interpreted through class discussions informed by course readings, guest speakers, and film. Prerequisite: EDUC 201.

EDUC 425 Clinical Field Study (0)

This clinical experience integrates knowledge and skills with professional practice in the elementary/secondary classroom.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Pre or Co-requisites: ENLT 304, and one of the following: COMM 350, ICS 201, ANTH 141, or ANTH 253.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Spring semester only. Pre or Co-requisite EDUC 430

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisites: EDUC 230, EDUC 240

EDUC 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 specific content areas(s). Fall semester only. Field experience will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 345.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 345. (Also listed as MODL 445.)

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required.

Prerequisite: EDUC 345.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 345.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required. Prerequisite: EDUC 345.

EDUC 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. no prerequisites.

EDUC 471 Student Teaching in Elementary/Special Education 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 required. Graded S/U.

EDUC 472 Student Teaching in Elementary School (12)

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

EDUC 474 Student Teaching in Middle School/High School (12)

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

EDUC 475 Student Teaching in High School (12)

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

EDUC 476 Student Teaching in Elementary, Middle and High School (12)

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

EDUC 477 Student Teaching in the Elementary/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 required. Graded S/U.

EDUC 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 required. Graded S/U.

EDUC 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.

EDUC 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.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required.

EDUC 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 will require a semester-long field experience (5 hours per week.) Transportation is required.

EDUC 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. May be repeated.

EDUC 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. May be repeated.

EDUC 499 Internship (1-3)

Practical off-campus experience with an approved Internship. Jointly supervised by a faculty member and a representative from the sponsor. Graded S/U. Prerequisites: Permission of department chair. May be repeated.

Education, Elementary K-6, Bachelor of Arts - ELED

Major Requirements (65 Hours)

Code	Title	Credits
Required		
EDUC 201	Foundations for Teaching in a Multicultural Society (field)	3
EDUC 213	American Mosaic: Integrative Approaches to the Arts in Elementary/Middle School	2
EDUC 215	Teaching Wellness in Elementary/Middle School (field)	3
EDUC 220	Applied Media and Instructional Technology	3
EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School (field)	3
EDUC 240	General Methods for Elementary/Middle School	3
EDUC 301	Teaching Language Arts in Elementary/Middle School (field)	3
EDUC 302	Teaching Social Studies in Elementary/Middle School (field)	3
EDUC 303	Teaching Science in Elementary/Middle School (field)	3
EDUC 304	Teaching Reading in Elementary/Middle School (field)	3
EDUC 305	Teaching Mathematics in Elementary/Middle School (field)	3
EDUC 308	Children's Literature in Elementary/Middle School (field)	3
EDUC 352	Educational Psychology: Human Growth & Development of the Pre-School/Elementary/Middle School Student (field)	3
EDUC 406	Reading Assessment and Intervention in Elementary/Middle School (field)	3
EDUC 472	Student Teaching in Elementary School	12
Additional Required Courses		
HIST 103 or HIST 104	World Civilization I World Civilization II	3
HIST 201	United States History to 1865	3
MATH 118	Patterns in Mathematics for Elementary Teachers	3
MATH 302	Mathematics for Elementary School Teachers	3
Total Credits		65

Advanced Writing Proficiency

All 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. In addition, secondary candidates complete the Advanced W requirement in the content area major.

Senior Comprehensive

All candidates complete student teaching and the Education Portfolio at the Proficient level. Secondary education majors are also required to complete the senior comprehensive in the content area major.

Education, Elementary with Mild Intervention Licensure, K-6 - ELMI

Major Requirements (77 Hours)

Code	Title	Credits
Required		
EDUC 201	Foundations for Teaching in a Multicultural Society (field)	3
EDUC 213	American Mosaic: Integrative Approaches to the Arts in Elementary/Middle School	2
EDUC 215	Teaching Wellness in Elementary/Middle School (field)	3
EDUC 220	Applied Media and Instructional Technology	3
EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School (field)	3
EDUC 240	General Methods for Elementary/Middle School	3
EDUC 301	Teaching Language Arts in Elementary/Middle School (field)	3
EDUC 302	Teaching Social Studies in Elementary/Middle School (field)	3
EDUC 303	Teaching Science in Elementary/Middle School (field)	3
EDUC 304	Teaching Reading in Elementary/Middle School (field)	3
EDUC 305	Teaching Mathematics in Elementary/Middle School (field)	3
EDUC 308	Children's Literature in Elementary/Middle School (field)	3
EDUC 352	Educational Psychology: Human Growth & Development of the Pre-School/Elementary/Middle School Student (field)	3
EDUC 406	Reading Assessment and Intervention in Elementary/Middle School (field)	3
EDUC 472	Student Teaching in Elementary School	12
Additional Required Courses		
HIST 103 or HIST 104	World Civilization I World Civilization II	3
HIST 201	United States History to 1865	3
MATH 118	Patterns in Mathematics for Elementary Teachers	3
MATH 302	Mathematics for Elementary School Teachers	3
Total Credits		65

Code	Title	Credits
Required		
ELED Requirements		65

Mild Intervention Licensure

EDUC 362	Positive Behavioral Support	3
EDUC 365	Assessment Strategies/Exceptional Learners	3
EDUC 368	Intervention Strategies in Reading and Other Content Areas	3
EDUC 434	Collaboration and Consultation in Special Education	3

EDUC 471	Student Teaching in Elementary/Special Education Classroom ¹	12
Total Credits		89

¹ Replaces EDUC 472 Student Teaching in Elementary School.

Advanced Writing Proficiency

All 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. In addition, secondary candidates complete the Advanced W requirement in the content area major.

Senior Comprehensive

All candidates complete student teaching and the Education Portfolio at the Proficient level. Secondary education majors are also required to complete the senior comprehensive in the content area major.

Education, Secondary 5-12 - EDUC

Major Requirements (33 Hours)

Code	Title	Credits
Required		
EDUC 201	Foundations for Teaching in a Multicultural Society (field)	3
EDUC 220	Applied Media and Instructional Technology	3
EDUC 345	Curriculum and Assessment in Middle/High School (field)	3
EDUC 346	Literacy Strategies and Classroom Management in Middle/High School (field)	3
EDUC 350	Educational Psychology: Human Growth and Development of the Middle/High School Student (field)	3
EDUC 356	Educational Psychology: Educating Exceptional Learners in Middle/High School (field)	3
EDUC 474 or EDUC 475	Student Teaching in Middle School/High School Student Teaching in High School	12
Select one of the following:		3
EDUC 443	Teaching Social Studies in Middle/High School (field)	
EDUC 445	Teaching Modern Languages in Middle/High School (field)	
EDUC 447	Teaching English in Middle/High School (field)	
EDUC 449	Teaching Science in Middle/High School (field)	
EDUC 451	Teaching Mathematics in Middle/High School (field)	
Total Credits		33

Secondary Education: List of Approved Majors

Students planning to complete the Secondary Education major 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.

Advanced Writing Proficiency

All 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. In addition, secondary candidates complete the Advanced W requirement in the content area major.

Senior Comprehensive

All candidates complete student teaching and the Education Portfolio at the Proficient level. Secondary education majors are also required to complete the senior comprehensive in the content area major.

Education, Elementary with Reading Licensure, P-12 - ELER

Major Requirements (77 Hours)

Code Required	Title	Credits
EDUC 201	Foundations for Teaching in a Multicultural Society (field)	3
EDUC 213	American Mosaic: Integrative Approaches to the Arts in Elementary/Middle School	2
EDUC 215	Teaching Wellness in Elementary/Middle School (field)	3
EDUC 220	Applied Media and Instructional Technology	3
EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School (field)	3
EDUC 240	General Methods for Elementary/Middle School	3
EDUC 301	Teaching Language Arts in Elementary/Middle School (field)	3
EDUC 302	Teaching Social Studies in Elementary/Middle School (field)	3
EDUC 303	Teaching Science in Elementary/Middle School (field)	3
EDUC 304	Teaching Reading in Elementary/Middle School (field)	3
EDUC 305	Teaching Mathematics in Elementary/Middle School (field)	3
EDUC 308	Children's Literature in Elementary/Middle School (field)	3
EDUC 352	Educational Psychology: Human Growth & Development of the Pre-School/Elementary/Middle School Student (field)	3
EDUC 406	Reading Assessment and Intervention in Elementary/Middle School (field)	3
EDUC 472	Student Teaching in Elementary School	12
Additional Required Courses		
HIST 103 or HIST 104	World Civilization I World Civilization II	3
HIST 201	United States History to 1865	3
MATH 118	Patterns in Mathematics for Elementary Teachers	3
MATH 302	Mathematics for Elementary School Teachers	3
Total Credits		65

In addition to the ELED requirements, all of the following are required (leads to licensure in Reading):

Code Required	Title	Credits
ELED Requirements		65
Reading Licensure		
EDUC 306	Multicultural Approaches to Teaching of Reading	3
EDUC 404	Content Area Literacy Instruction	3
EDUC 481	Seminar in Reading	3
EDUC 486	Practicum in Reading (field)	3
Total Credits		77

Advanced Writing Proficiency

All 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. In addition, secondary candidates complete the Advanced W requirement in the content area major.

Senior Comprehensive

All candidates complete student teaching and the Education Portfolio at the Proficient level. Secondary education majors are also required to complete the senior comprehensive in the content area major.

Education, Early Childhood, Minor - ECED

Minor Requirements (15 Hours)

This is a College minor, not a licensure program.

Code	Title	Credits
EDUC 201	Foundations for Teaching in a Multicultural Society (field)	3
EDUC 310	Introduction to Early Childhood Education	3
EDUC 311	Curriculum and Assessment in Early Childhood Education	3
EDUC 480	Seminar in Early Childhood Education	3
EDUC 485	Practicum in Early Childhood Education (field)	3
Total Credits		15

Education, English as a Second Language and/or Bilingual/Bicultural P-12, Minor - ENLB

Minor Requirements (15 Hours)

This is a college minor. It leads to licensure in English as a Second Language if requirements for the Elementary or Secondary program are completed.

Code	Title	Credits
Required		
EDUC 201	Foundations for Teaching in a Multicultural Society (field)	3
EDUC 430	Foundations of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE) (field)	3
EDUC 432	Methods and Materials of English as a Second Language (ESL) and Bilingual/Bicultural Education (BBE) (field)	3
SLP 240	Phonetics	3
or ENLT 304	History of the English Language	
Select one of the following:		3
ANTH 141	People and Nature	
ANTH 253	Survey I: Culture and Language	
COMM 350	Intercultural Communication	
ICS 201	Introduction to Intercultural Studies	

Student Teaching¹

EDUC 477	Student Teaching in the Elementary/English as a Second Language Classroom	12
or EDUC 478	Student Teaching in the Secondary/English as a Second Language Classroom	
Total Credits		27

¹ If pursuing ESL licensure along with Elementary or Secondary Education. Replaces EDUC 472 Student Teaching in Elementary School or EDUC 475 Student Teaching in High School.

Education, Music Licensure, P-12 - MUSE

Licensure Program Requirements (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.

Code	Title	Credits
EDUC 201	Foundations for Teaching in a Multicultural Society (field)	3
EDUC 240	General Methods for Elementary/Middle School	3
EDUC 345	Curriculum and Assessment in Middle/High School (field)	3
EDUC 350	Educational Psychology: Human Growth and Development of the Middle/High School Student (field)	3
EDUC 352	Educational Psychology: Human Growth & Development of the Pre-School/Elementary/Middle School Student (field)	3
EDUC 476	Student Teaching in Elementary, Middle and High School	12
MUS 351	Elementary Music Methods (field)	2
MUS 453	Secondary Music Methods (field)	2
EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School (field)	3
or EDUC 356	Educational Psychology: Educating Exceptional Learners in Middle/High School	
Total Credits		34

Education, Visual Arts Licensure, P-12

licensure program Requirements (39 Hours)

Students planning to complete the Visual Arts Education licensure program must complete a major in Art in addition to the requirements below.

Code	Title	Credits
EDUC 201	Foundations for Teaching in a Multicultural Society (field)	3
EDUC 220	Applied Media and Instructional Technology	3
EDUC 240	General Methods for Elementary/Middle School	3
EDUC 345	Curriculum and Assessment in Middle/High School (field)	3
EDUC 350	Educational Psychology: Human Growth and Development of the Middle/High School Student (field)	3
EDUC 352	Educational Psychology: Human Growth & Development of the Pre-School/Elementary/Middle School Student (field)	3
ART 402	Teaching Art in Preschool through 8 (field)	3
ART 403	Teaching Art in High School (field)	3
EDUC 476	Student Teaching in Elementary, Middle and High School	12
EDUC 230	Educational Psychology: Foundations of Special Education in Elementary/Middle School (field)	3
or EDUC 356	Educational Psychology: Educating Exceptional Learners in Middle/High School	
Total Credits		39

ENGINEERING

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 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 option and flexibility to combine majors that fit a student's individual interests. Some majors complement one another because the disciplines are similar, such as:

- Chemistry and chemical engineering or environmental engineering.
- Physics or Mathematics and civil engineering, electrical engineering, or mechanical engineering.
- Computing and Applied Mathematics (CAM) and computer science or computer 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, combinations of liberal arts and engineering majors may be 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.

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. 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. Specifically:

- Students declaring an intent to participate in the dual degree engineering program at Notre Dame as a second-semester sophomore must have at least a cumulative GPA of 2.8 or above (technical and overall) to be "accepted" into this program. If the student has a GPA of 2.5–2.79, then she will be "conditionally accepted" into this program and must have a cumulative GPA of 2.8 by the end of fall semester of her junior year. If the student has a GPA of less than 2.5, then she will be "denied" from this program.
- Students in the program must maintain at least a cumulative GPA of 2.8 or above (technical and overall) to remain in the engineering program. If a student dips below a technical and overall GPA of 2.8

for one semester, then she is warned at the beginning of the following semester that she must raise her GPA to remain in the program. If she remains below a technical and overall GPA of 2.8 for two semesters, then she is removed from the engineering program; this will enable her to focus on completing her Saint Mary's College major/degree.

- Students in the program must maintain good academic and behavioral standing in the college. Serious academic violations or excessive student conduct violations and/or disciplinary probation may jeopardize the student's admission to the engineering program at the University of Notre Dame.

Note: Grades in classes taken at other institutions (institutions other than University of Notre Dame and Saint Mary's College) are not included in the technical and cumulative average GPA of the students. These courses, if approved, are listed on the student's transcripts and may be used to fulfill requirements.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Department Chair

Toni Barstis, Program Director
168 Science Hall
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ENGLISH

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, and the complexities of moral choice. By encouraging critical inquiry and a clear, effective writing style, the study of literature helps foster independent thought and broadens imaginative capacities. For these reasons, it is the best preparation for immediate entry into a wide range of jobs and post-B.A professional certifications, including writing and journalism careers, and admission into M.B.A and law degree graduate programs. Our majors are also active in teaching at all levels, including as M.F.A.- and Ph.D.- prepared faculty in college and university literature and creative writing programs. The English Department offers three degree programs:

1. English Literature,
2. Creative Writing, and
3. a Double Major in English Literature and Creative Writing.

In addition, two minor programs are offered in English Literature and Creative Writing.

Teaching Preparation

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

Programs

- Creative Writing, Bachelor of Arts - ENWR (p. 169)
- Creative Writing, Minor - ENWR (p. 172)
- English Literature and Creative Writing, Double Major, Bachelor of Arts - ENLW (p. 167)
- English Literature, Bachelor of Arts - ENLT (p. 165)
- English Literature, Minor - ENLT (p. 170)

Department Chair

Ann Marie Short
222W Spes Unica Hall
574-284-4475

Faculty

T. Bonnell, C. Cobb, J. Dauer, Sr. E. M. Hooker, R. Lehmann, S. Noonan, Y. Renfro, A. Short

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.

ENLT 151 Introduction to Literature (3)

Introduction to Literature (3/4) This course introduces students to the skills of reading and writing that enable us to appreciate, understand, and enjoy literary texts. It fulfills the Sophia literature requirement. W sections of this course also allow students to fulfill the writing proficiency requirement.

ENLT 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.

ENLT 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.

ENLT 216 Literature of Social Justice (3)

Readings among a range of literary texts which raise questions about problems that hinder the creation of a more equitable society for all.

ENLT 217 Contemporary Women's Fiction (3)

Readings of contemporary women writers since the 1960s.

ENLT 222 Greek Literature (3)

Homeric epic and Athenian tragedy; possible additional readings from other Greek literary genres or later adaptations of Greek literature.

ENLT 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.

ENLT 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.

ENLT 228 Irish Literature (3)

A survey of Irish literature. Topics may range from the Middle Ages to the twentieth century.

ENLT 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.

ENLT 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.

ENLT 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.

ENLT 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.

ENLT 251 African-American Literature (3)

Materials grouped variously for each class by theme, genre or historical period. May be repeated.

ENLT 253 Native American Literature (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated.

ENLT 254 William Carlos Williams, the Poet Doctor: Exploring the Intersections Between Poetics and Medicine (3)

William Carlos Williams (WCW), one of the 20th century's most crucial American poets, also worked as a tireless doctor, who, by his own count, delivered around 3,000 babies. He also made daily house calls, and even though one might think his medical profession would detract from his poetry and poetics, he saw the exact opposite to be the case. His attentiveness to his patients deepened his attentiveness to language, and vice-versa, so much so that his medical practice could be described as a poetics of listening. The content and the assignments of this course, then, are designed specifically for nursing students (though students from any major are welcome to take it as well). Along with two more traditional essays (one focusing on WCW's early poetics, one focusing on his later poetics), students will keep an Attentiveness Journal. Students will also complete an ekphrasis project that further deepens their attentiveness to their surroundings and to language.

ENLT 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.

ENLT 272 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.

ENLT 277 Women in Film (3)

An exploration of the ways in which women as performers, writers, producers, directors and audience have shaped the movies.

ENLT 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.

ENLT 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.

ENLT 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.

ENLT 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.

ENLT 290 Topics in Literature (1-3)

A range of courses offering literary study. May be repeated.

ENLT 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.

ENLT 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.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisites: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 315 Shakespeare (3)

Representative comedies, histories, tragedies, and romances, with emphasis on theatre. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 327 18th-Century British Novel: Novel Women (3)

A critical and historical study of the novel in Britain from Daniel Defoe to Jane Austen. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisites: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 337 The Brontës (3)

We will read novels by Charlotte, Emily, and Anne Brontë: *Jane Eyre*, *Villette*, *Wuthering Heights*, and *The Tenant of Wildfell Hall*. We will also read a contemporary biography of Charlotte Brontë, 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 343 20th-Century British Novel (3)

A critical and historical study of the novel in Britain from Joseph Conrad to the present. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 360 Global Anglophone Literature (3)

Materials grouped variously for each class by theme, genre, or historical period. May be repeated. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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, sociopolitical, 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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 and 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 375 Contemporary American Poetry in Context (3)

Trends, themes, genres and movements in contemporary American poetry, contextualized with relevant works from other periods, cultures and traditions. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisites: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 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. Prerequisite: Completion of 'W' requirement, one ENLT course, or instructor permission.

ENLT 390 Topics in Literature (1-3)

A range of courses offering advanced literary study. May be repeated.

ENLT 397 Independent Study (1-3)

May be repeated.

ENLT 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. Prerequisite for all ENLT courses numbered 401 to 490 is a 300-level ENLT course or permission of instructor.

ENLT 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. Prerequisite: 300-level ENLT course, or permission of the instructor.

ENLT 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. Prerequisites: 300 level ENLT or instructor permission

ENLT 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. Prerequisite: 300-level ENLT course, or permission of the instructor.

ENLT 490 Topics in Literature (1-3)

A range of courses offering advanced literary study. May be repeated.

ENLT 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 or ENLW major.

ENLT 497 Independent Study (1-3)

May be repeated.

Creative Writing Courses

ENWR 115 Imaginative Writing: The Art & Practice of Writing Creatively (4)

This course aims to show the role of imagination in the composing process, including its role in writing with creativity and empathy. The focus of this class is the study and practice of creative writing and creativity. This course introduces the craft of creative writing at the college level. This will include the opportunities to develop your writing skills by engaging in the practice of creative writing as well as engaging in an analytical study of craft and creativity. We will engage in exploring questions about the nature of inspiration and the concept of creativity and consider the ways in which the craft based skills of creative writing can help us in all our writing endeavors. This course will include weekly reading and writing exercises, and strategies for revision.

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.

ENWR 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. The class will be discussion and workshop based.

ENWR 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.

ENWR 290 Topics in Writing (1-3)

A range of courses offering specialized instruction in writing. May be repeated with different topic.

ENWR 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.

ENWR 320 Creative 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. Prerequisite: ENWR 202 or Instructor Permission.

ENWR 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. Prerequisite: ENWR 202.

ENWR 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. Prerequisite: ENWR 202.

ENWR 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 325)

ENWR 390 Topics in Writing (1-3)

A range of courses offering specialized instruction in writing. May be repeated with different topic.

ENWR 397 Independent Study (1-3)

May be repeated.

ENWR 420 Advanced Creative Non-Fiction Workshop (3)

In this class, students will undertake the advanced study of creative nonfiction. This term denotes a broad category of prose works such as personal essays, profiles, nature writing, narrative essays, idea-based essays, criticism, and literary journalism. We will focus on several of these genres over the course of the semester. We will study contemporary essayists, memoirists, and literary journalists to attempt to help us write our own essays that mix facts, reflection and imagination. We will also explore different forms of creative nonfiction, including but not limited to: audio essays, blogging and flash nonfiction. This is an advanced workshop in creative nonfiction. This means that you should already possess a substantive knowledge of contemporary writers; a fair understanding of process-oriented strategies for writing; a high degree of familiarity with the dynamics of in-class workshoping; and a strong sense of what constitutes the different facets of maintaining a viable journal. Prerequisite: ENWR 320 or Instructor Permission.

ENWR 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 or Instructor Permission.

ENWR 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 or Instructor Permission.

ENWR 490 Topics in Writing (1-3)

A range of courses offering specialized instruction in writing. May be repeated with different topic.

ENWR 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: 2 ENWR courses or Instructor Permission.

ENWR 497 Independent Study (1-3)

May be repeated.

ENWR 499 Writing Internship (1-3)

May be repeated.

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. May be repeated.

ENGL 251 The Theory and Practice of Tutoring I (1)

This course is designed to provide you with a thorough understanding of the philosophy and practice of a college writing center. Throughout the two semesters, we will discuss the theoretical foundations of a writing center that serves 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 252 The Theory and Practice of Tutoring II (1)

This course is designed to provide you with a thorough understanding of the philosophy and practice of a college writing center. Throughout the two semesters, we will discuss the theoretical foundations of a writing center that serves 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. Prerequisite: ENGL 251.

ENGL 305 Introduction to Linguistics (1)

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.

ENGL 351 The Theory and Practice of Tutoring III (1)**ENGL 352 The Theory and Practice of Tutoring IV (1)**

In this course, you will participate in ongoing, student-centered "Writing Workshops" during the course of the semester. I describe these in a bit more detail below, but in short, 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. Prerequisite: ENGL 351

ENGL 498 Teaching Assistantship in English Writing or Literature (1-3)

May be repeated.

ENGL 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.

English Literature, Bachelor of Arts - ENLT

Major Requirements (33 Hours)

Code	Title	Credits
Required		
ENLT 151	Introduction to Literature	3
ENLT 385	Critical Theory	3
ENLT 495	Senior Literature Seminar	3
Lower Division Course		
Select one of the following:		3
ENLT 106W	Language and Literature	
ENLT 211	Animals in Literature and Society	
ENLT 213	Environmental Literature	
ENLT 216	Literature of Social Justice	
ENLT 217	Contemporary Women's Fiction	
ENLT 222	Greek Literature	
ENLT 223	Classical Mythology	
ENLT 224	Sorcery and Damnation	
ENLT 228	Irish Literature	
ENLT 232	Arthurian Literature	
ENLT 234	Shakespeare: Page, Stage, and Screen	
ENLT 238	Jane Austen	
ENLT 244	Tolkien and Modern Fantasy	
ENLT 251	African-American Literature	
ENLT 253	Native American Literature	
ENLT 254	William Carlos Williams, the Poet Doctor: Exploring the Intersections Between Poetics and Medicine (Exploring the Intersections Between Poetics and Medicine)	
ENLT 255	Women of Genius: American Literature in the Suffragette Era	
ENLT 272	Multiethnic Graphic Narrative	
ENLT 277	Women in Film	
ENLT 278	From Fiction to Film	
ENLT 279	Jane Austen and Film	
ENLT 281	British Literature: Beowulf to 1800	
ENLT 282	British Literature: 1800 to Present	
ENLT 290	Topics in Literature	
Upper Division Courses		
Select five courses, including at least one course at the 400 level and at least one course in each of the following period and culture areas:		15
Pre-Modern (pre-1500):		
ENLT 311	Medieval Literature	
ENLT 312	Chaucer	
ENLT 387	Gender and Sexuality in Literature	
ENLT 390	Topics in Literature (approved sections)	
ENLT 490	Topics in Literature (approved sections)	
Early Modern (1500-1770):		
ENLT 314	16th/17th-Century British Literature	
ENLT 327	18th-Century British Novel: Novel Women	

ENLT 328	18th-Century British Literature
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage
ENLT 490	Topics in Literature (approved sections)
Modern (1770-1914):	
ENLT 330	Romantic Movements
ENLT 332	Romantic Era Feminism
ENLT 333	Victorian Literature
ENLT 336	19th-Century British Novel: The Victorian Novel
ENLT 337	The Brontes
ENLT 346	American Literature to 1865
ENLT 347	American Literature 1865 to 1945
ENLT 351	19th-Century American Literature
ENLT 358	Development of the American Novel
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 455	Emily Dickinson
ENLT 490	Topics in Literature (approved sections)
Modernist-Postmodern-Contemporary (1914-now):	
ENLT 340	20th-Century British Literature
ENLT 343	20th-Century British Novel
ENLT 348	American Literature 1945 to Present
ENLT 352	20th-Century American Literature
ENLT 354	Immigrant Women's Writing
ENLT 360	Global Anglophone Literature
ENLT 362	Contemporary Global Literature
ENLT 363	20th-Century and Contemporary African Literature
ENLT 366	Postcolonial Women's Writing
ENLT 367	Caribbean Women's Literature
ENLT 375	Contemporary American Poetry in Context
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 451	American Poetry and Poetics
ENLT 490	Topics in Literature (approved sections)
American:	
ENLT 346	American Literature to 1865
ENLT 347	American Literature 1865 to 1945
ENLT 348	American Literature 1945 to Present
ENLT 351	19th-Century American Literature
ENLT 352	20th-Century American Literature
ENLT 354	Immigrant Women's Writing
ENLT 358	Development of the American Novel
ENLT 375	Contemporary American Poetry in Context
ENLT 387	Gender and Sexuality in Literature (approved sections)
ENLT 390	Topics in Literature (approved sections)
ENLT 451	American Poetry and Poetics
ENLT 455	Emily Dickinson
ENLT 490	Topics in Literature (approved sections)
British:	

ENLT 311	Medieval Literature
ENLT 312	Chaucer
ENLT 314	16th/17th-Century British Literature
ENLT 327	18th-Century British Novel: Novel Women
ENLT 328	18th-Century British Literature
ENLT 330	Romantic Movements
ENLT 332	Romantic Era Feminism
ENLT 333	Victorian Literature
ENLT 336	19th-Century British Novel: The Victorian Novel
ENLT 337	The Brontes
ENLT 340	20th-Century British Literature
ENLT 343	20th-Century British Novel
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage
ENLT 490	Topics in Literature (approved sections)
Global Anglophone:	
ENLT 360	Global Anglophone Literature
ENLT 362	Contemporary Global Literature
ENLT 363	20th-Century and Contemporary African Literature
ENLT 366	Postcolonial Women's Writing
ENLT 367	Caribbean Women's Literature
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 490	Topics in Literature (approved sections)
300-Level Course: ³	
ENLT 303	History of the Book
ENLT 304	History of the English Language
Shakespeare Courses	
Select one of the following:	
ENLT 315	Shakespeare
ENLT 316	Shakespeare and the Power of Art
ENLT 415	Shakespeare and the World
Select one of the following courses in literature by historically underrepresented groups: ²	
ENLT 251	African-American Literature
ENLT 253	Native American Literature
ENLT 272	Multiethnic Graphic Narrative
ENLT 290	Topics in Literature
ENLT 354	Immigrant Women's Writing
ENLT 360	Global Anglophone Literature
ENLT 362	Contemporary Global Literature
ENLT 363	20th-Century and Contemporary African Literature
ENLT 366	Postcolonial Women's Writing
ENLT 367	Caribbean Women's Literature
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 490	Topics in Literature (approved sections)
Select one additional ENLT or ENWR course	
Total Credits	

¹ A single course may count for a period, culture and/or level requirement.

² May not use the same course to fulfill both this requirement and the Global Anglophone requirement.

Advanced Writing Proficiency

Advanced Writing Proficiency in the major is demonstrated by successfully completing the writing required for the Senior Comprehensive (see below).

Senior Comprehensive ENGLISH LITERATURE (ENLT)

Successful completion of ENLT 495 Senior Literature Seminar satisfies the Senior Comprehensive requirement.

Student Learning Outcomes

- **To Read** closely with sensitivity to language and literary genres, and analytically with understanding of relevant theoretical frameworks and interdisciplinities.
- **To Write** correctly, observing the conventions of citation, grammar and form; to write clearly, using logical, evidence-based argument; and to write persuasively, drawing upon a variety of rhetorical strategies.

English Literature and Creative Writing, Double Major, Bachelor of Arts - ENLW

Major Requirements (54 Hours)

Code	Title	Credits
Required		
ENLT 151	Introduction to Literature	3
ENWR 202	Introduction to Creative Writing	3
ENLT 385	Critical Theory	3
ENLT 495	Senior Literature Seminar	3
or ENWR 495	Senior Writing Project	
Shakespeare Course		
Select one of the following:		3
ENLT 315	Shakespeare	
ENLT 316	Shakespeare and the Power of Art	
ENLT 415	Shakespeare and the World	
Lower Division Course		
Select one of the following:		3
ENLT 106W	Language and Literature	
ENLT 211	Animals in Literature and Society	
ENLT 213	Environmental Literature	
ENLT 216	Literature of Social Justice	
ENLT 217	Contemporary Women's Fiction	
ENLT 222	Greek Literature	
ENLT 223	Classical Mythology	
ENLT 224	Sorcery and Damnation	
ENLT 228	Irish Literature	
ENLT 232	Arthurian Literature	
ENLT 234	Shakespeare: Page, Stage, and Screen	
ENLT 238	Jane Austen	
ENLT 244	Tolkien and Modern Fantasy	
ENLT 251	African-American Literature	
ENLT 253	Native American Literature	
ENLT 254	William Carlos Williams, the Poet Doctor: Exploring the Intersections Between Poetics and Medicine (Exploring the Intersections Between Poetics and Medicine)	
ENLT 255	Women of Genius: American Literature in the Suffragette Era (American Literature in the Suffragette Era)	
ENLT 272	Multiethnic Graphic Narrative	
ENLT 277	Women in Film	
ENLT 278	From Fiction to Film	
ENLT 279	Jane Austen and Film	
ENLT 281	British Literature: Beowulf to 1800	
ENLT 282	British Literature: 1800 to Present	
ENLT 290	Topics in Literature	
Workshops		
Select two of the following:		6
ENWR 320	Creative Nonfiction Workshop	
ENWR 321	Fiction Workshop	

ENWR 323	Poetry Workshop
Advanced Workshop	
Select one of the following:	
ENWR 420	Advanced Creative Non-Fiction Workshop
ENWR 421	Advanced Fiction Writing Workshop
ENWR 423	Advanced Poetry Writing Workshop
Upper Division Courses	
Select five courses, including at least one course at the 400 level and at least one course in each of the following period and culture areas:	
1	
Pre-Modern (pre-1500):	
ENLT 311	Medieval Literature
ENLT 312	Chaucer
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 490	Topics in Literature (approved sections)
Early Modern (1500-1770):	
ENLT 314	16th/17th-Century British Literature
ENLT 327	18th-Century British Novel: Novel Women
ENLT 328	18th-Century British Literature
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage
ENLT 490	Topics in Literature (approved sections)
Modern (1770-1914):	
ENLT 330	Romantic Movements
ENLT 332	Romantic Era Feminism
ENLT 333	Victorian Literature
ENLT 336	19th-Century British Novel: The Victorian Novel
ENLT 337	The Brontes
ENLT 346	American Literature to 1865
ENLT 347	American Literature 1865 to 1945
ENLT 351	19th-Century American Literature
ENLT 358	Development of the American Novel
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 455	Emily Dickinson
ENLT 490	Topics in Literature (approved sections)
Modernist-Postmodern-Contemporary (1914-now):	
ENLT 340	20th-Century British Literature
ENLT 343	20th-Century British Novel
ENLT 348	American Literature 1945 to Present
ENLT 352	20th-Century American Literature
ENLT 354	Immigrant Women's Writing
ENLT 360	Global Anglophone Literature
ENLT 362	Contemporary Global Literature
ENLT 363	20th-Century and Contemporary African Literature
ENLT 366	Postcolonial Women's Writing
ENLT 367	Caribbean Women's Literature
ENLT 375	Contemporary American Poetry in Context
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)

ENLT 451	American Poetry and Poetics
ENLT 490	Topics in Literature (approved sections)
American:	
ENLT 346	American Literature to 1865
ENLT 347	American Literature 1865 to 1945
ENLT 348	American Literature 1945 to Present
ENLT 351	19th-Century American Literature
ENLT 352	20th-Century American Literature
ENLT 354	Immigrant Women's Writing
ENLT 358	Development of the American Novel
ENLT 375	Contemporary American Poetry in Context
ENLT 387	Gender and Sexuality in Literature (approved sections)
ENLT 390	Topics in Literature (approved sections)
ENLT 451	American Poetry and Poetics
ENLT 455	Emily Dickinson
ENLT 490	Topics in Literature (approved sections)
British:	
ENLT 311	Medieval Literature
ENLT 312	Chaucer
ENLT 314	16th/17th-Century British Literature
ENLT 327	18th-Century British Novel: Novel Women
ENLT 328	18th-Century British Literature
ENLT 330	Romantic Movements
ENLT 332	Romantic Era Feminism
ENLT 333	Victorian Literature
ENLT 336	19th-Century British Novel: The Victorian Novel
ENLT 337	The Brontes
ENLT 340	20th-Century British Literature
ENLT 343	20th-Century British Novel
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage
ENLT 490	Topics in Literature (approved sections)
Global Anglophone:	
ENLT 360	Global Anglophone Literature
ENLT 362	Contemporary Global Literature
ENLT 363	20th-Century and Contemporary African Literature
ENLT 366	Postcolonial Women's Writing
ENLT 367	Caribbean Women's Literature
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 490	Topics in Literature (approved sections)
300-Level Course: ²	
ENLT 303	History of the Book
ENLT 304	History of the English Language
Select three of the following courses not used to satisfy any other requirements: ⁹	
ENWR 222	Tourist or Traveler: Travel Writing in the New Millennium
ENWR 290	Topics in Writing
ENWR 307	Rhetoric

ENWR 320	Creative Nonfiction Workshop
ENWR 321	Fiction Workshop
ENWR 323	Poetry Workshop
ENWR/THTR 325	Playwriting
ENWR 390	Topics in Writing
ENWR 420	Advanced Creative Non-Fiction Workshop
ENWR 421	Advanced Fiction Writing Workshop
ENWR 423	Advanced Poetry Writing Workshop
ENWR 490	Topics in Writing
Select one of the following courses in literature by historically underrepresented groups: ³	
ENLT 251	African-American Literature
ENLT 253	Native American Literature
ENLT 272	Multiethnic Graphic Narrative
ENLT 354	Immigrant Women's Writing
ENLT 360	Global Anglophone Literature
ENLT 362	Contemporary Global Literature
ENLT 363	20th-Century and Contemporary African Literature
ENLT 366	Postcolonial Women's Writing
ENLT 367	Caribbean Women's Literature
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature
ENLT 490	Topics in Literature
Select one additional ENLT or ENWR course ³	
Total Credits	54

- ¹ A single course may count for a period requirement, culture and/or level requirement.
- ² Courses without period or cultural designation which satisfy this requirement.
- ³ May not use the same course to fulfill both this requirement and the Global Anglophone requirement

Advanced Writing Proficiency

Advanced Writing Proficiency in the major is demonstrated by successfully completing the writing required for the Senior Comprehensive (see below).

Senior Comprehensive

The Double Major in English Literature and Creative Writing (ENLW)

Successful completion of either ENLT 495 Senior Literature Seminar or ENWR 495 Senior Writing Project satisfies the Senior Comprehensive requirement.

Creative Writing, Bachelor of Arts - ENWR

Major Requirements (33 HOURS)

Code	Title	Credits
Required		
ENLT 151	Introduction to Literature	3
ENWR 202	Introduction to Creative Writing	3
ENWR 495	Senior Writing Project	3
Shakespeare Course		
Select one of the following:		3
ENLT 315	Shakespeare	
ENLT 316	Shakespeare and the Power of Art	
ENLT 415	Shakespeare and the World	
Upper Division Courses		
Select three courses, including at least one course in each of the following areas: ¹		9
American:		
ENLT 346	American Literature to 1865	
ENLT 347	American Literature 1865 to 1945	
ENLT 348	American Literature 1945 to Present	
ENLT 351	19th-Century American Literature	
ENLT 352	20th-Century American Literature	
ENLT 354	Immigrant Women's Writing	
ENLT 358	Development of the American Novel	
ENLT 375	Contemporary American Poetry in Context	
ENLT 387	Gender and Sexuality in Literature	
ENLT 390	Topics in Literature (approved sections)	
ENLT 451	American Poetry and Poetics	
ENLT 455	Emily Dickinson	
ENLT 490	Topics in Literature (approved sections)	
British:		
ENLT 311	Medieval Literature	
ENLT 312	Chaucer	
ENLT 314	16th/17th-Century British Literature	
ENLT 327	18th-Century British Novel: Novel Women	
ENLT 328	18th-Century British Literature	
ENLT 330	Romantic Movements	
ENLT 332	Romantic Era Feminism	
ENLT 333	Victorian Literature	
ENLT 336	19th-Century British Novel: The Victorian Novel	
ENLT 337	The Brontes	
ENLT 340	20th-Century British Literature	
ENLT 343	20th-Century British Novel	
ENLT 387	Gender and Sexuality in Literature	
ENLT 390	Topics in Literature (approved sections)	
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage	
ENLT 490	Topics in Literature (approved sections)	
Global Anglophone:		
ENLT 360	Global Anglophone Literature	
ENLT 362	Contemporary Global Literature	

ENLT 363	20th-Century and Contemporary African Literature
ENLT 366	Postcolonial Women's Writing
ENLT 367	Caribbean Women's Literature
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 490	Topics in Literature (approved sections)
Pre-Modern (pre-1500)/Early Modern (1500-1770)/Modern (1770-1914): ³	
ENLT 311	Medieval Literature
ENLT 312	Chaucer
ENLT 314	16th/17th-Century British Literature
ENLT 327	18th-Century British Novel: Novel Women
ENLT 328	18th-Century British Literature
ENLT 330	Romantic Movements
ENLT 332	Romantic Era Feminism
ENLT 333	Victorian Literature
ENLT 336	19th-Century British Novel: The Victorian Novel
ENLT 337	The Brontes
ENLT 346	American Literature to 1865
ENLT 347	American Literature 1865 to 1945
ENLT 351	19th-Century American Literature
ENLT 358	Development of the American Novel
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage
ENLT 455	Emily Dickinson
ENLT 490	Topics in Literature (approved sections)
Workshops	
Select two of the following:	
ENWR 320	Creative Nonfiction Workshop
ENWR 321	Fiction Workshop
ENWR 323	Poetry Workshop
Advanced Workshop	
Select one of the following:	
ENWR 420	Advanced Creative Non-Fiction Workshop
ENWR 421	Advanced Fiction Writing Workshop
ENWR 423	Advanced Poetry Writing Workshop
Select one of the following not used to satisfy any other requirements: ²	
ENWR 222	Tourist or Traveler: Travel Writing in the New Millennium
ENWR 290	Topics in Writing
ENWR 307	Rhetoric
ENWR 320	Creative Nonfiction Workshop
ENWR 321	Fiction Workshop
ENWR 323	Poetry Workshop
ENWR/THTR 325	Playwriting
ENWR 390	Topics in Writing
ENWR 420	Advanced Creative Non-Fiction Workshop
ENWR 421	Advanced Fiction Writing Workshop
ENWR 423	Advanced Poetry Writing Workshop

ENWR 490	Topics in Writing
Total Credits	33

- ¹ A single course may count for the American, British, or Global Anglophone requirement and the Pre-Modern/Early Modern/Modern requirement.
- ² A 300-level workshop in the same genre is prerequisite to a 400-level workshop in that genre.

Advanced Writing Proficiency

Advanced Writing Proficiency in the major is demonstrated by successfully completing the writing required for the Senior Comprehensive (see below).

Senior Comprehensive

CREATIVE WRITING (ENWR)

Successful completion of ENWR 495 Senior Writing Project satisfies the Senior Comprehensive requirement.

English Literature, Minor - ENLT
Minor Requirements (18 Hours)

Code	Title	Credits
Required		
ENLT 151	Introduction to Literature	3
Shakespeare Course		
Select one of the following:		3
ENLT 315	Shakespeare	
ENLT 316	Shakespeare and the Power of Art	
ENLT 415	Shakespeare and the World	
Lower Division Course		
Select one of the following:		3
ENLT 106W	Language and Literature	
ENLT 211	Animals in Literature and Society	
ENLT 213	Environmental Literature	
ENLT 216	Literature of Social Justice	
ENLT 217	Contemporary Women's Fiction	
ENLT 222	Greek Literature	
ENLT 223	Classical Mythology	
ENLT 224	Sorcery and Damnation	
ENLT 228	Irish Literature	
ENLT 232	Arthurian Literature	
ENLT 234	Shakespeare: Page, Stage, and Screen	
ENLT 238	Jane Austen	
ENLT 244	Tolkien and Modern Fantasy	
ENLT 251	African-American Literature	
ENLT 253	Native American Literature	
ENLT 254	William Carlos Williams, the Poet Doctor: Exploring the Intersections Between Poetics and Medicine	
ENLT 255	Women of Genius: American Literature in the Suffragette Era	
ENLT 272	Multiethnic Graphic Narrative	
ENLT 277	Women in Film	
ENLT 278	From Fiction to Film	
ENLT 279	Jane Austen and Film	
ENLT 281	British Literature: Beowulf to 1800	
ENLT 282	British Literature: 1800 to Present	
Upper Division Courses		
Select three courses, including at least one course in each of the following areas: ¹		9
American:		
ENLT 346	American Literature to 1865	
ENLT 347	American Literature 1865 to 1945	
ENLT 348	American Literature 1945 to Present	
ENLT 351	19th-Century American Literature	
ENLT 352	20th-Century American Literature	
ENLT 354	Immigrant Women's Writing	
ENLT 358	Development of the American Novel	
ENLT 375	Contemporary American Poetry in Context	
ENLT 387	Gender and Sexuality in Literature	
ENLT 390	Topics in Literature (approved sections)	

ENLT 451	American Poetry and Poetics
ENLT 455	Emily Dickinson
ENLT 490	Topics in Literature (approved sections)
British:	
ENLT 311	Medieval Literature
ENLT 312	Chaucer
ENLT 314	16th/17th-Century British Literature
ENLT 327	18th-Century British Novel: Novel Women
ENLT 328	18th-Century British Literature
ENLT 330	Romantic Movements
ENLT 332	Romantic Era Feminism
ENLT 333	Victorian Literature
ENLT 336	19th-Century British Novel: The Victorian Novel
ENLT 337	The Brontes
ENLT 340	20th-Century British Literature
ENLT 343	20th-Century British Novel
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage
ENLT 490	Topics in Literature (approved sections)
Global Anglophone:	
ENLT 360	Global Anglophone Literature
ENLT 362	Contemporary Global Literature
ENLT 363	20th-Century and Contemporary African Literature
ENLT 366	Postcolonial Women's Writing
ENLT 367	Caribbean Women's Literature
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 490	Topics in Literature (approved sections)
Pre-Modern/Early Modern/Modern (pre-1500 to 1914):	
ENLT 311	Medieval Literature
ENLT 312	Chaucer
ENLT 314	16th/17th-Century British Literature
ENLT 327	18th-Century British Novel: Novel Women
ENLT 328	18th-Century British Literature
ENLT 330	Romantic Movements
ENLT 332	Romantic Era Feminism
ENLT 333	Victorian Literature
ENLT 336	19th-Century British Novel: The Victorian Novel
ENLT 337	The Brontes
ENLT 346	American Literature to 1865
ENLT 347	American Literature 1865 to 1945
ENLT 351	19th-Century American Literature
ENLT 358	Development of the American Novel
ENLT 387	Gender and Sexuality in Literature
ENLT 390	Topics in Literature (approved sections)
ENLT 431	Restoration and 18th-Century British Drama: Script to Stage
ENLT 455	Emily Dickinson
ENLT 490	Topics in Literature (approved sections)

¹ A single course may count for the American, British, or Global Anglophone requirement and the Pre-Modern/Early Modern/Modern (pre 1500 to 1914) requirement.

Creative Writing, Minor - ENWR

Minor Requirements (18 Hours)

Code	Title	Credits
ENLT 151	Introduction to Literature	3
ENWR 202	Introduction to Creative Writing	3
Select two of the following:		6
ENWR 320	Creative Nonfiction Workshop	
ENWR 321	Fiction Workshop	
ENWR 323	Poetry Workshop	
Select one of the following:		3
ENWR 420	Advanced Creative Non-Fiction Workshop	
ENWR 421	Advanced Fiction Writing Workshop	
ENWR 423	Advanced Poetry Writing Workshop	
Select one of the following not used to satisfy any of the above requirements: ¹		3
ENWR 222	Tourist or Traveler: Travel Writing in the New Millennium	
ENWR 290	Topics in Writing (approved sections)	
ENWR 307	Rhetoric	
ENWR 320	Creative Nonfiction Workshop	
ENWR 321	Fiction Workshop	
ENWR 323	Poetry Workshop	
ENWR/THTR 325	Playwriting	
ENWR 390	Topics in Writing	
ENWR 420	Advanced Creative Non-Fiction Workshop	
ENWR 421	Advanced Fiction Writing Workshop	
ENWR 423	Advanced Poetry Writing Workshop	
ENWR 490	Topics in Writing	
Total Credits		18

¹ A 300-level workshop in the same genre is prerequisite to a 400-level workshop in that genre.

ENVIRONMENTAL STUDIES

Program Description

Many of the greatest challenges currently facing human society concern the strained relation between a resources-intensive global civilization and the ecological systems of the world on which it relies. Environmental Studies is an interdisciplinary field that has emerged in response to these challenges, bringing 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 Department offers students formal academic programs through which they can engage with environmental issues effectively by integrating skills and knowledge from many different disciplines. The major in Environmental Studies consists of a core sequence of required interdisciplinary courses coupled to one of four concentrations, allowing each student to pursue the aspect of environmental studies of most interest to her. The concentration areas are:

- Environmental STEM;
- Global Environmental Policy;
- Nature, Culture, Arts; and
- Spirituality, Justice, Ethics.

The minor in Environmental Studies is a flexible program that offers students the opportunity to integrate their environmental interests with work in another major field through independent, hands-on projects as well as through regular coursework.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Programs

- Environmental STEM Concentration, Environmental Studies, Bachelor of Arts - ESES (p. 177)
- Environmental Studies, Bachelor of Arts - ENVS (p. 175)
- Environmental Studies, Minor - ENVS (p. 181)
- Global Environmental Policy Concentration, Environmental Studies, Bachelor of Arts - ESGE (p. 178)
- Nature Culture Arts Concentration, Environmental Studies, Bachelor of Arts - ESNC (p. 179)
- Spirituality Justice Ethics Concentration, Environmental Studies, Bachelor of Arts - ESSJ (p. 180)

Department Chair

Cassie Majetic
252 Science Hall
574-284-4676

Student Learning Outcomes

A student *majoring* in Environmental Studies will:

- Understand and analyze the processes and principles of natural phenomena and the human actions underlying environmental challenges.
- Identify and analyze connections between the natural environment and social justice concerns due to the unequal impact of environmental challenges on groups, for example, as distinguished by genus, race, ethnicity, gender, class, culture, sexuality, or geography.
- Articulate the historical forces shaping cultural conceptions of nature.
- Understand the interplay between local and global scales of sustainability within natural and human systems.
- Integrate knowledge and skills from multiple disciplines to evaluate environmental challenges and potential solutions.
- Develop community, management, and leadership skills necessary for advocacy on environmental challenges.

A student *minoring* in Environmental Studies will:

- Understand and analyze the processes and principles of natural phenomena and the human actions underlying environmental challenges.
- Identify and analyze connections between the natural environment and social justice concerns due to the unequal impact of environmental challenges on groups, for example, as distinguished by genus, race, ethnicity, gender, class, culture, sexuality, or geography.
- Articulate the historical forces shaping cultural conceptions of nature.
- Understand the interplay between local and global scales of sustainability within natural and human systems.

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.

ENVS 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.

ENVS 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.

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

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.

ENVS 217 Environmental Policy (3)

This course introduces the processes by which policy is made at local, state, national, and international levels of government with attention to the special challenges of creating sound environmental policy. It examines the strengths and weaknesses of policies currently in place and prepares students to intervene constructively in the formation of environmental policy.

ENVS 290 Special Topics (3)

May be repeated with a different topic.

ENVS 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 ENVS 171 highly recommended.

ENVS 385 Interdisciplinary Environmental Research (3)

This course provides an introduction to a suite of important methods of analysis in environmental studies. Within a framework of interdisciplinary problem solving, students will learn to define questions for investigation, and they will gain experience using quantitative, qualitative, and textual research tools to address environmental issues. We will discuss the ethics and politics of research and strategies for using environmental research to support environmental advocacy and action. Prerequisite: ENVS 161, ENVS 171.

ENVS 386 Current Issues in Environmental Studies (1)

This reading seminar surveys recent articles in the scholarly and popular presses on significant current environmental issues. Weekly readings for discussion are selected by faculty and by students. Discussions will analyze the methods and the rhetoric used in the articles in addition to examining the implications of the issues addressed and how interdisciplinary problem solving could be applied to each issue. Prerequisite: ENVS 161, ENVS 171.

ENVS 395 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).

ENVS 399 Internship (1-3)**ENVS 495 Comprehensive Project Seminar (3)**

A collaborative research seminar that provides structure for students' work on their comprehensive projects for Environmental Studies. Prerequisite: ENVS 385 and ENVS 386.

ENVS 497 Independent Study (1-3)

May be repeated.

ENVS 499 Internship (1-3)

May be repeated.

Environmental Studies, Bachelor of Arts - ENVS

Major Requirements (40-75 Hours)

The following are required. In addition, at least one concentration must be chosen.

Code	Title	Credits
Required		
ENVS 161	Introduction to Environmental Studies	3
ENVS 171	Introduction to Environmental Science	3
ENVS 217	Environmental Policy	3
COMM 418	Seminar on Women, Leadership, and Communication	3
ENVS 385	Interdisciplinary Environmental Research	3
ENVS 386	Current Issues in Environmental Studies	1
ENVS 495	Comprehensive Project Seminar	3
Concentration		
Select at least one of the following Concentrations:		21-56
Environmental STEM Concentration (p. 175)		
Global Environmental Policy Concentration (p. 175)		
Nature Culture Arts Concentration (p. 176)		
Spirituality Justice Ethics Concentration (p. 176)		
Total Credits		40-75

Concentrations

Environmental STEM Concentration

Please note that the Earth and Water Science Area Focus is only available to students pursuing the dual degree in Engineering at the University of Notre Dame.

Code	Title	Credits
Required		
PHIL 256	Environmental Ethics	3
BIO 316	Conservation Biology	4
or BIO 323	Ecology	
Environmentally-Related Science Elective		
Select one of the following: ¹		3-4
BIO 308	Vertebrate Natural History	
BIO 316	Conservation Biology	
BIO 323	Ecology	
BIO 332	Ornithology	
CHEM 311	Thermodynamics	
PHYS 235	Nuclear Astrophysics	
PHYS 215	Materials Science	
PHYS 343	Thermodynamics	
Area Focus Courses		
Select four courses from one of the following areas:		12-13
Applied Mathematics:		
MATH 231	Calculus III	
MATH 326	Linear Algebra and Differential Equations	
MATH 335	Differential Equations II	
or MATH 336	Numerical Analysis	

MATH 381	Mathematical Modeling	
Earth and Water Science (at Notre Dame):		
CE 20110	Planet Earth	
CE 20320	Environmental Aquatic Chemistry	
CE 20520	Environmental Mineralogy	
CE 30300	Intro to Environmental Engineering	
CE 30320	Water Chemistry and Treatment	
CE 30455	Environmental Hydrology	
Required Supporting Courses		
CHEM 121	Principles of Chemistry I	8
& CHEM 122	and Principles of Chemistry II	
PHYS 121	General Physics I: Mechanics and Waves	8
& PHYS 122	and General Physics II: Temperature, Electricity, and Light	
MATH 131	Calculus I	4-8
& MATH 132	and Calculus II	
or MATH 133	Theory and Application of Calculus	
Select one of the following:		3-6
MATH 345	Probability	
& MATH 346	and Statistics (Applied Mathematics focus)	
ACMS 30440	Probability and Statistics (Earth & Water Science focus)	
Total Credits		45-54

¹ With program permission, the following earth or water science courses offered at Notre Dame may be used to fulfill this requirement: CE 20110 – Planet Earth, CE 20520 – Environmental Mineralogy, CE 20320 – Environmental Aquatic Chemistry.

Global Environmental Policy Concentration

Code	Title	Credits
STEM Elective		
Select one of the following:		3-4
ANTH 254	Survey II: Human Prehistory	
BIO 109	Introduction to Marine Biology	
BIO 308	Vertebrate Natural History	
BIO 312	Evolution	
BIO 316	Conservation Biology	
BIO 323	Ecology	
BIO 332	Ornithology	
CHEM 102	Chemistry in Everyday Life	
MATH 107	Mathematics for Sustainability	
Arts and Humanities Elective		
Select one of the following:		3
ART 236	Sustainable Textiles	
ART 274	Introduction to Design and the Environment	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 356	Environment in Contemporary Art	
ART 374	Design and the Environment Studio II	
EDUC 466	Communicating Climate Science	
ENLT 211	Animals in Literature and Society	
ENLT 213	Environmental Literature	
ENLT 251	African-American Literature	
ENVS 331	Human Ecology and Spirituality	

PHIL 254	Social Justice	
PHIL 256	Environmental Ethics	
RLST 351	Religion and Science	
Microeconomics Course		
ECON 252	Principles of Microeconomics	3
Society and Environment		
Select one one of the following:		3
ANTH 141	People and Nature	
ANTH 253	Survey I: Culture and Language	
SOC 203	Social Problems (approved sections)	
Advanced Area Courses		
Select three of the following:		9
ANTH 390	Special Topics	
COMM 307	Organizational Communication	
ECON 354	Economic Development	
ECON 390	Topics in Economics (Approved Sections)	
POSC 319	The Global Politics of International Development	
POSC 326	Global Environmental Politics	
SOC 306	Consumer Society	
Required Supporting Courses		
MATH 114	Introduction to Statistics ¹	3
or MATH 346	Statistics	
Total Credits		24-25

¹ With program permission and permission of the relevant department, PSYC 324 Statistics in Psychology or SOC 371 Sociological Statistics Lab may be substituted for MATH 114 Introduction to Statistics.

Nature, Culture, Arts Concentration

Code	Title	Credits
Stem Elective		
Select one of the following:		3-4
ANTH 254	Survey II: Human Prehistory	
BIO 109	Introduction to Marine Biology	
BIO 308	Vertebrate Natural History	
BIO 312	Evolution	
BIO 316	Conservation Biology	
BIO 323	Ecology	
BIO 332	Ornithology	
CHEM 102	Chemistry in Everyday Life	
MATH 107	Mathematics for Sustainability	
Environment and Society Elective		
Select one of the following:		3
ANTH 141	People and Nature	
ANTH 253	Survey I: Culture and Language	
COMM 307	Organizational Communication	
ECON 354	Economic Development	
ECON 390	Topics in Economics (Approved Sections)	
JUST 250	Introduction to Justice Studies	
POSC 319	The Global Politics of International Development	
POSC 326	Global Environmental Politics	
SOC 203	Social Problems (approved sections)	
SOC 306	Consumer Society	

Explorations Courses

Select four of the following: ¹		12
ANTH 253	Survey I: Culture and Language	
ART 236	Sustainable Textiles	
ART 274	Introduction to Design and the Environment	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 356	Environment in Contemporary Art	
ART 374	Design and the Environment Studio II	
EDUC 466	Communicating Climate Science	
ENLT 211	Animals in Literature and Society	
ENLT 213	Environmental Literature	
ENLT 251	African-American Literature	
ENVS 331	Human Ecology and Spirituality	
HUST 103	Lives and Times (approved sections)	
PHIL 254	Social Justice	
PHIL 256	Environmental Ethics	
RLST 351	Religion and Science	
Theoretical Applications Course		
Select one of the following:		3
ANTH 320	Anthropology of Race and Racism	
ANTH 346	Gender in Cross-Cultural Perspective	
ANTH 390	Special Topics (approved topics)	
ENLT 385	Critical Theory	
GWS 350	Feminist Theory	
Total Credits		21-22

¹ No more than two courses may be taken in a single discipline (as indicated by course prefix).

Spirituality, Justice, Ethics Concentration

Code	Title	Credits
STEM Elective		
Select one of the following:		3-4
ANTH 254	Survey II: Human Prehistory	
BIO 109	Introduction to Marine Biology	
BIO 308	Vertebrate Natural History	
BIO 312	Evolution	
BIO 316	Conservation Biology	
BIO 323	Ecology	
BIO 332	Ornithology	
CHEM 102	Chemistry in Everyday Life	
MATH 107	Mathematics for Sustainability	
Arts and Culture Elective		
Select one of the following:		3
ANTH 141	People and Nature	
ANTH 253	Survey I: Culture and Language	
ART 236	Sustainable Textiles	
ART 274	Introduction to Design and the Environment	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 356	Environment in Contemporary Art	
ART 374	Design and the Environment Studio II	
COMM 307	Organizational Communication	
ECON 390	Topics in Economics (Approved Sections)	

EDUC 466	Communicating Climate Science	
ENLT 211	Animals in Literature and Society	
ENLT 213	Environmental Literature	
ENLT 251	African-American Literature	
SOC 306	Consumer Society	
Environment and Spirituality		
RLST 240	Catholic Social Thought	3
or RLST 251	The Christian Tradition	
Environment and Justice		
Select one of the following:		3
JUST 250	Introduction to Justice Studies	
PHIL 254	Social Justice	
Environmental Ethics		
PHIL 256	Environmental Ethics	3
Advanced Courses		
Select two courses in any suitable SJE topic from the following: ¹		6
ENVS 331	Human Ecology and Spirituality	
JUST 301	The Quest for Human Rights	
PHIL 354	Ethics	
POSC 319	The Global Politics of International Development	
RLST 351	Religion and Science	
Total Credits		21-22

¹ A 3-credit internship may be substituted for one advanced course.

Advanced Writing Proficiency

Students fulfill this proficiency requirement by receiving approval for a portfolio of three writing projects drawn from multiple disciplines contributing to environmental studies. The portfolio will include the paper completed in ENVS 495 Comprehensive Project Seminar; the other two projects included will vary with the student's major concentration and selection of courses.

Senior Comprehensive

The Senior Comprehensive requirement in Environmental Studies is fulfilled by successful completion of ENVS 495 Comprehensive Project Seminar and department approval of the paper and oral presentation based on the student's comprehensive project.

Environmental STEM Concentration, Environmental Studies, Bachelor of Arts - ESES

Major Requirements (54 hours)

Code	Title	Credits
Required		
ENVS 161	Introduction to Environmental Studies	3
ENVS 171	Introduction to Environmental Science	3
ENVS 217	Environmental Policy	3
COMM 418	Seminar on Women, Leadership, and Communication	3
ENVS 385	Interdisciplinary Environmental Research	3
ENVS 386	Current Issues in Environmental Studies	1
ENVS 495	Comprehensive Project Seminar	3
Concentration		
Select the following Concentration:		45-56
Environmental STEM Concentration (p. 177)		
Please note that the Earth and Water Science Area Focus is only available to students pursuing the dual degree in Engineering at the University of Notre Dame.		
Total Credits		64-75

Environmental STEM Concentration

Code	Title	Credits
One Environmental Ethics Course		
PHIL 256	Environmental Ethics	3
One Environmental Biology Course		
BIO 316 & 316L	Conservation Biology and Conservation Biology Laboratory	4
BIO 323 & 323L	Ecology and Ecology Laboratory	
Environmentally-Related Science Elective		
Select one of the following: ¹		3-4
BIO 308 & 308L	Vertebrate Natural History and Vertebrate Natural History Laboratory	
BIO 316 & 316L	Conservation Biology and Conservation Biology Laboratory	
BIO 323 & 323L	Ecology and Ecology Laboratory	
BIO 332	Ornithology	
CHEM 311	Thermodynamics	
PHYS 235	Nuclear Astrophysics	
PHYS 215	Materials Science	
PHYS 343	Thermodynamics	
Area Focus Courses		
Select four courses from one of the following areas:		12-14
Applied Mathematics:		
MATH 231	Calculus III	
MATH 326	Linear Algebra and Differential Equations	
MATH 335	Differential Equations II	
or MATH 336	Numerical Analysis	

MATH 381	Mathematical Modeling	
Earth and Water Science (at Notre Dame):		
CE 20110	Planet Earth	
CE 20320	Environmental Aquatic Chemistry	
CE 20520	Environmental Mineralogy	
CE 30300	Intro to Environmental Engineering	
CE 30320	Water Chemistry and Treatment	
CE 30455	Environmental Hydrology	
Required Supporting Courses		
CHEM 121 & 121L	Principles of Chemistry I and Principles of Chemistry I Laboratory	8
CHEM 122 & 122L	Principles of Chemistry II and Principles of Chemistry II Laboratory	
PHYS 121 & 121L	General Physics I: Mechanics and Waves and General Physics I Lab	8
PHYS 122 & 122L	General Physics II: Temperature, Electricity, and Light and General Physics II Laboratory	
MATH 131 & 132	Calculus I and Calculus II	4-8
MATH 133	Theory and Application of Calculus	
Select one of the following:		3-6
MATH 345 & 346	Probability and Statistics (Applied Mathematics focus)	
ACMS 30440	Probability and Statistics (Earth & Water Science focus)	
Total Credits		45-55

¹ With program permission, the following earth or water science courses offered at Notre Dame may be used to fulfill this requirement: CE 20110 – Planet Earth, CE 20520 – Environmental Mineralogy, CE 20320 – Environmental Aquatic Chemistry.

Advanced Writing Proficiency

Students fulfill this proficiency requirement by receiving approval for a portfolio of three writing projects drawn from multiple disciplines contributing to environmental studies. The portfolio will include the paper completed in ENVS 495 Comprehensive Project Seminar; the other two projects included will vary with the student’s major concentration and selection of courses.

Senior Comprehensive

The Senior Comprehensive requirement in Environmental Studies is fulfilled by successful completion of ENVS 495 Comprehensive Project Seminar and department approval of the paper and oral presentation based on the student’s comprehensive project.

Global Environmental Policy Concentration, Environmental Studies, Bachelor of Arts - ESGE Major Requirements (54 hours)

Code	Title	Credits
Required		
ENVS 161	Introduction to Environmental Studies	3
ENVS 171	Introduction to Environmental Science	3
ENVS 217	Environmental Policy	3
COMM 418	Seminar on Women, Leadership, and Communication	3
ENVS 385	Interdisciplinary Environmental Research	3
ENVS 386	Current Issues in Environmental Studies	1
ENVS 495	Comprehensive Project Seminar	3
Concentration		
Select the following Concentration:		24-25
Global Environmental Policy Concentration (p. 178)		
Total Credits		43-44

Global Environmental Policy Concentration

Code	Title	Credits
STEM Elective		
Select one of the following:		3-4
ANTH 254	Survey II: Human Prehistory	
BIO 109	Introduction to Marine Biology	
BIO 308 & 308L	Vertebrate Natural History and Vertebrate Natural History Laboratory	
BIO 312	Evolution	
BIO 316 & 316L	Conservation Biology and Conservation Biology Laboratory	
BIO 323 & 323L	Ecology and Ecology Laboratory	
BIO 332	Ornithology	
CHEM 102	Chemistry in Everyday Life	
MATH 107	Mathematics for Sustainability	
Arts and Humanities Elective		
Select one of the following:		3
ART 236	Sustainable Textiles	
ART 274	Introduction to Design and the Environment	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 356	Environment in Contemporary Art	
ART 374	Design and the Environment Studio II	
EDUC 466	Communicating Climate Science	
ENLT 211	Animals in Literature and Society	
ENLT 213	Environmental Literature	
ENLT 251	African-American Literature	
ENVS 331	Human Ecology and Spirituality	
PHIL 254	Social Justice	
PHIL 256	Environmental Ethics	
RLST 351	Religion and Science	

Microeconomics Course

ECON 252	Principles of Microeconomics	3

Society and Environment

Select one one of the following:		3

ANTH 141	People and Nature	
ANTH 253	Survey I: Culture and Language	
SOC 203	Social Problems (approved sections)	

Advanced Area Courses

Select three of the following:		9

ANTH 390	Special Topics	
COMM 307	Organizational Communication	
ECON 354	Economic Development	
ECON 390	Topics in Economics	
POSC 319	The Global Politics of International Development	
POSC 326	Global Environmental Politics	
SOC 306	Consumer Society	

Required Supporting Courses

MATH 114	Introduction to Statistics ¹	3
or MATH 346	Statistics	

Total Credits		24-25

¹ With program permission and permission of the relevant department, PSYC 324 Statistics in Psychology or SOC 371 Sociological Statistics Lab may be substituted for MATH 114 Introduction to Statistics.

Advanced Writing Proficiency

Students fulfill this proficiency requirement by receiving approval for a portfolio of three writing projects drawn from multiple disciplines contributing to environmental studies. The portfolio will include the paper completed in ENVS 495 Comprehensive Project Seminar; the other two projects included will vary with the student's major concentration and selection of courses.

Senior Comprehensive

The Senior Comprehensive requirement in Environmental Studies is fulfilled by successful completion of ENVS 495 Comprehensive Project Seminar and department approval of the paper and oral presentation based on the student's comprehensive project.

Nature Culture Arts Concentration, Environmental Studies, Bachelor of Arts - ESNC

Major Requirements (54 hours)

Code	Title	Credits
Required		
ENVS 161	Introduction to Environmental Studies	3
ENVS 171	Introduction to Environmental Science	3
ENVS 217	Environmental Policy	3
COMM 418	Seminar on Women, Leadership, and Communication	3
ENVS 385	Interdisciplinary Environmental Research	3
ENVS 386	Current Issues in Environmental Studies	1
ENVS 495	Comprehensive Project Seminar	3
Concentration		
Select the following Concentration:		21-22
Nature Culture Arts Concentration (p. 179)		
Total Credits		40-41

Nature, Culture, Arts Concentration

Code	Title	Credits
Stem Elective		
Select one of the following:		3-4
ANTH 254	Survey II: Human Prehistory	
BIO 109	Introduction to Marine Biology	
BIO 308 & 308L	Vertebrate Natural History and Vertebrate Natural History Laboratory	
BIO 312	Evolution	
BIO 316 & 316L	Conservation Biology and Conservation Biology Laboratory	
BIO 323 & 323L	Ecology and Ecology Laboratory	
BIO 332	Ornithology	
CHEM 102	Chemistry in Everyday Life	
MATH 107	Mathematics for Sustainability	
Environment and Society Elective		
Select one of the following:		3
ANTH 141	People and Nature	
ANTH 253	Survey I: Culture and Language	
COMM 307	Organizational Communication	
ECON 354	Economic Development	
ECON 390	Topics in Economics (Approved Sections)	
JUST 250	Introduction to Justice Studies	
POSC 319	The Global Politics of International Development	
POSC 326	Global Environmental Politics	
SOC 203	Social Problems (approved sections)	
SOC 306	Consumer Society	
Explorations Courses		
Select four of the following: ¹		12
ANTH 253	Survey I: Culture and Language	
ART 236	Sustainable Textiles	

ART 274	Introduction to Design and the Environment
ART 354	Picturing Biodiversity: The Art of Natural History
ART 356	Environment in Contemporary Art
ART 374	Design and the Environment Studio II
EDUC 466	Communicating Climate Science
ENLT 211	Animals in Literature and Society
ENLT 213	Environmental Literature
ENLT 251	African-American Literature
ENVS 331	Human Ecology and Spirituality
HUST 103	Lives and Times (approved sections)
PHIL 254	Social Justice
PHIL 256	Environmental Ethics
RLST 351	Religion and Science

Theoretical Applications Course

Select one of the following:	3
ANTH 320	Anthropology of Race and Racism
ANTH 346	Gender in Cross-Cultural Perspective
ANTH 390	Special Topics (approved topics)
ENLT 385	Critical Theory
GWS 350	Feminist Theory

Total Credits 21-22

¹ No more than two courses may be taken in a single discipline (as indicated by course prefix).

Advanced Writing Proficiency

Students fulfill this proficiency requirement by receiving approval for a portfolio of three writing projects drawn from multiple disciplines contributing to environmental studies. The portfolio will include the paper completed in ENVS 495 Comprehensive Project Seminar; the other two projects included will vary with the student's major concentration and selection of courses.

Senior Comprehensive

The Senior Comprehensive requirement in Environmental Studies is fulfilled by successful completion of ENVS 495 Comprehensive Project Seminar and department approval of the paper and oral presentation based on the student's comprehensive project.

Spirituality Justice Ethics Concentration, Environmental Studies, Bachelor of Arts - ESSJ

Major Requirements (54 hours)

Code	Title	Credits
Required		
ENVS 161	Introduction to Environmental Studies	3
ENVS 171	Introduction to Environmental Science	3
ENVS 217	Environmental Policy	3
COMM 418	Seminar on Women, Leadership, and Communication	3
ENVS 385	Interdisciplinary Environmental Research	3
ENVS 386	Current Issues in Environmental Studies	1
ENVS 495	Comprehensive Project Seminar	3
Concentration		
Select the following Concentration:		21-22
Spirituality Justice Ethics Concentration (p. 180)		
Total Credits		40-41

Spirituality, Justice, Ethics Concentration

Code	Title	Credits
STEM Elective		
Select one of the following:		3-4
ANTH 254	Survey II: Human Prehistory	
BIO 109	Introduction to Marine Biology	
BIO 308 & 308L	Vertebrate Natural History and Vertebrate Natural History Laboratory	
BIO 312	Evolution	
BIO 316 & 316L	Conservation Biology and Conservation Biology Laboratory	
BIO 323 & 323L	Ecology and Ecology Laboratory	
BIO 332	Ornithology	
CHEM 102	Chemistry in Everyday Life	
MATH 107	Mathematics for Sustainability	
Arts and Culture Elective		
Select one of the following:		3
ANTH 141	People and Nature	
ANTH 253	Survey I: Culture and Language	
ART 236	Sustainable Textiles	
ART 274	Introduction to Design and the Environment	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 356	Environment in Contemporary Art	
ART 374	Design and the Environment Studio II	
COMM 307	Organizational Communication	
ECON 390	Topics in Economics (Approved Sections)	
EDUC 466	Communicating Climate Science	
ENLT 211	Animals in Literature and Society	
ENLT 213	Environmental Literature	
ENLT 251	African-American Literature	
SOC 306	Consumer Society	

Environment and Spirituality		
RLST 240	Catholic Social Thought	3
or RLST 251	The Christian Tradition	
Environment and Justice		
Select one of the following:		3
JUST 250	Introduction to Justice Studies	
PHIL 254	Social Justice	
Environmental Ethics		
PHIL 256	Environmental Ethics	3
Advanced Courses		
Select two courses in any suitable SJE topic from the following: ¹		6
ENVS 331	Human Ecology and Spirituality	
JUST 301	The Quest for Human Rights	
PHIL 354	Ethics	
POSC 319	The Global Politics of International Development	
RLST 351	Religion and Science	
Total Credits		21-22

¹ A 3-credit internship may be substituted for one advanced course.

Advanced Writing Proficiency

Students fulfill this proficiency requirement by receiving approval for a portfolio of three writing projects drawn from multiple disciplines contributing to environmental studies. The portfolio will include the paper completed in ENVS 495 Comprehensive Project Seminar; the other two projects included will vary with the student's major concentration and selection of courses.

Senior Comprehensive

The Senior Comprehensive requirement in Environmental Studies is fulfilled by successful completion of ENVS 495 Comprehensive Project Seminar and department approval of the paper and oral presentation based on the student's comprehensive project.

Environmental Studies, Minor - ENVS

Minor Requirements (16 Hours)

Code	Title	Credits
Required		
ENVS 161	Introduction to Environmental Studies	3
ENVS 171	Introduction to Environmental Science	3
Select three of the following from at least two of the listed categories:		5-11
Category 1: Environmental STEM		
ANTH 254	Survey II: Human Prehistory	
BIO 109	Introduction to Marine Biology	
BIO 308 & 308L	Vertebrate Natural History and Vertebrate Natural History Laboratory	
BIO 312	Evolution	
BIO 316 & 316L	Conservation Biology and Conservation Biology Laboratory	
BIO 323 & 323L	Ecology and Ecology Laboratory	
BIO 332	Ornithology	
CHEM 102	Chemistry in Everyday Life	
MATH 107	Mathematics for Sustainability	
MATH 381	Mathematical Modeling	
PHYS 102	Introductory Topics in Physics: Energy	
Category 2: Global Environmental Policy		
ANTH 141	People and Nature	
ANTH 253	Survey I: Culture and Language	
ANTH 390	Special Topics (approved topics)	
COMM 307	Organizational Communication	
ECON 354	Economic Development	
ECON 390	Topics in Economics	
ENVS 217	Environmental Policy	
POSC 319	The Global Politics of International Development	
POSC 326	Global Environmental Politics	
SOC 203	Social Problems (approved topics)	
SOC 306	Consumer Society	
Category 3: Nature, Culture, Arts		
ART 236	Sustainable Textiles	
ART 274	Introduction to Design and the Environment	
ART 354	Picturing Biodiversity: The Art of Natural History	
ART 356	Environment in Contemporary Art	
ART 374	Design and the Environment Studio II	
ANTH 141	People and Nature	
ANTH 253	Survey I: Culture and Language	
ANTH 254	Survey II: Human Prehistory	
ANTH 390	Special Topics (approved topics)	
EDUC 466	Communicating Climate Science	
ENLT 211	Animals in Literature and Society	
ENLT 213	Environmental Literature	
ENLT 251	African-American Literature	
ENLT 390	Topics in Literature (approved topics)	
HUST 103	Lives and Times (approved topics)	

Category 4: Spirituality, Justice, Ethics

ENVS 101 & ENVS 203	Sustainable Living and Sustainability at Saint Mary's College and in the Holy Cross Charism	
ENVS 331	Human Ecology and Spirituality	
JUST 250	Introduction to Justice Studies	
PHIL 254	Social Justice	
PHIL 256	Environmental Ethics	
RLST 351	Religion and Science	
SOC 203	Social Problems (approved sections)	
Select one of the following options as a culminating experience:		1-3
ENVS 385	Interdisciplinary Environmental Research	
ENVS 386	Current Issues in Environmental Studies	
ENVS 395	Environmental Studies Capstone Seminar	
Total Credits		12-20

FILM STUDIES

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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Programs

- Film Studies, Minor - FILM (p. 183)

Department Chair

Tiffany Johnson Bidler, Program Coordinator
227 Moreau Center for the Arts
574 284-4288

Student 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.

Film Studies, Minor - FILM Minor Requirements (15 Hours)

Code	Title	Credits
Required		
ART 344	Film History and Analysis	3
Film Categories		
Select four additional courses including at least one course in Category 2 and one course in Category 3:		12
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 344	Film History and Analysis	
ART 366	Game Design	
COMM 422	Masculinities in the United States Media	
ENLT 234	Shakespeare: Page, Stage, and Screen	
ENLT 277	Women in Film	
ENLT 278	From Fiction to Film	
HIST 321	The American West	
MLFR 320	French and Francophone Cinema	
MLIT 320	Italian Cinema, 1945–1965	
MUS 290	Special Topics	
POSC 350	Politics and Film	
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 Media and Society	
COMM 330	Critical Issues in Mass Communication	
COMM 383	Art and Entertainment Law	
SOC 382	Sociology of Popular Culture	
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	Design Lab	
ART 221	Photography I	
ART 223	Introduction to Digital Photography	
ART 224	Video Art	
ART 266	Introduction to New Media	
COMM 260	Film and Video Production	
COMM 486	Practicum/Production	
THTR 205	Introduction to Acting	
Total Credits		15

GENDER AND WOMEN'S STUDIES

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.

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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Programs

- Gender and Women's Studies, Bachelor of Arts - GWS (p. 186)
- Gender and Women's Studies, Minor - GWS (p. 187)

Department Chair

Jamie Wagman
228 Spes Unica Hall
574-284-4476

Faculty

J. Wagman

Student Learning Outcomes

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 terminology, and theoretical concepts
- About the social constructions and performativities of genders, sexualities, and race.

Skills—students will:

- Evaluate sources or cultural representations, analyze discourse, and consider context from a feminist perspective.
- Use feminist methodologies to conduct research 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.

Gender and Women's Studies Courses

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.

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.

GWS 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. (also listed as SOC 220)

GWS 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.

GWS 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.

GWS 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).

GWS 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.

GWS 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 GWS 350 or permission of instructor.

GWS 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.

GWS 389 Practicum in Teaching Gender Studies (1-3)

Qualified students take responsibility for leading class discussions and preparing instructional materials for selected Gender & Women's Studies courses in collaboration with the instructor. Prerequisite: GWS 207 or permission of instructor.

GWS 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.

GWS 485 Independent Research in Gender Studies (1-3)

This course is designed to give students hands-on experience in the research of gender studies. We will concentrate on the theoretical approaches to methodology as well as the specific mechanics of various research styles. Students will have an opportunity to perform an independent research project under direct supervision of a faculty member. Prerequisite: permission of instructor.

GWS 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.

GWS 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.

Gender and Women's Studies, Bachelor of Arts - GWS

Major Requirements (25–28 Hours)

Note: No more than one course in any department, with the exception of GWS.

Code	Title	Credits
Required		
GWS 207	Introduction to Gender and Women's Studies	3
GWS 350	Feminist Theory	3
GWS 360	Doing Feminism: Issues in Research and Practice	3
GWS 497	Independent Study	1
The Gendered Body		
Select one of the following:		3
ART 366	Game Design	
COMM 302	History and Criticism of Public Address	
COMM 418	Seminar on Women, Leadership, and Communication	
COMM 422	Masculinities in the United States Media	
ENLT 217	Contemporary Women's Fiction	
ENLT 255	Women of Genius: American Literature in the Suffragette Era	
ENLT 332	Romantic Era Feminism	
ENLT 333	Victorian Literature	
GWS 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	
HIST 372	The '70s: U.S. Women's Conferences, Conventions and Confrontations in the 1970s	
HUST 197	Myth, Legend, and History	
HUST 220	Humanities at Work: Using Your Humanities Training in the 21st Century	
HUST 290	Topics in Humanities	
MLSP 412	Golden Age Spanish Literature	
MLSP 424	Contemporary Spanish Women Writers	
MLSP 429	Latin American Women Writers	
NURS 415	Nursing Leadership	
PSYC 402	Psychology of Women	
RLST 251	The Christian Tradition	
RLST 341	How to Become a Saint	
RLST 362	Becoming Women	
RLST 445	Historical Theology	
SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	
SOC 222	Contested Masculinities	
SW 370	Family Violence and Sexual Abuse Issues	
Intersectionalities of Gender, Race, Class, Sexuality		
Select one of the following:		3
BUAD 329	Gender and Race Issues in Management	
COMM 200	Interpersonal Communication	
COMM 369	Public Communication	
ENLT 251	African-American Literature	
ENLT 366	Postcolonial Women's Writing	

ENLT 387	Gender and Sexuality in Literature	
HIST 324	History of Women in the United States	
HIST 341	African-American History	
HUST 205	History of Famous Women	
JUST 301	The Quest for Human Rights	
PHIL 233	Philosophy of Gender	
PHIL 243	Introduction to Feminist Philosophy	
POSC 301	The Quest for Human Rights	
PSYC 401	Psychology of Adult Development and Aging	
PSYC 437	Psychology of Violence	
PSYC 438	Stereotyping and Prejudice	
RLST 314	Reading and Interpreting Hebrew Bible Prophets	
SOC 257	Sociology of Families	
SOC 330	Gender and Law	
SOC 360	Social Stratification: Class, Gender, Race	
SW 341	Relationships, Intimacy and Sexuality Across the Lifespan	
THTR 378	Contemporary Women's Drama	
Transnational Perspectives on Gender		
Select one of the following:		3-6
ANTH 320	Anthropology of Race and Racism	
ANTH 346	Gender in Cross-Cultural Perspective	
GWS 275	Global Women's Leadership (approved topics)	
GWS 333	Transnational Feminisms	
HIST 370	A History of Modern European Women	
HUST 292	Reclaiming the Classics for a Diverse and Global World	
JUST/PHIL 302	Global Justice	
POSC 333	Transnational Feminisms	
POSC 365	Gender and Politics	
PSYC 287	Immersive Intercultural Psychology	
Electives		
Select three of the following:		7-9
ANTH 346	Gender in Cross-Cultural Perspective	
ART 366	Game Design	
BUAD 329	Gender and Race Issues in Management	
COMM 302	History and Criticism of Public Address	
COMM 369	Public Communication	
COMM 422	Masculinities in the United States Media	
ENLT 332	Romantic Era Feminism	
ENLT 333	Victorian Literature	
ENLT 366	Postcolonial Women's Writing	
ENLT 387	Gender and Sexuality in Literature	
GWS 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	
GWS 275	Global Women's Leadership	
GWS 290	Special Topics	
	or GWS 390 Special Topics	
	or GWS 497 Independent Study	
	or GWS 499 Internship	
GWS 333	Transnational Feminisms	
GWS 389	Practicum in Teaching Gender Studies	

GWS 485	Independent Research in Gender Studies
HIST 324	History of Women in the United States
HIST 341	African-American History
HIST 370	A History of Modern European Women
HIST 372	The '70s: U.S. Women's Conferences, Conventions and Confrontations in the 1970s
HUST 205	History of Famous Women
HUST 292	Reclaiming the Classics for a Diverse and Global World
JUST 301	The Quest for Human Rights
MLSP 412	Golden Age Spanish Literature
MLSP 424	Contemporary Spanish Women Writers
MLSP 429	Latin American Women Writers
PHIL 233	Philosophy of Gender
PHIL 243	Introduction to Feminist Philosophy
POSC 301	The Quest for Human Rights
POSC 333	Transnational Feminisms
POSC 365	Gender and Politics
PSYC 401	Psychology of Adult Development and Aging
PSYC 402	Psychology of Women
PSYC 437	Psychology of Violence
PSYC 438	Stereotyping and Prejudice
RLST 251	The Christian Tradition
RLST 314	Reading and Interpreting Hebrew Bible Prophets
RLST 362	Becoming Women
RLST 445	Historical Theology
SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies
SOC 222	Contested Masculinities
SOC 257	Sociology of Families
SOC 360	Social Stratification: Class, Gender, Race
SW 341	Relationships, Intimacy and Sexuality Across the Lifespan
THTR 378	Contemporary Women's Drama

Total Credits 26-31

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, 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.

Gender and Women's Studies, Minor - GWS

Minor Requirements (14 Hours)

Note: No more than one course in any department, with the exception of GWS.

Code	Title	Credits
Required		
GWS 207	Introduction to Gender and Women's Studies	3
GWS 350	Feminist Theory	3
The Gendered Body		
Select one of the following:		1-3
ART 366	Game Design	
COMM 302	History and Criticism of Public Address	
COMM 418	Seminar on Women, Leadership, and Communication	
COMM 422	Masculinities in the United States Media	
ENLT 217	Contemporary Women's Fiction	
ENLT 255	Women of Genius: American Literature in the Suffragette Era	
ENLT 332	Romantic Era Feminism	
ENLT 333	Victorian Literature	
GWS 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	
GWS 290	Special Topics ¹	
	or GWS 390 Special Topics	
	or GWS 497 Independent Study	
	or GWS 499 Internship	
GWS 360	Doing Feminism: Issues in Research and Practice	
HIST 372	The '70s: U.S. Women's Conferences, Conventions and Confrontations in the 1970s	
HUST 197	Myth, Legend, and History	
HUST 220	Humanities at Work: Using Your Humanities Training in the 21st Century	
HUST 290	Topics in Humanities	
MLSP 412	Golden Age Spanish Literature	
MLSP 424	Contemporary Spanish Women Writers	
MLSP 429	Latin American Women Writers	
NURS 415	Nursing Leadership	
PSYC 402	Psychology of Women	
RLST 251	The Christian Tradition	
RLST 362	Becoming Women	
RLST 445	Historical Theology	
SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	
SOC 222	Contested Masculinities	
SW 370	Family Violence and Sexual Abuse Issues	
Intersectionalities of Gender, Race, Class, Sexuality		
Select one of the following:		1-3
BUAD 329	Gender and Race Issues in Management	
COMM 200	Interpersonal Communication	
COMM 369	Public Communication	

ENLT 251	African-American Literature
ENLT 366	Postcolonial Women's Writing
ENLT 387	Gender and Sexuality in Literature
GWS 290	Special Topics ¹
or GWS 390	Special Topics
or GWS 497	Independent Study
or GWS 499	Internship
GWS 360	Doing Feminism: Issues in Research and Practice
HIST 324	History of Women in the United States
HIST 341	African-American History
HUST 205	History of Famous Women
JUST 301	The Quest for Human Rights
PHIL 233	Philosophy of Gender
PHIL 243	Introduction to Feminist Philosophy
POSC 301	The Quest for Human Rights
PSYC 401	Psychology of Adult Development and Aging
PSYC 437	Psychology of Violence
PSYC 438	Stereotyping and Prejudice
RLST 314	Reading and Interpreting Hebrew Bible Prophets
SOC 257	Sociology of Families
SOC 330	Gender and Law
SOC 360	Social Stratification: Class, Gender, Race
SW 341	Relationships, Intimacy and Sexuality Across the Lifespan
THTR 378	Contemporary Women's Drama
Transnational Perspectives on Gender	
Select one of the following:	
ANTH 346	Gender in Cross-Cultural Perspective
GWS 275	Global Women's Leadership
GWS 290	Special Topics ¹
or GWS 390	Special Topics
or GWS 497	Independent Study
GWS 333	Transnational Feminisms
GWS 360	Doing Feminism: Issues in Research and Practice
HIST 370	A History of Modern European Women
HUST 292	Reclaiming the Classics for a Diverse and Global World
POSC 333	Transnational Feminisms
POSC 365	Gender and Politics
Total Credits	
9-18	

¹ Students may apply no more than 3 total hours from GWS 290 Special Topics, GWS 390 Special Topics, GWS 497 Independent Study or GWS 499 Internship to the GWS minor.

GLOBAL STUDIES

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 nine 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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

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) in three out of the four skills.
- 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. 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
- Global Business Administration — Coordinator, J. Vihtelic
- Global Economics — Coordinator, A. Farshbaf
- Global Justice and Human Rights — Coordinator, A. Pierce
- Intercultural Studies — Coordinator, J. Storme
- International Development — Coordinator, M. Belanger

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 a footnote. 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.

Programs

- Anthropology Concentration, Global Studies, Bachelor of Arts - GSAN (p. 194)
- Anthropology, Minor - ANTH (p. 200)
- Global Business Administration Concentration, Global Studies, Bachelor of Arts - GSBA (p. 195)
- Global Economics Concentration, Global Studies, Bachelor of Arts - GSGE (p. 196)

- Global Justice and Human Rights Concentration, Global Studies, Bachelor of Arts - GSGJ (p. 197)
- Global Studies, Bachelor of Arts - Concentrations in Anthropology, Global Business Admin, Global Economics, Global Justice and Human Rights, Intercultural Studies, or International Development - GLST (p. 192)
- Global Studies, Minor -GLST (p. 199)
- Intercultural Studies Concentration, Global Studies, Bachelor of Arts - GSIS (p. 198)
- Intercultural Studies, Minor - ICS (p. 200)
- International Development Concentration, Global Studies, Bachelor of Arts - GSID (p. 199)

Department Chair

Marc Belanger
348 Spes Unica Hall
574-284-5263

Faculty

L. Elder, E. Rose McManus, J. Vihtelic

Concentration Coordinators

M. Belanger, L. Elder, A. Farshbaf, J. Gillispie, E. Rose McManus, A. Pierce

Student Learning Outcomes

- Students can analyze economic, historical, cultural, geographical, and political factors influencing global processes.
- Students demonstrate proficiency in:
 - one language other than English at the Intermediate-mid Level (based on the ACTFL Proficiency Scale); or
 - 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

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.

GLST 364 Global Research and Discovery (3)

An introduction to the principle methods of analysis in global studies. Students will gain experience using research tools such as interviewing, focus groups, textual interpretation, participant observation, SWOT analysis, and basic quantitative analysis to research global issues. Prerequisite: Declared Global Studies major or permission of instructor.

GLST 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.

GLST 497 Independent Study (1-3)

Independent readings, individualized seminars, or field projects in selected areas designed to meet the special interests of advanced students. Prerequisites: Permission of the instructor. May be repeated.

GLST 499 Global Studies Internship (1-3)

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.

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.

ANTH 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.

ANTH 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.

ANTH 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.

ANTH 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.

ANTH 390 Special Topics (1-3)

The presentation of selected subjects 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.

ANTH 497 Independent Study (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. May be repeated.

ANTH 499 Anthropological Internship (1)

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. May be repeated.

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.

ICS 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.

ICS 251 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.

ICS 270 Border Immersion: Building a Culture of Encounter Program (1,3)

This class will combine reflection and analysis of the experiences of immigration, deportation, and asylum-seeking refugees while traveling and doing service projects at Catholic Charities' Humanitarian Respite Center in McAllen, TX.

ICS 290 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.

ICS 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. (Also listed as JUST 310).

ICS 330 The Catalyst Trip (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).

ICS 390 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.

ICS 397 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. May be repeated.

ICS 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. May be repeated.

ICS 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.

ICS 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. May be repeated.

ICS 499 Internship (1-3)

Internship opportunity. May be repeated.

Global Studies, Bachelor of Arts - Concentrations in Anthropology, Global Business Admin, Global Economics, Global Justice and Human Rights, Intercultural Studies, or International Development - GLST Major Requirements (27–36 hours)

Code	Title	Credits
Required		
ANTH 253	Survey I: Culture and Language	3
ECON 251	Principles of Macroeconomics	3
HIST 104	World Civilization II	3
POSC 206	International Politics	3
or POSC 207	Comparative Politics	
GLST 495	Senior Seminar in Global Studies	3
Students who complete the GLST Comprehensive Exam must also take the following course or another methods course approved by the Department Chair:		
GLST 364	Global Research and Discovery	3
Concentration		
Select one of the following Concentrations:		12-18
Anthropology Concentration (p. 192)		
Global Business Administration Concentration (p. 192)		
Global Economics Concentration (p. 192)		
Global Justice and Human Rights Concentration (p. 192)		
Intercultural Studies Concentration (p. 193)		
International Development Concentration (p. 193)		
Total Credits		30-36

Concentrations

Anthropology Concentration

Code	Title	Credits
Select three of the following:		9-11
ANTH 254	Survey II: Human Prehistory	
ANTH 320	Anthropology of Race and Racism	
ANTH 346	Gender in Cross-Cultural Perspective	
ANTH 390	Special Topics (Archaeology)	
ANTH 497	Independent Study	
ANTH 499	Anthropological Internship	
BIO 312	Evolution ¹	
BIO 313	Economic Botany ¹	
BIO 316	Conservation Biology ¹	
BIO 323	Ecology ¹	
GWS/POSC 333	Transnational Feminisms	
POSC 319	The Global Politics of International Development	
POSC 326	Global Environmental Politics	

Upper-level course taken by permission through an approved study abroad program

Total Credits 9-11

¹ Courses carry prerequisites not met through Global Studies requirements.

Global Business Administration Concentration

Code	Title	Credits
BUAD 201	Principles of Financial Accounting	3
BUAD 221	Principles of Management	3
BUAD 231	Principles of Marketing	3
BUAD 312	Principles of Finance	3
ECON 252	Principles of Microeconomics	3
Select one of the following:		3
BUAD 349	Survey of International Business and Economics	
BUAD 416	International Financial Management	
BUAD 422	International Management	
BUAD 432	International Marketing	
Upper-level course taken by permission through an approved study abroad program		
Total Credits		18

Global Economics Concentration

Code	Title	Credits
ECON 252	Principles of Microeconomics	3
ECON 351	Intermediate Macroeconomics	3
or ECON 352	Intermediate Microeconomics	
ECON 452	International Trade and Finance	3
Select one of the following:		3
ECON 354	Economic Development	
ECON 356	Comparative Economic Systems	
Upper-level course taken by permission through an approved study abroad program		
Total Credits		12

Global Justice and Human Rights Concentration

Code	Title	Credits
JUST 250	Introduction to Justice Studies	3
JUST/POSC 301	The Quest for Human Rights (or IIPS 30554 Kroc Institute for International Peace Studies at the University of Notre Dame)	3
JUST/PHIL 302	Global Justice	3
Select two of the following:		6
ECON 354	Economic Development ¹	
ENLT 362	Contemporary Global Literature	
ENLT 366	Postcolonial Women's Writing	
ENLT 367	Caribbean Women's Literature	
ENLT 387	Gender and Sexuality in Literature	
JUST/PHIL 302	Global Justice	
PHIL 253	Philosophy of Politics	
PHIL 254	Social Justice	
POSC 304	Latin American Politics	

POSC 319	The Global Politics of International Development
PSYC 437	Psychology of Violence ¹
PSYC 438	Stereotyping and Prejudice ¹
RLST 236	Faith in Action
RLST 240	Catholic Social Thought
SOC 345	Sociology of Poverty
SOC 350	Global and Diverse Childhoods
Upper-level course taken by permission through an approved study abroad program or upper-level course taken at Kroc Institute for International Peace Studies	
Total Credits	15

¹ Courses carry prerequisites not met through Global Studies requirements.

Intercultural Studies Concentration

Code	Title	Credits
ICS 201	Introduction to Intercultural Studies	3
Select one of the following Cultural Theory courses:		3
ANTH 320	Anthropology of Race and Racism	
ANTH 346	Gender in Cross-Cultural Perspective	
ANTH 390	Special Topics (approved topics)	
COMM 350	Intercultural Communication	
ENLT 362	Contemporary Global Literature	
POSC 207	Comparative Politics ¹	
PSYC 438	Stereotyping and Prejudice ^{2,3}	
Select one of the following Power and Privilege courses:		3
ENLT 366	Postcolonial Women's Writing	
POSC 319	The Global Politics of International Development	
POSC 390	Special Topics in Political Science (approved topics)	
PSYC 438	Stereotyping and Prejudice ^{2,3}	
Select one course from a category above or from the following:		3
ART 242	Art History Survey II	
BIO 270	Environments of Ecuador	
BIO 313	Economic Botany ³	
BIO 320	Parasitology ¹	
BUAD 422	International Management ³	
ENLT 387	Gender and Sexuality in Literature (approved topics)	
GWS 275	Global Women's Leadership (only 3 hours may apply) ⁴	
GWS 376	Chinese Women and Society	
HUST 203	East Meets West	
PHIL 245	Philosophy of World Cultures	
POSC 304	Latin American Politics	
RLST 380	Interfaith Studies	
Upper-level course taken by permission through an approved study abroad program		
Total Credits		12

¹ May not be used to satisfy more than one requirement.

² May not be used to satisfy more than one category requirement.

³ Courses carry prerequisites not met through Global Studies requirements.

⁴ May not be used toward more than one concentration.

International Development Concentration

Code	Title	Credits
ECON 354	Economic Development ¹	3
or POSC 319	The Global Politics of International Development	
Select three of the following:		9
COMM 350	Intercultural Communication	
ECON 354	Economic Development ¹	
ECON 452	International Trade and Finance ¹	
ENLT 366	Postcolonial Women's Writing	
POSC 304	Latin American Politics	
POSC 319	The Global Politics of International Development	
POSC 326	Global Environmental Politics	
POSC 329	Middle East Politics	
Upper-level course taken by permission through an approved study abroad program		
Total Credits		12

¹ Courses carry prerequisites not met through Global Studies requirements.

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.

Anthropology Concentration, Global Studies, Bachelor of Arts - GSA

Major Requirements (27–29 hours)

Code	Title	Credits
Required		
ANTH 253	Survey I: Culture and Language	3
ECON 251	Principles of Macroeconomics	3
HIST 104	World Civilization II	3
POSC 206	International Politics	3
or POSC 207	Comparative Politics	
GLST 495	Senior Seminar in Global Studies	3
Students who complete the GLST Comprehensive Exam must also take the following course or another methods course approved by the Department Chair.		
GLST 364	Global Research and Discovery	3
Concentration		
Select the following Concentration:		9-11
Anthropology Concentration (p. 194)		
Total Credits		27-29

Anthropology Concentration

Code	Title	Credits
Select three of the following:		9-11
ANTH 254	Survey II: Human Prehistory	
ANTH 320	Anthropology of Race and Racism	
ANTH 346	Gender in Cross-Cultural Perspective	
ANTH 390	Special Topics (Archaeology)	
ANTH 497	Independent Study	
ANTH 499	Anthropological Internship	
BIO 312	Evolution ¹	
BIO 313	Economic Botany ¹	
BIO 316	Conservation Biology ¹	
BIO 323	Ecology ¹	
GWS/POSC 333	Transnational Feminisms	
POSC 319	The Global Politics of International Development	
POSC 326	Global Environmental Politics	
Upper-level course taken by permission through an approved study abroad program		
Total Credits		9-11

¹ Courses carry prerequisites not met through Global Studies requirements.

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.

Student Learning Outcomes

- 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.

Global Business Administration Concentration, Global Studies, Bachelor of Arts - GSBA

Major Requirements (27–36 hours)

Code	Title	Credits
Required		
ANTH 253	Survey I: Culture and Language	3
ECON 251	Principles of Macroeconomics	3
HIST 104	World Civilization II	3
POSC 206	International Politics	3
or POSC 207	Comparative Politics	
GLST 495	Senior Seminar in Global Studies	3
Students who complete the GLST Comprehensive Exam must also take the following course or another methods course approved by the Department Chair:		
GLST 364	Global Research and Discovery	3
Concentration		
Select the following Concentration:		18
Global Business Administration Concentration (p. 195)		
Total Credits		36

Global Business Administration Concentration

Code	Title	Credits
BUAD 201	Principles of Financial Accounting	3
BUAD 221	Principles of Management	3
BUAD 231	Principles of Marketing	3
BUAD 312	Principles of Finance	3
ECON 252	Principles of Microeconomics	3
Select one of the following:		3
BUAD 349	Survey of International Business and Economics	
BUAD 416	International Financial Management	
BUAD 422	International Management	
BUAD 432	International Marketing	
Upper-level course taken by permission through an approved study abroad program		
Total Credits		18

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.

Student Learning Outcomes

- Students demonstrate knowledge of business functions and an understanding of the complexities introduced by global processes.

Global Economics Concentration, Global Studies, Bachelor of Arts - GSGE

Major Requirements (27–36 hours)

Code	Title	Credits
Required		
ANTH 253	Survey I: Culture and Language	3
ECON 251	Principles of Macroeconomics	3
HIST 104	World Civilization II	3
POSC 206	International Politics	3
or POSC 207	Comparative Politics	
GLST 495	Senior Seminar in Global Studies	3
Students who complete the GLST Comprehensive Exam must also take the following course or another methods course approved by the Department Chair:		
GLST 364	Global Research and Discovery	3
Concentration		
Select the following Concentration:		12
Global Economics Concentration (p. 196)		
Total Credits		30

Global Economics Concentration

Code	Title	Credits
ECON 252	Principles of Microeconomics	3
ECON 351	Intermediate Macroeconomics	3
or ECON 352	Intermediate Microeconomics	
ECON 452	International Trade and Finance	3
Select one of the following:		3
ECON 354	Economic Development	
ECON 356	Comparative Economic Systems	
Upper-level course taken by permission through an approved study abroad program		
Total Credits		12

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.

Student Learning Outcomes

- Students demonstrate knowledge of global economic forces (i.e., trade, finance, migration, and information) and organizations.

Global Justice and Human Rights Concentration, Global Studies, Bachelor of Arts - GSGJ

Major Requirements (27–36 hours)

Code	Title	Credits
Required		
ANTH 253	Survey I: Culture and Language	3
ECON 251	Principles of Macroeconomics	3
HIST 104	World Civilization II	3
POSC 206	International Politics	3
or POSC 207	Comparative Politics	
GLST 495	Senior Seminar in Global Studies	3
Students who complete the GLST Comprehensive Exam must also take the following course or another methods course approved by the Department Chair:		
GLST 364	Global Research and Discovery	3
Concentration		
Select the following Concentration:		15
Global Justice and Human Rights Concentration (p. 197)		
Total Credits		33

Global Justice and Human Rights Concentration

Code	Title	Credits
JUST 250	Introduction to Justice Studies	3
JUST/POSC 301	The Quest for Human Rights (or IIPS 30554 Kroc Institute for International Peace Studies at the University of Notre Dame)	3
JUST/PHIL 302	Global Justice	3
Select two of the following:		6
ECON 354	Economic Development ¹	
ENLT 362	Contemporary Global Literature	
ENLT 366	Postcolonial Women's Writing	
ENLT 367	Caribbean Women's Literature	
ENLT 387	Gender and Sexuality in Literature	
JUST/PHIL 302	Global Justice	
PHIL 253	Philosophy of Politics	
PHIL 254	Social Justice	
POSC 304	Latin American Politics	
POSC 319	The Global Politics of International Development	
PSYC 437	Psychology of Violence ¹	
PSYC 438	Stereotyping and Prejudice ¹	
RLST 236	Faith in Action	
RLST 240	Catholic Social Thought	
SOC 345	Sociology of Poverty	
SOC 350	Global and Diverse Childhoods	
Upper-level course taken by permission through an approved study abroad program or upper-level course taken at Kroc Institute for International Peace Studies		
Total Credits		15

¹ Courses carry prerequisites not met through Global Studies requirements.

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.

Student Learning Outcomes

- Students demonstrate knowledge of a range of global justice issues, and the connections between those issues and their own local contexts and individual actions.
- Students demonstrate knowledge of the philosophical and historical foundation of human rights discourse.
- Students identify and apply principles of Catholic social teaching to global justice issues.

Intercultural Studies Concentration, Global Studies, Bachelor of Arts - GSIS

Major Requirements (27–36 hours)

Code	Title	Credits
Required		
ANTH 253	Survey I: Culture and Language	3
ECON 251	Principles of Macroeconomics	3
HIST 104	World Civilization II	3
POSC 206	International Politics	3
or POSC 207	Comparative Politics	
GLST 495	Senior Seminar in Global Studies	3
Students who complete the GLST Comprehensive Exam must also take the following course or another methods course approved by the Department Chair:		
GLST 364	Global Research and Discovery	3
Concentration		
Select the following Concentration:		12
Intercultural Studies Concentration (p. 198)		
Total Credits		30

Intercultural Studies Concentration

Code	Title	Credits
ICS 201	Introduction to Intercultural Studies	3
Select one of the following Cultural Theory courses:		3
ANTH 320	Anthropology of Race and Racism	
ANTH 346	Gender in Cross-Cultural Perspective	
ANTH 390	Special Topics (approved topics)	
COMM 350	Intercultural Communication	
ENLT 362	Contemporary Global Literature	
POSC 207	Comparative Politics ¹	
PSYC 438	Stereotyping and Prejudice ^{2,3}	
Select one of the following Power and Privilege courses:		3
ENLT 366	Postcolonial Women's Writing	
POSC 319	The Global Politics of International Development	
POSC 390	Special Topics in Political Science (approved topics)	
PSYC 438	Stereotyping and Prejudice ^{2,3}	
Select one course from a category above or from the following:		3
ART 242	Art History Survey II	
BIO 270	Environments of Ecuador	
BIO 313	Economic Botany ³	
BIO 320	Parasitology ¹	
BUAD 422	International Management ³	
ENLT 387	Gender and Sexuality in Literature (approved topics)	
GWS 275	Global Women's Leadership (only 3 hours may apply) ⁴	
GWS 376	Chinese Women and Society	
HUST 203	East Meets West	
PHIL 245	Philosophy of World Cultures	

POSC 304	Latin American Politics
RLST 380	Interfaith Studies
Upper-level course taken by permission through an approved study abroad program	
Total Credits	12

- ¹ May not be used to satisfy more than one requirement.
- ² May not be used to satisfy more than one category requirement.
- ³ Courses carry prerequisites not met through Global Studies requirements.
- ⁴ May not be used toward more than one concentration.

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.

Student Learning Outcomes

- Demonstrate knowledge about the relationship between culture and identity.
- 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 Concentration, Global Studies, Bachelor of Arts - GSID

Major Requirements (27–36 hours)

Code	Title	Credits
Required		
ANTH 253	Survey I: Culture and Language	3
ECON 251	Principles of Macroeconomics	3
HIST 104	World Civilization II	3
POSC 206	International Politics	3
or POSC 207	Comparative Politics	
GLST 495	Senior Seminar in Global Studies	3
Students who complete the GLST Comprehensive Exam must also take the following course or another methods course approved by the Department Chair:		
GLST 364	Global Research and Discovery	3
Concentration		
Select the following Concentration:		12
International Development Concentration (p. 199)		
Total Credits		30

International Development Concentration

Code	Title	Credits
ECON 354	Economic Development ¹	3
or POSC 319	The Global Politics of International Development	
Select three of the following:		9
COMM 350	Intercultural Communication	
ECON 354	Economic Development ¹	
ECON 452	International Trade and Finance ¹	
ENLT 366	Postcolonial Women's Writing	
ICS 270	Border Immersion: Building a Culture of Encounter Program	
POSC 304	Latin American Politics	
POSC 319	The Global Politics of International Development	
POSC 326	Global Environmental Politics	
POSC 329	Middle East Politics	
Upper-level course taken by permission through an approved study abroad program		
Total Credits		12

¹ Courses carry prerequisites not met through Global Studies requirements.

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.

Student Learning Outcomes

- 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.

Global Studies, Minor -GLST

Minor Requirements (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.

Code	Title	Credits
ANTH 253	Survey I: Culture and Language	3
ECON 251	Principles of Macroeconomics	3
HIST 104	World Civilization II	3
POSC 206	International Politics	3
or POSC 207	Comparative Politics	
Two courses from a single Global Studies Concentration		6
Total Credits		18

Anthropology, Minor - ANTH

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 Requirements (15–17 Hours)

Code	Title	Credits
ANTH 253	Survey I: Culture and Language	3
ANTH 254	Survey II: Human Prehistory	3
GLST 364	Global Research and Discovery	3
Select two of the following:		6-8
ANTH 320	Anthropology of Race and Racism	
ANTH 346	Gender in Cross-Cultural Perspective	
ANTH 390	Special Topics (Cultural Anthropology (selected topics))	
ANTH 390	Special Topics (Archaeology (selected topics))	
ANTH 497	Independent Study	
ANTH 499	Anthropological Internship	
BIO 270	Environments of Ecuador ¹	
BIO 312	Evolution ¹	
BIO 313	Economic Botany ¹	
BIO 316	Conservation Biology ¹	
BIO 320	Parasitology ¹	
BIO 323	Ecology ¹	
ENVS 171	Introduction to Environmental Science	
RLST 307	Leviticus and Numbers: Cultural Interpretations	
Total Credits		15-17

¹ These courses carry prerequisites. Consult the departmental listing in the Bulletin for more details.

Intercultural Studies, Minor - ICS

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 this 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.

Minor Requirements (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 two courses in any academic discipline may be taken in each category, with the exception of ICS courses.

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.

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 a deeper theoretical focus on systems of power and privilege.

Code	Title	Credits
Required		
ICS 201	Introduction to Intercultural Studies	3
Theory Courses		
Select one course from each of the following categories:		6
Theory of Culture:		
ANTH 253	Survey I: Culture and Language	
ANTH 320	Anthropology of Race and Racism	

ANTH 346	Gender in Cross-Cultural Perspective
ANTH 390	Special Topics (Cultural Anthropology (approved topics))
COMM 350	Intercultural Communication
ENLT 354	Immigrant Women's Writing ¹
ENLT 362	Contemporary Global Literature ¹
POSC 207	Comparative Politics
PSYC 438	Stereotyping and Prejudice ¹
RLST 307	Leviticus and Numbers: Cultural Interpretations
Theory of Power and Privilege:	
COMM 210	Mass Media and Society (approved sections)
ENLT 366	Postcolonial Women's Writing ¹
GWS 207	Introduction to Gender and Women's Studies
GWS 333	Transnational Feminisms
POSC 319	The Global Politics of International Development
POSC 360	The Politics of Race
PSYC 438	Stereotyping and Prejudice ¹
SOC 255	Race, Ethnicity, and Identity in the United States
SOC 320	Social Inequalities in Education
SOC 345	Sociology of Poverty ¹
SOC 360	Social Stratification: Class, Gender, Race ¹
Electives	
Select two more Theory courses or two of the following:	
ANTH 141	People and Nature
ART 242	Art History Survey II
BIO 270	Environments of Ecuador
BUAD 329	Gender and Race Issues in Management ¹
BUAD 422	International Management ¹
EDUC 201	Foundations for Teaching in a Multicultural Society
ENLT 290	Topics in Literature (approved topics)
or ENLT 390	Topics in Literature
ENLT 251	African-American Literature
ENLT 253	Native American Literature
ENLT 367	Caribbean Women's Literature
ENWR 222	Tourist or Traveler: Travel Writing in the New Millennium
GWS 275	Global Women's Leadership (summer course)
HIST 324	History of Women in the United States
HIST 341	African-American History
HIST 385	Latin America
HUST 203	East Meets West
ICS 270	Border Immersion: Building a Culture of Encounter Program
ICS 290	Special Topics
or ICS 390	Special Topics
or ICS 490	Special Topics
ICS 397	Independent Study
or ICS 497	Independent Study
NURS 414	Community Health Nursing ¹
PHIL 245	Philosophy of World Cultures
PHIL 254	Social Justice
POSC 304	Latin American Politics

PSYC 237	Cultural Psychology
PSYC 481	Clinical Psychology ¹
RLST 225	Reading the hebrew Bible in Jewish & Christian Terms
RLST 355	African-American Theologies
RLST 380	Interfaith Studies
RLST 381	Islam: Beliefs, Practices, and Current Events
SW 342	Intercultural Leadership Development
Total Credits	
15	

¹ 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.

HISTORY

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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Teacher Preparation

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

Programs

- History, Europe, Minor - HIEU (p. 208)
- History, General, Bachelor of Arts - HIST (p. 206)
- History, General, Minor - HIST (p. 208)
- History, Majority World, Minor - HIMW (p. 208)
- History, United States History, Minor - HIUS (p. 209)
- History, Women's History Concentration, Bachelor of Arts - WHIS (p. 207)
- History, Women's History, Minor - WHIS (p. 209)

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.

Department Chair

Jamie Wagman
228 Spes Unica Hall
574-284-4476

Faculty

K. Hamilton, D. Stefancic, W. Svelmoe, J. Wagman

Student 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 states 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.

History Courses

HIST 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.

HIST 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.

HIST 168 Great Cities of Europe: The Ancient, Medieval, and Modern Worlds (3)

What would it have been like to live in ancient Athens, medieval Paris, or Shakespearean London? What would it have been like to live in Michelangelo's Rome or Botticelli's Florence? This course will tell the story of the great cities of ancient, medieval, and Renaissance Europe, focusing on their social, cultural, intellectual, and women's history. One important learning outcome for the class will be a thorough knowledge of the geography of these cities. By the end of the course, students should know how these cities were shaped over time, as well as understand how their great monuments and artistic achievements reflected European culture. They should also know about daily life in the city. What would a woman making her way through these streets have seen, and how would she have felt about her world? How would it have shaped her identity and opportunities? Dr. Hamilton will use her own photographs to create a visual journey through our cities. The course will satisfy the pre 1648 Division II requirement in the history major and the European requirement of the Women's History Concentration.

HIST 171 Modern London and Paris (3)

The primary focus of this course will be the history of London and Paris in the 18th, 19th, and 20th centuries; with a special emphasis on women's history. Can not get credit for both HIST 171 and 371.

HIST 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.

HIST 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.

HIST 290 Special Topics (1-3)

This course presents selected topics chosen by the professor which are not included in the regular departmental offerings. May be repeated.

HIST 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.

HIST 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.

HIST 324 History of Women in the United States (3)

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

HIST 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.

HIST 333 History of Sexuality in the United States (3)

This class will examine histories of sexuality, race, politics and power in the United States. Students will study themes such as histories of courtship and marriage, lesbian, gay, bisexual and transgender histories, histories of the body, and histories of contraception, reproduction and prostitution. We will discuss the varied debates that have shaped our national understanding of sexuality, and our use of texts, primary sources, fiction and nonfiction will help familiarize students with the process of historical interpretation and also help them gain a deeper understanding of the United States today. Our discussions will draw on critical race theory and feminist theory, and the course will enhance students' critical writing and speaking skills.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 368 Great Cities of Europe: The Ancient, Medieval, and Renaissance Worlds (3)

What would it have been like to live in ancient Athens, medieval Paris, or Shakespearean London? What would it have been like to live in Michelangelo's Rome or Botticelli's Florence? This course will tell the story of the great cities of ancient, medieval, and Renaissance Europe, focusing on their social, cultural, intellectual, and women's history. One important learning outcome for the class will be a thorough knowledge of the geography of these cities. By the end of the course, students should know how these cities were shaped over time, as well as understand how their great monuments and artistic achievements reflected European culture. They should also know about daily life in the city. What would a woman making her way through these streets have seen, and how would she have felt about her world? How would it have shaped her identity and opportunities? Dr. Hamilton will use her own photographs to create a visual journey through our cities. The course will satisfy the pre 1648 Division II requirement in the history major and the European requirement of the Women's History Concentration.

HIST 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.

HIST 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.

HIST 371 Modern London and Paris (3)

The primary focus of this course will be the history of London and Paris in the 18th, 19th, and 20th centuries; with a special emphasis on women's history. Can not get credit for both HIST 171 and 371.

HIST 372 The '70s: U.S. Women's Conferences, Conventions and Confrontations in the 1970s (3)

The U.S. women's history course will examine themes in America in the 1970s such as national anxieties about family decline/concern over the nuclear family, backlash against social movements, nationalism and Democracy, environmental consciousness and racism, and sexual politics and feminism. Selected readings will provide students with historical review of the '70s that will help students understand the American past, in addition to current 21st century divides. Students will examine Saint Mary's College secondary scholarship and primary documents, write several books reviews, and write an article for Wikipedia they will also present before the class during finals week. 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 385 Latin America (3)

A study of the history and culture of Latin America.

HIST 390 Special Topics (1-3)

This course presents selected topics chosen by the professor which are not included in the regular departmental offerings. May be repeated.

HIST 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.

HIST 399 Internship (1-3)

Practical off-campus experience with an approved history-related institution. Jointly supervised by a faculty member and a representative of the sponsor. Graded S/U. Prerequisites: Junior standing and permission of the department chair. May be repeated.

HIST 401 Medieval Christendom I (3)

(For description see HUST 321, 322)

HIST 402 Medieval Christendom II (3)

(For description see HUST 321, 322)

HIST 405 Age of Religious Division I (3)

(For description see HUST 461, 462)

HIST 406 Age of Religious Division II (3)

(For description see HUST 461, 462)

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 490 Special Topics (1-3)

This course presents selected topics chosen by the professor which are not included in the regular departmental offerings. May be repeated.

HIST 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.

HIST 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.

HIST 497 Independent Study (1-3)

Provides an opportunity for properly qualified students to do independent study. Content dependent on student background and interests. Approval of the department chair is required. May be repeated.

History, General, Bachelor of Arts - HIST

Major Requirements (30–34 Hours)

Code	Title	Credits
Required		
HIST 103 & HIST 104	World Civilization I and World Civilization II	6
Division I: United States		
HIST 201	United States History to 1865	3
HIST 202	United States History Since 1865	3
Select one of the following:		3
HIST 312	Recent America: 1960 to the Present	
HIST 321	The American West	
HIST 324	History of Women in the United States	
HIST 331	The American South	
HIST 333	History of Sexuality in the United States	
HIST 341	African-American History	
HIST 372	The '70s: U.S. Women's Conferences, Conventions and Confrontations in the 1970s	
HIST 416	History of Religion in America	
Division II: Europe		
Select one of the following:		3
HIST 342	History of Classical Greece	
HIST 343	Classical Rome	
HIST 344	Medieval Civilization	
HIST 347	Renaissance and Reformation	
HIST 365	History of England to 1600	
Select one of the following:		3
HIST 349	Great Lives and Minds: From Renaissance to Enlightenment	
HIST 350	Great Lives and Minds: From Enlightenment to Existentialism	
HIST 359	Europe in the 19th Century: 1815–1914	
HIST 360	Europe in the 20th Century: 1914–Present	
HIST 366	History of England, 1600 to Present	
HIST 369	History of Revolutionary France	
HIST 370	A History of Modern European Women	
HIST 371	Modern London and Paris	
HIST 382	Modern East/Central Europe	
HIST 422	Living with the Enemy	
Select one of the following or another course from Division II listed above:		3
HIST 367	History of Ireland	
HIST 377	Russia	
HIST 413	Women in Revolutions	
Division III: Africa, Asia, Latin America, and the Middle East		
Select two of the following:		6
HIST 376	Chinese Women and Society	
HIST 378	The Middle East	
HIST 384	Africa Since 1800	
HIST 385	Latin America	

HIST 390/490 Special Topics (relevant topics)

Advanced Writing Requirement and Senior Comprehensive

Students completing Advanced Writing Requirement and Senior Comprehensive in History must complete the following two-course sequence:

HIST 492 & HIST 495	Research Methods in History and Senior Seminar	4
Total Credits		34

Advanced Writing Proficiency

Before taking the Senior Seminar, history majors intending to fulfill their Advanced Writing Proficiency requirement in the History department will enroll in HIST 492 Research Methods in History in the spring of their junior year. They will be awarded the Advanced W upon successfully completing their senior research paper in HIST 495 Senior Seminar .

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, Women's History Concentration, Bachelor of Arts - WHIS

Major Requirements (30–34 Hours)

Code	Title	Credits
Required		
HIST 103 & HIST 104	World Civilization I and World Civilization II	6

Division I: United States

Select three of the following:		9
HIST 201	United States History to 1865	
HIST 202	United States History Since 1865	
HIST 324	History of Women in the United States	
HIST 372	The '70s: U.S. Women's Conferences, Conventions and Confrontations in the 1970s	

Division II: Europe

HIST 370	A History of Modern European Women	3
Select one of the following:		3
HIST 342	History of Classical Greece	
HIST 343	Classical Rome	
HIST 344	Medieval Civilization	
HIST 347	Renaissance and Reformation	
HIST 365	History of England to 1600	
Select one of the following:		3
HIST 349	Great Lives and Minds: From Renaissance to Enlightenment	
HIST 350	Great Lives and Minds: From Enlightenment to Existentialism	
HIST 359	Europe in the 19th Century: 1815–1914	
HIST 360	Europe in the 20th Century: 1914–Present	
HIST 366	History of England, 1600 to Present	
HIST 369	History of Revolutionary France	
HIST 371	Modern London and Paris	
HIST 382	Modern East/Central Europe	
HIST 413	Women in Revolutions	
HIST 422	Living with the Enemy	

Division III: Africa, Asia, Latin America, and the Middle East

Select one of the following:		3
HIST 376	Chinese Women and Society	
HIST 390/490	Special Topics (relevant topics)	

Elective

Select one of the following:		3
HIST 341	African-American History	
HIST 390/490	Special Topics (relevant topics)	
HIST 413	Women in Revolutions	
HUST 205	History of Famous Women	

Advanced Writing Requirement and Senior Comprehensive

Students completing Advanced Writing Requirement and Senior Comprehensive in History must complete the following two-course sequence:

HIST 492 & HIST 495	Research Methods in History and Senior Seminar	4
Total Credits		34

Advanced Writing Proficiency

Before taking the Senior Seminar, history majors intending to fulfill their Advanced Writing Proficiency requirement in the History department will enroll in HIST 492 Research Methods in History in the spring of their junior year. They will be awarded the Advanced W upon successfully completing their senior research paper in HIST 495 Senior Seminar and presenting the project.

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. December graduates must share their paper with faculty two weeks prior to their presentation and present before faculty before the end of the Fall semester.

History, General, Minor - HIST

Minor Requirements (15 Hours)

Code	Title	Credits
Required		
Select two courses in any two of the three divisions; one course in the third division.		15
Division I: United States		
HIST 201	United States History to 1865	
HIST 202	United States History Since 1865	
HIST 312	Recent America: 1960 to the Present	
HIST 321	The American West	
HIST 324	History of Women in the United States	
HIST 331	The American South	
HIST 333	History of Sexuality in the United States	
HIST 341	African-American History	
HIST 372	The '70s: U.S. Women's Conferences, Conventions and Confrontations in the 1970s	
HIST 416	History of Religion in America	
Division II: Europe		
HIST 342	History of Classical Greece	
HIST 343	Classical Rome	
HIST 344	Medieval Civilization	
HIST 347	Renaissance and Reformation	
HIST 349	Great Lives and Minds: From Renaissance to Enlightenment	
HIST 350	Great Lives and Minds: From Enlightenment to Existentialism	
HIST 359	Europe in the 19th Century: 1815–1914	
HIST 360	Europe in the 20th Century: 1914–Present	
HIST 365	History of England to 1600	
HIST 366	History of England, 1600 to Present	
HIST 367	History of Ireland	
HIST 369	History of Revolutionary France	
HIST 370	A History of Modern European Women	
HIST 371	Modern London and Paris	
HIST 377	Russia	
HIST 382	Modern East/Central Europe	
HIST 413	Women in Revolutions	
HIST 422	Living with the Enemy	
Division III: Africa, Asia, Latin America, and the Middle East		
HIST 378	The Middle East	
HIST 384	Africa Since 1800	
Total Credits		15

History, Europe, Minor - HIEU

Minor Requirements (12 HOURS)

Code	Title	Credits
Twelve hours from the following:		12
HIST 342	History of Classical Greece	
HIST 343	Classical Rome	
HIST 344	Medieval Civilization	
HIST 347	Renaissance and Reformation	
HIST 349	Great Lives and Minds: From Renaissance to Enlightenment	
HIST 350	Great Lives and Minds: From Enlightenment to Existentialism	
HIST 359	Europe in the 19th Century: 1815–1914	
HIST 360	Europe in the 20th Century: 1914–Present	
HIST 365	History of England to 1600	
HIST 366	History of England, 1600 to Present	
HIST 367	History of Ireland	
HIST 369	History of Revolutionary France	
HIST 370	A History of Modern European Women	
HIST 371	Modern London and Paris	
HIST 377	Russia	
HIST 382	Modern East/Central Europe	
HIST 413	Women in Revolutions	
HIST 422	Living with the Enemy	
Total Credits		12

History, Majority World, Minor - HIMW

Minor Requirements (12 HOURS)

Code	Title	Credits
Twelve hours from the following:		12
HIST 378	The Middle East	
HIST 384	Africa Since 1800	
HIST 385	Latin America	
Total Credits		12

History, United States History, Minor - HIUS

Minor Requirements (12 HOURS)

Code	Title	Credits
Twelve hours from the following:		12
HIST 201	United States History to 1865	
HIST 202	United States History Since 1865	
HIST 312	Recent America: 1960 to the Present	
HIST 321	The American West	
HIST 324	History of Women in the United States	
HIST 331	The American South	
HIST 333	History of Sexuality in the United States	
HIST 341	African-American History	
HIST 372	The '70s: U.S. Women's Conferences, Conventions and Confrontations in the 1970s	
HIST 416	History of Religion in America	
Total Credits		12

History, Women's History, Minor - WHIS

Minor Requirements (12 Hours)

Code	Title	Credits
Required		
HIST 324	History of Women in the United States	3
HIST 370	A History of Modern European Women	3
Select one of the following:		3
HIST 390/490	Special Topics (relevant topics)	
Select one of the following:		3
HIST 341	African-American History	
HIST 390/490	Special Topics (relevant topics)	
HIST 413	Women in Revolutions	
HUST 205	History of Famous Women	
Total Credits		12

HUMANISTIC STUDIES

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 culture by interweaving the study of history, literature, philosophy, theology, and art so that the student perceives the shape of 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 global 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, data analysis, communications, the creative arts, and health care.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

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.

Programs

- Humanistic Studies, Bachelor of Arts - HUST (p. 212)
- Humanistic Studies, Minor - HUST (p. 212)

Department Chair

Laura Williamson Ambrose
147 Spes Unica Hall
574-284-4465

Faculty

L. Williamson Ambrose, J. Bird, P. Hicks

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 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.

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.

HUST 197 Myth, Legend, and History (1-3)

This course studies the ways people talk about their past through myths, legends, and history by focusing on subjects such as the Adam and Eve, the Amazons, Cleopatra, Joan of Arc and Christopher Columbus, among others.

HUST 203 East Meets West (3)

An introduction to the cultures of Korea, China and Japan through literature, history, and film.

HUST 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.

HUST 212 High Society (3)

A social and cultural history of European aristocracy and monarchy from medieval times to the present.

HUST 220 Humanities at Work: Using Your Humanities Training in the 21st Century (3)

Curious about how your love of reading and discussion transfer in the "real world"? Eager to understand what the humanities disciplines are—what connects them but also sets them apart from one another? This course explores the practical outputs of literary study and art history (public health, "big data", business, public service) and as well as the big questions that philosophy and history encourage us to explore: Who am I, and what is my story? What does it mean to listen? What is the relationship between memory and trauma, liberty and learning? The course takes on three key themes: (1) storytelling and translation, (2) memory and memorials, and (3) learning and society. Assignments will be applied in nature: a personal history/critical genealogy project, interviews, a podcast, a digital journal, website design, and archival research. Readings range from short stories and personal essays, to historical documents, images, philosophical arguments, and blog posts on the value of the humanities in and to public life. A "Real Deal" webinar series in which students hear from Saint Mary's alumnae on how they applied their humanities training to careers in museum work, law, library science, data analysis, entrepreneurship, think tanks, education, and more.

HUST 290 Topics in Humanities (3)

Topics in Humanistic Studies not covered in regular department offerings. May be repeated with a different topic.

HUST 292 Reclaiming the Classics for a Diverse and Global World (3)

This course looks at the main elements of Greek and Roman culture in a global context through a variety of works: historical, philosophical, and literary. Special attention is paid to the role of women in Greek and Roman society.

HUST 321 Cultural History I: Ancient and Medieval Culture (3)

A social, political, intellectual, and artistic history, from Greco-Roman antiquity to the High Middle Ages, focused on Europe in a global context 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 and Islam, monasticism, the medieval world view, the rise of royal government, the twelfth-century cultural revolution, and Gothic architecture. Corequisite: HUST 323.

HUST 322 Cultural History II: Medieval and Renaissance Culture (3)

A social, political, intellectual, and artistic history, from the Late Middle Ages to the Italian Renaissance, focused on Europe in a global context 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, Europe's global interaction, and the evolution of Renaissance art. Corequisite: HUST 324.

HUST 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 Life of Muhammad, The Song of Roland, and The Romance of Tristan. Corequisite: HUST 321.

HUST 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.

HUST 390 Special Topics (1-3)

Topics in Humanistic Studies not covered in regular department offerings. May be repeated with a different topic.

HUST 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.

HUST 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.

HUST 463 Colloquium III: Early-Modern Literature (3)

Major literary works, from the Northern Renaissance to the Age of Napoleon. Readings may include More's *Utopia*, Montaigne's *Essays*, Shakespeare's *Othello*, Voltaire's *Candide*, Aphra Behn's *Oroonoko*, Equiano's *Interesting Narrative*, and Wollstonecraft's *Vindication of the Rights of Woman*. Corequisite: HUST 461.

HUST 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.

HUST 490 Special Topics (1-3)

Topics in Humanistic Studies not covered in regular department offerings. May be repeated with a different topic.

HUST 497 Independent Study (1-3)

Independent study for outstanding students. May be repeated.

HUST 499 Internship (1-3)

Practical experience in a field related to Humanistic Studies. Graded S/U. May be repeated.

Humanistic Studies, Bachelor of Arts - HUST

Major Requirements (24 Hours)

Code	Title	Credits
Required		
All of the following taken in sophomore, junior, or senior year:		
HUST 321	Cultural History I: Ancient and Medieval Culture	3
HUST 322	Cultural History II: Medieval and Renaissance Culture	3
HUST 323	Colloquium I: Ancient and Medieval Literature	3
HUST 324	Colloquium II: Medieval and Renaissance Literature	3
HUST 461	Cultural History III: Early-Modern Culture	3
HUST 462	Cultural History IV: Modern Culture	3
HUST 463	Colloquium III: Early-Modern Literature	3
HUST 464	Colloquium IV: Modern Literature	3
Total Credits		24

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.

Student Learning Outcomes

- 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 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, Minor - HUST

Minor Requirements (15 Hours)

Code	Title	Credits
Required		
Select three of the following:		9
HUST 103	Lives and Times	
HUST 197	Myth, Legend, and History	
HUST 203	East Meets West	
HUST 205	History of Famous Women	
HUST 212	High Society	
HUST 292	Reclaiming the Classics for a Diverse and Global World	
HUST 321	Cultural History I: Ancient and Medieval Culture	
HUST 322	Cultural History II: Medieval and Renaissance Culture	
HUST 323	Colloquium I: Ancient and Medieval Literature	
HUST 324	Colloquium II: Medieval and Renaissance Literature	
HUST 290/390/490	Topics in Humanities	
HUST 461	Cultural History III: Early-Modern Culture	
HUST 462	Cultural History IV: Modern Culture	
HUST 463	Colloquium III: Early-Modern Literature	
HUST 464	Colloquium IV: Modern Literature	
Select two of the following (if not taken above):		6
HUST 321	Cultural History I: Ancient and Medieval Culture	
HUST 322	Cultural History II: Medieval and Renaissance Culture	
HUST 323	Colloquium I: Ancient and Medieval Literature	
HUST 324	Colloquium II: Medieval and Renaissance Literature	
HUST 461	Cultural History III: Early-Modern Culture	
HUST 462	Cultural History IV: Modern Culture	
HUST 463	Colloquium III: Early-Modern Literature	
HUST 464	Colloquium IV: Modern Literature	
Total Credits		15

Student Learning Outcomes

- 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.

INTERDISCIPLINARY SELF-DESIGNED MAJOR - ISDM

The Interdisciplinary Self-Designed Major (ISDM) allows a student to combine two or more disciplines in a way that meaningfully and creatively addresses an interdisciplinary question, problem, or theme, and/or prepares a student for further study or a career in an interdisciplinary field. This program has two pathways.

The Advanced Pathway is intended for students initially declaring a major in this unique program of study. Students following this pathway should complete the formal proposal process during the sophomore year. Students studying abroad during the sophomore year are encouraged to begin the pathway early. A student must be in good academic standing at the college prior to application to the Advanced Pathway.

The Individualized Pathway is aimed at students wishing to explore a self-designed option later in their college career (i.e., students changing an already declared major). Students should complete the formal proposal process and have their program of study approved at least two semesters before anticipated graduation.

Both pathways within the major have the same credit/course requirements, as outlined below. Inquiries regarding procedures, timelines, and other details for either pathway should be directed to the Director of the Division of Interdisciplinary Studies, Dr. Cassie Majetic.

Credit/Course Requirements for all ISDM pathways (minimum 10 courses and 29 credits)

- Four 100-200 level introductory courses from at least two disciplines (3-4 credits each, 12-16 credits total)
- At least four 300-400 level courses, distributed across focal areas of study (3-4 credits each, 12-16 credits total)
- One 300- or 400-level course that prepares the student for her comprehensive project (2-4 credits)
 - Examples include, but are NOT limited to:
 - A methods course in the sciences, social sciences, or humanities
 - An upper division course in the arts that develops key techniques or skills
 - An upper division course in a professional program emphasizing key approaches in a field of study.
- One senior seminar or independent study (400-level) for completion of the senior comp (2-4 credits) chosen from:
 - One of the two focal areas of study OR
 - Another area of study that comes closest to meeting student needs

Note: No more than one upper division course may be used to simultaneously fulfill requirements for a second major and/or minor program. No more than three LO1 courses from the Sophia Program may be double counted with the proposed program of study. In keeping with college policy, no more than 6 hours of independent study may be taken within the program of study, with no more than 9 hours total counting toward the total 128 hours needed for a degree. This total **excludes** an independent study used for completion of the senior comprehensive. 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. In keeping with college policy, at least one half of the major course work must be completed on Saint Mary's campus.

JUSTICE STUDIES

Program Description

Justice Studies 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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Programs

- Justice Studies, Minor - JUST (p. 216)

Program in Justice Studies

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.

Department Chair

Andrew Pierce, Program Coordinator
153 Spes Unica Hall
574-284-4534

Faculty

A. Pierce

Student Learning Outcomes

- A student with a minor in Justice Studies 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 Studies will engage with the experience of those disenfranchised locally and/or globally from at least one disciplinary perspective.
- A student with a minor in Justice Studies will be able to identify and apply the basic principles of Catholic Social Teaching.
- A student with a minor in Justice Studies will be able to constructively respond to unjust situations and conditions on a personal and/or systemic basis.

Justice Studies Courses

JUST 201 Restorative Justice: The Case of Indigenous Peoples (1)

Restorative Justice is a 0–1-credit immersion course centered on a one-week service trip to the Cheyenne River tribal reservation in South Dakota. This trip will give students a first-hand opportunity to witness the ongoing effects of the history of conquest, expropriation, and forced assimilation of the Lakota people, to reflect, with indigenous persons themselves, on what justice demands today, and to actually work to improve the conditions of this community.

JUST 250 Introduction to Justice Studies (3)

A seminar in social analysis which integrates theological and philosophical reflection with the study of specific social and economic problems in local and global contexts. There is an emphasis on the theological and ethical foundations of the church's concern for justice, as well as on understanding the historical and structural preconditions of contemporary social injustice. Experiential and community-based learning provides opportunities to link theory and practice and reflect systematically on how principled approaches to justice can be made effective in the world.

JUST 290 Special Topics (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.

JUST 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).

JUST 302 Global Justice (3)

This course will explore issues of global justice, poverty, inequality, and human rights, synthesizing reflections on the philosophical foundations of such issues with more concrete reflections on specific challenges facing various regions throughout the world (also listed as PHIL 302).

JUST 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.

JUST 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).

JUST 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.

JUST 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.)

JUST 397 Independent Study (1-3)

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. May be repeated.

JUST 499 Internship in Justice Educ (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. May be repeated.

Justice Studies, Minor - JUST

Minor Requirements (15 Hours)

Code	Title	Credits
JUST 250	Introduction to Justice Studies	3
Select one of the following:		3
PHIL 254	Social Justice	
RLST 236	Faith in Action	
RLST 240	Catholic Social Thought	
Select at least three of the following: ¹		9
ANTH 320	Anthropology of Race and Racism	
BUAD 346	Personal Ethics and Corporate Culture	
COMM 303	Advertising in Consumer Society	
COMM 369	Public Communication	
COMM 418	Seminar on Women, Leadership, and Communication	
ECON 354	Economic Development	
ENLT 216	Literature of Social Justice	
ENLT 351	19th-Century American Literature	
ENLT 390/490	Topics in Literature (relevant topics)	
GWS/POSC 333	Transnational Feminisms	
GWS 350	Feminist Theory	
HIST 341	African-American History	

JUST 201	Restorative Justice: The Case of Indigenous Peoples	
JUST 301	The Quest for Human Rights	
JUST 302	Global Justice	
JUST 305	The Church and the City	
JUST/ICS 310	Diversity Dialogues	
JUST 320	Faith and Justice	
PHIL 243	Introduction to Feminist Philosophy	
PHIL 245	Philosophy of World Cultures	
PHIL 250	Philosophy and Disabilities	
PHIL 253	Philosophy of Politics	
PHIL 254	Social Justice (if not taken for the requirement above)	
POSC 301	The Quest for Human Rights	
POSC 304	Latin American Politics	
POSC 314	Political Participation	
POSC 319	The Global Politics of International Development	
POSC 360	The Politics of Race	
PSYC 437	Psychology of Violence	
PSYC 438	Stereotyping and Prejudice	
RLST 236	Faith in Action (if not taken for the requirement above)	
RLST 240	Catholic Social Thought (if not taken for the requirement above)	
RLST 352	Religion and Politics	
RLST 355	African-American Theologies	
SOC 203	Social Problems	
SOC 255	Race, Ethnicity, and Identity in the United States	
SOC 320	Social Inequalities in Education	
SOC 345	Sociology of Poverty	
SOC 350	Global and Diverse Childhoods	
SOC 360	Social Stratification: Class, Gender, Race	
SW 334	Social Welfare Policy and Service	
THTR 383	Fashion Ethics	
Total Credits		15

¹ Other courses may be substituted by permission.

MATHEMATICS AND COMPUTER SCIENCE

mathematics Program Description

The study of mathematics has occupied humans from ancient times to the present. 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 four tracks for those with special interests. The Statistics and Actuarial Mathematics Major is a sequence of courses giving the student experience in statistics with an emphasis on risk modeling 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. The Mathematics Major with Teacher Concentration enables the student to obtain secondary school certification in the State of Indiana.

Computer Science 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 concentration in Management Information Systems within the Business Administration major (see Business Administration and Economics), and a minor outlined below.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Teacher Preparation

The Department encourages students to prepare for teaching on all levels. Through the Teacher Concentration, courses are provided which enable mathematics majors to fulfill Indiana secondary teaching certification requirements. Students interested in secondary teaching are counseled within the Department to add professional education courses to their mathematics major program. Elementary education students

may take courses leading to a mathematics minor or a double major in mathematics and elementary education.

4+1 in Data Science

Any of the majors in mathematics and computer science can be combined with the Masters of Science in Data Science so that a student can complete the requirements for her undergraduate degree and the M.S. in Data Science in five years. Interested students should consult the director of the Data Science Program to develop a five-year plan. For the M.S. in Data Science program and course descriptions, see the M.S. in Data Science in the Graduate Studies section of the Bulletin.

Programs

- Computer Science, Minor - CPSC (p. 232)
- Computing and Applied Mathematics, Bachelor of Arts - CAM (p. 224)
- Computing and Applied Mathematics, Bachelor of Science - CAM (p. 225)
- Mathematics Teacher Concentration, Bachelor of Arts - MATC (p. 226)
- Mathematics Teacher Concentration, Bachelor of Science - MATT (p. 226)
- Mathematics, Bachelor of Arts - MATH (p. 222)
- Mathematics, Bachelor of Science - MATH (p. 223)
- Mathematics, Minor - MATH (p. 231)
- Mathematics/Computer Science, Minor - MTHC (p. 232)
- Physics and Applied Mathematics, Bachelor of Arts - PAM (p. 227)
- Physics and Applied Mathematics, Bachelor of Science - PAM (p. 228)
- Statistical and Actuarial Mathematics, Bachelor of Arts - SAM (p. 229)
- Statistical and Actuarial Mathematics, Bachelor of Science - SAM (p. 230)

Continue at Saint Mary's

- Data Science, Master of Science (p. 346)

Department Chair

Colleen Hoover
334 Madeleva Hall
574-284-4489

Faculty

Mathematics Faculty

S. Cox, C. Dwyer, C. Hoover, K. Kuter, E. Misiolek, M. Porter, R. Rohatgi, R. Solava, J. Snow, B. Vajiac, C. Wedrychowicz

Computer Science Faculty

S. Cox, E. Misiolek, R. Solava, C. Wedrychowicz

Student 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.

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.

MATH 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. Prerequisite: MATH 100 or recommendation of Math Placement Advisor.

MATH 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. Prerequisite: MATH 102 or recommendation of Math Placement Advisor.

MATH 104 Finite Mathematics (3)

Set theory, counting techniques, probability, random variables, expected value, variance, standard deviation, and linear programming. Prerequisite: MATH 103 or recommendation of Math Placement Advisor.

MATH 105 Elements of Calculus I (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 106 Elements of Calculus II (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. Prerequisite: MATH 105.

MATH 107 Mathematics for Sustainability (3)

This course develops and applies mathematical concepts and tools to quantitatively explore sustainability issues. Topics such as industrial agriculture, energy sustainability, population growth, and ecological footprints will be explored from environmental, social, and economic perspectives wherever possible. Mathematical concepts developed in the course are motivated through the study of these topics and allow students to survey several mathematical areas. Particular concepts covered include properties of real numbers, algebraic simplification of expressions, solving equations and inequalities, rates of change, interpretation of numerical information, functions and inverses, modeling, differentiation/integration, qualitative analysis of differential equation models, calculating probabilities, statistical techniques on real data, and graph paths and connectivity.

MATH 108 Elements of Linear Algebra (3)

Matrices, systems of equations, determinants, eigenvalues, linear transformations, vector spaces. Emphasis on applications. Prerequisite: MATH 104 or MATH 105.

MATH 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 MATH 105.

MATH 113 Survey of Calculus (4)

A one semester introduction to differential and integral calculus designed primarily for liberal arts students and those in the professional programs. An emphasis on applications and modeling. Prerequisites: MATH 103 or placement

MATH 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 MATH 105 or equivalent.

MATH 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.

MATH 131 Calculus I (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. Graphing calculators are used throughout the course. Prerequisite: At least four years of high school mathematics.

MATH 132 Calculus II (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. Graphing calculators are used throughout the course. Prerequisite: At least four years of high school mathematics. Prerequisite: MATH 131.

MATH 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.

MATH 180 Mathematics of Voting (1)

This course in applied math and politics will focus on the mathematics behind voting in both two-party and multi-party systems, comparing systems in the US with those in France and Ireland. Students will explore both implemented and theoretical social choice functions and analyze each, subject to standard criteria. They will develop an understanding for how formal rules and procedures have an impact on policy outcomes and informal institutions such as political parties.

MATH 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 MATH 131.

MATH 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.

MATH 231 Calculus III (4)

Three-dimensional space: parametric equations, lines, planes, vectors, dot product, cross product. Polar coordinates. Vector-valued functions. 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.

MATH 241 Statistical Applications (3)

Sampling studies, design of experiments, hypothesis testing, analysis of variance, regression and correlation, regression modeling, time series. Introduction to operations research: queuing, systems analysis, quality assurance, acceptance sampling. Emphasis on applications to business and economic decision making. Prerequisite: MATH 114 with a grade of "C" or higher (also listed as BUAD 341).

MATH 251 Principles of Operations Research (3)

An introduction to Operations Research—quantitative models used in management decision-making. The course will focus on the models as tools with computer software used extensively for problem solving and assignments. Case studies are used. Prerequisite: One year of Calculus or MATH 114 (also listed as BUAD 427).

MATH 252 Financial Mathematics (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.

MATH 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 Kovalskaia, 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.

MATH 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.

MATH 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.

MATH 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.

MATH 336 Numerical Analysis (3)

Computer arithmetic and algorithm convergence. Solutions of equations. Optimization. Numerical linear algebra. Numerical solutions to ordinary differential equations. Numerical differentiation and integration. Error analysis. Prerequisite or corequisite: MATH 326.

MATH 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.

MATH 341 Analysis I (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 MATH 231.

MATH 342 Analysis II (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. Prerequisite: MATH 341.

MATH 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.

MATH 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.

MATH 353 Abstract Algebra I (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 MATH 326.

MATH 354 Abstract Algebra II (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 353.

MATH 361 Geometry (3)

Historical and formal development of Euclidean and non-Euclidean geometries; role of axiom systems; congruence, parallelism, measurement. Prerequisite: MATH 225.

MATH 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.

MATH 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. Models and issues related to environmental and sustainability studies are emphasized. Prerequisites: MATH 326 and MATH 345.

MATH 390 Special Topics (1-4)

Topics in Mathematics not covered in the regular department offerings. May be repeated with a different topic.

MATH 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.

MATH 490 Special Topics (1-3)

Topics in Mathematics not covered in the regular department offerings. May be repeated with a different topic.

MATH 496 Pro-Seminar (2)

Student presentation of selected topics. Prerequisite: Permission of the department chair.

MATH 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. May be repeated.

MATH 499 Internship (1-3)

Professional work experience in mathematics or statistics with a business or organization. May be repeated.

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, pivot tables, macros and integration of spreadsheet data into a word processor. Graded S/U.

CPSC 103 Introduction to Computing (2)

This course includes a brief history of computing, uses of computers in networking and programming, 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.

CPSC 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.

CPSC 207L Computer Programming Laboratory (0)

A weekly two-hour laboratory and provides in-depth programming experience.

CPSC 210 Introduction to Data Science (3)

This course is about learning from data in order to gain useful predictions and insights. Using concepts from computer science, mathematics, and statistics, students will learn the necessary skills to manage and analyze data, including exploratory data analysis, statistical inference and modeling, and machine learning. Prerequisites: CPSC 207 (or equivalent) and one semester of calculus (MATH 105 or 131 or equivalent). Includes lab.

CPSC 210L Introduction Data Science Lab (0)**CPSC 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.

CPSC 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, and CSS. Prerequisites: CPSC 207 or permission of instructor. Includes a lab.

CPSC 308L Electronic Communications Lab (0)

Corequisite CPSC 308

CPSC 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 MATH 345.

CPSC 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.

CPSC 417 Systems Analysis and Design (4)

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

CPSC 417L Systems Analysis & Design lab (0)

CPSC 417 lab

CPSC 429 Database Systems (3)

Fundamental concepts of database development, in particular data modeling, database design, and database implementation, as well as managing, retrieving, and updating data within a relational database system. Hands-on experience includes use of the Structured Query Language (SQL) to define, construct, and query a database. Students complete a semester-long project done in a team environment. Prerequisite: CPSC 207 or permission of instructor.

CPSC 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.

CPSC 499 Internship (1-3)

Professional work experience in computer science with a business or organization. Graded S/U. May be repeated.

Mathematics, Bachelor of Arts - MATH

Major Requirements (38–42 Hours)

Code	Title	Credits
Required		
MATH 131 & MATH 132 or MATH 133	Calculus I and Calculus II Theory and Application of Calculus	4-8
MATH 225	Foundations of Higher Mathematics	3
MATH 231	Calculus III	4
MATH 326	Linear Algebra and Differential Equations	4
MATH 496	Pro-Seminar	2
CPSC 207	Computer Programming	3

Sequences

Select two of the following full-year sequences (one of which must be 12 either Analysis or Algebra):

MATH 335 & MATH 336	Differential Equations II and Numerical Analysis
MATH 341 & MATH 342	Analysis I and Analysis II
MATH 345 & MATH 346	Probability and Statistics
MATH 353 & MATH 354	Abstract Algebra I and Abstract Algebra II

Electives

Select six additional hours at the 300-400 level (above 302): 6

CPSC 315 or CPSC 328	Simulation: Theory and Application Data Structures
MATH 335	Differential Equations II
MATH 336	Numerical Analysis
MATH 339	Discrete Mathematics
MATH 341	Analysis I
MATH 342	Analysis II
MATH 345	Probability
MATH 346	Statistics
MATH 353	Abstract Algebra I
MATH 354	Abstract Algebra II
MATH 361	Geometry
MATH 372	Stochastic Models
MATH 381	Mathematical Modeling
MATH 438	Mathematical Programming
MATH 490	Special Topics
MATH 497	Independent Study

Total Credits 38-42

in technical or analytical mathematical writing by the submission of an acceptable portfolio. Seniors demonstrate their ability by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.

Senior Comprehensive

All mathematics majors, in Pro-Seminar (MATH 496 Pro-Seminar), independently study 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 presentation. This final presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

Faculty

S. Cox, C. Dwyer, C. Hoover, K. Kuter, E. Misiolek, C. Periton, M. Porter, R. Rohatgi, R. Solava, J. Snow, B. Vajiac, C. Wedrychowicz

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 technical 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

Mathematics, Bachelor of Science - MATH

Major Requirements (60 Hours)

Code	Title	Credits
Required		
MATH 131 & MATH 132 or MATH 133	Calculus I and Calculus II Theory and Application of Calculus	4-8
MATH 225	Foundations of Higher Mathematics	3
MATH 231	Calculus III	4
MATH 326	Linear Algebra and Differential Equations	4
MATH 496	Pro-Seminar	2
CPSC 207	Computer Programming	3
Sequences		
Select two of the following full-year sequences (one of which must be either Analysis or Algebra):		
MATH 335 & MATH 336	Differential Equations II and Numerical Analysis	
MATH 341 & MATH 342	Analysis I and Analysis II	
MATH 345 & MATH 346	Probability and Statistics	
MATH 353 & MATH 354	Abstract Algebra I and Abstract Algebra II	
Electives		
Select six additional hours at the 300-400 level (above 302):		
CPSC 315 or CPSC 328	Simulation: Theory and Application Data Structures	6
MATH 335	Differential Equations II	
MATH 336	Numerical Analysis	
MATH 339	Discrete Mathematics	
MATH 341	Analysis I	
MATH 342	Analysis II	
MATH 345	Probability	
MATH 346	Statistics	
MATH 353	Abstract Algebra I	
MATH 354	Abstract Algebra II	
MATH 361	Geometry	
MATH 372	Stochastic Models	
MATH 381	Mathematical Modeling	
MATH 438	Mathematical Programming	
MATH 490	Special Topics	
MATH 497	Independent Study	
Required Supporting Courses		
Select at least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:		
BIO 155 & BIO 156 & BIO 157 & BIO 158	Foundations of Molecular Biology and Foundations of Ecology and Evolution and Foundations of Cellular Biology and Foundations of Form and Function	15
CHEM 121 & CHEM 122	Principles of Chemistry I and Principles of Chemistry II	

PHYS 121 & PHYS 122	General Physics I: Mechanics and Waves and General Physics II: Temperature, Electricity, and Light

Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed 3-7

Total Credits 56-64

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 technical 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 by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.

Senior Comprehensive

All mathematics majors, in Pro-Seminar (MATH 496 Pro-Seminar), independently study 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 presentation. This final presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

Faculty

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Computing and Applied Mathematics, Bachelor of Arts - CAM

Major Requirements (44-49 Hours)

Code	Title	Credits
Required		
MATH 131 & MATH 132 or MATH 133	Calculus I and Calculus II Theory and Application of Calculus	4-8
MATH 225	Foundations of Higher Mathematics	3
MATH 231	Calculus III	4
MATH 326	Linear Algebra and Differential Equations	4
MATH 339	Discrete Mathematics	3
MATH 496	Pro-Seminar	2
CPSC 207	Computer Programming	3
CPSC 328	Data Structures	3
Electives		
Select three of the following:		9
MATH 335	Differential Equations II	
MATH 336	Numerical Analysis	
MATH 341	Analysis I	
MATH 342	Analysis II	
MATH 345	Probability	
MATH 346	Statistics	
MATH 353	Abstract Algebra I	
MATH 354	Abstract Algebra II	
MATH 361	Geometry	
MATH 381	Mathematical Modeling	
MATH 438	Mathematical Programming	
Select three of the following:		9-10
CPSC 307	C and Assembly Language Programming	
CPSC 308	Electronic Communications	
CPSC 315	Simulation: Theory and Application	
CPSC 417	Systems Analysis and Design	
CPSC 429	Database Systems	
Total Credits		44-49

presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

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 technical 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 by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.

Senior Comprehensive

All mathematics majors, in Pro-Seminar (MATH 496 Pro-Seminar), independently study 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 presentation. This final

Computing and Applied Mathematics, Bachelor of Science - CAM

Major Requirements (59–64 Hours)

Code	Title	Credits
Required		
MATH 131 & MATH 132 or MATH 133	Calculus I and Calculus II Theory and Application of Calculus	4-8
MATH 225	Foundations of Higher Mathematics	3
MATH 231	Calculus III	4
MATH 326	Linear Algebra and Differential Equations	4
MATH 339	Discrete Mathematics	3
MATH 496	Pro-Seminar	2
CPSC 207	Computer Programming	3
CPSC 328	Data Structures	3
Electives		
Select three of the following:		9
MATH 335	Differential Equations II	
MATH 336	Numerical Analysis	
MATH 341	Analysis I	
MATH 342	Analysis II	
MATH 345	Probability	
MATH 346	Statistics	
MATH 353	Abstract Algebra I	
MATH 354	Abstract Algebra II	
MATH 361	Geometry	
MATH 381	Mathematical Modeling	
MATH 438	Mathematical Programming	
Select three of the following:		9-10
CPSC 307	C and Assembly Language Programming	
CPSC 308	Electronic Communications	
CPSC 315	Simulation: Theory and Application	
CPSC 417	Systems Analysis and Design	
CPSC 429	Database Systems	
Required Supporting Courses		
Select at least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:		15
BIO 155 & BIO 156 & BIO 157 & BIO 158	Foundations of Molecular Biology and Foundations of Ecology and Evolution and Foundations of Cellular Biology and Foundations of Form and Function	
CHEM 121 & CHEM 122	Principles of Chemistry I and Principles of Chemistry II	
PHYS 121 & PHYS 122	General Physics I: Mechanics and Waves and General Physics II: Temperature, Electricity, and Light	
Total Credits		59-64

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 by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.

Senior Comprehensive

All mathematics majors, in Pro-Seminar (MATH 496 Pro-Seminar), independently study 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 presentation. This final presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

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 technical

Mathematics Teacher Concentration, Bachelor of Arts - MATC

Major Requirements (38–42 Hours)

Code	Title	Credits
Required		
MATH 131 & MATH 132 or MATH 133	Calculus I and Calculus II Theory and Application of Calculus	4-8
MATH 225	Foundations of Higher Mathematics	3
MATH 231	Calculus III	4
MATH 326	Linear Algebra and Differential Equations	4
MATH 496	Pro-Seminar	2
CPSC 207	Computer Programming	3
MATH 339	Discrete Mathematics	3
MATH 345	Probability	3
MATH 346	Statistics	3
MATH 353	Abstract Algebra I	3
MATH 361	Geometry	3
MATH 341 or MATH 354	Analysis I Abstract Algebra II	3
Total Credits		38-42

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 technical 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 by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.

Senior Comprehensive

All mathematics majors, in Pro-Seminar (MATH 496 Pro-Seminar), independently study 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 presentation. This final presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

Faculty

S. Cox, C. Dwyer, C. Hoover, K. Kuter, E. Misiolek, C. Periton, M. Porter, R. Rohatgi, R. Solava, J. Snow, B. Vajiac, C. Wedrychowicz

Mathematics Teacher Concentration, Bachelor of Science - MATT

Major Requirements (60 Hours)

Code	Title	Credits
Required		
MATH 131 & MATH 132 or MATH 133	Calculus I and Calculus II Theory and Application of Calculus	4-8
MATH 225	Foundations of Higher Mathematics	3
MATH 231	Calculus III	4
MATH 326	Linear Algebra and Differential Equations	4
MATH 496	Pro-Seminar	2
CPSC 207	Computer Programming	3
MATH 339	Discrete Mathematics	3
MATH 345	Probability	3
MATH 346	Statistics	3
MATH 353	Abstract Algebra I	3
MATH 361	Geometry	3
MATH 341 or MATH 354	Analysis I Abstract Algebra II	3

Required Supporting Courses

Select 15 credit hours of science other than mathematics or computer science including one of the following full-year sequences: 15

BIO 155 & BIO 156 & BIO 157 & BIO 158	Foundations of Molecular Biology and Foundations of Ecology and Evolution and Foundations of Cellular Biology and Foundations of Form and Function
CHEM 121 & CHEM 122	Principles of Chemistry I and Principles of Chemistry II
PHYS 121 & PHYS 122	General Physics I: Mechanics and Waves and General Physics II: Temperature, Electricity, and Light

Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed 3-7

Total Credits 56-64

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 technical 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 by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.

Senior Comprehensive

All mathematics majors, in Pro-Seminar (MATH 496 Pro-Seminar), independently study 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 presentation. This final

presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

Faculty

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Physics and Applied Mathematics, Bachelor of Arts - PAM

Major Requirements (50–54 Hours)

Code	Title	Credits
Required		
CPSC 207	Computer Programming	3
MATH 131 & MATH 132 or MATH 133	Calculus I and Calculus II Theory and Application of Calculus	4-8
MATH 225	Foundations of Higher Mathematics	3
MATH 231	Calculus III	4
MATH 326	Linear Algebra and Differential Equations	4
MATH 496	Pro-Seminar	2
PHYS 121	General Physics I: Mechanics and Waves	4
PHYS 122	General Physics II: Temperature, Electricity, and Light	4
PHYS 253	General Physics III: Modern Physics	3
Select one of the following:		1
PHYS 272L	Computational Physics Laboratory	
PHYS 282L	Modern Experimental Laboratory	
PHYS 292L	Wave Mechanics Laboratory	
Electives		
Select three of the following physics electives:		9
PHYS 215	Materials Science	
PHYS 235	Nuclear Astrophysics	
PHYS 235	Nuclear Astrophysics	
PHYS 323	Classical Mechanics	
PHYS 343	Thermodynamics	
PHYS 424	Quantum Mechanics	
PHYS 444	Electricity and Magnetism	
Select three of the following mathematics and computer science electives:		9-10
CPSC 315 or CPSC 328	Simulation: Theory and Application Data Structures	
MATH 335	Differential Equations II	
MATH 336	Numerical Analysis	
MATH 341	Analysis I	
MATH 342	Analysis II	
MATH 345	Probability	
MATH 346	Statistics	
MATH 353	Abstract Algebra I	
MATH 354	Abstract Algebra II	
MATH 381	Mathematical Modeling	

Total Credits

50-55

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 technical 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 by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.

Senior Comprehensive

All mathematics majors, in Pro-Seminar (MATH 496 Pro-Seminar), independently study 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 presentation. This final presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

Faculty

S. Cox, C. Dwyer, C. Hoover, K. Kuter, E. Misiolek, C. Periton, M. Porter, R. Rohatgi, R. Solava, J. Snow, B. Vajiac, C. Wedrychowicz

Physics and Applied Mathematics, Bachelor of Science - PAM

Major Requirements (60 Hours)

Code	Title	Credits
Required		
MATH 131 & MATH 132 or MATH 133	Calculus I and Calculus II Theory and Application of Calculus	4-8
CPSC 207	Computer Programming	3
MATH 225	Foundations of Higher Mathematics	3
MATH 231	Calculus III	4
MATH 326	Linear Algebra and Differential Equations	4
MATH 496	Pro-Seminar	2
PHYS 121	General Physics I: Mechanics and Waves	4
PHYS 122	General Physics II: Temperature, Electricity, and Light	4
PHYS 253	General Physics III: Modern Physics	3
Select one of the following:		1
PHYS 272L	Computational Physics Laboratory	
PHYS 282L	Modern Experimental Laboratory	
PHYS 292L	Wave Mechanics Laboratory	
Electives		
Select three of the following physics electives:		9
PHYS 215	Materials Science	
PHYS 235	Nuclear Astrophysics	
PHYS 323	Classical Mechanics	
PHYS 343	Thermodynamics	
PHYS 424	Quantum Mechanics	
PHYS 444	Electricity and Magnetism	
Select three of the following mathematics and computer science electives:		9-10
CPSC 315 or CPSC 328	Simulation: Theory and Application Data Structures	
MATH 335	Differential Equations II	
MATH 336	Numerical Analysis	
MATH 341	Analysis I	
MATH 342	Analysis II	
MATH 345	Probability	
MATH 346	Statistics	
MATH 353	Abstract Algebra I	
MATH 354	Abstract Algebra II	
MATH 381	Mathematical Modeling	
Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed		5-10
Total Credits		55-65

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 by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.

Senior Comprehensive

All mathematics majors, in Pro-Seminar (MATH 496 Pro-Seminar), independently study 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 presentation. This final presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

Faculty

S. Cox, C. Dwyer, C. Hoover, K. Kuter, E. Misiolek, C. Periton, M. Porter, R. Rohatgi, R. Solava, J. Snow, B. Vajiac, C. Wedrychowicz

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 technical ideas to a range of audiences. Sophomores are expected to demonstrate proficiency in expository mathematics by the submission of an

Statistical and Actuarial Mathematics, Bachelor of Arts - SAM

Major Requirements (41-45 Hours)

Code	Title	Credits
Required		
MATH 131 & MATH 132 or MATH 133	Calculus I and Calculus II Theory and Application of Calculus	4-8
MATH 225	Foundations of Higher Mathematics	3
MATH 231	Calculus III	4
MATH 326	Linear Algebra and Differential Equations	4
MATH 496	Pro-Seminar	2
CPSC 207	Computer Programming	3
MATH 252	Financial Mathematics	3
MATH 345	Probability	3
MATH 346	Statistics	3
MATH 372	Stochastic Models	3
Sequence		
Select one of the following full-year sequences:		6
MATH 341 & MATH 342	Analysis I and Analysis II	
MATH 353 & MATH 354	Abstract Algebra I and Abstract Algebra II	
Electives		
Select three additional hours at the 300-400 level (above 302):		3
CPSC 315 or CPSC 328	Simulation: Theory and Application Data Structures	
MATH 335	Differential Equations II	
MATH 336	Numerical Analysis	
MATH 339	Discrete Mathematics	
MATH 341	Analysis I	
MATH 342	Analysis II	
MATH 353	Abstract Algebra I	
MATH 354	Abstract Algebra II	
MATH 361	Geometry	
MATH 381	Mathematical Modeling	
MATH 438	Mathematical Programming	
MATH 490	Special Topics	
MATH 497	Independent Study	
Recommended Courses		
Students who plan to sit for the Actuarial exams should take the following:		
BUAD 201	Principles of Financial Accounting	
BUAD 312	Principles of Finance	
BUAD 313	Investments	
ECON 251	Principles of Macroeconomics	
ECON 252	Principles of Microeconomics	
Total Credits		41-45

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 technical 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 by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.

Senior Comprehensive

All mathematics majors, in Pro-Seminar (MATH 496 Pro-Seminar), independently study 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 presentation. This final presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

Faculty

S. Cox, C. Dwyer, C. Hoover, K. Kuter, E. Misiolek, C. Periton, M. Porter, R. Rohatgi, R. Solava, J. Snow, B. Vajiac, C. Wedrychowicz

Statistical and Actuarial Mathematics, Bachelor of Science - SAM

Major Requirements (60 Hours)

Code	Title	Credits
Required		
MATH 131 & MATH 132 or MATH 133	Calculus I and Calculus II Theory and Application of Calculus	4-8
MATH 225	Foundations of Higher Mathematics	3
MATH 231	Calculus III	4
MATH 326	Linear Algebra and Differential Equations	4
MATH 496	Pro-Seminar	2
CPSC 207	Computer Programming	3
MATH 252	Financial Mathematics	3
MATH 345	Probability	3
MATH 346	Statistics	3
MATH 372	Stochastic Models	3
Sequence		
Select one of the following full-year sequences:		6
MATH 341 & MATH 342	Analysis I and Analysis II	
MATH 353 & MATH 354	Abstract Algebra I and Abstract Algebra II	
Electives		
Select three additional hours at the 300-400 level (above 302):		3
CPSC 315 or CPSC 328	Simulation: Theory and Application Data Structures	
MATH 335	Differential Equations II	
MATH 336	Numerical Analysis	
MATH 339	Discrete Mathematics	
MATH 341	Analysis I	
MATH 342	Analysis II	
MATH 353	Abstract Algebra I	
MATH 354	Abstract Algebra II	
MATH 361	Geometry	
MATH 381	Mathematical Modeling	
MATH 438	Mathematical Programming	
MATH 490	Special Topics	
MATH 497	Independent Study	
Required Supporting Courses		
Select at least 15 hours of science other than mathematics or computer science including one of the following full-year sequences:		15
BIO 155 & BIO 156 & BIO 157 & BIO 158	Foundations of Molecular Biology and Foundations of Ecology and Evolution and Foundations of Cellular Biology and Foundations of Form and Function	
CHEM 121 & CHEM 122	Principles of Chemistry I and Principles of Chemistry II	

PHYS 121 & PHYS 122 General Physics I: Mechanics and Waves and General Physics II: Temperature, Electricity, and Light

Additional mathematics, computer science, or science electives to bring the total to 60 hours if needed 0-4

Recommended Courses

Students who plan to sit for the Actuarial exams should take the following:

BUAD 201 Principles of Financial Accounting

BUAD 312 Principles of Finance

BUAD 313 Investments

ECON 251 Principles of Macroeconomics

ECON 252 Principles of Microeconomics

Total Credits 56-64

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 technical 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 by completing a senior comprehensive paper, which is evaluated by a committee of three faculty.

Senior Comprehensive

All mathematics majors, in Pro-Seminar (MATH 496 Pro-Seminar), independently study 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 presentation. This final presentation, followed by questioning by a faculty committee, constitutes the Senior Comprehensive in mathematics.

Faculty

S. Cox, C. Dwyer, C. Hoover, K. Kuter, E. Misiolek, C. Periton, M. Porter, R. Rohatgi, R. Solava, J. Snow, B. Vajiac, C. Wedrychowicz

Mathematics, Minor - MATH

Minor Requirements (15–19 Hours)

Code	Title	Credits
Required		
Select one of the following:		3-4
MATH 113	Survey of Calculus	
MATH 131	Calculus I	
MATH 133	Theory and Application of Calculus	
Select two of the following:		6-7
MATH 108	Elements of Linear Algebra	
or MATH 326 Linear Algebra and Differential Equations		
MATH 114	Introduction to Statistics	
or MATH 341 Probability		
MATH 211	Elementary Number Theory	
MATH 225	Foundations of Higher Mathematics	
MATH 251	Principles of Operations Research	
MATH 252	Financial Mathematics	
MATH 335	Differential Equations II	
or MATH 336 Numerical Analysis		
MATH 361	Geometry	
CPSC 207	Computer Programming	
Select two of the following: ¹		6-8
MATH 106	Elements of Calculus II	
MATH 108	Elements of Linear Algebra	
MATH 110	Modern Geometries	
MATH 114	Introduction to Statistics	
MATH 118	Patterns in Mathematics for Elementary Teachers	
MATH 132	Calculus II	
MATH 211	Elementary Number Theory	
MATH 225	Foundations of Higher Mathematics	
MATH 231	Calculus III	
MATH 241	Statistical Applications	
MATH 251	Principles of Operations Research	
MATH 252	Financial Mathematics	
MATH 272	Women and Mathematics: Seminar	
MATH 302	Mathematics for Elementary School Teachers	
MATH 326	Linear Algebra and Differential Equations	
MATH 335	Differential Equations II	
MATH 336	Numerical Analysis	
MATH 339	Discrete Mathematics	
MATH 341	Analysis I	
MATH 342	Analysis II	
MATH 345	Probability	
MATH 346	Statistics	
MATH 353	Abstract Algebra I	
MATH 354	Abstract Algebra II	
MATH 361	Geometry	
MATH 372	Stochastic Models	
MATH 381	Mathematical Modeling	

MATH 438	Mathematical Programming
Total Credits	15-19

¹ MATH 104 Finite Mathematics allowed with departmental approval.

Faculty

S. Cox, C. Dwyer, C. Hoover, K. Kuter, E. Misiolek, C. Periton, M. Porter, R. Rohatgi, R. Solava, J. Snow, B. Vajiac, C. Wedrychowicz

Mathematics/Computer Science, Minor - MTHC

Minor Requirements (21–25 Hours)

Code	Title	Credits
Required		
CPSC 207	Computer Programming	3
Select two of the following:		6-7
CPSC 307	C and Assembly Language Programming	
CPSC 308	Electronic Communications	
CPSC 315	Simulation: Theory and Application	
CPSC 328	Data Structures	
CPSC 417	Systems Analysis and Design	
CPSC 429	Database Systems	
Select one of the following:		3-4
MATH 105	Elements of Calculus I	
MATH 131	Calculus I	
MATH 133	Theory and Application of Calculus	
Select two of the following:		6-7
MATH 108	Elements of Linear Algebra	
or MATH 326 Linear Algebra and Differential Equations		
MATH 114	Introduction to Statistics	
or MATH 341 Probability		
MATH 225	Foundations of Higher Mathematics	
MATH 251	Principles of Operations Research	
MATH 252	Financial Mathematics	
MATH 335	Differential Equations II	
or MATH 336 Numerical Analysis		
MATH 361	Geometry	
Select one of the following:		3-4
MATH 106	Elements of Calculus II	
MATH 108	Elements of Linear Algebra	
MATH 110	Modern Geometries	
MATH 114	Introduction to Statistics	
MATH 118	Patterns in Mathematics for Elementary Teachers	
MATH 132	Calculus II	
MATH 211	Elementary Number Theory	
MATH 225	Foundations of Higher Mathematics	
MATH 231	Calculus III	
MATH 241	Statistical Applications	
MATH 251	Principles of Operations Research	
MATH 252	Financial Mathematics	
MATH 272	Women and Mathematics: Seminar	
MATH 302	Mathematics for Elementary School Teachers	
MATH 326	Linear Algebra and Differential Equations	
MATH 335	Differential Equations II	
MATH 336	Numerical Analysis	
MATH 339	Discrete Mathematics	
MATH 341	Analysis I	
MATH 342	Analysis II	
MATH 345	Probability	

MATH 346	Statistics	
MATH 353	Abstract Algebra I	
MATH 354	Abstract Algebra II	
MATH 361	Geometry	
MATH 372	Stochastic Models	
MATH 381	Mathematical Modeling	
MATH 438	Mathematical Programming	
CPSC 307	C and Assembly Language Programming	
CPSC 308	Electronic Communications	
CPSC 315	Simulation: Theory and Application	
CPSC 328	Data Structures	
CPSC 417	Systems Analysis and Design	
CPSC 429	Database Systems	
Total Credits		21-25

Computer Science, Minor - CPSC Minor Requirements (15-16 Hours)

Code	Title	Credits
Required		
CPSC 207	Computer Programming	3
Select four of the following:		12-13
CPSC 307	C and Assembly Language Programming	
CPSC 308	Electronic Communications	
CPSC 315	Simulation: Theory and Application	
CPSC 328	Data Structures	
CPSC 417	Systems Analysis and Design	
CPSC 429	Database Systems	
Total Credits		15-16

Faculty

S. Cox, E. Misiolek, R. Solava, C. Wedrychowicz

MODERN LANGUAGES AND CULTURES

Department Description

The Department of Modern Languages and Cultures 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 Program in liberal learning include Arabic, Chinese, French, Italian, and Spanish. French, 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 and Chinese beyond the introductory or intermediate level at the University of Notre Dame.

At the introductory and intermediate levels, the program of Modern Languages and Cultures 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 and appreciation of the literature, culture, and history of the country or countries studied.

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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

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 Sophia 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 and Cultures in conjunction with the Education Department offers courses leading to state licensing for Spanish.

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, John Cabot University in Rome, Italy, 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.

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 going to Rome. 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 intermediate 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 intermediate 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.

John Cabot University Incentive Credit Policy

Students who, after completing the second semester of language instruction, enroll in JCU's IT 201 (3rd semester,) will receive two additional elective credits upon successful completion of the course. Students who, after completing the third semester of language instruction, enroll in JCU's IT 202 (4th semester,) will receive one additional elective credit upon successful completion of the course.

Programs

- French, Minor - MLFR (p. 240)
- Italian, Minor - MLIT (p. 240)
- Spanish, Bachelor of Arts - MLSP (p. 239)
- Spanish, Minor - MLSP (p. 240)

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.

Department Chair

Jennifer Zachman
104 South Regina Hall
574-284-4839

Faculty

M. Derakhshani, D. Jorza, S. Usuga, U. Taccheri, M. Valencia, T. West

Student Learning Outcomes

Communication Skills

- Demonstrates an intermediate proficiency according to the ACTFL guidelines in a minimum of three skills out of four, one of which must be productive.

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 salient features of the geography, history, and culture of the countries/regions where the language is spoken.
- Demonstrates an understanding of the structure of the target language by using the language with accuracy in speaking and writing.
- Identifies the significant artistic production of the culture(s).

Arabic Courses

MLAR 101 Introductory Arabic I (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 prospective students of the Morocco program. Students who have earned high school credits in Arabic enroll in this sequence on the basis of a placement exam.

MLAR 102 Introductory Arabic II (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 prospective students of the Morocco program. Students who have earned high school credits in Arabic enroll in this sequence on the basis of a placement exam.

MLAR 103 Arabic Conversation and Reading I (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.

MLAR 104 Arabic Conversation and Reading II (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.

MLAR 220 Inter Arabic Writing & Convers (3)

Designed for students who have completed MLAR 101, MLAR 102, MLAR 103 and/or MLAR 104 or who have an equivalent competency, MLAR 220 focuses on Modern Standard Arabic (MSA) as well as spoken Arabic. It is designed for non-native Arabic speakers who wish to acquire a proficiency in Arabic Conversation and Arabic Writing which will enable them to communicate fluently with native speakers on a wide range of competencies and strategies.

MLAR 297 Independent Study (1-3)

MLAR 397 Independent Study in Arabic (1-3)

Chinese Courses

MLCH 101 Introductory Mandarin Chinese I (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.

MLCH 102 Introductory Mandarin Chinese II (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.

MLCH 103 Mandarin Chinese Conversation and Reading I (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.

MLCH 104 Mandarin Chinese Conversation and Reading II (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.

MLCH 190 Special Topics (1-4)

French Courses

MLFR 101 Introductory French I (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.

MLFR 102 Introductory French II (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.

MLFR 111 Intermediate French I (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 112 Intermediate French II (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 for students applying after completing MLFR 101 and MLFR 102.

MLFR 203 The Culture of the Francophone World: Africa and Asia (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, with a particular focus on Africa and Asia. Prerequisites: MLFR 111, 112, or equivalent or permission of the department.

MLFR 304 The Culture of the Francophone World: North American and the Caribbean (3)

Building on and continuing 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, with a particular focus on North America and the Caribbean. Prerequisites: MLFR 111, 112, or equivalent or permission of the department.

MLFR 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. Prerequisites: MLFR 111, 112, or equivalent or permission of the department.

MLFR 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. Prerequisites: MLFR 111, 112, or equivalent or permission of the department.

MLFR 320 French and Francophone Cinema (3)

This course provides an overview of French and Francophone cinema. Through readings and film screenings, students will learn about major French and Francophone filmmakers. In addition, student will acquire the vocabulary and language skills to discuss cinema. Prerequisites: MLFR 111, 112, or equivalent or permission of the department.

MLFR 340 Contemporary France (3)

French cultural identity and contemporary social and economic issues, particularly those connected to its former colonies, are studied through a variety of texts, films, and web-based media sources. Prerequisites: MLFR 111, 112, or equivalent or permission of the department.

MLFR 397 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.

MLFR 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.

Italian Courses

MLIT 101 Introductory Italian I (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.

MLIT 102 Introductory Italian II (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.

MLIT 103 Building Italian Speaking Skills I (1)

Designed to develop the ability to hold everyday conversation in Italian and to introduce the student to Italian culture. Strongly recommended for students planning to study in Rome program.

MLIT 104 Building Italian Speaking Skills II (1)

Designed to develop the ability to hold everyday conversation in Italian and to introduce the student to Italian culture. Strongly recommended for students planning to study in Rome program.

MLIT 111 Intermediate Italian (4)

This course is a continuation of MLIT 101 - MLIT 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.

MLIT 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.

MLIT 220 Advanced Italian Conversation and Composition (3)

This course is designed to develop accuracy and fluency in spoken and written Italian, and improve students' self-confidence in the target language. May be repeated once for credit if taken during study abroad. Prerequisites: MLIT 111 or equivalent or permission of the department

MLIT 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 equivalent or permission of the department. Prerequisites: MLIT 111 or equivalent or permission of the department

MLIT 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. Prerequisites: MLIT 111 or equivalent or permission of the department

MLIT 350 Italian Short Story (3)

An introduction to the Italian short story. Prerequisites: MLIT 111 or equivalent or permission of the department

MLIT 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. Prerequisites: MLIT 111 or equivalent or permission of the department

MLIT 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.

MLIT 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 101 Introductory Spanish I (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.

MLSP 102 Introductory Spanish II (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.

MLSP 111 Intermediate Spanish I (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 MLSP 111 - MLSP 112 or MLSP 115 - MLSP 116 is required for study abroad in Cordoba, Argentina. Students enroll in this sequence on the basis of a placement exam.

MLSP 112 Intermediate Spanish II (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 MLSP 111 - MLSP 112 or MLSP 115 - MLSP 116 is required for study abroad in Cordoba, Argentina. Students enroll in this sequence on the basis of a placement exam.

MLSP 115 Intermediate Spanish for Heritage Speakers I (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 MLSP 111 - MLSP 112 or MLSP 115 - MLSP 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.

MLSP 116 Intermediate Spanish for Heritage Speakers II (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 MLSP 111 - MLSP 112 or MLSP 115 - MLSP 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.

MLSP 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. Prerequisites: (MLSP 111, MLSP 112,) or (MLSP 115, MLSP 116,) or equivalent or permission of the department.

MLSP 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. Prerequisites: (MLSP 111, MLSP 112,) or (MLSP 115, MLSP 116,) or equivalent or permission of the department.

MLSP 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. Prerequisites: (MLSP 111, MLSP 112,) or (MLSP 115, MLSP 116,) or equivalent or permission of the department.

MLSP 316 Civilization of Spain (3)

An introduction to Spanish civilization through a study of significant aspects of its history, literature, art, and thought. Prerequisites: (MLSP 111, MLSP 112,) or (MLSP 115, MLSP 116,) or equivalent or permission of the department.

MLSP 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. Prerequisites: (MLSP 111, MLSP 112,) or (MLSP 115, MLSP 116,) or equivalent or permission of the department.

MLSP 320 Introduction to the Study of Hispanic 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. Prerequisites: (MLSP 111, MLSP 112,) or (MLSP 115, MLSP 116,) or equivalent or permission of the department.

MLSP 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. Prerequisites: MLSP 320 or equivalent or permission of the department.

MLSP 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. Prerequisites: MLSP 320 or equivalent or permission of the department.

MLSP 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. Prerequisites: MLSP 320 or equivalent or permission of the department.

MLSP 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. Prerequisites: MLSP 320 or equivalent or permission of the department.

MLSP 420 Contemporary Spanish Novel (3)

The study of the novel in Spain in the 20th century. Prerequisites: MLSP 320 or equivalent or permission of the department.

MLSP 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. Prerequisites: MLSP 320 or equivalent or permission of the department.

MLSP 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. Prerequisites: MLSP 320 or equivalent or permission of the department.

MLSP 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. Prerequisites: MLSP 320 or equivalent or permission of the department.

MLSP 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. Prerequisites: MLSP 320 or equivalent or permission of the department.

MLSP 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. Prerequisites: MLSP 320 or equivalent or permission of the department.

MLSP 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. Prerequisites: MLSP 320 or equivalent or permission of the department.

MLSP 490 Special Topics (1-3)

An intensive study of a literary movement, theme, genre, or author. May be repeated for credit with a different topic.

MLSP 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.

MLSP 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.

Note: Minimum prerequisite for all 200 and 300 level course listings:

MLSP 111 Intermediate Spanish I–MLSP 112 Intermediate Spanish II, MLSP 115 Intermediate Spanish for Heritage Speakers I–MLSP 116 Intermediate Spanish for Heritage Speakers II

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 Language Courses (MODL)

MODL 197 Independent Study (2)**MODL 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.)

MODERN LANGUAGE in translation spanish (MLTS)

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.

Spanish, Bachelor of Arts - MLSP

Major Requirements (24 Hours)

Code	Title	Credits
Required		
MLSP 320	Introduction to the Study of Hispanic Literature	3
Grammar/Composition		
MLSP 210 or MLSP 212	Advanced Grammar/Composition Spanish Composition	3
Civilization		
MLSP 316 or MLSP 317	Civilization of Spain Latin American Civilization	3
Medieval Spanish Literature		
Select one of the following:		3
MLSP 410	Medieval Spanish Literature	
MLSP 412	Golden Age Spanish Literature	
MLSP 416	Don Quixote	
19th and 20th-Century Spanish Literature		
Select one of the following:		3
MLSP 418	Survey of 19th and 20th-Century Spanish Literature	
MLSP 420	Contemporary Spanish Novel	
MLSP 424	Contemporary Spanish Women Writers	
Latin American Literature		
Select two of the following:		6
MLSP 425	Latin American Regional Novel	
MLSP 426	Constructing Contemporary Latin America	
MLSP 427	Contemporary Latin American Narrative	
MLSP 429	Latin American Women Writers	
MLSP 431	Latin American Poetry	
Elective		
Select one of the following:		3
MLSP 316	Civilization of Spain	
MLSP 317	Latin American Civilization	
MLSP 410	Medieval Spanish Literature	
MLSP 412	Golden Age Spanish Literature	
MLSP 416	Don Quixote	
MLSP 418	Survey of 19th and 20th-Century Spanish Literature	
MLSP 420	Contemporary Spanish Novel	
MLSP 424	Contemporary Spanish Women Writers	
MLSP 425	Latin American Regional Novel	
MLSP 427	Contemporary Latin American Narrative	
MLSP 429	Latin American Women Writers	
MLSP 431	Latin American Poetry	
MLSP 490	Special Topics	
MLSP 497	Independent Study (when appropriate)	
Total Credits		24

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.

Advanced Writing Proficiency

The College's Advanced Writing requirement in the major will be fulfilled by the successful completion of the major portfolio.

French, Minor - MLFR

Minor Requirements (12 Hours)

Code	Title	Credits
Required		
Select four of the following:		12
MLFR 203	The Culture of the Francophone World: Africa and Asia	
MLFR 304	The Culture of the Francophone World: North American and the Caribbean	
MLFR 305	Advanced French Composition	
MLFR 306	Advanced French Conversation	
MLFR 320	French and Francophone Cinema	
MLFR 340	Contemporary France	
MLFR 397	Independent Study (when appropriate)	
Total Credits		12

Italian, Minor - MLIT

Minor Requirements (12 Hours)

Code	Title	Credits
Required		
Select four of the following:		12
IT 202	Intermediate Italian II (taught in Rome)	
MLIT 220	Advanced Italian Conversation and Composition	
MLIT 310	Advanced Italian Grammar	
MLIT 320	Italian Cinema, 1945–1965	
MLIT 350	Italian Short Story	
MLIT 360	Italian Cultural Studies	
Total Credits		12

Spanish, Minor - MLSP

Minor Requirements (15 Hours)

Code	Title	Credits
Required		
Select five courses from the following:		15
MLSP 208	Spanish Conversation	
MLSP 210	Advanced Grammar/Composition	
MLSP 212	Spanish Composition	
MLSP 316	Civilization of Spain	
MLSP 317	Latin American Civilization	
MLSP 320	Introduction to the Study of Hispanic Literature	
MLSP 410	Medieval Spanish Literature	
MLSP 412	Golden Age Spanish Literature	
MLSP 416	Don Quixote	
MLSP 418	Survey of 19th and 20th-Century Spanish Literature	
MLSP 420	Contemporary Spanish Novel	
MLSP 424	Contemporary Spanish Women Writers	
MLSP 425	Latin American Regional Novel	
MLSP 426	Constructing Contemporary Latin America	
MLSP 427	Contemporary Latin American Narrative	
MLSP 429	Latin American Women Writers	
MLSP 431	Latin American Poetry	
MLSP 490	Special Topics (when appropriate)	
MLSP 497	Independent Study	
Total Credits		15

MUSIC

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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

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 section of the Bulletin.

Entrance Auditions for Music Majors

An audition is required to major in Music. Students wishing to pursue a music degree at Saint Mary's College are encouraged to visit campus to audition 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 (or 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 (or 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 warmups (arpeggiated tonic chords ascending chromatically).

Programs

- Music Education, Bachelor of Music - MUSE (p. 254)
- Music, Bachelor of Arts - MUS (p. 256)
- Music, Minor - MUS (p. 258)

Department Chair

Nancy Menk
309 Moreau Center for the Arts
574-284-4633

Faculty

K. Douglas, N. Menk, Z. Munn

Student 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.

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.)

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.

MUS 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. Two semesters are required for Music Majors. Must begin the sequence in the Fall.

MUS 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.

MUS 104 Class Guitar (1)

Group guitar instruction for those beginning the instrument and/or interested in using the guitar as a teaching aid.

MUS 111 Piano (1,2)

Piano Private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 112 Organ (1,2)

Organ private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 113 Harpsichord (1,2)

Harpsichord private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 114 Voice (1,2)

Voice private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 115 Violin (1,2)

Violin private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 116 Viola (1,2)

Viola private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 117 Cello (1,2)

Cello private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 118 Double Bass (1,2)

Double Bass private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 119 Percussion (1,2)

Percussion private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 120 Flute (1,2)

Flute private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 121 Oboe (1,2)

Oboe private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 122 Clarinet (1,2)

Clarinet private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 123 Bassoon (1,2)

Bassoon private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 124 Saxophone (1,2)

Saxophone private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lesson have fees.

MUS 125 Trumpet (1,2)

Trumpet private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 126 French Horn (1,2)

French Horn private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 127 Trombone (1,2)

Trombone private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 128 Baritone Horn (1,2)

Baritone Horn private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 129 Tuba (1,2)

Tuba private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 130 Harp (1,2)

Harp private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 131 Guitar (1,2)

Guitar private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 150 Voices in Time: A Critical Thinking Seminar (3)

As musicians ourselves and passionate listeners, many of us acknowledge a love for music and an appreciation of its power to move us emotionally. But what does it mean to really know a piece of music? This course will examine ways of knowing and understanding the art of music, in this case, music created or interpreted by women. 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 personal 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. In this way, the course will examine the contributions women have made to the field of human knowledge and art by composing and performing music. This course will also serve as a Critical Thinking Seminar. As such, we will focus on sharpening skills in interpretation, analysis, evaluation, inference and explanation. An introduction to the problem of searching out and utilizing appropriate resource materials will be a further component of the course. Though there will be a component of classroom performance, no previous experience or training is necessary.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

MUS 190 Special Topics (1-3)**MUS 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. May be repeated for credit.

MUS 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.)

MUS 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. May be repeated for credit.

MUS 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. May be repeated for credit.

MUS 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. May be repeated for credit.

MUS 206 String Ensemble (1)

String Ensemble is a non-auditioned string (winds and percussion will be allowed when appropriate) ensemble open to all members of the college community. The course includes the study and performance of significant string literature. May be repeated for credit.

MUS 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. May be repeated for credit.

MUS 208 Vocal Coaching (1)

For singers and accompanists preparing degree recital, or major opera/musical theatre role.

MUS 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.

MUS 210 Bell Ensemble (1)

A bell ensemble that provides music for campus liturgies and music department activities.

MUS 211 Piano (1,2)

Piano private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 212 Organ (1-2)

Organ private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 213 Harpsichord (1-2)

Harpsichord private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 214 Voice (1,2)

Voice private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 215 Violin (1,2)

Violin private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 216 Viola (1-2)

Viola private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 217 Cello (1,2)

Cello private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 218 Double Bass (1,2)

Double Bass private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 219 Percussion (1,2)

Percussion private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 220 Flute (1,2)

Flute private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 221 Oboe (1,2)

Oboe private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 222 Clarinet (1,2)

Clarinet private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 223 Bassoon (1,2)

Bassoon private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 224 Saxophone (1,2)

Saxophone private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 225 Trumpet (1,2)

Trumpet private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 226 French Horn (1,2)

French Horn private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 227 Trombone (1,2)

Trombone private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 228 Baritone Horn (1,2)

Baritone Horn private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 229 Tuba (1,2)

Tuba private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 230 Harp (1,2)

Harp private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 231 Guitar (1,2)

Guitar private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 241 Music Appreciation (3)

Survey and study of forms and styles of music literature from early music to the 20th century; listening is emphasized.

MUS 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.

MUS 243 Latin American and Latino Popular Music (3)

The term Popular Music in Latin-America describes several dozen different musical styles originated or related to Latin America, the Caribbean and the Latino Population in the US. This course is an introduction to Latin American popular music through a survey that will provide a broad and comprehensive panorama on these styles. We will talk about the main composers and performers, geographical location, history as well as cultural and sociopolitical backgrounds of each style. In addition to that we will address lyrics and musical characteristics such as instrumentation and rhythmic patterns of selected musical examples to shape our understanding of the music. Students from all disciplines may take the course. No prior knowledge of music, Spanish or Portuguese is required.

MUS 244 History of Rock 'n' Roll (3)

A survey of the development of Rock 'n' Roll music, its major figures, and interaction with society, culture, technology, and business.

MUS 250 Vocal Techniques (2)

Studies in vocal physiology, tone production, diction, and related materials designed to develop teaching of singing and performance skills in the classroom. Includes study of teaching techniques for grades 6-8, including the male changing voice. Designed for music education majors, but open to all students; music reading, however, is essential.

MUS 251 Woodwind Techniques (2)

Studies in the instruments, fingerings, tone production, materials, and pedagogy for woodwind instruments. Focus on teaching the beginning instrumentalist. Designed for music education majors, but open to all students; music reading, however, is essential.

MUS 252 String Techniques (2)

Studies in the instruments, fingerings, tone production, materials, and pedagogy for stringed instruments. Focus on teaching the beginning instrumentalist. Designed for music education majors, but open to all students; music reading, however, is essential.

MUS 254 Brass Techniques (2)

Studies in the instruments, fingerings, tone production, materials, and pedagogy for brass instruments. Focus on teaching the beginning instrumentalist. Designed for music education majors but open to all students; music reading, however, is essential.

MUS 255 Percussion Techniques (2)

Studies in techniques and pedagogy of concert band percussion instruments: snare drum, keyboard percussion, timpani, and auxiliary percussion. Focus on teaching the beginning instrumentalist. Designed for music education majors but open to all students; music reading, however, is essential.

MUS 260 Introduction to Musical Acoustics (3)

This course will cover physical phenomena in sound production, propagation, and perception, and it will include the standard terminology and fundamentals of the physics of sound. Specific topics include waves and vibrations, perception and measurement of sound, and the acoustics of musical instruments, speech and singing. The course will provide the scientific foundation for more specialized courses such as speech & hearing and music theory, but it will also have interdisciplinary components, and students will be guided to make connections to their own areas of specialty and interest.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

MUS 311 Piano (1,2)

Piano private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 312 Organ (1-2)

Organ private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 313 Harpsichord (1-2)

Harpsichord private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 314 Voice (1,2)

Voice private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 315 Violin (1-2)

Violin private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 316 Viola (1-2)

Viola private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 317 Cello (1-2)

Cello private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 318 Double Bass (1,2)

Double Bass private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 319 Percussion (1,2)

Percussion private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 320 Flute (1,2)

Flute private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 321 Oboe (1,2)

Oboe private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 322 Clarinet (1,2)

Clarinet private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 323 Bassoon (1,2)

Bassoon private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 324 Saxophone (1,2)

Saxophone private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 325 Trumpet (1,2)

Trumpet private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 326 French Horn (1,2)

French Horn private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 327 Trombone (1,2)

Trombone private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 328 Baritone Horn (1,2)

Baritone Horn private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 329 Tuba (1,2)

Tuba private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 330 Harp (1,2)

Harp private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 331 Guitar (1,2)

Guitar private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 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, focusing on approaches to a general music curriculum. Open only to music education majors and elementary education majors with instructor approval.

MUS 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.

MUS 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.

MUS 365 Conducting I (2)

A study of basic conducting gestures, patterns, and concepts. Prerequisite: MUS 282.

MUS 366 Conducting II (2)

Conducting techniques as applied to choral and instrumental ensembles. Emphasis on score preparation. Prerequisite: MUS 365.

MUS 411 Piano (1,2)

Piano private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 412 Organ (1-2)

Organ private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 413 Harpsichord (1-2)

Harpsichord private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 414 Voice (1,2)

Voice private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 415 Violin (1-2)

Violin private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 416 Viola (1-2)

Viola private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 417 Cello (1-2)

Cello private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 418 Double Bass (1,2)

Double Bass private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 419 Percussion (1,2)

Percussion private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 420 Flute (1,2)

Flute private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 421 Oboe (1,2)

Oboe private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 422 Clarinet (1,2)

Clarinet private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 423 Bassoon (1,2)

Bassoon private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 424 Saxophone (1,2)

Saxophone private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 425 Trumpet (1,2)

Trumpet private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 426 French Horn (1,2)

French Horn private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 427 Trombone (1,2)

Trombone private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 428 Baritone Horn (1,2)

Baritone Horn private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 429 Tuba (1,2)

Tuba private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 430 Harp (1,2)

Harp private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 431 Guitar (1,2)

Guitar private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 453 Secondary Music Methods (2)

Teaching methods and materials for music education in grades 6–12, with an emphasis on performing ensembles, including the problems of the male changing voice and beginning instrumentalists. Open to music education majors only.

MUS 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 selected. Prerequisite: MUS 364 and permission of instructor. May be repeated for credit.

MUS 490 Special Topics in Music (1-3)

Subjects not in the regular curriculum will be offered from time to time under this title. May be repeated with different emphasis.

MUS 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. Graded S/U. Prerequisites: MUS 282, and 282L, or permission of instructor.

MUS 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.

MUS 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. Two semesters are required for Music Majors. Must begin the sequence in the Fall.

MUS 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.

MUS 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

Note: The following courses are offered for 1 credit (30-minute lesson) or 2 credits (50-minute lesson). Prerequisite for all 2-credit private lessons: Music major or permission of instructor.

MUS 111 Piano (1,2)

Piano Private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 211 Piano (1,2)

Piano private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 311 Piano (1,2)

Piano private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 411 Piano (1,2)

Piano private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 112 Organ (1,2)

Organ private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 212 Organ (1-2)

Organ private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 312 Organ (1-2)

Organ private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 412 Organ (1-2)

Organ private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 113 Harpsichord (1,2)

Harpsichord private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 213 Harpsichord (1-2)

Harpsichord private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 313 Harpsichord (1-2)

Harpsichord private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 413 Harpsichord (1-2)

Harpsichord private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 114 Voice (1,2)

Voice private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 214 Voice (1,2)

Voice private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 314 Voice (1,2)

Voice private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 414 Voice (1,2)

Voice private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 115 Violin (1,2)

Violin private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 215 Violin (1,2)

Violin private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 315 Violin (1-2)

Violin private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 415 Violin (1-2)

Violin private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Each private music lesson has fees.

MUS 127 Trombone (1,2)

Trombone private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 227 Trombone (1,2)

Trombone private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 327 Trombone (1,2)

Trombone private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 427 Trombone (1,2)

Trombone private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 128 Baritone Horn (1,2)

Baritone Horn private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 228 Baritone Horn (1,2)

Baritone Horn private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 328 Baritone Horn (1,2)

Baritone Horn private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 428 Baritone Horn (1,2)

Baritone Horn private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 129 Tuba (1,2)

Tuba private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 229 Tuba (1,2)

Tuba private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 329 Tuba (1,2)

Tuba private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 429 Tuba (1,2)

Tuba private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 130 Harp (1,2)

Harp private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 230 Harp (1,2)

Harp private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 330 Harp (1,2)

Harp private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 430 Harp (1,2)

Harp private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 131 Guitar (1,2)

Guitar private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 231 Guitar (1,2)

Guitar private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 331 Guitar (1,2)

Guitar private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

MUS 431 Guitar (1,2)

Guitar private lessons. Prerequisite for all 2-credit private lessons: Music major or Permission of instructor. There are 50-minute private lesson each week or 30-minute private lesson each week. Private music lessons have fees.

Private Lessons Special Fees

- 50-minute private lesson each week: \$500 per semester
- 30-minute private lesson each week: \$300 per semester

200 Stagecraft

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.

MUS 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. May be repeated for credit.

MUS 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.)

MUS 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. May be repeated for credit.

MUS 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. May be repeated for credit.

MUS 206 String Ensemble (1)

String Ensemble is a non-auditioned string (winds and percussion will be allowed when appropriate) ensemble open to all members of the college community. The course includes the study and performance of significant string literature. May be repeated for credit.

MUS 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. May be repeated for credit.

MUS 208 Vocal Coaching (1)

For singers and accompanists preparing degree recital, or major opera/musical theatre role.

Music Education, Bachelor of Music - MUSE

Major Requirements (65 Hours)

Code	Title	Credits
Required Core Courses		
MUS 100	Recital Forum	0
MUS 181	Theory I: Fundamentals of Music	3
MUS 182	Theory II: Diatonic Materials	3
MUS 182L	Theory II Lab	1
MUS 209	Digital Media in Music	3
MUS 250	Vocal Techniques	2
MUS 251	Woodwind Techniques	2
MUS 252	String Techniques	2
MUS 254	Brass Techniques	2
MUS 255	Percussion Techniques	2
MUS 271	Music History I: Antiquity–1750	3
MUS 272	Music History II: 1750–Present	3
MUS 275	Global Music	3
or MUS 243	Latin American and Latino Popular Music	
MUS 281	Theory III: Chromatic Materials	3
MUS 281L	Theory III Lab	1
MUS 282	Theory IV: 20th Century Materials; Form Analysis	3
MUS 282L	Theory IV Lab	1
MUS 351	Elementary Music Methods	2
MUS 362	Orchestration/Arranging	2
MUS 365	Conducting I	2
MUS 366	Conducting II	2
MUS 453	Secondary Music Methods	2
MUS 495	Senior Seminar in Music	2
Applied Areas		
Instrument/Voice:		
Select a minimum of seven hours and seven semesters of the following on the same instrument:		7
MUS 111	Piano	
MUS 211	Piano	
MUS 311	Piano	
MUS 411	Piano	
MUS 112	Organ	
MUS 212	Organ	
MUS 312	Organ	
MUS 412	Organ	
MUS 113	Harpsichord	
MUS 213	Harpsichord	
MUS 313	Harpsichord	
MUS 413	Harpsichord	
MUS 114	Voice	
MUS 214	Voice	
MUS 314	Voice	
MUS 414	Voice	
MUS 115	Violin	

MUS 215	Violin
MUS 315	Violin
MUS 415	Violin
MUS 116	Viola
MUS 216	Viola
MUS 316	Viola
MUS 416	Viola
MUS 117	Cello
MUS 217	Cello
MUS 317	Cello
MUS 417	Cello
MUS 118	Double Bass
MUS 218	Double Bass
MUS 318	Double Bass
MUS 418	Double Bass
MUS 119	Percussion
MUS 219	Percussion
MUS 319	Percussion
MUS 419	Percussion
MUS 120	Flute
MUS 220	Flute
MUS 320	Flute
MUS 420	Flute
MUS 121	Oboe
MUS 221	Oboe
MUS 321	Oboe
MUS 421	Oboe
MUS 122	Clarinet
MUS 222	Clarinet
MUS 322	Clarinet
MUS 422	Clarinet
MUS 123	Bassoon
MUS 223	Bassoon
MUS 323	Bassoon
MUS 423	Bassoon
MUS 124	Saxophone
MUS 224	Saxophone
MUS 324	Saxophone
MUS 424	Saxophone
MUS 125	Trumpet
MUS 225	Trumpet
MUS 325	Trumpet
MUS 425	Trumpet
MUS 126	French Horn
MUS 226	French Horn
MUS 326	French Horn
MUS 426	French Horn
MUS 127	Trombone
MUS 227	Trombone
MUS 327	Trombone
MUS 427	Trombone
MUS 128	Baritone Horn

MUS 228	Baritone Horn
MUS 328	Baritone Horn
MUS 428	Baritone Horn
MUS 129	Tuba
MUS 229	Tuba
MUS 329	Tuba
MUS 429	Tuba
MUS 130	Harp
MUS 230	Harp
MUS 330	Harp
MUS 430	Harp
MUS 131	Guitar
MUS 231	Guitar
MUS 331	Guitar
MUS 431	Guitar

Class Piano:

Select a minimum of two hours and two semesters of the following: 2

MUS 102	Class Piano - Proficiency

Ensemble:Select a minimum of six hours and six semesters of the following: ¹ 6

MUS 201	Collegiate Choir
MUS 203	Women's Choir
MUS 205	Madrigal Singers
MUS 206	String Ensemble
MUS 207	Concert Band
MUS 210	Bell Ensemble

Chamber Music:

Select a minimum of one hour and one semester of the following: 1

MUS 202	Chamber Music Experience

Total Credits 65

¹ Instrumental ensembles available by audition through the University of Notre Dame.

- 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.

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.
3. The writing component from the Senior Comprehensive.
4. A composition, arrangement, or transcription in computer notation.

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
- A teaching demonstration

For B.A. Music Majors, some possibilities include:

Music, Bachelor of Arts - MUS

Major Requirements (39 Hours)

The following courses, and the Instrument/Voice and Ensemble applied areas are required.

Code	Title	Credits
Required Core Courses		
MUS 100	Recital Forum	0
MUS 181	Theory I: Fundamentals of Music	3
MUS 182	Theory II: Diatonic Materials	3
MUS 182L	Theory II Lab	1
MUS 209	Digital Media in Music	3
MUS 271	Music History I: Antiquity–1750	3
MUS 272	Music History II: 1750–Present	3
MUS 275	Global Music	3
or MUS 243	Latin American and Latino Popular Music	
MUS 281	Theory III: Chromatic Materials	3
MUS 281L	Theory III Lab	1
MUS 282	Theory IV: 20th Century Materials; Form Analysis	3
MUS 282L	Theory IV Lab	1
MUS 365	Conducting I	2
MUS 495	Senior Seminar in Music	2
Applied Areas		
Instrument/Voice:		
Select a minimum of two hours and two semesters of the following on the same instrument:		2
MUS 111	Piano	
MUS 211	Piano	
MUS 311	Piano	
MUS 411	Piano	
MUS 112	Organ	
MUS 212	Organ	
MUS 312	Organ	
MUS 412	Organ	
MUS 113	Harpsichord	
MUS 213	Harpsichord	
MUS 313	Harpsichord	
MUS 413	Harpsichord	
MUS 114	Voice	
MUS 214	Voice	
MUS 314	Voice	
MUS 414	Voice	
MUS 115	Violin	
MUS 215	Violin	
MUS 315	Violin	
MUS 415	Violin	
MUS 116	Viola	
MUS 216	Viola	
MUS 316	Viola	
MUS 416	Viola	
MUS 117	Cello	
MUS 217	Cello	

MUS 317	Cello
MUS 417	Cello
MUS 118	Double Bass
MUS 218	Double Bass
MUS 318	Double Bass
MUS 418	Double Bass
MUS 119	Percussion
MUS 219	Percussion
MUS 319	Percussion
MUS 419	Percussion
MUS 120	Flute
MUS 220	Flute
MUS 320	Flute
MUS 420	Flute
MUS 121	Oboe
MUS 221	Oboe
MUS 321	Oboe
MUS 421	Oboe
MUS 122	Clarinet
MUS 222	Clarinet
MUS 322	Clarinet
MUS 422	Clarinet
MUS 123	Bassoon
MUS 223	Bassoon
MUS 323	Bassoon
MUS 423	Bassoon
MUS 124	Saxophone
MUS 224	Saxophone
MUS 324	Saxophone
MUS 424	Saxophone
MUS 125	Trumpet
MUS 225	Trumpet
MUS 325	Trumpet
MUS 425	Trumpet
MUS 126	French Horn
MUS 226	French Horn
MUS 326	French Horn
MUS 426	French Horn
MUS 127	Trombone
MUS 227	Trombone
MUS 327	Trombone
MUS 427	Trombone
MUS 128	Baritone Horn
MUS 228	Baritone Horn
MUS 328	Baritone Horn
MUS 428	Baritone Horn
MUS 129	Tuba
MUS 229	Tuba
MUS 329	Tuba
MUS 429	Tuba
MUS 130	Harp
MUS 230	Harp

MUS 330	Harp	
MUS 430	Harp	
MUS 131	Guitar	
MUS 231	Guitar	
MUS 331	Guitar	
MUS 431	Guitar	
Class Piano:		
Select a minimum of two hours and two semesters of the following:		2
MUS 102	Class Piano - Proficiency	
Ensemble:		
Select a minimum of three hours and three semesters of the following: ¹		3
MUS 201	Collegiate Choir	
MUS 203	Women's Choir	
MUS 205	Madrigal Singers	
MUS 206	String Ensemble	
MUS 207	Concert Band	
MUS 210	Bell Ensemble	
Chamber Music:		
Select a minimum of one hour and one semester of the following:		1
MUS 202	Chamber Music Experience	
Total Credits		39

¹ Instrumental ensembles available by audition through the University of Notre Dame.

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.
3. The writing component from the Senior Comprehensive.
4. A composition, arrangement, or transcription in computer notation.

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
- A teaching demonstration

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, Minor - MUS

Minor Requirements (17 Hours)

Code	Title	Credits
Required		
MUS 181	Theory I: Fundamentals of Music	3
MUS 182	Theory II: Diatonic Materials	3
Select one of the following:		1
MUS 182L	Theory II Lab	
MUS 101	Class Piano - Beginners	
MUS 102	Class Piano - Proficiency	
Select six hours of the following in consultation with Music advisor:		6
MUS 164	Creating Music: Introductory Music Composition	
MUS 209	Digital Media in Music	
MUS 241	Music Appreciation	
MUS 242	American Popular Music	
MUS 243	Latin American and Latino Popular Music	
MUS 244	History of Rock 'n' Roll	
MUS 260	Introduction to Musical Acoustics	
MUS 271	Music History I: Antiquity–1750	
MUS 272	Music History II: 1750–Present	
MUS 275	Global Music	
MUS 281	Theory III: Chromatic Materials	
MUS 281L	Theory III Lab	
MUS 282	Theory IV: 20th Century Materials; Form Analysis	
MUS 282L	Theory IV Lab	
Select four hours of the following: ¹		4
MUS 111	Piano	
MUS 211	Piano	
MUS 311	Piano	
MUS 411	Piano	
MUS 112	Organ	
MUS 212	Organ	
MUS 312	Organ	
MUS 412	Organ	
MUS 113	Harpsichord	
MUS 213	Harpsichord	
MUS 313	Harpsichord	
MUS 413	Harpsichord	
MUS 114	Voice	
MUS 214	Voice	
MUS 314	Voice	
MUS 414	Voice	
MUS 115	Violin	
MUS 215	Violin	
MUS 315	Violin	
MUS 415	Violin	
MUS 116	Viola	
MUS 216	Viola	
MUS 316	Viola	
MUS 416	Viola	
MUS 117	Cello	

MUS 217	Cello
MUS 317	Cello
MUS 417	Cello
MUS 118	Double Bass
MUS 218	Double Bass
MUS 318	Double Bass
MUS 418	Double Bass
MUS 119	Percussion
MUS 219	Percussion
MUS 319	Percussion
MUS 419	Percussion
MUS 120	Flute
MUS 220	Flute
MUS 320	Flute
MUS 420	Flute
MUS 121	Oboe
MUS 221	Oboe
MUS 321	Oboe
MUS 421	Oboe
MUS 122	Clarinet
MUS 222	Clarinet
MUS 322	Clarinet
MUS 422	Clarinet
MUS 123	Bassoon
MUS 223	Bassoon
MUS 323	Bassoon
MUS 423	Bassoon
MUS 124	Saxophone
MUS 224	Saxophone
MUS 324	Saxophone
MUS 424	Saxophone
MUS 125	Trumpet
MUS 225	Trumpet
MUS 325	Trumpet
MUS 425	Trumpet
MUS 126	French Horn
MUS 226	French Horn
MUS 326	French Horn
MUS 426	French Horn
MUS 127	Trombone
MUS 227	Trombone
MUS 327	Trombone
MUS 427	Trombone
MUS 128	Baritone Horn
MUS 228	Baritone Horn
MUS 328	Baritone Horn
MUS 428	Baritone Horn
MUS 129	Tuba
MUS 229	Tuba
MUS 329	Tuba
MUS 429	Tuba
MUS 130	Harp

MUS 230	Harp
MUS 330	Harp
MUS 430	Harp
MUS 131	Guitar
MUS 231	Guitar
MUS 331	Guitar
MUS 431	Guitar
MUS 201	Collegiate Choir
MUS 202	Chamber Music Experience
MUS 203	Women's Choir
MUS 205	Madrigal Singers
MUS 206	String Ensemble
MUS 207	Concert Band
Total Credits	17

¹ Instrumental ensembles available by audition through the University of Notre Dame.

NEUROSCIENCE

Program Description

The scientific community has been and continues to be fascinated by the prospect of unlocking the intricacies of the brain. Explorations in neuroscience often lead to questions about a human's personality, emotions, senses, diseases, or even the ability to develop artificial intelligence. There are currently many more questions than answers in this area. Neuroscience is an interdisciplinary field that has its foundation within psychology and biology, but incorporates concepts across many disciplines such as art, music, philosophy, chemistry, physics, and math to explore how our most complex organ, the brain, works.

The Neuroscience program will provide students with a foundation in Neuroscience that will allow her to formulate questions and interpret current findings about the brain. The minor in Neuroscience is a chance for students to explore the field by integrating coursework and laboratory experiments across different disciplines.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Programs

- Cognitive Science Concentration, Neuroscience, Bachelor of Arts - NECS (p. 261)
- Neurobiology Concentration, Neuroscience, Bachelor of Science - NENB (p. 262)
- Neuropsychology Concentration, Neuroscience, Bachelor of Science - NENP (p. 263)
- Neuroscience, Minor - NEUR (p. 264)

Department Chair

Don Paetkau, Program Coordinator
278 Science Hall
574-284-4684

Faculty

T. Aubele-Futch, J. Rowsell

Student Learning Outcomes

Neuroscience majors will be able to:

- demonstrate familiarity with core concepts in neuroscience.
- demonstrate in depth understanding of cellular/systems of neuroscience and behavioral/cognitive areas of neuroscience.
- demonstrate conceptual understanding and procedural knowledge of techniques commonly used in neuroscience, while working cooperatively.
- demonstrate an understanding of scientific methodology and experimental design. knows how to find relevant scientific literature.

understands what constitutes good evidence in neuroscience. Able to read and interpret primary scientific articles.

- communicate scientific data to peers and instructor.
- integrate and apply the core concepts of neuroscience to other related disciplines.

Neuroscience Courses

NEUR 185 First-Year Seminar: I like brains (1)

The purpose of this course will be to provide you with a survey of concepts, principles, and theories of neuroscience, to introduce you to the breadth of the field as well as to the ways in which neuroscience can be 'connected' with many other fields of study. It is thus designed to help you understand this inherently interdisciplinary field. During the course of the semester we will discuss some of the sub-disciplines within neuroscience (e.g. molecular, cellular, cognitive, and behavioral points of view), research in neuroscience happening on-campus, how neuroscience relates to other disciplines (such as biology, physics, psychology, and the arts). We will also discuss the major as a whole, including course requirements, opportunities available outside of the classroom, and the different trajectories that you might pursue within the major.

NEUR 385 Neuroscience Research Seminar (1)

The junior seminar in Neuroscience provides an opportunity for students and faculty to examine the latest research in Neuroscience. Each student will work with the instructor to choose a primary research article and accompanying review article to formally present to her classmates. All of the presentations will fit the themes of the year, but students are encouraged to find papers that interest them and fit with their particular concentration. Each week one student will provide a ~25 minute presentation of her research article with the appropriate background material. The other students in the class, having read the research and review article prior to class, will come to class prepared to discuss and critique the research being presented. One student will be assigned as the primary reviewer to help encourage discussion. This seminar format provides students the opportunity to perform three important components of science education: the reading, the oral presentation and the critique of primary research literature. Prerequisite: BIO 235 and PSYC 234.

NEUR 485 Neuroscience-Senior Research (4)

This course is designed specifically for Neuroscience majors of senior standing to complete their individual senior comprehensive project. Students will have an opportunity to design, run, and analyze a research project under direct supervision of a faculty member. Students will read and analyze literature pertinent to their project and present their work in written and oral formats. Prerequisite: NEUR 385.

Cognitive Science Concentration, Neuroscience, Bachelor of Arts - NECS

Code	Title	Credits
Core Courses:		
NEUR 185	First-Year Seminar: I like brains	1
PSYC 156 or PSYC 157	Introduction to Psychology: Culture and Systems Introduction to Psychology: Science for the Citizen	3
BIO 155 & 155L	Foundations of Molecular Biology and Foundations of Molecular Biology Laboratory	2
BIO 156 & 156L	Foundations of Ecology and Evolution and Foundations of Ecology and Evolution Laboratory	2
BIO 157 & 157L	Foundations of Cellular Biology and Foundations of Cellular Biology Laboratory	2
BIO 158 & 158L	Foundations of Form and Function and Foundations of Form and Function-lab	2
BIO 235 & 235L	Foundations of Neuroscience and Foundations of Neuroscience Laboratory	4
PSYC 234 & 234L	Neuropsychology and Neuropsychology Laboratory	4
NEUR 485	Neuroscience-Senior Research	4
Required Supporting Courses		
MATH 104	Finite Mathematics	3
PSYC 324	Statistics in Psychology	3
PHIL 110 or PHIL 233 or PHIL 235 or PHIL 245 or PHIL 247 or PHIL 252 or PHIL 253	Introductory Philosophy Philosophy of Gender Philosophy of Human Existence Philosophy of World Cultures Philosophy of Religion Philosophy of Art Philosophy of Politics	3
PSYC 364 & 364L	Cognitive Psychology and Cognitive Psychology Laboratory	4
CPSC 207 & 207L	Computer Programming and Computer Programming Laboratory	3
Electives		
Select five from the following:		15
Science Writing		
BIO 160	Science Writing and Communication	
BIO 232 & 232L	Animal Behavior and Animal Behavior Laboratory	
ENWR 257	Journalism	
Ethics/Philosophy		
PHIL 250	Philosophy and Disabilities	
PHIL 230	Socrates to Scholasticism	
PHIL 331	Descartes to Skepticism	
PHIL 348	Philosophy of Science	
PHIL 354	Ethics	
AUST 510	Autism and Humanity	
AUST 611	Autism and Ethics	
Linguistics		

ANTH 253	Survey I: Culture and Language
EDUC 222	Introduction to English as a Second Language in Elementary/Middle School
PSYC 449	Sensation and Perception
SLP 230	Anatomy and Physiology of the Speech and Hearing Mechanism
SLP 330	Speech and Hearing Sciences
Human Centered Systems and Data Science	
ART 103	Design Lab
ART 218	Modeling and Replication
CPSC 315	Simulation: Theory and Application
BUAD 221	Principles of Management
BUAD 231	Principles of Marketing
BUAD 433	Digital Marketing
PSYC 237	Cultural Psychology
General Electives	
Choose one course from biology or psychology concentration that is not represented in the core	
Total Credits	58

Neurobiology Concentration, Neuroscience, Bachelor of Science - NENB

Code	Title	Credits
Core Courses		
NEUR 185	First-Year Seminar: I like brains	1
PSYC 156 or PSYC 157	Introduction to Psychology: Culture and Systems Introduction to Psychology: Science for the Citizen	3
BIO 155 & 155L	Foundations of Molecular Biology and Foundations of Molecular Biology Laboratory	2
BIO 156 & 156L	Foundations of Ecology and Evolution and Foundations of Ecology and Evolution Laboratory	2
BIO 157 & 157L	Foundations of Cellular Biology and Foundations of Cellular Biology Laboratory	2
BIO 158 & 158L	Foundations of Form and Function and Foundations of Form and Function-lab	2
BIO 235 & 235L	Foundations of Neuroscience and Foundations of Neuroscience Laboratory	4
PSYC 234 & 234L	Neuropsychology and Neuropsychology Laboratory	4
BIO 385	Introduction to Research	2
NEUR/BIO 485	Neuroscience-Senior Research	4
Required Supporting Courses		
MATH 131 or MATH 105	Calculus I Elements of Calculus I	4
MATH 132 or MATH 106	Calculus II Elements of Calculus II	4
PHYS 121 & 121L or PHYS 111	General Physics I: Mechanics and Waves and General Physics I Lab College Physics I: Mechanics and Waves	4
PHYS 122 & 122L or PHYS 112	General Physics II: Temperature, Electricity, and Light and General Physics II Laboratory College Physics II: Temperature, Electricity, and Light	4
CHEM 121 & 121L	Principles of Chemistry I and Principles of Chemistry I Laboratory	4
CHEM 122 & 122L	Principles of Chemistry II and Principles of Chemistry II Laboratory	4
CHEM 221 & 221L	Organic Chemistry I and Organic Chemistry I Laboratory	4
BIO 221 & 221L	Introduction to Genetics and Introduction to Genetics Laboratory	4
Electives		6-7
Electives Group A: One of the following:		
Electives Group B: One of the following:		
BIO 232 & 232L	Animal Behavior and Animal Behavior Laboratory	
BIO 328 & 328L	General Physiology and General Physiology Laboratory	
CHEM 324 or BIO 230	Biochemistry Molecular Cell Biology	
CPSC 207	Computer Programming	

PSYC 326	Abnormal Psychology
Neuroscience Connections	
One of the following:	
ART 103	Design Lab
ART 218	Modeling and Replication
GERO 320	Alzheimer's Disease and Related Dementias
HUST 103	Lives and Times
PHIL 255	Medical Ethics
PHIL 341	Mind, Knowledge, and Reality
PSYC 223	Psychology of Personality
SLP 220	Introduction to Communicative Disorders
SLP 230	Anatomy and Physiology of the Speech and Hearing Mechanism
SLP 330	Speech and Hearing Sciences
THTR 355	Voice and Movement
Total Credits	

67-68

Neuropsychology Concentration, Neuroscience, Bachelor of Science - NENP

Code	Title	Credits
Core Courses		
NEUR 185	First-Year Seminar: I like brains	1
PSYC 156 or PSYC 157	Introduction to Psychology: Culture and Systems Introduction to Psychology: Science for the Citizen	3
BIO 155 & 155L	Foundations of Molecular Biology and Foundations of Molecular Biology Laboratory	2
BIO 156 & 156L	Foundations of Ecology and Evolution and Foundations of Ecology and Evolution Laboratory	2
BIO 157 & 157L	Foundations of Cellular Biology and Foundations of Cellular Biology Laboratory	2
BIO 158 & 158L	Foundations of Form and Function and Foundations of Form and Function-lab	2
BIO 235 & 235L	Foundations of Neuroscience and Foundations of Neuroscience Laboratory	4
PSYC 234 & 234L	Neuropsychology and Neuropsychology Laboratory	4
PSYC 325	Research Methods in Psychology	4
NEUR 485 or PSYC 485	Neuroscience-Senior Research Independent Research in Psychology	4
Required Supporting Courses		
PHYS 111 & 111L	College Physics I: Mechanics and Waves and College Physics I Laboratory	4
PHYS 112 & 112L	College Physics II: Temperature, Electricity, and Light and College Physics II Lab	4
MATH 131 or MATH 105	Calculus I Elements of Calculus I	4
CHEM 121 & 121L	Principles of Chemistry I and Principles of Chemistry I Laboratory	4
CHEM 122 & 122L	Principles of Chemistry II and Principles of Chemistry II Laboratory	4
CHEM 221 & 221L	Organic Chemistry I and Organic Chemistry I Laboratory	4
PSYC 324	Statistics in Psychology	3
Electives		9-11
Electives Group A: one of the following:		
PSYC 449	Sensation and Perception	
Electives Group B: one of the following:		
BIO 214 & 214L	Human Physiology and Human Physiology Laboratory	
BIO 328 & 328L	General Physiology and General Physiology Laboratory	
Electives Group C: one of the following:		
BIO 232 & 232L	Animal Behavior and Animal Behavior Laboratory	
CHEM 324	Biochemistry	
CPSC 207 & 207L	Computer Programming and Computer Programming Laboratory	

GERO 320	Alzheimer's Disease and Related Dementias
PSYC 326	Abnormal Psychology
PSYC 364	Cognitive Psychology
PSYC 364L	Cognitive Psychology Laboratory (optional)
Neuroscience Connections	
One of the following:	
ART 103	Design Lab
ART 218	Modeling and Replication
HUST 103	Lives and Times
PHIL 110	Introductory Philosophy
PHIL 233	Philosophy of Gender
PSYC 223	Psychology of Personality
PSYC 332	Animal Learning and Cognition
SLP 220	Introduction to Communicative Disorders
SLP 230	Anatomy and Physiology of the Speech and Hearing Mechanism
SLP 330	Speech and Hearing Sciences
THTR 355	Voice and Movement
Total Credits	67-69

Neuroscience, Minor - NEUR

Minor Requirements (22–23 Hours)

Code	Title	Credits
BIO 155	Foundations of Molecular Biology	2
BIO 157	Foundations of Cellular Biology	2
BIO 235	Foundations of Neuroscience	4
PSYC 156	Introduction to Psychology: Culture and Systems	3
or PSYC 157	Introduction to Psychology: Science for the Citizen	
PSYC 234 & 234L	Neuropsychology and Neuropsychology Laboratory	4
BIO 214	Human Physiology	4
or BIO 328	General Physiology	
Select one of the following:		3-4
BIO 232	Animal Behavior	
PSYC 326	Abnormal Psychology	
PSYC 449	Sensation and Perception	
Total Credits		22-23

NURSING SCIENCE

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 in Nursing degree 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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Governmental Requirements for Some Professions

Some professions (e.g. nursing, teaching, social work, speech therapy, accounting, etc.) require specific requirements for licensure and/or hiring (e.g. acceptable criminal background check, sex offender check, drug and alcohol testing, citizenship or permanent resident status documentation, valid immigration status for nonUS citizens, valid social security number, etc.). Such requirements may also apply to required clinical and fieldwork, or other outofclass room experience necessary to complete degree requirements in the majors related to these professions. These requirements are determined by laws and regulations at both

the state and federal levels and are subject to change. *Saint Mary's College strongly urges all admitted and current students to research and understand the appropriate requirements for their intended course of study and profession. Compliance with these requirements is the responsibility of the student and the graduate.* You should become informed and continue to monitor such requirements as laws and other legal requirements are subject to change.

Programs

- Nursing, Bachelor of Science - NURS (p. 268)

Continue at Saint Mary's

- Nursing, Doctor of Nursing Practice (p. 349)

Program Requirements

Criteria for acceptance into the nursing major include a cumulative GPA of 2.5. Additionally, the student must earn a minimum prerequisite science GPA of 2.8 by the end of the fourth semester in the program. Course grades for BIO 141 Human Anatomy and Physiology I, BIO 142 Human Anatomy and Physiology II, BIO 216 Introduction to Microbiology, BIO 224 Introduction to Pathophysiology, CHEM 118 Integrated General, Organic and Bio-Chemistry, NURS 225 Health Assessment and NURS 227 Foundations of Nursing Practice 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. **Admission to the major will take place only at the end of the sophomore year. Students may choose to repeat the maximum of two courses after the sophomore year, but they will be eligible to petition for admission to the major in May only.**

Repeated Courses Policy

Note: This could result in a student needing more than four years at Saint Mary's College.

1. Students must take all science and Nursing prerequisites at Saint Mary's College. This means completing the course and receiving a letter grade. A course does not count as being taken at SMC if the student withdraws from the course or fails the course. (This policy does not apply to students admitted to SMC as transfer students.)
2. An intended Nursing Science student may retake a maximum of 2 prerequisite science/nursing courses, only one of which can be a NURS course. BIO and CHEM classes may be taken at an approved school. However, Nursing courses (NURS 225 Health Assessment or NURS 227 Foundations of Nursing Practice) may only be repeated at Saint Mary's. If a course is retaken at Saint Mary's, the new grade is averaged into the student's overall GPA but for internal purposes, the Nursing Department will calculate the science GPA using the higher grade. If the course is retaken at another college, it will be averaged into the overall GPA and no credit will be granted for the course, but the Nursing Department will use the higher grade to calculate the science GPA.
3. Courses taken at other schools to raise the science GPA must be face to face; no online courses will be accepted. Courses from four year schools are preferred.
4. Students must earn a C or higher in BIO 141 Human Anatomy and Physiology I and/or BIO 142 Human Anatomy and Physiology II in

order to progress into NURS 225 Health Assessment and BIO 224 Introduction to Pathophysiology in the fall of their sophomore year.

5. Transcripts must be received by August 1 for students who are repeating BIO 141 Human Anatomy and Physiology I and/or BIO 142 Human Anatomy and Physiology II in order to progress into NURS 225 Health Assessment and BIO 224 Introduction to Pathophysiology in the fall of their sophomore year.

Students who intend to study abroad must take BIO 224 Introduction to Pathophysiology and NURS 225 Health Assessment at Saint Mary's College in the summer prior to departure. These summer courses are exclusively for students studying abroad and students retaking courses.

Department Chair

Linda Paskiewicz, Director
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Faculty

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Student 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-based learning experience steeped in Catholic tradition and the liberal arts that promotes intellectual vigor, religious sensibility, social responsibility and service through the promotion of health and well being for the vulnerable and underserved populations.
- Promote relationship centered safe care to individuals, families, groups and communities that is informed by professional practice standards.
- Integrate scholarly inquiry and evidence-based research into professional nursing practice.
- Integrate healthcare quality and policy for the improvement of patient outcomes.
- Employ communication skills and collaboration strategies that promote an interdisciplinary team approach in the delivery of quality patient care.
- Utilize clinical reasoning and disciplinary knowledge in assessment and evaluation of nursing practice.
- Engage in the process of self-reflection and life-long learning to influence professional practice, social justice and community service.

Nursing 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.

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 BIO 142.

NURS 225L Health Assessment - Lab (0)

NURS 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.

NURS 227L Foundations - Lab (0)

NURS 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.

NURS 307L Psychiatric/Mental Health Laboratory (0)

NURS 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.

NURS 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.

NURS 321L Nursing Adults-Acute Clinical (0)

NURS 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.

NURS 323L Perinatal Nursing Clinical (0)**NURS 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.

NURS 330L Nursing Adults-Clinical (0)**NURS 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.

NURS 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.

NURS 397 Independent Study (1-2)**NURS 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. Clinical reasoning, 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.

NURS 410L Nursing of Adults Advanced Clinical (0)**NURS 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.

NURS 414L Community Health Nursing Clinical (0)**NURS 415 Nursing Leadership (5)**

This theory and clinical course introduce the student to leadership theories and concepts of management within the nursing profession. A feminist lens is used to recognize and explain women's contributions to knowledge and achievement, and to analyze the social constructions and intersectionalities of gender, race, class, sexuality, and other identity categories. Current economic, political, professional, and social issues that affect the nursing profession are explored. The nursing leadership skills of delegation, priority setting, problem-solving, time management, and quality improvement are emphasized throughout the course using QSEN competencies as an overarching framework. 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.

NURS 415L Nursing Leadership Clinical (0)**NURS 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.

NURS 426L Child Health Nursing Clinical (0)**NURS 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.

NURS 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.

Nursing, Bachelor of Science - NURS

Major Requirements (85-86 Hours)

Code	Title	Credits
Prerequisites		
All of the following prerequisite courses must be completed at Saint Mary's College: ¹		
BIO 141	Human Anatomy and Physiology I	4
BIO 142	Human Anatomy and Physiology II	4
BIO 216	Introduction to Microbiology	4
BIO 224	Introduction to Pathophysiology	3
CHEM 118	Integrated General, Organic and Bio-Chemistry	5
NURS 225	Health Assessment	3
NURS 227	Foundations of Nursing Practice	3
Required		
NURS 307	Psychiatric/Mental Health Nursing	5
NURS 310	Nutrition for Health and Healing	2
NURS 321	Nursing Care of the Adult—Acute	5
NURS 323	Perinatal Nursing	5
NURS 330	Nursing Care of the Adult—Chronic	5
NURS 334	Pharmacotherapeutics	3
NURS 385	Nursing Research	2
NURS 410	Nursing Care of the Adult—Advanced	5
NURS 414	Community Health Nursing	5
NURS 415	Nursing Leadership	5
NURS 426	Child Health Nursing	5
Required Supporting Courses		
MATH 114	Introduction to Statistics	3
PSYC 156	Introduction to Psychology: Culture and Systems	3
or PSYC 157	Introduction to Psychology: Science for the Citizen	
PSYC 305	Lifespan Developmental Psychology	3
or SW 235	Human Behavior and the Social Environment I	
Select one of the following:		3
SOC 153	Sociological Imaginations	
SOC 203	Social Problems	
SOC 222	Contested Masculinities	
SOC 255	Race, Ethnicity, and Identity in the United States	
SOC 257	Sociology of Families	
SOC 320	Social Inequalities in Education	
Total Credits		85

¹ Exceptions for transfer students on a case by case basis. Minimum prerequisite science GPA of 2.8 required.

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.

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.

PHILOSOPHY

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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Programs

- Law, Ethics and Politics Concentration, Philosophy, Bachelor of Arts - LEP (p. 273)
- Philosophy, Bachelor of Arts - PHIL (p. 272)
- Philosophy, Minor - PHIL (p. 274)

Department Chair

Megan Zwart
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Faculty

A. Pierce, P. Sayre, G. Trey, M. Waddell, M. Zwart

Student 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.

Law, Ethics and Politics Concentration

In addition to the above learning outcomes:

- To describe and evaluate philosophical issues related to:
 - legal structure and practice, including the role of law in a just society
 - the relationship between legal and moral norms
 - the relationship between law and its social context.

Philosophy Courses

Introductory Courses

The following survey courses are offered regularly for students who are fulfilling Sophia requirements or initiating the study of philosophy.

PHIL 110 Introductory Philosophy (3)

Readings and discussions designed to introduce the student to the major areas and problems of philosophy through a study of the writings of classical and contemporary thinkers. (4 semester hours when taught as writing proficiency). There are no prerequisites for this course.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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. There are no pre-requisites to this course.

PHIL 302 Global Justice (3)

This course will explore issues of global justice, poverty, inequality, and human rights, synthesizing reflections on the philosophical foundations of such issues with more concrete reflections on specific challenges facing various regions throughout the world (also listed as JUST 302).

Note: Unless noted otherwise, completion of the Philosophical Worldviews Sophia Program requirement is prerequisite to the courses below.

PHIL 220 Introduction to Logic (3)

A study of the theories and techniques of formal logic in its traditional and contemporary forms. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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? Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 251 Business Ethics (3)

A study of the moral issues raised by contemporary business practices. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 254 Social Justice (3)

A philosophical study of problems of justice in the contemporary world. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 256 Environmental Ethics (3)

A focused introduction to ethical thinking organized around themes that pertain to contemporary environmental issues. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 290 Special Topics (1-3)

Topics in Philosophy not covered in regular departmental offerings. May be repeated with a different topic. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 291 Dialogue and Civil Discourse (1)

Participants in a democracy should have the skills to identify and evaluate arguments from various perspectives on contemporary social and political issues. They must also be able to articulate their own views clearly and engage with the views of others who disagree. In this course, we will develop skills to engage in constructive dialogue with others who have different views on social and political issues. We will engage a controversial contemporary issue each week (for example: abortion, free speech and safe spaces on campus, immigration, religion in the public space). Background readings will consist of contemporary media articles drawn from a range of sources and viewpoints. Students will investigate their own core assumptions and beliefs about key issues and will listen to the views and experiences of others in the class. Occasional guest speakers will model civil discourse by discussing issues from differing perspectives. Assignments will consist of keeping a journal of the course experience and developing a class-led event to share the skills of dialogue and civil discourse with the broader campus community.

PHIL 292 Philosophy of Walking (1)

This one-credit course in the philosophy of walking provides an opportunity not only to philosophize about walking, but to philosophize while walking. The course meets once a week to discuss and write briefly about the readings for the week, to go for a walk, and to discuss and record insights that come to one along the way. These recorded insights will provide the raw material for completing a project due at the end of the semester. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 348 Philosophy of Science (3)

An investigation of the meaning and use of scientific concepts and methods. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 354 Ethics (3)

A study and critique of selected ethical theories with some application to current moral issues. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 390 Special Topics (1-3)

Topics in Philosophy not covered in regular departmental offerings. May be repeated for credit with a different topic. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 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. Prerequisite: completion of the Philosophical Worldviews Sophia Program.

PHIL 496 Senior Thesis (3)

An independent study under the supervision of a faculty advisor who guides the writing of a major paper.

PHIL 497 Independent Study (1-3)

An opportunity for students to do independent study. Content dependent on student interests and background. May be repeated.

Philosophy, Bachelor of Arts - PHIL

Major Requirements (27 Hours)

Code	Title	Credits
Required		
Select one of the following:		3
PHIL 110	Introductory Philosophy	
PHIL 233	Philosophy of Gender	
PHIL 235	Philosophy of Human Existence	
PHIL 245	Philosophy of World Cultures	
PHIL 247	Philosophy of Religion	
PHIL 252	Philosophy of Art	
PHIL 253	Philosophy of Politics	
PHIL 220	Introduction to Logic	3
PHIL 230	Socrates to Scholasticism	3
PHIL 331	Descartes to Skepticism	3
Advanced Historical Seminar		
Select one of the following:		3
PHIL 332	Kant and His Critics	
PHIL 334	Philosophy of Thomas Aquinas	
PHIL 410	Philosophers of Consequence	
PHIL 495	Senior Seminar: New Methods in Philosophy	
Electives		
Select four courses (two at or above 300 level) of the following:		12
PHIL 233	Philosophy of Gender	
PHIL 235	Philosophy of Human Existence	
PHIL 236	American Philosophy	
PHIL 243	Introduction to Feminist Philosophy	
PHIL 245	Philosophy of World Cultures	
PHIL 247	Philosophy of Religion	
PHIL 250	Philosophy and Disabilities	
PHIL 251	Business Ethics	
PHIL 252	Philosophy of Art	
PHIL 253	Philosophy of Politics	
PHIL 254	Social Justice	
PHIL 255	Medical Ethics	
PHIL 256	Environmental Ethics	
PHIL 290	Special Topics	
PHIL 333	19th Century Philosophy	
PHIL 334	Philosophy of Thomas Aquinas	
PHIL 341	Mind, Knowledge, and Reality	
PHIL 343	20th Century Philosophy	
PHIL 345	Philosophy of Language	
PHIL 348	Philosophy of Science	
PHIL 354	Ethics	
PHIL 355	Philosophy of Law	
PHIL 390	Special Topics	
PHIL 410	Philosophers of Consequence	
PHIL 495	Senior Seminar: New Methods in Philosophy	
PHIL 496	Senior Thesis	

Total Credits

27

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 Senior Thesis) 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.

Law, Ethics and Politics Concentration, Philosophy, Bachelor of Arts - LEP

Major Requirements (27 Hours)

Code	Title	Credits
All the following:		
PHIL 110	Introductory Philosophy	3
or PHIL 233	Philosophy of Gender	
or PHIL 235	Philosophy of Human Existence	
or PHIL 245	Philosophy of World Cultures	
or PHIL 247	Philosophy of Religion	
or PHIL 252	Philosophy of Art	
or PHIL 253	Philosophy of Politics	
PHIL 220	Introduction to Logic	3
PHIL 230	Socrates to Scholasticism	3
PHIL 331	Descartes to Skepticism	3
PHIL 355	Philosophy of Law	3
One advanced historical seminar:		3
PHIL 332	Kant and His Critics	
PHIL 334	Philosophy of Thomas Aquinas	
PHIL 410	Philosophers of Consequence	
PHIL 495	Senior Seminar: New Methods in Philosophy	
One Ethics Electives:		3
PHIL 250	Philosophy and Disabilities	
PHIL 251	Business Ethics	
PHIL 256	Environmental Ethics	
PHIL 254	Social Justice	
PHIL 255	Medical Ethics	
PHIL 354	Ethics	
One Politics Elective:		3
PHIL 254	Social Justice	
PHIL 302	Global Justice	
PHIL 243	Introduction to Feminist Philosophy	
PHIL 233	Philosophy of Gender	
PHIL 253	Philosophy of Politics	
One elective course at or above 300 level:		3
PHIL 333	19th Century Philosophy	
PHIL 334	Philosophy of Thomas Aquinas	
PHIL 341	Mind, Knowledge, and Reality	
PHIL 343	20th Century Philosophy	
PHIL 345	Philosophy of Language	
PHIL 348	Philosophy of Science	
PHIL 354	Ethics	
PHIL 390	Special Topics	
PHIL 410	Philosophers of Consequence	
PHIL 495	Senior Seminar: New Methods in Philosophy	
PHIL 496	Senior Thesis	

Total Credits

27

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 Senior Thesis) 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, Minor - PHIL

Minor Requirements (15 Hours)

Code	Title	Credits
Required		
Select one of the following:		3
PHIL 110	Introductory Philosophy	
PHIL 233	Philosophy of Gender	
PHIL 235	Philosophy of Human Existence	
PHIL 245	Philosophy of World Cultures	
PHIL 247	Philosophy of Religion	
PHIL 252	Philosophy of Art	
PHIL 253	Philosophy of Politics	
PHIL 220	Introduction to Logic	3
Select one of the following:		3
PHIL 230	Socrates to Scholasticism	
PHIL 331	Descartes to Skepticism	
PHIL 332	Kant and His Critics	
Electives		
Select two of the following:		6
PHIL 233	Philosophy of Gender	
PHIL 235	Philosophy of Human Existence	
PHIL 236	American Philosophy	
PHIL 243	Introduction to Feminist Philosophy	
PHIL 245	Philosophy of World Cultures	
PHIL 247	Philosophy of Religion	
PHIL 250	Philosophy and Disabilities	
PHIL 251	Business Ethics	
PHIL 252	Philosophy of Art	
PHIL 253	Philosophy of Politics	
PHIL 254	Social Justice	
PHIL 255	Medical Ethics	
PHIL 256	Environmental Ethics	
PHIL 290	Special Topics	
PHIL 333	19th Century Philosophy	
PHIL 334	Philosophy of Thomas Aquinas	
PHIL 341	Mind, Knowledge, and Reality	
PHIL 343	20th Century Philosophy	
PHIL 345	Philosophy of Language	
PHIL 348	Philosophy of Science	
PHIL 354	Ethics	
PHIL 355	Philosophy of Law	
PHIL 390	Special Topics	
PHIL 410	Philosophers of Consequence	
PHIL 495	Senior Seminar: New Methods in Philosophy	
Total Credits		15

PHYSICAL EDUCATION

Department Description

The Physical Education Department offers selected activity 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, spin, or work on your core and flexibility with Pilates.

The High Intensity Training class (H.I.T.) is a great option for students focused on a solid conditioning program. For a complete training system designed to work with your own body weight in a variety of multi-planned compound exercise movements try our TRX/Cycling class.

We have a Beginning Strength training option for those that just need to get started on a program and learn how to use the equipment. And finally, in response to our popular fitness trends, we have added WERQ, a cardio dance fitness class, while we continue to offer our popular Barre class. Physical Education classes and participation in intercollegiate athletics carry one-half semester hour of elective credit. One semester hour of credit may be applied to graduation.

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:

Code	Title	Credits
PE 050	PE Activity (Barre)	.5
PE 050	PE Activity (Beginning Strength Training)	.5
PE 050	PE Activity (High Intensity Training (H.I.T.))	.5
PE 050	PE Activity (Spin)	.5
PE 050	PE Activity (Pilates)	.5
PE 050	PE Activity (TRX)	.5
PE 050	PE Activity (WERQ)	.5
PE 050	PE Activity (Yoga)	.5

Department Chair

Julie Schroeder-Biek, Program Director
103 Angela Athletic Facility
574-284-4694

POLITICAL SCIENCE

Department Description

The discipline 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 effects 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. Students are also 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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Teacher Preparation

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

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 American Politics (and, for Foreign Policy, Peace, and Conflict Resolution, and International Law and Organization programs, POSC 206 International Politics) is required 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 one of the elective courses in the major, and the research project can fulfill the senior thesis requirement.

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 three hours.

Programs

- Political Science, Bachelor of Arts - POSC (p. 279)
- Political Science, Minor - POSC (p. 279)

Department Chair

Sean Savage
247 E. Spes Unica Hall
574-284-4471

Faculty

M. Belanger, A. Cavender, S. Savage

Student 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 use 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.

Political Science Courses

Introductory Courses

The following survey courses are offered regularly for students who are fulfilling General Education requirements or initiating the study of politics.

POSC 150 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.

POSC 151 Political Issues (3)

An analysis of various political ideas, systems, issues, and/or phenomena designed to introduce students to political thinking.

POSC 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.

POSC 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.

POSC 204 Political Thought (3)

The evolution of Western political theories surveyed through a discussion of leading political thinkers and their values.

POSC 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.

POSC 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.

POSC 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

POSC 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.

POSC 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.

POSC 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.

POSC 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.

POSC 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.

POSC 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.

POSC 323 The United States 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.

POSC 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. May be repeated with a different instructor.

POSC 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.

II. Comparative Politics

POSC 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.

POSC 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 POSC 207.

POSC 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.

POSC 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. This course may be repeated with a different instructor.

POSC 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

POSC 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.

POSC 319 The Global Politics of International Development (3)

This course will examine the historical roots of the inequality between the Global North and Global South as well as some of the principle theories and policies which have been put forward to address it over the past century. We will analyze competing conceptions of "development" present in academic writings as well as the policies of national governments, international lending institutions, and non-governmental organizations carrying out development projects. With this historical and theoretical foundation, we will look more closely at several major policy issues facing the Global South today, including economic development, poverty, gender justice, and the environment.

POSC 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.

POSC 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?

POSC 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.

IV. Political Theory and Methodology**POSC 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).

POSC 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.

POSC 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.

POSC 344 Catholic Political Thought (3)

A survey of Catholic political thought that considers the work of authors ranging from St. Augustine to John Courtney Murray and that examines issues such as the relationship between reason and revelation, the proper relationship between religious and civil authority, the dignity of the human person, and the necessary political implications of that dignity. Prerequisite: POSC 204. RLST 225 and 232 recommended.

POSC 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**POSC 122 The Presidency (3)**

POSC 122 is an introductory study of the U.S. presidency. It focuses on the role of the American president in the political system, including the expectations of the Constitution and the public of the presidency, the different duties and powers of the president, presidential selection, presidential achievements, and uses of power.

POSC 280 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.

POSC 390 Special Topics in Political Science (3)

The presentation of selected subjects of special relevance not included in regular departmental offerings. Prerequisite determined by instructor. May be repeated with a different topic.

POSC 495 Senior Thesis I (1)

Tutorial provided on the writing of the senior thesis. Graded S/U.

POSC 496 Senior Thesis II (1)

Tutorial provided on the writing of the senior thesis. Graded S/U.

POSC 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. May be repeated.

POSC 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 and two elective courses in the department. It does not fulfill elective requirements for majors or minors. Graded S/U. May be repeated.

Political Science, Bachelor of Arts - POSC

Major Requirements (27 Hours)

Code	Title	Credits
Required		
POSC 201	American Politics	3
POSC 204	Political Thought	3
POSC 206	International Politics	3
POSC 207	Comparative Politics	3
POSC 210	Research Methods in Political Science	3
Electives		
Select four of the following:		12
American Politics and Law:		
POSC 307	Introduction to American Law	
POSC 313	Mass Media and Public Opinion	
POSC 314	Political Participation	
POSC 315	Political Parties and Interest Groups	
POSC 320	Congress and the Legislative Process	
POSC 322	The Presidency	
POSC 323	The United States Constitution	
POSC 325	American Political Development	
POSC 355	Public Administration	
Comparative Politics:		
POSC 304	Latin American Politics	
POSC 329	Middle East Politics	
POSC 360	The Politics of Race	
POSC 365	Gender and Politics	
POSC 370	Democratization	
International Politics:		
POSC 316	International Law and Organization	
POSC 319	The Global Politics of International Development	
POSC 326	Global Environmental Politics	
POSC 333	Transnational Feminisms	
POSC 416	United States Foreign Policy	
Political Theory:		
POSC 301	The Quest for Human Rights	
POSC 341	Politics and Religion	
POSC 342	American Political Thought	
POSC 344	Catholic Political Thought	
POSC 350	Politics and Film	
Other Courses		
POSC 390	Special Topics in Political Science	
Total Credits		27

Advanced Writing Proficiency

Political science majors satisfy their Advanced Writing Proficiency requirements by completing their Senior Comprehensive in the department.

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, Minor - POSC Minor Requirements (15 Hours)

Code	Title	Credits
Required		
Select three of the following:		9
POSC 201	American Politics	
POSC 204	Political Thought	
POSC 206	International Politics	
POSC 207	Comparative Politics	
POSC 210	Research Methods in Political Science	
Electives		
Select two of the following:		6
American Politics and Law:		
POSC 307	Introduction to American Law	
POSC 313	Mass Media and Public Opinion	
POSC 314	Political Participation	
POSC 315	Political Parties and Interest Groups	
POSC 320	Congress and the Legislative Process	
POSC 322	The Presidency	
POSC 323	The United States Constitution	
POSC 325	American Political Development	
POSC 355	Public Administration	
Comparative Politics:		
POSC 304	Latin American Politics	
POSC 329	Middle East Politics	
POSC 360	The Politics of Race	
POSC 365	Gender and Politics	
POSC 370	Democratization	
International Politics:		
POSC 316	International Law and Organization	
POSC 319	The Global Politics of International Development	
POSC 326	Global Environmental Politics	
POSC 333	Transnational Feminisms	
POSC 416	United States Foreign Policy	
Political Theory:		
POSC 301	The Quest for Human Rights	
POSC 341	Politics and Religion	
POSC 342	American Political Thought	
POSC 344	Catholic Political Thought	
POSC 350	Politics and Film	
Other Courses		
POSC 390	Special Topics in Political Science	
Total Credits		15

Note: The following courses cannot be used as Political Science electives:

Code	Title	Credits
POSC 150	Politics and Film	3
POSC 151	Political Issues	3
POSC 160	Global Political Issues	3
POSC 280	Model UN	1
POSC 495 & POSC 496	Senior Thesis I and Senior Thesis II	2
POSC 497	Independent Study	1-3
POSC 499	Internship in Politics	1-3

PRE-MED/PRE-HEALTH PROFESSIONS

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. Versagli, 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.

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. Versagli 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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Programs

- Program in Pre-Med/Pre-Health Professions (p. 281)

Department Chair

Calli A. Versagli, Program Director/Advisor
274 Science Hall
574-284-4665

Program in Pre-Med/Pre-Health Professions

Requirements

Code	Title	Credits
Biology		
BIO 155	Foundations of Molecular Biology	2
BIO 156	Foundations of Ecology and Evolution	2
BIO 157	Foundations of Cellular Biology	2
BIO 158	Foundations of Form and Function	2
General Chemistry		
CHEM 121 & CHEM 122	Principles of Chemistry I and Principles of Chemistry II	8
Organic Chemistry ¹		
CHEM 221 & CHEM 222	Organic Chemistry I and Organic Chemistry II	6
Biochemistry ²		
CHEM 324	Biochemistry (no lab)	3
Math		
Select one of the following sequences:		7-8
MATH 131/132	Calculus I	
MATH 114/133	Introduction to Statistics	
MATH 133/225	Theory and Application of Calculus	
Physics		
PHYS 121 & PHYS 122	General Physics I: Mechanics and Waves and General Physics II: Temperature, Electricity, and Light	8
English		
One year of English (not all schools)		6
Psychology and Sociology		
Six to nine credits of psychology and/or sociology courses		6-9
Total Credits		52-56

- ¹ Some programs no longer require the second semester of organic chemistry.
- ² Now required of many programs.

PSYCHOLOGICAL SCIENCES

Department Description

Psychology is devoted to the study of individuals and groups, particularly of their behavior and mental processes. Psychologists employ scientific methods and gather empirical evidence. Students of psychology learn to employ these methods to think critically and creatively about human and animal behavior, develop strong problem-solving skills, and learn to apply new knowledge to social and individual problems.

The Department of Psychological Sciences 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 clinical 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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Teacher Preparation

The Psychology Department in conjunction with the Education Department offers courses leading to Indiana licensing in social studies secondary education.

Programs

- Psychology, Bachelor of Arts - PSYC (p. 287)
- Psychology, Minor - PSYC (p. 288)

Department Chair

Catherine Pittman
319 W Spes Unica Hall
574-284-4533

Faculty

T. Aubele-Futch, C. Pittman, A. O'Rear, A. Russell, M. Scheaffer, B. Spencer

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.

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 PSYC 157.

PSYC 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 PSYC 157.

PSYC 158 Orientation to Psychology (1)

This course is designed to give Psychology majors the knowledge and tools they need to get the most out of the major and assist them in making informed decisions about future choices in Psychology. It also fits with the college's mission to help, "women develop their talents and prepare to make a difference in the world" and the APA goal of establishing on accurate self- assessment and professional development. During the course of the semester we will discuss the sub disciplines of Psychology, research opportunities, and career options with varying levels of education. You will learn about Psychology at Saint Mary's, including course requirements and opportunities available outside the classroom, and learn to plan out your academic and professional career. Additionally, you will learn about writing in American Psychological Association (APA) format and have opportunities to practice writing in this style.

PSYC 201 Child Development (3)

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 PSYC 157. Corequisite: PSYC 201L.

PSYC 201L Child Development Laboratory (1)

Because the best way to learn about development is to spend time with children, students enrolled in PSYC 201 will observe and interact with children at the Early Childhood Development Center. Once per week, students will complete course-related experiences at the ECDC and you will complete written assignments on specific topics. Through this process, students will gain experience using observational methods and gather hands-on information about children's development. Prerequisite: PSYC 156 or 157. Corequisite: PSYC 201 or permission of the instructor.

PSYC 223 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 PSYC 157.

PSYC 234 Neuropsychology (3)

This course serves as an introduction to the intersection between the nervous system and psychology, with a special focus on human and animal brain-behavior relationships. This course is meant to provide a "systems" approach to brain function and to help you understand the ways in which the nervous system produces behavior and thought, and how it allows us to interact with our environment. There will be some discussion of the biological basis of behavior (the action potential and neurotransmitters), but special emphasis will be placed on common methodological approaches in the assessment and measurement of behavior, and how the human brain is responsible for things such as learning and memory, sensation and perception of the environment, emotion, personality, and brain organization. We will also closely examine the physiological basis of psychological and behavior disorders, neuroplasticity, and the organization of the brain (neuroanatomy). Discussion of individual differences versus general commonalities in behavior will be a theme. Weekly labs will be used for mini-experiments or to evaluate literature in neuropsychological topics. Evaluation will be based on exams, quizzes, article discussions, experimental worksheets, and writing assignments. Prerequisite: PSYC 156 or PSYC 157.

PSYC 234L Neuropsychology Laboratory (1)

An introduction to methods and techniques employed in neuroscience. Corequisite: PSYC 234

PSYC 237 Cultural Psychology (3)

In this course we will investigate nine major points of cultural conflict. Together we will work to better understand how and why these cultural clashes emerge, and how we ourselves are shaped by our own cultural worldviews. Throughout the course students will come to learn about cultural psychology, the basis of many cultural conflicts, and how to approach cultural divides. This course is intended for students who are interested in learning more about cultural psychology, but also for those who are interested in learning how to think about and discuss culture. Students will read primary texts that identifies and explains many of the major cultural clashes of our time, and will also watch documentaries and take field trips to gain a deeper understanding of the material. Prerequisite: PSYC 156 or PSYC 157; optional co-req ICS/JUST 310 for lab requirement.

PSYC 256 Psychology Through Film (2)

In this course we will explore psychological topics through watching and analyzing a range of contemporary films. Topics will include Remembering & Forgetting, Emotions, Development & Environment, Personality, Intersections of Identity, Disorders, and Social & Cultural Influences. The course will be a mix of lecture, viewings, and discussion. Students will be expected to use an understanding of psychological methods and theory to better understand and analyze the films' content, while also using the films' content to better understand psychological theories. Prerequisite: PSYC 156 or PSYC 157.

PSYC 287 Immersive Intercultural Psychology (3)

In this course students will immerse themselves in a faculty-led study abroad trip that focuses on the unique cultural landscape of various locations. Students will travel through all or part of a country, meet with local community members, tour historical sights, visit contemporary museums and institutions, learn about the country's distinct culture cycle, and apply psychological theory to increase their own intercultural competence. Students are expected to respectfully engage with the local surroundings and people, while analyzing and reflecting on the current cultural climate. Prerequisites: PSYC 237 or permission of the instructor.

PSYC 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 PSYC 157 and PSYC 201 or permission of the instructor.

PSYC 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 PSYC 157.

PSYC 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 PSYC 157.

PSYC 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 PSYC 157 and MATH 104 or higher.

PSYC 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.

PSYC 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 PSYC 157 and PSYC 201 or PSYC 223 or permission of the instructor.

PSYC 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 PSYC 157.

PSYC 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 PSYC 157.

PSYC 337L Social Psychology Laboratory (3)

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.

PSYC 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 PSYC 157.

PSYC 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 PSYC 157.

PSYC 364L Cognitive Psychology Laboratory (3)

This course complements Intro to Cognitive Psychology (Psych 364) and is intended to give the student a hands-on experience of the topics covered in cognitive psychology. The major topics of study will be attention, knowledge representation, memory, reasoning, problem solving and language. Throughout the laboratory, our emphasis will be on scientific reasoning, process and method. After taking this course, you should (1) demonstrate knowledge and understanding of the theory and research in major subfields of cognitive psychology, (2) apply cognitive psychology concepts to everyday life, (3) based on the cognitive psychology literature, learn to approach problems effectively and use principles of reasoning to recognize, defend and criticize arguments. Corequisite: PSYC 364.

PSYC 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 PSYC 157, junior standing, and permission of the instructor. May be repeated.

PSYC 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 PSYC 157 and permission of the instructor. May be repeated.

PSYC 401 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 PSYC 157 and PSYC 201 or permission of the instructor.

PSYC 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 223 or permission of the instructor.

PSYC 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 PSYC 157 or permission of the instructor.

PSYC 433 Stress and Resilience Across the Lifespan (3)

The purpose of this course is to study stress and resilience across the lifespan. Theorists and researchers have different ideas about what stress is, what qualifies as a stressor, and what factors make one resilient to stress. We will discuss the various perspectives and read evidence for a variety of these approaches. This will be done within a developmental framework, considering factors across the lifespan that are relevant to these topics. You will be asked to apply concepts to your life or the lives of those you care about, and connecting resilience resources to consider how you can respond better in the face of your own adversity. Prerequisite: PSYC 201.

PSYC 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 and junior or senior standing or permission of instructor.

PSYC 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 and junior or senior standing or permission of instructor.

PSYC 442 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 PSYC 157 and junior or senior standing.

PSYC 449 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 234.

PSYC 455 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.

PSYC 462 Psychological Assessment (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 PSYC 157 and PSYC 324.

PSYC 481 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.

PSYC 482 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 481 and permission of the instructor.

PSYC 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 PSYC 324, submission of an acceptable proposal prior to registration, and permission of the instructor. May be repeated for a maximum of six hours.

PSYC 493 Quantitative Senior Seminar in Psychology (2)

TA required seminar course for senior psychology majors designed as a capstone experience and an opportunity for students to contribute to the discourse of psychology. In this section students focus on an empirical study. Over one semester students develop an empirical study and write a report which demonstrates their ability to conduct and present research on a psychological topic of interest. 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 for the B.A. in Psychology.

PSYC 494 Quantitative Senior Seminar in Psychology (1)

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. In this section students focus on an empirical study. Over half a semester students develop an empirical study and write a report which demonstrates their ability to conduct and present research on a psychological topic of interest. 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 for the B.A. in Psychology. Prerequisites: PSYC 493 and permission of the instructor.

PSYC 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.

PSYC 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 PSYC 157, submission of an acceptable proposal prior to registration, and permission of the instructor. May be repeated.

PSYC 499 Internship in Psychology (1-3)

This course is designed to give students hands-on experience in psychology. Before the start of the semester, students are expected to already be placed in a pre-approved internship in psychology; this course will run in conjunction with that experience. Students will use this course to reflect on their internship experience in real time, work through any problems or difficulties as they arise, and provide feedback to one another on professional skills, such as communication and CV writing. Credits will be determined by number of hours worked at the internship site. May be repeated.

Psychology, Bachelor of Arts - PSYC

Major Requirements (34 Hours)

Code	Title	Credits
Recommended Courses		
To fulfill General Education Requirements, one of the following sequences is highly recommended:		
BIO 155 & BIO 156 & BIO 157 & BIO 158	Foundations of Molecular Biology and Foundations of Ecology and Evolution and Foundations of Cellular Biology and Foundations of Form and Function	
MATH 104	Finite Mathematics (or higher) ¹	
Required		
PSYC 156 or PSYC 157	Introduction to Psychology: Culture and Systems Introduction to Psychology: Science for the Citizen	3
PSYC 158	Orientation to Psychology	1
PSYC 324	Statistics in Psychology	3
PSYC 325	Research Methods in Psychology	4
PSYC 493 & PSYC 494 or PSYC 495	Quantitative Senior Seminar in Psychology and Quantitative Senior Seminar in Psychology Senior Seminar in Psychology	3
Level Two		
Select two of the following:		4-7
PSYC 201	Child Development	
PSYC 201L	Child Development Laboratory	
PSYC 223	Psychology of Personality	
PSYC 234 & 234L	Neuropsychology and Neuropsychology Laboratory (lab optional)	
PSYC 237	Cultural Psychology ²	
Level Three		
Select two of the following:		6-7
BIO 235	Foundations of Neuroscience	
PSYC 326	Abnormal Psychology	
PSYC 337	Social Psychology	
PSYC 364 & 364L	Cognitive Psychology and Cognitive Psychology Laboratory (lab optional)	
Level Four		
Select two of the following:		6
PSYC 287	Immersive Intercultural Psychology	
PSYC 401	Psychology of Adult Development and Aging	
PSYC 402	Psychology of Women	
PSYC 433	Stress and Resilience Across the Lifespan	
PSYC 437	Psychology of Violence	
PSYC 438	Stereotyping and Prejudice	
PSYC 442	Historical Roots of Modern Psychology	
PSYC 449	Sensation and Perception	
PSYC 455	Psychology and Poverty	
PSYC 462	Psychological Assessment	
PSYC 481	Clinical Psychology	
Select three credit hours of applied work:		3
PSYC 482	Practicum in Clinical and Community Psychology	
PSYC 485	Independent Research in Psychology	

PSYC 497	Independent Study in Psychology
PSYC 499	Internship in Psychology
Laboratory Requirement	
In addition to Research Methods, a minimum of two lab courses are required.	
Total Credits	33-37

¹ Pre-req for PSYC 324 Statistics in Psychology.

² ICS 310 Diversity Dialogues/JUST 310 Diversity Dialogues optional

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:

1. an extensive review of the literature on a psychological topic, or
2. 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 Senior Seminar in Psychology or PSYC 493 Quantitative Senior Seminar in Psychology and PSYC 494 Quantitative Senior Seminar in Psychology classes, their projects, and presentations, satisfies the senior comprehensive requirement.

Psychology, Minor - PSYC

Minor Requirements (18 Hours)

Code	Title	Credits
Required		
PSYC 156 or PSYC 157	Introduction to Psychology: Culture and Systems Introduction to Psychology: Science for the Citizen	3
Level Two		
Select one of the following:		3-4
PSYC 201	Child Development	
PSYC 201L	Child Development Laboratory	
PSYC 223	Psychology of Personality	
PSYC 234 & 234L	Neuropsychology and Neuropsychology Laboratory (lab optional)	
PSYC 237	Cultural Psychology ¹	
Level Three		
Select one of the following:		3-4
BIO 235	Foundations of Neuroscience	
PSYC 326	Abnormal Psychology	
PSYC 337	Social Psychology	
PSYC 364 & 364L	Cognitive Psychology and Cognitive Psychology Laboratory (lab optional)	
Level Four		
Select one of the following:		3
PSYC 287	Immersive Intercultural Psychology	
PSYC 401	Psychology of Adult Development and Aging	
PSYC 402	Psychology of Women	
PSYC 433	Stress and Resilience Across the Lifespan	
PSYC 437	Psychology of Violence	
PSYC 438	Stereotyping and Prejudice	
PSYC 442	Historical Roots of Modern Psychology	
PSYC 449	Sensation and Perception	
PSYC 455	Psychology and Poverty	
PSYC 462	Psychological Assessment	
PSYC 481	Clinical Psychology	
PSYC 482	Practicum in Clinical and Community Psychology	
Select three credit hours from the following:		3
PSYC 485	Independent Research in Psychology	
PSYC 497	Independent Study in Psychology	
PSYC 499	Internship in Psychology	
Two additional courses from any of the above		6
Total Credits		21-23

¹ ICS 310 Diversity Dialogues/JUST 310 Diversity Dialogues optional

RELIGIOUS STUDIES

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. 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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Programs

- Religious Studies, Bachelor of Arts - RLST (p. 292)
- Religious Studies, Minor - RLST (p. 293)

Department Chair

Stacy Davis
164E Spes Unica Hall
574-284-4700

Faculty

K. Buhring, J. Coblenz, S. Davis, J. Fotopoulos, M. Gower, A. Houck

Student Learning Outcomes

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.

Religious Studies Courses

Note: Courses at the 200 level are open only to those Saint Mary's College students who have completed their Religious Traditions I Sophia requirement.

Note: Courses at the 300-400 level are open only to those Saint Mary's College students who have already satisfied their Religious Traditions I and II Sophia requirements.

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.

RLST 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.

RLST 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.

RLST 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. Prerequisite: Completion of Sophia Religious Traditions I requirement.

RLST 214 Spirituality and Comedy (3)

Christianity has often been resistant to areas of life that are associated with comedy, such as laughter, play, and joy. Theologian Hugo Rahner summarizes the traditional objections: "May a Christian laugh, when he has heard our Lord's warning, 'Woe upon you who laugh now; you shall mourn and weep' (Luke 6.25)? May a Christian go on merrily playing when a stern and strict choice has to be made for eternity?" This course will investigate the relationship between comic dimensions of human life and Christian spirituality, in particular by asking how attending to comedy might contribute to the study of spirituality. Since spirituality requires self-reflection, a significant part of the class will involve participating in spiritual practices, as well as two experiential events outside of class. The course will also explore how contemporary Christian spirituality is shaped by engagement with other religious traditions. Prerequisite: Completion of Sophia Religious Traditions I requirement.

RLST 225 Reading the Hebrew Bible in Jewish & 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. Prerequisite: Completion of Sophia Religious Traditions I requirement.

RLST 228 Christian Holiness in History and Culture (3)

This course examines a broad array of Christian practices, techniques and ideas about holiness. Prerequisite: Completion of Sophia Religious Traditions I requirement.

RLST 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. Prerequisite: Completion of Sophia Religious Traditions I requirement.

RLST 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. Prerequisite: Completion of Sophia Religious Traditions I requirement.

RLST 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. Prerequisite: Completion of Sophia Religious Traditions I requirement.

RLST 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? Prerequisite: Completion of Sophia Religious Traditions I requirement.

RLST 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. Prerequisite: completed Religious Traditions I Sophia requirement.

RLST 290 Special Topics (1-3)

The presentation of selected general education topics not covered in regular departmental 200 level courses. May be repeated for credit with a different topic. Prerequisite: completed Religious Traditions I Sophia requirement.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. This course does not count toward the major or minor. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 341 How to Become a Saint (3)

Who is a saint? What theological, political, and social factors determine who is recognized as a saint in the Catholic tradition? What social and moral imperatives do the saints model for Catholics and other Christians? This class will usher students into historical and theological debates about these questions. After an introduction to Catholic theological perspectives on holiness and sainthood, students will engage the work of contemporary Catholic theologians to explore the relationship of sainthood to sexism, heteronormativity, racism, and mental health stigma in the Catholic Church. Prerequisites Religious Traditions 1 & 2.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 380 Interfaith Studies (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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 457 Systematic Theology Seminar (3)

A study of systematics, correlating major theological themes, and doctrinal issues such as Christology, ecclesiology, sin and grace, sacraments. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. Prerequisite: must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 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. This practicum does not count as one of the two required electives for the RLST major or minor. Prerequisite: RLST 476 and must have already satisfied their Religious Traditions I and II Sophia requirements.

RLST 497 Independent Study (1-3)

May be repeated.

RLST 499 Internship (1-3)
Internship opportunities. May be repeated.

Religious Studies, Bachelor of Arts - RLST

Major Requirements (27 Hours)

Code	Title	Credits
Required		
RLST 101	Introducing Religious Studies	3
Select one of the following:		3
RLST 213	Experiencing God	
RLST 214	Spirituality and Comedy	
RLST 225	Reading the hebrew Bible in Jewish & Christian Terms	
RLST 228	Christian Holiness in History and Culture	
RLST 232	Introduction to the New Testament	
RLST 236	Faith in Action	
RLST 240	Catholic Social Thought	
RLST 251	The Christian Tradition	
RLST 261	Catholic Faith and Life	
RLST 290	Special Topics	
Select one course from each of the following areas:		
Biblical Studies:		3
RLST 304	Historical Jesus: The Quest for Jesus of Nazareth	
RLST 308	Paul and His Times	
RLST 314	Reading and Interpreting Hebrew Bible Prophets	
Historical Theology:		3
RLST 321	The Mystics	
RLST 445	Historical Theology	
Contemporary Theology:		3
RLST 318	Heaven and Hell	
RLST 341	How to Become a Saint	
RLST 351	Religion and Science	
RLST 355	African-American Theologies	
RLST 457	Systematic Theology Seminar	
Interfaith & Interreligious Studies		3
RLST 307	Leviticus and Numbers: Cultural Interpretations	
RLST 339	Religion and Literature	
RLST 351	Religion and Science	
RLST 380	Interfaith Studies	
RLST 381	Islam: Beliefs, Practices, and Current Events	
Select three of the following elective courses:		9
RLST 304	Historical Jesus: The Quest for Jesus of Nazareth	
RLST 308	Paul and His Times	
RLST 307	Leviticus and Numbers: Cultural Interpretations	
RLST 314	Reading and Interpreting Hebrew Bible Prophets	
RLST 318	Heaven and Hell	
RLST 321	The Mystics	
RLST 339	Religion and Literature	
RLST 341	How to Become a Saint	
RLST 351	Religion and Science	

RLST 352	Religion and Politics	
RLST 355	African-American Theologies	
RLST 380	Interfaith Studies	
RLST 381	Islam: Beliefs, Practices, and Current Events	
RLST 390	Special Topics	
RLST 445	Historical Theology	
RLST 476	Theology for Ministry and Life I: Theory	
Total Credits		27

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 may complete their comprehensive requirement in one of two ways. In the first option, a student completes an independent research project on a topic of her choice. The project displays the student’s depth of knowledge in Religious Studies. The topic and details of the project must be developed with and approved by her advisor and the department. The completed project, typically a 15-20 page thesis paper, is submitted in the fall of the student’s senior year. In the second option, a student completes a two-part comprehensive examination in her 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.

Religious Studies, Minor - RLST

Minor Requirements (15 Hours)

Code	Title	Credits
Required		
RLST 101	Introducing Religious Studies	3
Select one of the following:		3
RLST 213	Experiencing God	
RLST 214	Spirituality and Comedy	
RLST 225	Reading the hebrew Bible in Jewish & Christian Terms	
RLST 228	Christian Holiness in History and Culture	
RLST 232	Introduction to the New Testament	
RLST 236	Faith in Action	
RLST 240	Catholic Social Thought	
RLST 251	The Christian Tradition	
RLST 261	Catholic Faith and Life	
RLST 290	Special Topics	
Select three of the following, two of which must be at the 300 level or above:		9
RLST 213	Experiencing God	
RLST 214	Spirituality and Comedy	
RLST 225	Reading the hebrew Bible in Jewish & Christian Terms	
RLST 228	Christian Holiness in History and Culture	
RLST 232	Introduction to the New Testament	
RLST 236	Faith in Action	
RLST 240	Catholic Social Thought	
RLST 251	The Christian Tradition	
RLST 261	Catholic Faith and Life	
RLST 290	Special Topics	
RLST 304	Historical Jesus: The Quest for Jesus of Nazareth	
RLST 307	Leviticus and Numbers: Cultural Interpretations	
RLST 308	Paul and His Times	
RLST 312	Theologies of Love	
RLST 314	Reading and Interpreting Hebrew Bible Prophets	
RLST 315	Free and Responsible: Grace and the Human Condition	
RLST 318	Heaven and Hell	
RLST 321	The Mystics	
RLST 325	Great Theologians	
RLST 339	Religion and Literature	
RLST 341	How to Become a Saint	
RLST 351	Religion and Science	
RLST 352	Religion and Politics	
RLST 355	African-American Theologies	
RLST 362	Becoming Women	
RLST 370	Aquinas' Search for God: Faith Meets Philosophy	
RLST 380	Interfaith Studies	
RLST 381	Islam: Beliefs, Practices, and Current Events	
RLST 390	Special Topics	
RLST 406	Ways of Doing Theology	

RLST 445	Historical Theology
RLST 457	Systematic Theology Seminar
RLST 458	Theological Ethics Seminar
RLST 476	Theology for Ministry and Life I: Theory
Total Credits	15

SOCIAL WORK AND GERONTOLOGY

Social Work Program Description

The Social Work Program is nationally accredited by the Council on Social Work Education. Social work is a profession committed to collaborating with individuals, families, groups, organizations, and the community to maximize the potential and well-being of all of these client systems and to help resolve and/or prevent challenges in living. In order to achieve this, social work prepares students to become agents of change so that they can change the world in a myriad of ways, including, but not limited, to the following:

- social and economic justice advocacy
- peacebuilding and conflict resolution
- healthcare and medical social work
- behavioral health
- social services administration
- community organizing and education
- child, family, and school social work
- international/global social work
- restorative education, corrections, and criminal justice
- practice with immigrants and refugees
- social work with veterans
- gerontological social work
- community mental health
- addiction and recovery
- policy and planning
- case management
- crisis intervention
- group counseling

Graduates of the Social Work Program possess theoretical and practice competencies required of the professional social worker and 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, economic, and environmental justice;
- social welfare policy and services;
- practice approaches;
- field practicum, and
- peace studies.

The degree offered is a Bachelor of Social Work.

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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

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 a doctoral degree in Social Work (Ph.D. or DSW). 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, government social work, peace building, and forensic social work/criminal justice. The field practicum is completed in the senior year at a local social service organizational setting. Practicum placements may include:

- AIDS Ministries
- Battel School
- Beacon Health System
- CASA
- Catholic Charities
- Congressional Office
- Dismas House
- Family Justice Center
- Goodwill Industries
- Healthwin
- Holy Cross Village at Notre Dame

- Howard Ellis School
- Juvenile Justice Center
- Local school corporations
- Mayor's Office
- Memorial Prenatal Clinic
- Oaklawn Hospital and Mental Health Center
- Ombudsman Program
- REAL Services, Inc.
- Riley High School
- River Bend Cancer Services
- Ryan's Place
- Saint Joseph Regional Medical Center
- South Bend Heritage Foundation
- Success Academy
- U.S. Senate Office
- Youth Service Bureau
- YWCA

Governmental Requirements for Some Professions

Some professions (e.g. nursing, teaching, social work, speech therapy, accounting, etc.) require specific requirements for licensure and/or hiring (e.g. acceptable criminal background check, sex offender check, drug and alcohol testing, citizenship or permanent resident status documentation, valid immigration status for non-US citizens, valid social security number, etc.). Such requirements may also apply to required clinical and fieldwork, or other out-of-classroom experience necessary to complete degree requirements in the majors related to these professions. These requirements are determined by laws and regulations at both the state and federal levels and are subject to change. *Saint Mary's College strongly urges all admitted and current students to research and understand the appropriate requirements for their intended course of study and profession. Compliance with these requirements is the responsibility of the student and the graduate.* You should become informed and continue to monitor such requirements as laws and other legal requirements are subject to change.

Programs

- Gerontology, Minor - GERO (p. 299)
- Social Work Minor - SW (p. 300)
- Social Work, Bachelor - SW (p. 298)

Department Chair

Frances Bernard Kominkiewicz
256 Spes Unica Hall
574-284-4515

Faculty

F. Kominkiewicz, K. Lyndes, L. Sanchez

Social Work Student Learning Outcomes

- 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.

Gerontology Student 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.

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 dialogue with community agency representatives.

SW 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.

SW 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.

SW 238 Introduction to Peace Studies: Peacebuilding and Conflict Resolution (3)

Peace Studies seeks to understand and address persistent conflict and violence in the world. Peace Studies integrates knowledge from the thought traditions of multiple disciplines. It engages in building understanding of how those involved in the violent conflict and those external to the violent conflict can build stable peace. This course is designed to provide a cross-disciplinary examination of violence and Peace Studies to develop a firm grounding in addressing violence of a direct physical and structural kind by policymakers, professional peacebuilders, and peace researchers. This leads us to focusing more on peace than on violence so that we deal with the patterns of violence assessed in global, national, and local environments.

SW 331 Social Work Practice I: Micro Methods: Individuals and Families (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 SW 235.

SW 332 Social Work Practice II: Mezzo Methods: Small and Large Groups (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 238.

SW 333 Social Work Practice III: Macro Methods: Communities, Organizations, and Societies (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 238.

SW 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.

SW 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; socioeconomic/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.

SW 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.

SW 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.

SW 343 Living Fully, Dying Well: Exploring Loss, Grief and Death Across the Lifespan (3)

Loss, grief, and death are universal and inescapable aspects of the human experience. Loss occurs throughout life from minor daily occurrences to life changing events. Death is a primary loss, but other events in life are losses too; divorce, job loss, disaster, loss of security/safety as a victim of a crime and many others. These experiences are frequently complex and affect how one lives. We learn about loss, grief and death so that we can know better how to live. Personal awareness, experience, and attitudes about loss, grief, and death influence how social workers care for the bereaved and those at end of life. It is important that conscious and thoughtful study is given to these topics. This interdisciplinary course examines the biopsychosocial, spiritual, and cultural aspects of loss, grief, dying, and death within the context of historical and current grief and loss theory, human development, culture, and types of loss. Examples of losses examined include perinatal loss, death of a child, spouse, parent, friend, and others. The impact of how one dies, such as suicide, violent death, terminal illness and the impact on survivors is also examined. Practice models of coping with chronic and terminal illness are also considered.

SW 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.

SW 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.

SW 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.

SW 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.

SW 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.

SW 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.

SW 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.

SW 390 Special Topics in Social Work (3)

A seminar focusing upon a selected area of interest in social work. Topics may include such areas as social stress, poverty, mental health, substance abuse, women in society, occupations and professions, conflict, peace studies, social psychiatry, criminal justice, homelessness, and veterans. May be repeated for credit with a different topic and the consent of the advisor. Prerequisite: SW 202 or permission of the instructor.

SW 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.

SW 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. Corequisite: SW 332 and SW 333.

SW 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 with a grade of C or better; corequisite: SW 486 and 488.

SW 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 480 hours of direct field experience is required for the major in social work. Graded S/U. Corequisite: SW 485 and SW 488. Prerequisites: SW 331, SW 332, SW 333, and SW 334. Fee: \$10 per credit hour.

SW 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 480 hours of direct field experience is required for the major in social work. Graded S/U. Corequisite: SW 489. Prerequisites: SW 486 and SW 495. Fee: \$10 per credit hour.

SW 488 Social Work 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 485 and SW 486. Prerequisites: SW 331, SW 332, SW 333, SW 334.

SW 489 Social Work 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 488 and SW 495.

SW 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, junior status, and permission of the Social Work program director.

SW 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.

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.

GERO 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.

GERO 397 Independent Study (1-3)

May be repeated.

Social Work, Bachelor - SW Major Requirements (60 Hours)

Code	Title	Credits
Required		
SW 202	Introduction to Social Work	3
SW 235	Human Behavior and the Social Environment I	3
SW 238	Introduction to Peace Studies: Peacebuilding and Conflict Resolution	3
SW 331	Social Work Practice I: Micro Methods: Individuals and Families	3
SW 332	Social Work Practice II: Mezzo Methods: Small and Large Groups	3
SW 333	Social Work Practice III: Macro Methods: Communities, Organizations, and Societies	3
SW 334	Social Welfare Policy and Service	3
SW 340	Working with Diverse Populations	3
SW 484	Social Work Research Methods and Statistical Concepts I	3
SW 485	Social Work Research Methods and Statistical Concepts II	3
SW 486 & SW 487	Social Work Field Practicum I and Social Work Field Practicum II	12
SW 488 & SW 489	Social Work Practicum Seminar I and Social Work Practicum Seminar II	4
SW 495	Integrative Seminar	1
Senior Comprehensive e-Portfolio and Oral Examination		
Required Supporting Courses ¹		
	Science course	4
PSYC 156 or PSYC 157	Introduction to Psychology: Culture and Systems or Introduction to Psychology: Science for the Citizen	3
Electives		
Select two of the following or other courses with permission from the student's departmental advisor:		6
SW 236	Human Behavior and the Social Environment II	
SW 341	Relationships, Intimacy and Sexuality Across the Lifespan	
SW 342	Intercultural Leadership Development	
SW 343	Living Fully, Dying Well: Exploring Loss, Grief and Death Across the Lifespan	
SW 360	Health and Human Services Administration	
SW 361	Budgeting and Financial Management for Health and Human Services Administration	

SW 362	Perspectives in Gerontology
SW 363	Grant Writing for Health and Human Services Administration
SW 365	DSM-5 and Mental Health Issues Across the Lifespan
SW 370	Family Violence and Sexual Abuse Issues
SW 390	Special Topics in Social Work
Total Credits	60

¹ A passing grade is required in supporting courses.

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.

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 e-Portfolio and the Senior Comprehensive Oral Examination 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 SW 495 Integrative Seminar and the Social Work Senior Comprehensive e-Portfolio and the Senior Comprehensive Oral Examination.

Gerontology, Minor - GERO Minor Requirements (15 hours)

Code	Title	Credits
GERO 201	Gerontology: Services and Policies	3
SW 362	Perspectives in Gerontology	3
Select three of the following:		9
GERO 320	Alzheimer's Disease and Related Dementias	
PHIL 255	Medical Ethics	
PSYC 401	Psychology of Adult Development and Aging	
SLP 360	Adult Acquired Language Disorders	
SOC 257	Sociology of Families	
SW 341	Relationships, Intimacy and Sexuality Across the Lifespan	
SW 343	Living Fully, Dying Well: Exploring Loss, Grief and Death Across the Lifespan	
SW 360	Health and Human Services Administration	
SW 361	Budgeting and Financial Management for Health and Human Services Administration	
SW 363	Grant Writing for Health and Human Services Administration	
Total Credits		15

Note: Other courses (including independent studies and internships within your major) may be substituted by permission.

Social Work Minor - SW

Minor Requirements (15 Hours)

Code	Title	Credits
Required		
SW 202	Introduction to Social Work	3
SW 235	Human Behavior and the Social Environment I	3
SW 340	Working with Diverse Populations	3
Select two of the following:		6
SW 236	Human Behavior and the Social Environment II	
SW 238	Introduction to Peace Studies: Peacebuilding and Conflict Resolution	
SW 334	Social Welfare Policy and Service	
SW 341	Relationships, Intimacy and Sexuality Across the Lifespan	
SW 342	Intercultural Leadership Development	
SW 343	Living Fully, Dying Well: Exploring Loss, Grief and Death Across the Lifespan	
SW 360	Health and Human Services Administration	
SW 361	Budgeting and Financial Management for Health and Human Services Administration	
SW 362	Perspectives in Gerontology	
SW 363	Grant Writing for Health and Human Services Administration	
SW 365	DSM-5 and Mental Health Issues Across the Lifespan	
SW 370	Family Violence and Sexual Abuse Issues	
SW 390	Special Topics in Social Work	
Total Credits		15

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.

SOCIOLOGY AND CRIMINOLOGY

Department Description

The Department of Sociology and Criminology offers a major in Sociology, a major in Sociology with Criminology concentration, and a minor in Sociology. The field of Sociology ranges from the analysis of individual social behaviors such as family relationships, intergroup relationships, or shopping and consumption patterns—to the study of global social processes—like mass media, colonialization, war, or immigration patterns. The subfield of Criminology examines criminal behavior, the impact of crime, and the criminal justice system.

Sociologists are interested in people's behaviors as social beings. Sociology 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 or institutions like the family, the education system, or the health care system. Those enrolled in the Criminology concentration will apply the sociological perspective to the phenomenon of crime and the criminal justice system to gain an understanding of the impact of crime and the institution of criminal justice on individuals, the family, the community and larger society.

The Sociology curriculum prepares students for careers in which knowledge about social behavior is essential such as business, human services, non-profit organizations, education, or law. The Criminology concentration will prepare students for careers in the criminal justice system, criminal law, and related areas. Additionally, students interested in continuing their education in a graduate program in Sociology, Criminology, or a professional program are prepared for post-baccalaureate study.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Teacher's Preparation

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

Programs

- Criminology Concentration, Sociology, Bachelor of Arts - CRIM (p. 304)
- Sociology, Bachelor of Arts - SOC (p. 303)
- Sociology, Minor - SOC (p. 305)

Department Chair

Mary Ann Kanieski
260 Spes Unica Hall

574-284-4517

Faculty

S. Alexander, K. Faust, M. Kanieski, L. Wang

Student Learning Outcomes

- Students are able to articulate the connection between individuals' lives and larger social forces and/or social structural conditions.
- Students are able to articulate how social structures impact individuals or groups using various theoretical frameworks.
- Students are able to locate, interpret, analyze, and/or produce empirical data about social phenomenon.

Criminology Concentration Student Learning Outcomes

- Students are able to demonstrate knowledge of the major concepts, theoretical perspectives, and findings within criminology.
- Students are able to articulate the impact of inequality on crime, victimhood, and the criminal justice system.
- Students are able to locate, interpret, analyze, and/or produce empirical data about crime and/or its impact.

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.

SOC 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.

SOC 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, 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)

SOC 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.

SOC 255 Race, Ethnicity, and Identity in the United States (3)

The course examines the life experiences and perspectives of various racial and ethnic subcultures in the U.S. Both structural and cultural barriers that lead to unequal access and opportunities for racial and ethnic groups of color will be explored. Race relations as socially constructed by both historical and current cultural and political forces will be analyzed and critiqued. Topics ranging from affirmative action to immigration and assimilation to "white privilege" are an integral part of the course.

SOC 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.

SOC 273 Introduction to 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.

SOC 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, and a 200 level SOC course.

SOC 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, or nationality, 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.

SOC 320 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 for various subcultures in schools will be explored and analyzed. Additionally, the course will focus on the social forces and cultural context of higher education, and colleges and universities as social institutions. Prerequisites: SOC 153 or 200 level SOC course.

SOC 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 and either a 200 level SOC course or GWS 207.

SOC 340 Juvenile Delinquency (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, and a 200 level SOC course.

SOC 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 SW 202.

SOC 350 Global and Diverse 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.

SOC 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 and either a 200 level SOC course or GWS 207.

SOC 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.

SOC 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. Prerequisite: Completion of Sophia LO1: Mathematical Arts or permission of the instructor.

SOC 374 Police, Courts, & Corrections (3)

Police, Courts, and Corrections are the three major components of the criminal legal system. This course will focus on the criminal justice process and how the various components of criminal justice interact with one another, and specifically examine their inter-dependent relationship. We will look at historic and current institutional practices, policies, and legal issues as they pertain to policing, courts, and corrections. As a sociology course, special attention will be paid to relationships between race, gender, class, age, gender identity, ability (and more) within the criminal justice system and the unique challenges that present when these social categories interact. Prerequisites: SOC 153 or a 200 level SOC

SOC 375 Comparative Criminology (3)

This course takes a topical-approach to the comparison of the United States criminal justice system and a number of selected criminal justice systems from around the world. Questions regarding the underlying approach to justice in various countries are considered. Special attention is paid to crime as both a social and individual phenomenon and to both the social and legal reactions to crime in selected parts of the world. Prerequisite: SOC 273.

SOC 382 Sociology of Popular Culture (3)

This course examines contemporary theories about popular culture. Particular attention is given to the symbiotic relationship between popular culture and political economy, and to the impact of American popular culture on both American society and on the emerging global culture. Prerequisites: SOC 153, and a 200 level SOC course.

SOC 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.

SOC 390 Special Topics in Sociology (1-3)

A seminar focusing upon a topic of special interest in Sociology/Criminology not covered in the regular department offerings. May be repeated with different topic. Prerequisite: SOC 153 or another 200 level SOC course or permission of the instructor.

SOC 485 Research Tutorial (1-3)

The research tutorial program is designed to permit students to learn various aspects of research by working with a faculty member on his/her current research. Projects will entail exposure to a variety of research forms and procedures. All participants must have a 3.0 average, a minimum of 12 hours completed in the department, and must have been selected by a faculty member. May be repeated with a different topic for a maximum of six credit hours, only three of which apply to the hours required for a major in the department. Graded S/U. Prerequisites: 12 hours in SOC, junior or senior status and permission of both the instructor and the department chair.

SOC 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.

SOC 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.

SOC 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. May be repeated.

Sociology, Bachelor of Arts - SOC

Major Requirements (34 Hours)

Code	Title	Credits
Required		
SOC 153	Sociological Imaginations	3
SOC 203	Social Problems	3
SOC 319	Social Theories	3
SOC 371	Sociological Statistics Lab	1
SOC 372	Sociological Statistics	3
SOC 384	Sociological Research Methods	3
SOC 495	Senior Seminar	3
Category 1: Social Institutions within the Social Structures		
Select two of the following courses:		6
SOC 257	Sociology of Families	
SOC 273	Introduction to Crime and Society	
SOC 306	Consumer Society	
SOC 320	Social Inequalities in Education	
SOC 340	Juvenile Delinquency	
SOC 382	Sociology of Popular Culture	
Category 2: Social Relationships: Structures of Power and Oppression		
Select two of the following courses:		6
SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	
SOC 222	Contested Masculinities	
SOC 255	Race, Ethnicity, and Identity in the United States	
SOC 330	Gender and Law	
SOC 345	Sociology of Poverty	
SOC 350	Global and Diverse Childhoods	
SOC 360	Social Stratification: Class, Gender, Race	
SOC 374	Police, Courts, & Corrections	
SOC 375	Comparative Criminology	
Category 3: Sociology Electives		
Select one of the following courses:		3
SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	
SOC 222	Contested Masculinities	
SOC 255	Race, Ethnicity, and Identity in the United States	
SOC 257	Sociology of Families	
SOC 273	Introduction to Crime and Society	
SOC 306	Consumer Society	
SOC 320	Social Inequalities in Education	
SOC 330	Gender and Law	
SOC 340	Juvenile Delinquency	
SOC 345	Sociology of Poverty	
SOC 350	Global and Diverse Childhoods	
SOC 360	Social Stratification: Class, Gender, Race	
SOC 374	Police, Courts, & Corrections	
SOC 375	Comparative Criminology	
SOC 382	Sociology of Popular Culture	
SOC 390	Special Topics in Sociology	

SOC 485	Research Tutorial	
SOC 497	Advanced Independent Study in Sociology	
SOC 499	Sociology Internship	
Total Credits		34

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

For the Senior Comprehensive, each student completes an original research study or theoretical analysis of a sociological topic and presents her work to the Sociology faculty. Successful completion of SOC 495 Senior Seminar and the Senior Comprehensive project satisfies the senior comprehensive requirement.

Criminology Concentration, Sociology, Bachelor of Arts - CRIM

Major Requirements (34 Hours)

Code	Title	Credits
Required		
SOC 153	Sociological Imaginations	3
SOC 273	Introduction to Crime and Society	3
SOC 319	Social Theories	3
SOC 371	Sociological Statistics Lab	1
SOC 372	Sociological Statistics	3
SOC 384	Sociological Research Methods	3
SOC 495	Senior Seminar	3
Category 1: Criminology		
Select three of the following courses:		9
SOC 330	Gender and Law	
SOC 340	Juvenile Delinquency	
SOC 374	Police, Courts, & Corrections	
SOC 375	Comparative Criminology	
SOC 499	Sociology Internship	
Category 2: Social Relationships in Criminology: Structures of Power and Oppression		
Select one of the following courses:		3
SOC 203	Social Problems	
SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	
SOC 222	Contested Masculinities	
SOC 255	Race, Ethnicity, and Identity in the United States	
SOC 345	Sociology of Poverty	
SOC 350	Global and Diverse Childhoods	
SOC 360	Social Stratification: Class, Gender, Race	
Category 3: Sociology or Criminology elective		
Select one of the following courses:		3
SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	
SOC 222	Contested Masculinities	
SOC 255	Race, Ethnicity, and Identity in the United States	
SOC 257	Sociology of Families	
SOC 273	Introduction to Crime and Society	
SOC 306	Consumer Society	
SOC 320	Social Inequalities in Education	
SOC 330	Gender and Law	
SOC 340	Juvenile Delinquency	
SOC 345	Sociology of Poverty	
SOC 350	Global and Diverse Childhoods	
SOC 360	Social Stratification: Class, Gender, Race	
SOC 374	Police, Courts, & Corrections	
SOC 375	Comparative Criminology	
SOC 382	Sociology of Popular Culture	
SOC 390	Special Topics in Sociology	
SOC 485	Research Tutorial	
SOC 497	Advanced Independent Study in Sociology	

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

For the Senior Comprehensive, each student completes an original research study or theoretical analysis of a sociological topic and presents her work to the Sociology faculty. Successful completion of SOC 495 Senior Seminar and the Senior Comprehensive project satisfies the senior comprehensive requirement.

Sociology, Minor - SOC

Minor Requirements (15 Hours)

Code	Title	Credits
Required		
SOC 153	Sociological Imaginations	3
or SOC 203	Social Problems	
Category 1: Social Institutions within the Social Structures		
Select one of the following courses:		3
SOC 257	Sociology of Families	
SOC 273	Introduction to Crime and Society	
SOC 306	Consumer Society	
SOC 320	Social Inequalities in Education	
SOC 340	Juvenile Delinquency	
SOC 382	Sociology of Popular Culture	
Category 2: Social Relationships: Structures of Power and Oppression		
Select one of the following courses:		3
SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	
SOC 222	Contested Masculinities	
SOC 255	Race, Ethnicity, and Identity in the United States	
SOC 330	Gender and Law	
SOC 345	Sociology of Poverty	
SOC 350	Global and Diverse Childhoods	
SOC 360	Social Stratification: Class, Gender, Race	
SOC 374	Police, Courts, & Corrections	
SOC 375	Comparative Criminology	
Category 3: Electives		
Select two of the following courses (if not used above):		6
SOC 153	Sociological Imaginations	
SOC 203	Social Problems	
SOC 220	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	
SOC 222	Contested Masculinities	
SOC 255	Race, Ethnicity, and Identity in the United States	
SOC 257	Sociology of Families	
SOC 273	Introduction to Crime and Society	
SOC 306	Consumer Society	
SOC 320	Social Inequalities in Education	
SOC 330	Gender and Law	
SOC 340	Juvenile Delinquency	
SOC 345	Sociology of Poverty	
SOC 350	Global and Diverse Childhoods	
SOC 360	Social Stratification: Class, Gender, Race	
SOC 374	Police, Courts, & Corrections	
SOC 375	Comparative Criminology	
SOC 382	Sociology of Popular Culture	
SOC 390	Special Topics in Sociology	
SOC 485	Research Tutorial	
SOC 497	Advanced Independent Study in Sociology	

SOC 499	Sociology Internship	
Total Credits		15

SPEECH LANGUAGE PATHOLOGY

Department Description

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

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. 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.

Study Abroad

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. Learn more about the various Study Abroad opportunities (p. 50).

Governmental Requirements for some Professions

Some professions (e.g. nursing, teaching, social work, speech therapy, accounting, etc.) require specific requirements for licensure and/or hiring (e.g. acceptable criminal background check, sex offender check, drug and alcohol testing, citizenship or permanent resident status documentation, valid immigration status for non-US citizens, valid social security number, etc.). Such requirements may also apply to required clinical and fieldwork, or other out-of-class room experience necessary to complete degree requirements in the majors related to these professions. These requirements are determined by laws and regulations at both the state and federal levels and are subject to change. *Saint Mary's College strongly urges all admitted and current students to research and understand the appropriate requirements for their intended course of study and profession. Compliance with these requirements is the responsibility of the student and the graduate.* You should become informed and continue to monitor such requirements as laws and other legal requirements are subject to change.

Programs

There are several paths to completion in Speech Language Pathology.

- Speech Language Pathology, 4+1 BA-MS - 41SP (<https://catalog.saintmarys.edu/undergraduate/programs/speech-language-pathology/speech-language-pathology-41-ba-ms/>)
- Speech Language Pathology, Bachelor of Arts - SLP (p. 309)

Continue at Saint Mary's

- Autism Studies, Master of Autism Studies and Speech Language Pathology, Master of Science, Dual Degree (p. 341)
- Speech Language Pathology, Master of Science (p. 356)
- Speech Language Pathology, 4+1 BA-MA (<https://catalog.saintmarys.edu/undergraduate/programs/speech-language-pathology/speech-language-pathology-41-ba-ms/>) (Pending final approval)

Department Chair

Carla Youngdahl
314 Spes Unica Hall
574-284-5093

Faculty

K. Boynton, P. Geels, L. Kim, S. Latham, J. Lovett, C. Stillson, K. Thomas, J. Voor, C. Youngdahl

Student Learning Outcomes

Students will exhibit the knowledge and skills required in the discipline of Speech Language Pathology:

- 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.
- 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.

Speech Language Pathology Courses

SLP 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.

SLP 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.

SLP 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 SLP 220.

SLP 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.

SLP 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: SLP 220.

SLP 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: SLP 220.

SLP 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: SLP 220, SLP 230, SLP 240, and SLP 310.

SLP 340 Audiology for the Speech-Language Pathologist (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: SLP 220

SLP 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: SLP 240, SLP 310, and SLP 334.

SLP 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.

SLP 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: SLP 220, SLP 230, SLP 240, SLP 310, SLP 330, and SLP 334.

SLP 420 Aural Rehabilitation (3)

This course introduces students to the theories and procedures used to provide aural/audiological rehabilitation to children and adults who have hearing loss and to provide concomitant services to their family members. Prerequisites: SLP 340

SLP 450 Multi-Cultural Populations: Communication Disorders Across Cultures (3)

This course examines the background, values/beliefs, and language issues of culturally and linguistically diverse populations. Specifically, Black, Latino, Native American, and Asian populations are studied to aid in distinguishing language differences from disorders.

SLP 485 SLP Clinical Practicum (3)

Provides clinical experience for students interested in speech language pathology. Prerequisite: SLP 220, SLP 230, SLP 240, SLP 310, SLP 330, SLP 334 and SLP 412.

SLP 486 Research Practicum (1-3)

The purpose of this course is to introduce students to research in the fields of speech language pathology and audiology. Through participation in original experimental or theoretical investigations and in collaboration with a member of the faculty, students will relate research to clinical practice, both from a historical perspective and a contemporary, evidence-based practice perspective. Students will enhance their research skills, and hone their clinical and research interests and professional development through this course.

SLP 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.

SLP 497 Independent Study (1-3)

Students may carry independent study with an approved instructor. Content is dependent on student need and interest. Prerequisite: Department Approval.

Speech Language Pathology, Bachelor of Arts - SLP

Major Requirements (48-49 Hours)

Code	Title	Credits
Recommended Courses		
The following are highly recommended to fulfill General Education Requirement (see advisor for details):		
One Sophia Program approved Literature ENLT course		
One Sophia Program approved Natural Science BIO course		
One Sophia Program approved Natural Science PHYS course or CHEM course		
Required		
SLP 220	Introduction to Communicative Disorders	3
SLP 230	Anatomy and Physiology of the Speech and Hearing Mechanism	3
SLP 240	Phonetics	3
SLP 310	Child Language Development	3
SLP 330	Speech and Hearing Sciences	3
SLP 334	Evaluation Procedures in Speech and Language Pathology	3
SLP 340	Audiology for the Speech-Language Pathologist	3
SLP 350	Speech Sound Disorders	3
SLP 412	Clinical Methods and Supervised Observation	3
SLP 420	Aural Rehabilitation	3
SLP 450	Multi-Cultural Populations: Communication Disorders Across Cultures	3
SLP 485	SLP Clinical Practicum	3
Required Supporting Courses		
PSYC 156	Introduction to Psychology: Culture and Systems	3
or PSYC 157	Introduction to Psychology: Science for the Citizen	
PSYC 201	Child Development	3-4
& 201L	and Child Development Laboratory	
or PSYC 305	Lifespan Developmental Psychology	
PSYC 324	Statistics in Psychology	3
or SOC 372	Sociological Statistics	
Electives		
Select one of the following (or other courses substituted by permission):		3
SLP 224	Sign Language	
SLP 360	Adult Acquired Language Disorders	
SLP 490	Special Topics	
PSYC 325	Research Methods in Psychology	
PSY 43455	Psycholinguistics (at Notre Dame)	
PSY 43271	Autism (at Notre Dame)	
Total Credits		48-49

Code	Title	Credits
SLP 220	Introduction to Communicative Disorders	3
SLP 230	Anatomy and Physiology of the Speech and Hearing Mechanism	3
SLP 240	Phonetics	3
SLP 310	Child Language Development	3
SLP 330	Speech and Hearing Sciences	3

Advanced Writing Proficiency

The Advanced Writing Proficiency is fulfilled through successful completion of the clinical portfolio consisting of writing assignments that demonstrate the ability to write in categories essential to the professions in communicative science and disorders.

Senior Comprehensive

Successful completion of SLP 485 SLP Clinical Practicum Satisfies the Senior Comprehensive requirement.

Effective for the Entering Class of 2016

In order to be officially accepted into the speech language pathology major at the end of the sophomore year, a student must have a cumulative GPA of 3.0 and a minimum prerequisite SLP GPA of 3.25 in the following courses:

GRADUATE POLICIES AND PROGRAMS

A graduate degree should be more than just a diploma.

Open to men and women, the graduate programs at Saint Mary's combine our top-level academics, a commitment to social responsibility, and an eye toward innovation. Through this curriculum, you will better both yourself and your profession. Many institutions can provide you with the skills and knowledge to excel at what you do. It takes a place like Saint Mary's, however, to combine the technical knowledge with leadership development and attention to service. Whether you are delivering care to those in need or using data to make a difference in the world around you, by earning your graduate degree from Saint Mary's you will be skilled, knowledgeable, and ready to serve others. If you're a motivated learner who wants to take your education higher, then Saint Mary's College's graduate programs should be your learning destination.

GRADUATE ACADEMIC CALENDAR

2020-2021 Graduate Academic Calendar

Due to COVID-19, dates for 2020–2021 academic year are subject to change.

Fall Semester 2020

Date	Day	Event
August 7-16	Fri–Sun	Check-in process for all students
August 10	Monday	Classes begin at 8 a.m.
August 16	Sunday	Last day to add classes on PRISM (11:59 p.m.)
September 11	Friday	Last day to drop classes
October 26	Monday	Pre-registration for spring semester in PRISM 2021 begins
November 12	Thursday	Last class day
November 13-15	Fri–Sun	Study days (no examinations)
November 16-20	Mon–Fri	Final examinations
November 24	Tuesday	All grades due in PRISM by 12 noon

Spring Semester 2021

Due to COVID-19, dates for Spring 2021 academic semester are subject to change.

Date	Day	Event
January 29-February 7	Fri–Sun	Enrollment for all students
February 1	Monday	Classes begin at 8 a.m.
February 7	Sunday	Last day to add classes on PRISM (11:59 p.m.)
February 22	Monday	Reading Day
March 5	Friday	Last day to drop classes
March 1	Sunday	Deadline for 2020–21 Financial Aid application
March 23	Tuesday	Reading Day
April 12	Monday	Pre-registration for fall semester 2020 begins
April 2	Friday	Easter Holiday
April 5	Monday	Classes resume at 8 a.m.
May 11	Tuesday	Last class day
May 12, 13, 16	Fri–Sun	Study days (no examinations)
May 14-15, 17-19	Mon–Fri	Final examinations
May 25	Tuesday	All grades due in PRISM by 12 noon
May 22	Saturday	Commencement

Summer Session 2021

Due to COVID-19, dates for Summer 2021 academic semester are subject to change.

Date	Day	Event
May 24	Monday	Classes begin
May 24	Monday	Last day to add classes on PRISM
August 6	Friday	Last class day
August 10	Tuesday	All grades due by noon
August 19	Thursday	Official date of completion for August graduates

2021-2022 Graduate Academic Calendar

Dates for semesters beyond the 2021–2022 academic year are provided for reference and should be considered tentative.

Fall Semester 2021

Date	Day	Event
August 22-29	Sun–Sun	Enrollment for all students
August 23	Monday	Classes begin at 8 a.m.
August 25	Wednesday	Mass of the Holy Spirit (no classes between 11 a.m. and 1 p.m.)
August 29	Sunday	Last day to add classes on PRISM (11:59 p.m.)
September 24	Friday	Last day to drop classes
October 16-24	Sat–Sun	Mid-semester break
October 25	Monday	Classes resume at 8 a.m./Advance registration begins
November 15	Monday	Pre-registration for spring semester 2021 begins
November 24-28	Wed–Sun	Thanksgiving Holiday
November 29	Monday	Classes resume at 8 a.m.
December 9	Thursday	Last class day
December 10-12	Fri–Sun	Study days (no examinations)
December 13-17	Mon–Fri	Final examinations
December 21	Tuesday	All grades due in PRISM by 12 noon

Spring Semester 2022

Date	Day	Event
January 9-16	Sun–Sun	Enrollment for all students
January 10	Monday	Classes begin at 8 a.m.
January 16	Sunday	Last day to add classes on PRISM (11:59 p.m.)
January 17	Monday	Martin Luther King Day no classes
February 11	Friday	Last day to drop classes
March 1	Monday	Deadline for 2021-22 Financial Aid application
March 5-13	Sat–Sun	Mid-semester break
March 14	Monday	Classes resume at 8 a.m./Advance registration begins
April 15-18	Fri–Mon	Easter Holiday
April 19	Tuesday	Classes resume at 8 a.m.
April 11	Monday	Pre-registration for fall semester 2021 begins
April 28	Thursday	Last class day
April 29–May 1	Fri–Sun	Study days (no examinations)
May 2-6	Mon–Fri	Final examinations
May 10	Tuesday	All grades due in PRISM by 12 noon
May 14	Saturday	Commencement

Summer Session 2022

Date	Day	Event
May 16-23	Sun–Sun	Enrollment for all students
May 16	Monday	Classes begin
May 16	Monday	Last day to add classes on PRISM
August 5	Friday	Last class day
August 9	Tuesday	All grades due by noon
August 18	Thursday	Official date of completion for August graduates

GRADUATE ADMISSION

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 unless applying to a 4+1. Candidates are normally expected to have maintained at least a 3.0 cumulative GPA in undergraduate coursework. 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.
- 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 documentation to be submitted directly to the processor while others allow for documentation to be sent to the College. Instructions on how materials should be submitted are on the grad.saintmarys.edu (<http://grad.saintmarys.edu>) website.

4+1 Pathway for Saint Mary's Undergraduate Students

Saint Mary's College students may apply to and be admitted to certain graduate programs prior to earning their bachelor's degree allowing them to begin their graduate coursework as an undergraduate student. Students typically apply to the 4+1 programs during the junior year. Students completing a 4+1 program earn their bachelor's and master's degrees in five years saving both time and money. 4+1 programs are available for the Master of Autism Studies and Master of Science in Data Science. Please see the respective program section for program specific details.

Application Requirements

- Application Form
- Personal Statement

Application deadline: December 1.

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.

Matriculation

Accepted students must confirm their intention to enroll by submitting an enrollment deposit which will be applied toward the first term's tuition (a portion of which will be applied as a 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 Studies 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. 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 enrollment deposit. For campus-based programs, upon submission of the deposit and verification of financial responsibility, a 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 for student visa information.

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.

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 contact the Office of Graduate Studies for an application for readmission. The application for readmission requires a personal statement stating the reasons for seeking readmission to the program and all transcripts and course descriptions for academic work completed during the intervening time. The program's admission committee will review the application, along with any new academic information before the student receives a decision.

CAMPUS LIFE

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 Safety, 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

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

Graduate students are not required to live on campus but may choose to do so. Female graduate students in campus based programs 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.

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, residence hall association, 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.

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. These prayer opportunities are ecumenical and often include student presiding and preaching. The community also gathers to pray before Christ during Solemn Exposition of the Eucharist. 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, 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. An active Catholic Relief Services group engages students to work for global justice.

The Center for Spirituality (CFS)

Founded in 1984 with generous support from the Sisters of the Holy Cross, the Center for Spirituality offers programs that promote the engagement between faith and reason and the connection between mind, body, and spirit. Spirituality at the Center is discussed as an academic discipline and as a way of life and includes individual and social dimensions of spirituality. Programming draws on intellectual resources in the Catholic and Christian heritage as well as how individuals practice faith in their daily lives to develop critical conversations around contemporary religious issues, especially as they relate to women's experience. Opportunities for students include: annual fall and spring lecture series on designated themes; the Madeleva Lecture given annually by a prestigious female scholar of religion; and the Real Life Project seminar in vocation, inviting students in small groups to discuss the ways in which faith intersects with their future careers and life callings

The Office for Civic and Social Engagement (OCSE)

The Office for Civic and Social Engagement is the campus organization which facilitates engagement in the community. This includes 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. 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 Fall 2020 semester. Specific information regarding these costs for the Spring 2021 semester will not be available until January 2021.

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

Description	Amount
Master of Science in Data Science:	
Entering Fall 2020 (36 credit hours)	\$675 per credit hour
Program Fee	\$150 per credit hour
Master of Autism Studies:	
Entering Fall 2020 (36 credit hours)	\$675 per credit hour
Program Fee	\$200 per credit hour
Master of Science in Speech Pathology:	
Cohort Entering Fall 2020	\$675 per credit hour
Program Fee	\$320 per credit hour
Doctor of Nursing Practice:	
Cohort Entering Fall 2020	\$675 per credit hour
Program Fee	\$225 per credit hour
Dual Degree - Master of Autism Studies and Master of Speech Language Pathology:	
Cohort Entering Fall 2020	\$675 per credit hour
Program Fee	\$250 per credit hour
Undergraduate Courses taken by Graduate Students:	\$675 per credit hour

Application Fees

Description	Amount
Data Science (payable to GRADCAS)	\$24
Nursing Practice (payable to Nursing CAS)	\$70
Speech Pathology (payable to CSDCAS)	\$125
Dual Degree in Autism Studies and Speech Pathology (payable to CSDCAS)	\$125
Master of Autism Studies (payable to GRADCAS)	\$24

Housing Charges ¹

Description	Amount
Single Room	\$4,290 per semester
Single Room with bath	\$4,610 per semester
Double Room	\$4,010 per semester
Double Room with bath	\$4,340 per semester
Triple Room	\$3,615 per semester
Triple Room with bath	\$3,945 per semester
Quad Room	\$3,280 per semester
Quint Room	\$2,805 per semester

¹ Additional charges for housing and board may be incurred during required on-campus events for hybrid programs. Please visit program website for details.

Board Charges ¹

Description	Amount
Board Plan	\$2,560 per semester

¹ Additional charges for housing and board may be incurred during required on-campus events for hybrid programs. Please visit program website for details.

Deposits

Description	Amount
Enrollment deposit (new students)	\$500

Applicants offered admission to a graduate program must reserve their seat by submitting a non-refundable deposit. This deposit will be applied toward the first semester charges. Additionally, women enrolling in the Master of Science in Speech Language Pathology program may live on campus. A deposit is required to reserve a seat in the class and begin the housing process. This deposit is non-refundable, and is applied as follows: \$300 toward the first semester charges and \$200 as a security deposit for on-campus housing.

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 charges. 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:

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

- Tuition, Program Fees, Room and Board (if applicable):

Calendar Weeks	Percentage
First week	70%
Second week	55%
Third week	40%
Fourth week	25%

- 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.

2. Withdrawal is due to protracted illness or another involuntary situation:

- Tuition: A *pro rata* refund based upon the portion of the semester that has elapsed, up to a maximum of 60 percent of the total charges, will be made. No refund will be made once 60% of the semester is completed.
- Room and board charges: A refund equal to 60 percent for each remaining calendar day of the semester will be made. No refund will be made once 60% of the semester is completed.

3. 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):

- Tuition and Fees:

Calendar Weeks	Percentage
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

4. 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.

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 Strategy and Finance, Saint Mary's College, Notre Dame, IN 46556. All notices of intention to withdraw must be made in writing and received by the Program Director to be considered official. Any refunds will be considered official. Refunds for all funds excepting financial aid received from state and/or federal sources, which may have its own regulatory requirements, will be based on the date that the withdrawal process was initiated by the student. Refunds may not be back-dated beyond this initiation date.

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 by the Program Director 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 Registrar's Office.

Unpaid Balance

Transcripts, grade reports, and diplomas will be withheld from 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 billing statement which will be sent 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.

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 semester delinquent payment plan. 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.

FINANCIAL AID

Many students share common concerns about the cost of graduate education. 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 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, at (574) 284-4557 or via email at finaid@saintmarys.edu. The office is open from 8 a.m. to 5 p.m. Monday through Friday during the school year and usually from 7:30 a.m. to 4:30 p.m. during the summer. When contacting our office, please have the student 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/web/home-community/graduate-students-main

(<http://my.saintmarys.edu/web/home-community/graduate-students-main/>).

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 fafsa.gov (<http://fafsa.gov>), and the application should be completed before May 1.

Financial Aid Deadlines

Date	Description
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.

Cost to Attend Saint Mary's College

minus Expected Student Contribution

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 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 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 notification within two weeks of when Saint Mary's College has received their financial aid application and the student has been admitted. Returning student award notifications are usually sent 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 classes 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 fafsa.gov (<http://fafsa.gov>) and transfer data from their IRS tax return to the FAFSA, or the tax payer needs to request a Tax Return 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.

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 1.059 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 2019–2020 academic year, the interest rate was 6.08 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 4.236 percent with this loan. The interest rate is fixed. For the 2019–2020 academic year, the interest rate was 7.08 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/>).

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 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	60 Credits	90 Credits
MS Data Science	36 Credits	54 Credits
Doctor of Nursing Practice	77 Credits	115.50 Credits
Master of Autism Studies	36 Credits	54 Credits
MS Speech Pathology and Masters of Autism	87 Credits	130.50 Credits

Timing of Reviews

Current financial aid recipients will have their academic progress reviewed at the end of each semester. The results of the fall semester SAP review will be used to determine federal eligibility for spring. If it is

determined that their SAP is below the standards upon their return, then a warning letter needs to be sent to the student to inform her that she will be eligible for federal aid during the spring semester on a warning status, but will need to meet the minimum standards at the end of the spring semester when our SAP process is run.

Financial Aid Warning

A student is placed on a warning status the first semester they fail to meet the Satisfactory Academic Progress standards. This status allows students to receive federal financial aid during the warning semester, but students must meet the minimum requirements at the following review in order to continue receiving federal financial aid. As an example, if a student is below one or more of the standards at the end of the fall semester, then their SAP status for spring will be a warning. When SAP is completed at the end of the spring semester, the student must meet the standards to receive aid for their next enrolled semester. If they are still below the requirements, then they may appeal to have their federal aid reinstated (see Appeals below).

Appeals

Students on financial aid termination may appeal the loss of aid due to not meeting any of the SAP standards (cumulative GPA, pace, and maximum time frame) *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. Circumstances such as a student taking too many classes or not being prepared for their coursework are not appealable circumstances. Allowances may also be made for students who have a documented disability. Students are not limited on the number of appeals they submit and are not required to meet with a financial aid staff member prior to submission of an appeal. will allow the student to achieve the minimum standards at the end of the next semester. Students are notified by email of the results of their appeal.

Appeals can be made in writing to the Associate/Assistant Director of Financial Aid no later than two weeks after the start of each semester. If a student submits a paper copy, she needs to sign the letter, and an email copy must be sent from her Saint Mary’s email address. 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. Supporting documentation may be requested to substantiate a student’s circumstances and chances for improvement (i.e. a letter from a doctor or counselor, current grades, etc.). Appeals are reviewed on a case-by-case basis. Submission of an appeal does not guarantee reinstatement of financial aid eligibility. Students are notified by email of the results of their appeal within 2-3 weeks of submission. If the student wishes to appeal a denial, then she will submit a letter and additional documentation to the Director of Financial Aid.

Appeal Review

When a student submits a Satisfactory Academic Progress appeal, it will be coded in Banner as APLSAP and routed to the Associate/ Assistant Director. It will be reviewed for completion (i.e. acceptable letter and additional documentation if needed). The student will be contacted via her Saint Mary’s email by the Associate/Assistant Director if additional documentation is needed and has two weeks from the point of contact to supply requested information. If the documentation is not submitted then the appeal will be considered denied. If documentation

is submitted late, it will be at the discretion of the Review Committee to continue the review. Once the appeal paperwork is complete, the letter and accompanying documentation is sent to the Review Committee. The Associate/Assistant Director will utilize the SAP Form and complete the top half for the Review Committee.

The Review Committee will determine if the student's circumstances are allowable and well explained, and whether he/she supplied a reasonable plan for improvement. The supporting documentation will also be reviewed to ensure it supports the student's claims that the circumstance led to his/her performance. Exceptions may be made if a student had a poor first semester, and improved his/her second semester but did not have enough time to raise his/her GPA/pace. Each member will complete the SAP Form and return it to the Associate/Assistant Director. If 2/2 approve the appeal, then the student's appeal will be approved. If 1/2 deny the appeal, then the appeal will be forwarded to the Director of Financial Aid for final review.

Financial Aid Probation

Students are placed on probation if the appeal they submit after their warning semester is approved. Students on probation are still eligible for their full federal aid funding, but must meet the minimum standards at the conclusion of the following semester to continue receiving federal aid. As an example, a student is on a warning status for the spring semester and at the spring SAP review has not met the minimum requirements. He/She submits an appeal which is approved for the fall semester. The student's SAP status is probation by appeal for the fall semester.

Academic Plans

Any student that has an appeal approved will receive an Academic Plan from the Review Committee if it is determined that the student will need more than one semester to meet the minimum standards. This information will be supplied to the student with the appeal decision. The Academic Plan will include GPA/Pace requirements (or measurable requirements) that are necessary to bring the student to a satisfactory status within a reasonable amount of time. The Associate/Assistant Director will monitor fulfillment of the Academic Plan at the end of each semester a student is enrolled and still on the plan. If necessary, committee members may make other requirements that are not measurable, but may contribute to the student's improvement (i.e. meeting with Academic Advising, attending Student Success events, meeting with counselor, etc.).

Financial Aid Termination

Students who are placed on financial aid termination as a result of not meeting the minimum standards after a warning/probation period are ineligible for federal financial aid beginning with the subsequent semester unless an appeal is approved (see Appeals above). 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 Appeals above).

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 accepted by the college for the student's degree program will be used to determine completion percentage and maximum time frame. 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% maximum time frame rule. All credits attempted from the first major/degree will count as attempted hours for the new major/degree. The 150% maximum limit will be measured based on the number of credits required for the new major/degree.

Additional Notes

Although Academic Plans are only required to be utilized if a student needs more than one semester to reach the minimum SAP standards, the Review Committee may choose to create an Academic Plan for all students who submit a SAP appeal. In this situation, the Academic Plan will not be monitored at the end of the semester, but the student will go through the normal SAP review process. This may benefit students by offering them an idea of what is required of them during their probation semester in order to earn the required GPA/completion percentage.

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.

Saint Mary's Aid Programs

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 Doctor 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 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 studentloans.gov (<http://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 studentloans.gov (<http://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 studentloans.gov (<http://studentloans.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.

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.

ACADEMIC LIFE

Saint Mary's College offers graduate students an outstanding curricular program in the form of masters degrees and a professional doctorate. These programs are supported by the Office of Graduate Studies as well as other offices and services throughout the College. This office also implements graduate academic policies and procedures of the College.

Division of Academic Affairs

The Associate Provost and Dean of Faculty currently heads the Office of Graduate Studies which includes the Director of Graduate Admissions, the Assistant Director of Admission Marketing for Graduate Programs, 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 Associate Provost and Dean of Faculty 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 within which the student is accepted, provide direct support for students seeking advising, course registration assistance, advice on study strategies, stress relief, 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, by contacting the office in 114 Spes Unica by calling (574) 284-4775, or emailing cco@saintmarys.edu. Services and assistance can be provided in person as well as by email, Skype, and telephone.

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 alumni 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 results. 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. Resources are available through the CCO portal community 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> (<http://collegecentral.com/saintmarys/>).

Alumnae Resource Network

The ARN houses contact information for over 8,000 alumni 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.

Disabilities 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, or
- 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 is responsible for arranging accommodations with the Disabilities Resource Office and with his or her professors each semester. Students in online graduate programs who need accommodations must email the Disabilities Resource Office to set up an appointment via phone or video chat such as Skype. The student will sign a release of information allowing the Disabilities Resource Office to inform his or her professors of the approved accommodations each semester, and must make a follow-up appointment to meet with each professor to discuss the implementation of the accommodations. Faculty are not authorized to grant academic accommodations and those receiving requests will refer students back to the Disabilities Resource Office.

Office of Student Success

Located in the Academic Resource Center in Madeleva Hall, the Office for Student Success offers workshops, programs, and individual consultation for all Saint Mary's College students. This office provides assistance to students covering topics such as time management, study strategies, and stress relieving strategies.

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.

Add/Drop

Full semester courses offered in the fall, spring, or summer sessions and online asynchronous courses that meet for at least 8 weeks may be added or dropped until the end of the first week of class. Courses meeting less than 8 weeks may be added or dropped before the beginning of the second class meeting.

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 as 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 Doctor (DNP)

The DNP is a terminal degree in nursing and, as a clinical doctor, emphasizes expert clinical practice. To qualify for the DNP degree, all students must successfully complete the required course work in their program of study:

- complete a minimum of 77 credits and a minimum of 1,000 supervised practicum hours and should be completed in 12 semesters.
- 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.

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, 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:

Enrollment Status	Fall/Spring	Summer
Full-time	8 credit hours	6 credit hours
Half-time	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 fewer credit hours

Please see program policies for additional enrollment requirements for individual programs.

Governmental Requirements for Some Professions

Some professions (e.g. nursing, teaching, social work, speech therapy, accounting, etc.) require specific requirements for licensure and/or hiring (e.g. acceptable criminal background check, sex offender check, drug and alcohol testing, citizenship or permanent resident status documentation, valid immigration status for non-US citizens, valid social security number, etc.). Such requirements may also apply to required clinical and field work, or other out-of-class room experience necessary to complete degree requirements in the majors related to these professions. These requirements are determined by laws and regulations at both the state and federal levels and are subject to change. *Saint Mary's College strongly urges all admitted and current students to research and understand the appropriate requirements for their intended course of study and profession. Compliance with these requirements is the responsibility of the student and the graduate.* You should become informed and continue to monitor such requirements as laws and other legal requirements are subject to change.

Privacy of Education Records (FERPA)

The Family Educational Rights and Privacy Act is a federal law that protects the privacy of education records for all students at Saint Mary's College. Education records are considered confidential and may not be released to third parties (including parents) without the written consent of the student except in specific circumstances. Additional information about FERPA and student records privacy can be found at www.saintmarys.edu/academics/resources/registrar/ (<http://www.saintmarys.edu/academics/resources/registrar/>).

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:
 - professor
 - teacher
 - librarian

- police officer
 - coach
 - clergy (priest, pastor, nun, rabbi, etc. of a generally recognized faith)
 - military officer (not your direct superior)
 - manager (not your direct supervisor)
 - 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 (<http://www.proctoru.com>)
- **Remote Proctor Now:** on demand proctoring—www.psonline.com (<http://www.psonline.com>)

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 Acting 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.

Other Courses Taken by Graduate Students

Graduate students may elect to take courses for credit outside of their program. All graduate students, full-time and part-time, will be charged the current graduate tuition rate. Undergraduate courses do not affect a graduate student's grade point average. Students interested in taking a course should contact the Office of the Registrar for assistance.

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.
- Communicating and sharing evidence of the dishonesty with the student.
- Imposing an appropriate penalty as stated in the syllabus or as stated in the department handbook if dishonesty happens outside of class.
 - A student who has been found to commit an act of academic dishonesty in a program requirement that lies outside of a particular course, (e.g. comprehensive, thesis, project, or presentation), may fail this requirement. Each program will determine the way in which a student can address the successful completion of this requirement. Students will not be dismissed from their program of study unless they have more than one violation of academic honesty or a single violation of academic honesty that is so egregious as to warrant dismissal. Whether a single instance of academic honesty is raised to the level of the egregiousness will be determined by the Acting Dean of Graduate Studies and the Program Director.
- 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.

Awards

The Carolyn S. Langley Award in Speech Language Pathology is given to the graduate student who embodies the mind, heart and soul of the Speech Language Pathology program at Saint Mary's College. The recipient, chosen by academic and clinical faculty, is superior in scholarly achievement, an adaptive and reflective clinician, culturally sensitive, and compassionate to those in need.

The Madeleva Award is presented annually to the outstanding graduate student selected from the cohort receiving advanced degrees in recognition of scholastic distinction and exceptional achievement.

Grades

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 graduate courses taken. The GPA excludes grades of courses transferred from other colleges. The GPA also excludes grades earned in undergraduate coursework taken at Saint Mary's 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 (<http://saintmarys.edu/prism/>) through the my.saintmarys.edu (<https://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:

Letter Grade	Description
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 Requirements

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 /Late Completion of Graduate Degree Requirements

If a student will have completed all of his/her degree requirements no later than the end of a given calendar year, permission may be requested from the Office of Graduate Studies to walk in commencement exercise as a "degree candidate" in the May of that calendar year (in the only

ceremony Saint Mary's provides its graduates). "Graduate 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.

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 an 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.

Out of Normal Progression and Tuition Policy

Two situations lead to a student being out of the normal program progression:

- When the student is granted a leave of absence for an extenuating circumstance; or
- When the student earns an insufficient grade (lower than B- or Unsatisfactory).

The Graduate Director will prepare an alternate progression plan for the student. Students continuing their studies out of normal progression will

be notified of changes to their tuition fee structure, if any, by the Students Account Manager.

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.

Permanent Record and Transcript

A student’s permanent academic record is maintained in the Office of the Registrar. 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 (<http://my.saintmarys.edu>) portal. Transcripts will not be issued to students or alumni who have not met their financial obligations to the College.

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. A student pursuing a master’s degree at Saint Mary’s may transfer up to 9 credit hours; A student pursuing a doctoral degree at Saint Mary’s may transfer up to 50% of the total credits required for the Saint Mary’s degree. *Transfer students who join a previous cohort will be charged according to the tuition rate applied to that cohort.*

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. Transfer students who join a previous cohort will be charged according to the tuition rate applied to that cohort.

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. (Note: since students participating in 4+1 programs are admitted into a Saint Mary’s graduate program before completing their bachelor’s degree, the number of graduate hours taken in their program between the time of admission into the 4+1 program and the completion of the baccalaureate degree is not limited by this policy.)

Grades for accepted transfer courses are included in the student’s Saint Mary’s graduate GPA.

Withdrawal

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 graduate student wishing to withdraw from a program is required to notify the Office of Graduate Studies and the Program Director.

The date of official written notification will determine the official date of withdrawal. If a graduate student withdraws from the program between the first day of class and the end of the drop period, he/she will be dropped from all classes and a notation of enrollment and a withdrawal entry is made on his/her permanent record. If a graduate student withdraws from the program after the official drop period, he/she will receive grades of “W” or “F” from his/her instructors depending on progress to date.

A graduate student might be non-responsive to attempts to communicate with him/her regarding his/her absence from a course or all courses in the graduate program in which he/she was registered. A student who has not participated in coursework and has been non-responsive will receive

an official notification from the Dean of Graduate Studies. If the student does not respond in seven (7) days, the student may be administratively withdrawn by the Dean of Graduate Studies.

GRADUATE ACADEMIC PROGRAMS

- Autism Studies, Master of Autism Studies - MAST (p. 337)
- Autism Studies, Master of Autism Studies - MAST and Speech Language Pathology - MSSP, Master of Science, Dual Degree (p. 341)
- Data Science, Master of Science - DSCI (p. 346)
- Nursing, Doctor of Nursing Practice - DNP (p. 349)
- Speech Language Pathology, Master of Science - MSSP (p. 356)

AUTISM STUDIES, MASTER OF AUTISM STUDIES

Program Description

The Master of Autism Studies provides students with a unique opportunity to examine autism from scientific, therapeutic, educational, and humanistic perspectives. Students gain deep expertise in autism spectrum disorder by completing a curriculum in which every course focuses on autism. Students also develop the skills needed to become leaders in the interprofessional field of autism services by completing rigorously interdisciplinary coursework and by exploring a broad range of evidence-based approaches to autism intervention. In addition to providing unparalleled interdisciplinary expertise in autism, the Master of Autism Studies is distinctive in the way it incorporates the voices of people on the spectrum into the curriculum as well as in the way it engages with the Catholic intellectual tradition and the mission of Saint Mary's College.

Prerequisites

There are no prerequisites for this program.

Application Requirements

- All applicants must have a bachelor's degree from a regionally accredited college or university, or the international equivalent. The most competitive candidates will have maintained at least a 3.0 cumulative GPA in undergraduate coursework, though experience with autism (such as being autistic, working in an autism-related field, or being a caregiver) will also be taken into account.
- Submission of a completed application form.
- Official transcripts from every college or university attended.
- GRE scores (optional).
- Two to three letters of recommendation from people familiar with the applicant's academic and/or professional abilities, focusing particularly on the potential for success in this program.
- A personal statement that addresses the applicant's reasons for pursuing an advanced degree in autism studies, personal and/or professional objectives for engagement with autism after completing the degree, and how Saint Mary's aligns with these personal and professional objectives.
- Either A) a video interview or B) a sample of academic or professional writing that shows the applicant's ability to communicate effectively.

Applications for the summer term open in September. Saint Mary's College uses the GradCAS application system. The applicant must complete the application form, submit the application fee for GradCAS (no additional fee is collected by Saint Mary's), and provide all supporting documents through the GradCAS application system. The application deadline is March 31.

Paths to Completion

Students will normally complete the Master of Autism Studies degree on either a one-year (15 month) track or a two-year track. Undergraduates from Saint Mary's and other approved institutions may also complete the Master of Autism Studies degree as part of the 4+1 Program in Autism Studies. And students interested in becoming speech language pathologists who specialize in working with people on the spectrum may choose to complete the Master of Autism Studies degree as part of the

dual degree program that combines the Master of Autism Studies and the Master of Science in Speech Language Pathology.

One Year Track

Students pursuing the Master of Autism Studies on the one-year track will take two courses during the first summer term, four courses during the fall semester, four courses during the spring semester, and two courses during the second summer term. The following chart shows the sequence of courses students on the one-year track will typically take to complete the degree.

Course	Title	Credits
First Year		
First Semester		
AUST 500	Gateway: Autistic Experiences	3
AUST 520	A Biopsychosocial Understanding of the Autism Spectrum	3
Credits		6
Second Semester		
AUST 510	Autism and Humanity	3
AUST 530	Quantitative Methods in Autism Research	3
AUST 535	Autism Research Design and Methods	3
AUST 540	Approaches to Autism Intervention	3
Credits		12
Third Semester		
AUST 580	Social Policies and Social Services for Individuals on the Autism Spectrum and Their Families	3
AUST 570	Autism and Education	3
AUST 550	Occupational Therapy and Autism	3
AUST 611	Autism and Ethics	3
Credits		12
Second Year		
First Semester		
AUST 560	Autism and Communication	3
AUST 700	Capstone Project	3
Credits		6
Total Credits		36

Two Year Track

Students pursuing the Master of Autism Studies on the two-year track will complete their degrees in either six or seven terms of study. Students will normally take one to two courses per term for six consecutive terms; depending on their schedules and the nature of their capstone projects, students on the two-year track may choose to complete their capstone course and project either in the sixth term (in which case, AUST 700 Capstone Project would be added as a third course in the spring 2 semester) or in a seventh term of study (summer 3). The following chart shows the sequence of courses students on the two-year track will typically take to complete the degree.

Course	Title	Credits
First Year		
First Semester		
AUST 500	Gateway: Autistic Experiences	3

AUST 520	A Biopsychosocial Understanding of the Autism Spectrum	3
Credits		6
Second Semester		
AUST 540	Approaches to Autism Intervention	3
AUST 535	Autism Research Design and Methods	3
Credits		6
Third Semester		
AUST 580	Social Policies and Social Services for Individuals on the Autism Spectrum and Their Families	3
AUST 550	Occupational Therapy and Autism	3
Credits		6
Second Year		
First Semester		
AUST 560	Autism and Communication	3
Credits		3
Second Semester		
AUST 510	Autism and Humanity	3
AUST 530	Quantitative Methods in Autism Research	3
Credits		6
Third Semester		
AUST 570	Autism and Education	3
AUST 611	Autism and Ethics	3
AUST 700	Capstone Project (taken either second year third semester or third year first semester)	
Credits		6
Third Year		
First Semester		
AUST 700	Capstone Project	3
Credits		3
Total Credits		36

4+1 Program in Autism Studies

The 4+1 Program in Autism Studies allows students to complete a bachelor’s degree and the Master of Autism Studies in five years with a savings of money and time compared with what would be required if they completed both degrees separately. Undergraduates from Saint Mary’s and other approved institutions may apply to the 4+1 Program in Autism Studies during their junior year. If admitted into the program, students will take two autism studies courses during the summer between their junior and senior years (AUST 500 Gateway: Autistic Experiences and AUST 520 A Biopsychosocial Understanding of the Autism Spectrum), and will take one or two additional autism studies courses during the fall and spring semesters of their senior year (normally, AUST 510 Autism and Humanity and/or AUST 611 Autism and Ethics). Students will be charged the rate of undergraduate summer tuition for the courses taken in the summer between their junior and senior years. Since courses taken in the fall and spring of the senior year will be counted as part of the student’s academic year coursework, students will not be charged additional tuition for these courses (as long as they do not exceed 18 credit hours per semester). After their baccalaureate graduation, students will complete all remaining Master of Autism Studies coursework in the fall, spring and summer of their fifth year. For courses taken in the fifth year, 4+1 students will be charged the per credit hour tuition rate equivalent to the

graduate cohort they will be joining. For more information, see the 4+1 Program in Autism Studies section of the bulletin.

Dual Degree Program in Autism Studies and Speech Language Pathology

The Master of Autism Studies and Master of Science in Speech Language Pathology dual degree program provides students with an opportunity to gain expertise in autism and become licensed and certified speech language pathologists while enjoying a savings of cost and time in comparison with what would be required if they pursued these degrees separately. Because this dual degree program combines the Master of Autism Studies and the MS in Speech Language Pathology, there are additional application requirements. For more information, see the Dual Degree in Autism Studies and Speech Language Pathology section of the bulletin.

Program in Autism Studies Master of Autism Studies (36 hours)

Code	Title	Credits
AUST 500	Gateway: Autistic Experiences	3
AUST 510	Autism and Humanity	3
AUST 520	A Biopsychosocial Understanding of the Autism Spectrum	3
AUST 530	Quantitative Methods in Autism Research	3
AUST 535	Autism Research Design and Methods	3
AUST 540	Approaches to Autism Intervention	3
AUST 550	Occupational Therapy and Autism	3
AUST 560	Autism and Communication	3
AUST 570	Autism and Education	3
AUST 580	Social Policies and Social Services for Individuals on the Autism Spectrum and Their Families	3
AUST 611	Autism and Ethics	3
AUST 700	Capstone Project	3
Total Credits		36

Completion of a capstone project is also required.

Student Learning Outcomes

Upon completion of the Master of Autism Studies program, students will:

- Understand the lived experiences of autistic persons; reflect on the interplay among these experiences and broader theories of human nature, society and culture; and examine ethical theories and practices relevant to autism spectrum disorder (ASD).
- Be able to find, understand and evaluate scientific research about ASD, its causes, its treatment, common co-morbid conditions, etc.
- Understand the major scientific and social scientific theories of ASD and of relevance to ASD.
- Understand important models or approaches used in treating ASD (e.g., ABA, DIR, TEACCH, sensory integration, etc.); make decisions about the appropriateness of individual models/ approaches for individual persons with autism that take into account scientific evidence, levels of efficacy, clinician’s experience, ethical considerations, and the wishes of the client and/or caregivers; and practice/implement these models/approaches at a level commensurate with the student’s professional and/or personal engagement with autism.

- Understand therapeutic disciplines and their techniques for assessing and treating ASD; make decisions about the appropriateness of individual techniques/methods/interventions for individual persons with autism that take into account scientific evidence, levels of efficacy, clinician's experience, ethical considerations, and the wishes of the client and/or caregivers; and practice/implement these techniques at a level commensurate with the student's professional and/or personal engagement with autism.
- Understand educational policies, pedagogical theories, and pedagogical practices relevant to ASD; make decisions about the appropriateness of individual pedagogical practices for individual persons with autism that take into account scientific evidence, levels of efficacy, educator's experience, ethical considerations, and the wishes of the student and/or caregivers; and practice/implement these techniques at a level commensurate with the student's professional and/or personal engagement with autism.
- Understand federal and state laws relevant to ASD (including the Americans with Disabilities Act, the Individuals with Disabilities Education Act, No Child Left Behind, etc.), as well as international policy statements and pastoral statements that shape our responses to autism (e.g., the United Nations Convention on the Rights of Persons with Disabilities, the World Health Organization World Report on Disabilities, and the Pastoral Statement of the U.S. Catholic Bishops on People with Disabilities).
- Understand social policies and be able to access (or help provide access to) social services relevant to persons with autism in areas of life including education, therapies, healthcare, housing, and meaningful work.
- Understand and respond in constructive and just ways to the complex intersectionalities of autism and gender, such as: differences in prevalence rates for autism among males and females; differences in the experiences of autistic women and men; factors —psychological, sociological, economic, political, etc.—that impact how people of different genders respond to their roles as caregivers of autistic people; and factors that shape how people of different genders respond differently to the call to be service providers for autistic people and approach their work differently.
- Understand and act in a manner consistent with the inherent dignity of autistic persons as described in the Americans with Disabilities Act, the United Nations Convention on the Rights of Persons with Disabilities, the Pastoral Statement of U.S. Catholic Bishops on People with Disabilities, and the Autism Studies program Statement of Values.

Program Director

Michael Waddell
157 Spes Unica Hall
574-284-4169

Faculty

J. Diehl, J. Kaboski, S. Latham, J. Lefever, N. Turner, J. Waddell, M. Waddell

Autism Studies Courses

AUST 500 Gateway: Autistic Experiences (3)

This course will help students to broaden and deepen their perspectives on the varied lives of autistic people. Through a combination of experiential learning and studying first person accounts of life with autism, students will examine a diverse range of autistic lives and explore ways in which gender, culture and other factors impact life with autism.

AUST 510 Autism and Humanity (3)

What can autism teach us about being human? And what can theories of human nature teach us about autism? In this course, we will build upon the exploration of autistic experiences undertaken in the gateway course, and begin to investigate ways in which our understanding of autism can both enrich and be enriched by a broader understanding of what it means to be human. Topics to be addressed might include: person first vs. identity first language; models of disability; neurodiversity, autistic identity and autistic culture; philosophical theories of human nature, society and culture; Catholic understandings of the human person, and/or Catholic social teaching. Prerequisite: AUST 500.

AUST 520 A Biopsychosocial Understanding of the Autism Spectrum (3)

There has been a tremendously successful movement for autism awareness; however, the public's knowledge of the autism spectrum has not paralleled the public awareness campaign or the tremendous scientific progress we have made in understanding the autism spectrum. Moreover, there has been a vast amount of misinformation and folk science theories that have been promoted in the media. This course is designed to examine our scientific knowledge of the autism spectrum from multiple levels of analysis, including (but not limited to) biological, psychological, cultural, and cross-cultural research. We will critically examine the etiology, development, and diagnosis of ASD. We will view the ASD diagnosis in the context of the individual, family, community, and culture.

AUST 530 Quantitative Methods in Autism Research (3)

Many scientific and therapeutic theories relevant to autism come from research that draws conclusions from statistical evidence. Therefore, it is important that people who seek to use such theories be both good consumers and good producers of data analytic techniques. This course will survey a variety of descriptive and inferential methods commonly found in autism research and study designs. Students will learn the theoretical and computational aspects of the techniques, perform them with appropriate computer software, and interpret the implications of the results. Special attention will be given to how statistical evidence has been used in published research studies on autism. Prerequisite: AUST 520.

AUST 535 Autism Research Design and Methods (3)

This course will give students a broad overview of the research methods used to understand and support the developmental optimization of people with autism and their families. The course will emphasize the skills needed to critically evaluate research that provides the evidence base for applied work with people with autism. Methodologies to be discussed will include both quantitative and qualitative data collection methods within a variety of experimental, quasi-experimental and non-experimental designs. Prerequisite: AUST 520.

AUST 540 Approaches to Autism Intervention (3)

Since Leo Kanner's and Hans Asperger's first clinical descriptions of autism, there have been numerous proposed theories and approaches to intervention. The search for a "cure" for autism has led to numerous ideas on how to improve the circumstances of individuals with ASD and their families. These approaches have varied greatly in terms of their theoretical underpinnings, approach to treatment, level of family involvement, empirical support, and ethics. This course is designed to explore historical and modern intervention approaches to ASD. The course will contain in depth evaluations of theoretical underpinnings of treatment models and practical workshops devoted to common intervention techniques. In this course, we will work as a class toward developing biopsychosocial understanding of ASD treatment, a model which values biological, individual, family, community, and cultural factors affecting treatment. Prerequisite: AUST 520.

AUST 550 Occupational Therapy and Autism (3)

This course introduces students to resources occupational therapy can offer to individuals with autism spectrum disorder in the home, school, community and/or clinical environments. Topics to be discussed include: evaluation; occupational therapy interventions that address the physical, cognitive, psychosocial, sensory and other aspects of performance; and measurement of outcomes. Prerequisite: AUST 540.

AUST 560 Autism and Communication (3)

This course provides students with an introduction to the development of communicative competence including linguistic domains of form (phonology, morphology, and syntax), content (semantics), and use (pragmatics). Social and emotional development and its impact on determining what is meaningful and relevant to learn while acquiring language will be emphasized. The course is designed to examine development and impairment of speech, language, and communication in individuals with autism spectrum disorders (ASD) and will focus on differential diagnosis, assessment, and evidence-based interventions within a family-centered approach. Prerequisite: AUST 540.

AUST 570 Autism and Education (3)

This course is designed to introduce the student to education as an integral field in the interdisciplinary approach to assessment of and intervention for individuals with autism. The historical, philosophical, and legal aspects of providing instruction for students with autism will be examined. Evidence-based interventions will be studied with an emphasis on professional judgment about the appropriateness of interventions for individual students. The importance of collaborative planning, intervention, and assessment among the educator, student, family, administrators, and other professionals will be highlighted. Prerequisite: AUST 540.

AUST 580 Social Policies and Social Services for Individuals on the Autism Spectrum and Their Families (3)

This course is designed to provide an overview of the various ways in which professional social workers may serve as an advocate and case coordinator for individuals on the autism spectrum and their families in settings such as schools, health care and residential care facilities, social service agencies, and advocacy organizations. This course will provide an opportunity to gain a working knowledge of evidence-based interventions, treatments and services, and government laws and social policies; such knowledge is critical in making appropriate referrals or coordinating services for families. In addition to focusing on the individuals affected by autism, special attention will be paid to the needs of the family and society. Some of the special topics to be explored are: autistic children in foster care, international and crosscultural perspectives on autism, rural communities, and interdisciplinary teamwork to support families.

AUST 600 Practicum (3)

Field experience observing and, when appropriate, working in an autism-related community placement under the supervision of program faculty and/or on-site staff. By permission of the autism studies program director only. May be repeated for credit.

AUST 601 Research (3)

Participation in autism-related research under the supervision of program faculty and/or other qualified professionals. By permission of the autism studies program director only. May be repeated for credit.

AUST 611 Autism and Ethics (3)

Beginning from the anthropology developed in "Autism and Humanity," this course examines ethical theories, ethical practices, and ethical problems relevant to autism spectrum disorder. Topics to be explored might include: happiness, family, friendship, and work in the lives of autistic people; the moral dimensions of laws, social policies, international conventions, and Catholic social teaching relevant to autism; medical ethics, professional ethics, and ethical issues related to treatment of ASD. Prerequisite: AUST 510.

AUST 700 Capstone Project (3)

Supervised preparation for completing the required capstone project. The nature of the preparation will vary according to the nature of the capstone project undertaken.

AUTISM STUDIES, MASTER OF AUTISM STUDIES AND SPEECH LANGUAGE PATHOLOGY, MASTER OF SCIENCE, DUAL DEGREE

Program Description

Speech language pathologists with expertise in autism are in great demand, and have the power to make a tremendous impact on the lives of people on the spectrum and their loved ones. The Master of Autism Studies and Master of Science in Speech Language Pathology dual degree program provides students with a unique opportunity to gain expertise in autism and become licensed and certified speech language pathologists while enjoying a savings of cost and time in comparison with what would be required if they pursued these degrees separately.

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, people with disabilities, 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.

The Master of Autism Studies provides students with a unique opportunity to examine autism from scientific, therapeutic, educational, and humanistic perspectives. Our students gain deep expertise in autism spectrum disorder by completing a curriculum in which every course focuses on autism. They also develop the skills needed to become leaders in the interprofessional field of autism services by completing rigorously interdisciplinary coursework and by exploring a broad range of evidence-based approaches to autism intervention. In addition to providing unparalleled interdisciplinary expertise in autism, the Master of Autism Studies is distinctive in the way it incorporates the voices of people on the spectrum into the curriculum as well as in the way it engages with the Catholic intellectual tradition and the mission of Saint Mary's College.

When combined, these programs give rise to a unique dual degree program that produces students who understand how autism affects the lives of individuals, families, and communities, who possess the professional expertise to be effective speech language pathologists, and who have the interprofessional perspective to be leaders in the field of autism services.

The dual degree program normally takes three years (nine consecutive terms) to complete. Coursework begins in the summer, with the majority of the Master of Autism Studies coursework being completed in the first year, and ends in the spring of the third year, with the majority of the Master of Science in Speech Language Pathology coursework being completed in the second and third years. Dual degree students are able to substitute AUST 535 Autism Research Design and Methods for SLP 510 Research Methods in Speech-Language Pathology in the speech

language pathology program, to substitute SLP 524 Autism Spectrum Disorders for AUST 560 Autism and Communication in the autism studies program, and to integrate their autism studies capstone project (AUST 700 Capstone Project) with their speech language pathology clinical externship (SLP 587 Advanced Clinical Practicum), all of which translates into savings of time and money equivalent to 9 credit hours. Because of the savings of time, students in the dual degree program have more time to devote to their clinical experiences, and have more opportunities to work with people on the spectrum. The financial savings are built into the cohort pricing for the program.

Prerequisites

- Introduction to Communicative Disorders (recommended but not required)
- Anatomy & Physiology of the Speech and Hearing Mechanism
- Phonetics
- Speech & Hearing Sciences
- Introduction to Audiology
- Child Language Development
- Aural Rehabilitation
- Clinical Methods and Supervised Observation (recommended but not required)
- 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 communication sciences and disorders, or related field, from a regionally accredited college or university, or the international equivalent. Please review the prerequisite section above for the list of required courses necessary to apply. The most competitive candidates typically have maintained at least a 3.0 cumulative GPA in undergraduate coursework. Experience with autism is also taken into account.
- Submission of a completed CSDCAS application.
- Official transcripts from every college or university attended (via CSDCAS)
- GRE scores (use code 6970). Only scores submitted to code 6970 will be considered.
- Three letters of recommendation from people familiar with the applicant's academic and/or professional abilities, focusing particularly on the potential for success.
- A personal statement that addresses reasons for pursuing the dual degree, professional objectives, and how Saint Mary's aligns with personal and professional goals.
- A brief video interview.

Applications for the summer term open in early August. Saint Mary's College uses the Communication Sciences and Disorders Centralized Application Service (CSDCAS) application system for the dual degree program. Applicants 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 January 15.

Autism Studies, Master of Autism Studies and Speech Language Pathology, Master of Science, Dual Degree

(87-90 hours)

Code	Title	Credits
AUST 500	Gateway: Autistic Experiences	3
AUST 510	Autism and Humanity	3
AUST 520	A Biopsychosocial Understanding of the Autism Spectrum	3
AUST 530	Quantitative Methods in Autism Research	3
AUST 535	Autism Research Design and Methods	3
AUST 540	Approaches to Autism Intervention	3
AUST 550	Occupational Therapy and Autism	3
AUST 570	Autism and Education	3
AUST 580	Social Policies and Social Services for Individuals on the Autism Spectrum and Their Families	3
AUST 611	Autism and Ethics	3
AUST 700	Capstone Project	3
SLP 502	Assessment	3
SLP 503	Speech Sound Disorders	3
SLP 505	Early Childhood Language Disorders	3
SLP 506	Later Childhood Language Disorders	3
SLP 508	Adult Language Disorders I	3
SLP 509	Adult Language Disorders II	3
SLP 512	Neurology for Speech-Language Pathologists	3
SLP 516	Motor Speech Disorders	3
SLP 517	Fluency	3
SLP 518	Voice	1
SLP 520	Augmentative and Alternative Communication (AAC)	3
SLP 521	Cleft Palate	1
SLP 522	Dysphagia	3
SLP 524	Autism Spectrum Disorders	3
SLP 525	Counseling	3
SLP 584	Clinical Practicum: Proseminar	1
SLP 585	Clinical Practicum (taken twice)	3
SLP 586	Clinical Practicum	3
SLP 587	Advanced Clinical Practicum	6
SLP 698 or SLP 699 & SLP 699 & SLP 699		0-3
Total Credits		87-90

Progress to Completion

The following charts show the sequence of courses dual degree students take to complete the three year program.

Course	Title	Credits
First Year		
First Semester		
AUST 500	Gateway: Autistic Experiences	3

AUST 520	A Biopsychosocial Understanding of the Autism Spectrum	3
Credits		6

Second Semester

AUST 510	Autism and Humanity	3
AUST 530	Quantitative Methods in Autism Research	3
AUST 535	Autism Research Design and Methods	3
AUST 540	Approaches to Autism Intervention	3
Credits		12

Third Semester

AUST 550	Occupational Therapy and Autism	3
AUST 570	Autism and Education	3
AUST 580	Social Policies and Social Services for Individuals on the Autism Spectrum and Their Families	3
AUST 611	Autism and Ethics	3
Credits		12

Second Year

First Semester

SLP 524	Autism Spectrum Disorders	3
Credits		3

Second Semester

SLP 502	Assessment	3
SLP 503	Speech Sound Disorders	3
SLP 505	Early Childhood Language Disorders	3
SLP 512	Neurology for Speech-Language Pathologists	3
SLP 584	Clinical Practicum: Proseminar	1
Credits		13

Third Semester

SLP 506	Later Childhood Language Disorders	3
SLP 508	Adult Language Disorders I	3
SLP 516	Motor Speech Disorders	3
SLP 585	Clinical Practicum	3
Credits		12

Third Year

First Semester

SLP 517	Fluency	3
SLP 518	Voice	1
SLP 520	Augmentative and Alternative Communication	3
SLP 521	Cleft Palate	1
SLP 585	Clinical Practicum	3
Credits		11

Second Semester

SLP 509	Adult Language Disorders II	3
SLP 522	Dysphagia	3
SLP 525	Counseling	3
SLP 586	Clinical Practicum	3
Credits		12

Third Semester

SLP 587	Advanced Clinical Practicum	6

AUST 700	Capstone Project	3
	Credits	9
	Total Credits	90

Student Learning Outcomes

Since students in the dual degree program complete all of the requirements for both the Master of Autism Studies and the Master of Science in Speech Language Pathology, they meet all of the learning outcomes for both programs. See the Master of Autism Studies and Master of Science in Speech Language Pathology sections of the bulletin for more information on the respective programs' learning outcomes.

Program Director

Autism Studies

Michael Waddell
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574-284-4169

Speech Language Pathology

Susan Latham
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Faculty

Autism Studies

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Speech Language Pathology

K. Boynton, P. Cooke, T. Fink-VanOoteghern, T. Geels, C. Graham, K. Greene, L. Kim, A. Kummer, S. Latham, J. Lovett, K. Thomas, J. Voor, C. Youngdahl

Autism Studies Courses

AUST 500 Gateway: Autistic Experiences (3)

This course will help students to broaden and deepen their perspectives on the varied lives of autistic people. Through a combination of experiential learning and studying first person accounts of life with autism, students will examine a diverse range of autistic lives and explore ways in which gender, culture and other factors impact life with autism.

AUST 510 Autism and Humanity (3)

What can autism teach us about being human? And what can theories of human nature teach us about autism? In this course, we will build upon the exploration of autistic experiences undertaken in the gateway course, and begin to investigate ways in which our understanding of autism can both enrich and be enriched by a broader understanding of what it means to be human. Topics to be addressed might include: person first vs. identity first language; models of disability; neurodiversity, autistic identity and autistic culture; philosophical theories of human nature, society and culture; Catholic understandings of the human person, and/or Catholic social teaching. Prerequisite: AUST 500.

AUST 520 A Biopsychosocial Understanding of the Autism Spectrum (3)

There has been a tremendously successful movement for autism awareness; however, the public's knowledge of the autism spectrum has not paralleled the public awareness campaign or the tremendous scientific progress we have made in understanding the autism spectrum. Moreover, there has been a vast amount of misinformation and folk science theories that have been promoted in the media. This course is designed to examine our scientific knowledge of the autism spectrum from multiple levels of analysis, including (but not limited to) biological, psychological, cultural, and cross-cultural research. We will critically examine the etiology, development, and diagnosis of ASD. We will view the ASD diagnosis in the context of the individual, family, community, and culture.

AUST 530 Quantitative Methods in Autism Research (3)

Many scientific and therapeutic theories relevant to autism come from research that draws conclusions from statistical evidence. Therefore, it is important that people who seek to use such theories be both good consumers and good producers of data analytic techniques. This course will survey a variety of descriptive and inferential methods commonly found in autism research and study designs. Students will learn the theoretical and computational aspects of the techniques, perform them with appropriate computer software, and interpret the implications of the results. Special attention will be given to how statistical evidence has been used in published research studies on autism. Prerequisite: AUST 520.

AUST 535 Autism Research Design and Methods (3)

This course will give students a broad overview of the research methods used to understand and support the developmental optimization of people with autism and their families. The course will emphasize the skills needed to critically evaluate research that provides the evidence base for applied work with people with autism. Methodologies to be discussed will include both quantitative and qualitative data collection methods within a variety of experimental, quasi-experimental and non-experimental designs. Prerequisite: AUST 520.

AUST 540 Approaches to Autism Intervention (3)

Since Leo Kanner's and Hans Asperger's first clinical descriptions of autism, there have been numerous proposed theories and approaches to intervention. The search for a "cure" for autism has led to numerous ideas on how to improve the circumstances of individuals with ASD and their families. These approaches have varied greatly in terms of their theoretical underpinnings, approach to treatment, level of family involvement, empirical support, and ethics. This course is designed to explore historical and modern intervention approaches to ASD. The course will contain in depth evaluations of theoretical underpinnings of treatment models and practical workshops devoted to common intervention techniques. In this course, we will work as a class toward developing biopsychosocial understanding of ASD treatment, a model which values biological, individual, family, community, and cultural factors affecting treatment. Prerequisite: AUST 520.

AUST 550 Occupational Therapy and Autism (3)

This course introduces students to resources occupational therapy can offer to individuals with autism spectrum disorder in the home, school, community and/or clinical environments. Topics to be discussed include: evaluation; occupational therapy interventions that address the physical, cognitive, psychosocial, sensory and other aspects of performance; and measurement of outcomes. Prerequisite: AUST 540.

AUST 560 Autism and Communication (3)

This course provides students with an introduction to the development of communicative competence including linguistic domains of form (phonology, morphology, and syntax), content (semantics), and use (pragmatics). Social and emotional development and its impact on determining what is meaningful and relevant to learn while acquiring language will be emphasized. The course is designed to examine development and impairment of speech, language, and communication in individuals with autism spectrum disorders (ASD) and will focus on differential diagnosis, assessment, and evidence-based interventions within a family-centered approach. Prerequisite: AUST 540.

AUST 570 Autism and Education (3)

This course is designed to introduce the student to education as an integral field in the interdisciplinary approach to assessment of and intervention for individuals with autism. The historical, philosophical, and legal aspects of providing instruction for students with autism will be examined. Evidence-based interventions will be studied with an emphasis on professional judgment about the appropriateness of interventions for individual students. The importance of collaborative planning, intervention, and assessment among the educator, student, family, administrators, and other professionals will be highlighted. Prerequisite: AUST 540.

AUST 580 Social Policies and Social Services for Individuals on the Autism Spectrum and Their Families (3)

This course is designed to provide an overview of the various ways in which professional social workers may serve as an advocate and case coordinator for individuals on the autism spectrum and their families in settings such as schools, health care and residential care facilities, social service agencies, and advocacy organizations. This course will provide an opportunity to gain a working knowledge of evidence-based interventions, treatments and services, and government laws and social policies; such knowledge is critical in making appropriate referrals or coordinating services for families. In addition to focusing on the individuals affected by autism, special attention will be paid to the needs of the family and society. Some of the special topics to be explored are: autistic children in foster care, international and crosscultural perspectives on autism, rural communities, and interdisciplinary teamwork to support families.

AUST 600 Practicum (3)

Field experience observing and, when appropriate, working in an autism-related community placement under the supervision of program faculty and/or on-site staff. By permission of the autism studies program director only. May be repeated for credit.

AUST 601 Research (3)

Participation in autism-related research under the supervision of program faculty and/or other qualified professionals. By permission of the autism studies program director only. May be repeated for credit.

AUST 611 Autism and Ethics (3)

Beginning from the anthropology developed in "Autism and Humanity," this course examines ethical theories, ethical practices, and ethical problems relevant to autism spectrum disorder. Topics to be explored might include: happiness, family, friendship, and work in the lives of autistic people; the moral dimensions of laws, social policies, international conventions, and Catholic social teaching relevant to autism; medical ethics, professional ethics, and ethical issues related to treatment of ASD. Prerequisite: AUST 510.

AUST 700 Capstone Project (3)

Supervised preparation for completing the required capstone project. The nature of the preparation will vary according to the nature of the capstone project undertaken.

Speech Language Pathology Courses

SLP 502 Assessment (3)

Course content involves principles of measurement concepts and qualitative and quantitative assessment in speech-language pathology.

SLP 503 Speech Sound Disorders (3)

Focus is on assessment, interventions, and instructional strategies for speech sound disorders among children without known organic impairments.

SLP 505 Early Childhood Language Disorders (3)

Students examine the nature, assessment, and treatment of language disorders in infants, toddlers, and preschool children.

SLP 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.

SLP 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.

SLP 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.

SLP 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.

SLP 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.

SLP 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.

SLP 517 Fluency (3)

Study the behaviors, causative and maintenance factors, diagnosis, and treatment of fluency disorders.

SLP 518 Voice (1)

A theoretical and applied study of human voice anatomy and physiology and diagnosis and treatment of vocal disorders. This course covers the anatomy and physiology underlying normal voice production, the functional and organic disorders of voice, diagnostic procedures including clinical evaluation and standardized assessments, psychological interviewing principles and counseling of clients with voice disorders and the principles and techniques of voice therapy for children and adults.

SLP 520 Augmentative and Alternative Communication (3)

The primary purpose of this course is to teach students why, when, and how augmentative and alternative communication and related assistive technology can be used to aid individuals with complex communication needs (e.g., individuals with severe physical impairments, sensory impairments, severe communication disorders, etc.) The impact of cognitive, educational, physical, psychosocial, and linguistic aspects of human behavior on AAC use, characteristics of AAC, AAC assessment and intervention, and AAC research issues and needs will be addressed. The course will enable students to more effectively meet the needs of persons with severe communication disorders.

SLP 521 Cleft Palate (1)

A study of the effects of craniofacial anomalies on speech development with particular attention to the effects of clefts of the lip and/or palate. Focus is on assessment and treatment of speech, resonance and velopharyngeal dysfunction. Management of associated feeding problems in this population is also discussed.

SLP 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.

SLP 523 Multi-Cultural Populations: Communication Disorders Across Cultures (1.5)

This course examines how diversity offers major challenges and opportunities in the workplace and in the larger society. We will focus on competencies in the form of awareness, understanding and skills that maximize resources and empower individuals and groups with a wide variety of interests, talents, and cultural backgrounds. In today's global environment, college graduates and employees are expected to collaborate with others as members of socially diverse teams, groups, organizations, and communities. The SLP is one of these professions who need to be actively engaged in the assessment and intervention of speech and language development in the culturally and linguistically diverse (CLD) individuals. This course will dispel the myths about dual language development and the students will obtain the information that is required to properly support young bilingual children and their families as future professionals. The topics will include the need for CLD children continuous, consistent, and rich exposure to both languages, the typical stages of second-language acquisition, the ways to identify language delay that is the result of an actual disorder, the code mixing, the assessment strategies of CLD students, and the intervention plans. This course will also expose students to the background, values/beliefs, and language issues of CLD populations.

SLP 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.

SLP 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.

SLP 584 Clinical Practicum: Proseminar (1)

The emphasis of this class is to prepare the student for clinical practicum, laying the foundation for both onsite and offsite placements. Documentation, ethics, intervention, and evaluation techniques are all taught with the assistance of second-year mentors and the clinical supervisor. Class time is used to teach fundamentals and expose students to a variety of professionals working in the field that will describe various placement sites.

SLP 585 Clinical Practicum (1-3)

The student is assigned on campus with 2-3 clients, increasing throughout the course of the semester as need arises or the student is off campus 3 days per week. The increase in credit hours reflects the increased clinical load that the student can expect to take on. On average the student will spend 10-20 hours per week in clinical practicum.

SLP 586 Clinical Practicum (2-3)

Students in the class will all be assigned to an off campus placement. Some students will remain on campus for the first 3-4 weeks and will serve as mentors to 1st years. The mentors are assigned up to 4 clients and 4 first-year students. They will participate in co-evaluation and treatment of the clients and provide support to the student in the clinic. After their students have taken over the care of the client, the 586 student will proceed to his/her fieldwork site. Students will be off campus 3 days per week for 20 or more hours per week. The seat time component will be divided between in class participation and online instruction, since students can be placed up to an hour away and are not always able to come back to campus after a day in the field.

SLP 587 Advanced Clinical Practicum (6)

Student will be off campus 30 or more hours per week involved in direct client care for a minimum of 14 weeks. Depending on the preferences of the student, the clinical need, and the site placements, students will be placed either in one site for the full semester or two sites for 8-10 weeks each (typically school and medical). Students are aware that participation in two site placements may result in them having to continue at their site placement for a few weeks after graduation, but will not impact their ability to finish the program on time. All requirements for grading and clinical clock hours are anticipated to be met prior to graduation.

SLP 698 Comprehensive Examination (0)

Second year students are required to complete comprehensive examinations in order to qualify for graduation. These are waived if the student successfully completes a thesis. The purpose of these examinations is to evaluate each student's knowledge of concepts, content, procedures and terminology from their graduate studies as well as their ability to apply this knowledge. These examinations are designed to be summative in nature and to address the nine knowledge/skill areas identified by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

SLP 699 Thesis (1)

Thesis for Speech Language Pathology.

DATA SCIENCE, MASTER OF SCIENCE

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 upon 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 communication, 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.

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
- One semester of calculus preferred
- Familiarity with 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 have 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 including the following:
 - Official transcripts from your degree-granting institutions.
 - 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).
 - A video interview (optional).

Applications open in September 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. The early action deadline is January 15. The priority application deadline is February 15.

4+1 Pathway for Saint Mary's Undergraduate Students

Saint Mary's College students meeting the prerequisites set forth below may apply to the Master of Science in Data Science program as a second semester junior or first semester senior. If admitted to the graduate program, students will complete two graduate courses in Data Science in the senior year prior to baccalaureate graduation. The student will continue Data Science courses in the summer term immediately following her baccalaureate graduation and continue for the next fall, spring, and summer terms to complete the bachelors and graduate degree in five years. In the fifth year, students will be charged the per credit hour rate equivalent to the cohort she is joining.

Prerequisites:

- Calculus I
- Calculus II
- Statistics
- Computer Programming
- Linear Algebra (or equivalent)
- Completion of one graduate Data Science course (only for those applying in fall semester of her senior year)

Summer Immersion

All students are required to participate in a summer immersion experience on campus the week following the summer term. The summer immersion is an intensive experience during which students work in teams and consult on data science related projects from regional businesses and non-profit organizations.

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 Practicum.

Program in Data Science

Master of Science in Data Science (36 hours)

Code	Title	Credits
CPSC 507	Computer Programming	3
CPSC 529	Database Systems	3
DSCI 501	Data Mining	3
DSCI 502	Data Mining at Scale	3
DSCI 511	Data Preprocess/Visualization	3
MATH 527	Applied Linear Algebra	3
MATH 546	Applied Statistics I	3
MATH 547	Applied Statistics II	3
Select two of the following:		6
BUAD 546	Project Management	
COMM 503	Communication and Data Science	
DSCI 525	Research Methods	
ENWR 517	Professional & Tech Writing	
NURS 670	Data Analytics and Outcomes Improvement	
DSCI 599	Practicum (at least 3 credits)	3-6
Additional graduate credits to total 36 credit hours		0-3
Total Credits		33-39

Student 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 demonstrate high levels of mathematical, analytical, technical, and professional skills and knowledge. Upon the completion of the program, students will be able to:

- Analyze large, complex data sets as would be encountered in the context of real-world business problems.
- Apply and fine-tunes computing resources for data analysis, including programming and industry-standard tool use.
- Develop and implements data analysis strategies based on theoretical principles, ethical considerations, and detailed knowledge of the underlying data.
- Generate actionable intelligence for decision-making.
- Clearly and professionally communicates nuanced analysis results to a diverse, varying-technical audience.
- Rigorously apply mathematical principles to the analysis of data.
- Evaluate, implement, and assess the application of technology solutions for data analysis.
- Plan, direct, and evaluate the status of complex projects.

Program Director

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Faculty

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Data Science Courses

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.

COMM 503 Communication and Data Science (3)

Industry experts stress the importance of often-overlooked communication skills in data science. Rachel Hawley, Analytic Solutions Architect at the SAS Institute, states "it is extremely important that potential candidates have effective communication and presentation skills. It's not enough to just have the technical chops, a data scientist must be able to effectively explain how he or she came to a specific conclusion and convince the internal or external customer that their results should be leveraged." This course is designed to explore this intersection between communication and data science. Topics will include assessing and improving communication skills, interpersonal and intercultural communication, teamwork, and leadership. The development of effective presentational skills, particularly oral skills, will be stressed.

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 500A Essential Calculus for Data Science (1)

This course introduces the concepts from differential, integral, and multivariate calculus essential for the study of data science. Elements of linear algebra, such as vectors, planes, and matrices, also included. Emphasis on computation and application.

DSCI 500B Essential Probability Theory for Data Science (1)

This course introduces concepts from probability theory essential for the study of data science. Topics include probability spaces, Bayes' Theorem, random variables, discrete and continuous distributions, specifically the normal distribution, and the Central Limit Theorem. Emphasis on computation and application.

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 Preprocess/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. May be repeated up to 6 credits.

ENWR 517 Professional & Tech 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, Jordan canonical forms, 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, and other applications of statistics as relevant. Prerequisite: MATH 546

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.

NURSING, DOCTOR OF NURSING PRACTICE

Program Description

The Doctor of Nursing Practice program at Saint Mary's College is accredited by the Commission on Collegiate Nursing Education (www.ccnaccreditation.org (<http://www.ccnaccreditation.org>)).

The curriculum in the Saint Mary's Doctor 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 three tracks to the Doctor of Nursing Practice:

1. Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP);
2. Adult-Gerontology Primary Care Nurse Practitioner (AG-PCNP); and
3. Family Nurse Practitioner (FNP).

Students who possess a master of science degree are also able to apply for this program with advanced standing.

Students graduating from this program are eligible to take the certification exam offered by the American Nurses Credentialing Center (ANCC) or the American Association of Nurse Practitioners (AANP). In addition to certification examinations offered by the AANP and ANCC, graduates of the Adult-Gerontology Acute Care Nurse Practitioner Track also are eligible to take the certification examination offered by the American Association of Critical Care Nurses (AACCN).

The ANCC offers certification examinations in nurse practitioner tracks offered by Saint Mary's College: Family Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner. Candidates who pass this examination are designated as board certified nurse practitioners (e.g. FNP-BC). More information may be found at the ANCC Certification website: (<https://www.nursingworld.org/our-certifications/>).

The AANP offers certification examinations in these nurse practitioner tracks offered by Saint Mary's College: Family Nurse Practitioner and Adult-Gerontology Primary Care Nurse Practitioner. Candidates who pass this examination are designated as certified nurse practitioners (e.g. FNP-C). More information may be found at the AANP Certification website: (www.aanpcert.org/certifications (<http://www.aanpcert.org/certifications>)).

Graduate nursing students are required to adhere to all graduate program policies and procedures as well as those articulated in the department-level graduate student handbook.

Prerequisites

- BSN or MSN from a nationally accredited (NLN or CCNE) college or university
- A recent statistics course

Application Requirements

- A BSN or 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 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 statement that reflects your motivation to earn your DNP and become a nurse practitioner in your selected track.
- 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. 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 priority application is March 31. The application deadline is June 15.

Doctor of Nursing Practice-Adult-Gerontology Acute Care Nurse Practitioner Track - AGAC (77 hours)

Code	Title	Credits
NURS 600	Communication and Relationship Centered Leadership	3
NURS 602	Philosophical and Ethical Foundations for the Advanced Nursing Practice Role	3
NURS 604	Evidence-Based Practice I: Evidence Synthesis for Practice	3
NURS 610	Healthcare Policy and Advocacy	3
NURS 612	Social Entrepreneurship and the Business of Healthcare	3
NURS 620	Human Population Ecology	3
NURS 622	Statistics for Health and Biological Sciences	3
NURS 624	Evidence-Based Practice 2: Translation of Evidence for Practice	3
NURS 644	Advanced Physiology and Pathophysiology	3
NURS 651	Advanced Pharmacology	3
NURS 670	Data Analytics and Outcomes Improvement	3
NURS 682	Procedures for Advanced Practice Registered Nurses	1
NURS 688	Advanced Health Assessment and Diagnostic Reasoning	3
NURS 701	DNP Practice Innovation I	1
NURS 702	DNP Practice Innovation II	1
NURS 703	DNP Practice Innovation III	2
NURS 704	DNP Practice Innovation IV	2
NURS 705	DNP Practice Innovation V	2
NURS 706	DNP Practice Innovation VI	1

NURS 711	Population-based Gerontologic Health and Wellness	2
NURS 717	Advanced Clinical Care for Adults and Older Adults	5
NURS 718	Resource and Practice Management	3
NURS 722	Advanced Clinical Studies: Primary Care and Health Promotion for Adults and Older Adults I	5
NURS 724	Advanced Clinical Studies: Population-Based Mental Health Care Across the Lifespan	3
NURS 725	Quality, Effectiveness and Safety in Organizational Systems	3
NURS 726	Advanced Clinical Studies: Trauma Care with Adults and Older Adults	5
NURS 772	Clinical Residency in Acute and Critical Care of Adults and Older Adults	5
Total Credits		77

Doctor of Nursing Practice-Adult-Gerontology Primary Care Nurse Practitioner Track - AGPC (77 hours)

Code	Title	Credits
NURS 600	Communication and Relationship Centered Leadership	3
NURS 602	Philosophical and Ethical Foundations for the Advanced Nursing Practice Role	3
NURS 604	Evidence-Based Practice I: Evidence Synthesis for Practice	3
NURS 610	Healthcare Policy and Advocacy	3
NURS 612	Social Entrepreneurship and the Business of Healthcare	3
NURS 620	Human Population Ecology	3
NURS 622	Statistics for Health and Biological Sciences	3
NURS 624	Evidence-Based Practice 2: Translation of Evidence for Practice	3
NURS 644	Advanced Physiology and Pathophysiology	3
NURS 651	Advanced Pharmacology	3
NURS 670	Data Analytics and Outcomes Improvement	3
NURS 682	Procedures for Advanced Practice Registered Nurses	1
NURS 688	Advanced Health Assessment and Diagnostic Reasoning	3
NURS 701	DNP Practice Innovation I	1
NURS 702	DNP Practice Innovation II	1
NURS 703	DNP Practice Innovation III	2
NURS 704	DNP Practice Innovation IV	2
NURS 705	DNP Practice Innovation V	2
NURS 706	DNP Practice Innovation VI	1
NURS 710	Advanced Clinical Studies: Primary Care and Health Promotion for Reproductive Health	5
NURS 711	Population-based Gerontologic Health and Wellness	2
NURS 718	Resource and Practice Management	3
NURS 722	Advanced Clinical Studies: Primary Care and Health Promotion for Adults and Older Adults I	5

NURS 723	Advanced Clinical Studies: Primary Care and Health Promotion for Adults and Older Adults II	5
NURS 724	Advanced Clinical Studies: Population-Based Mental Health Care Across the Lifespan	3
NURS 725	Quality, Effectiveness and Safety in Organizational Systems	3
NURS 774	Clinical Residency in Primary Care of Adults and Older Adults	5
Total Credits		77

Doctor of Nursing Practice- Family Nurse Practitioner Track - FNP (77 hours)

Code	Title	Credits
NURS 600	Communication and Relationship Centered Leadership	3
NURS 602	Philosophical and Ethical Foundations for the Advanced Nursing Practice Role	3
NURS 604	Evidence-Based Practice I: Evidence Synthesis for Practice	3
NURS 610	Healthcare Policy and Advocacy	3
NURS 612	Social Entrepreneurship and the Business of Healthcare	3
NURS 620	Human Population Ecology	3
NURS 622	Statistics for Health and Biological Sciences	3
NURS 624	Evidence-Based Practice 2: Translation of Evidence for Practice	3
NURS 633	Health Promotion for Population Health	2
NURS 644	Advanced Physiology and Pathophysiology	3
NURS 651	Advanced Pharmacology	3
NURS 670	Data Analytics and Outcomes Improvement	3
NURS 682	Procedures for Advanced Practice Registered Nurses	1
NURS 688	Advanced Health Assessment and Diagnostic Reasoning	3
NURS 701	DNP Practice Innovation I	1
NURS 702	DNP Practice Innovation II	1
NURS 703	DNP Practice Innovation III	2
NURS 704	DNP Practice Innovation IV	2
NURS 705	DNP Practice Innovation V	2
NURS 706	DNP Practice Innovation VI	1
NURS 710	Advanced Clinical Studies: Primary Care and Health Promotion for Reproductive Health	5
NURS 718	Resource and Practice Management	3
NURS 722	Advanced Clinical Studies: Primary Care and Health Promotion for Adults and Older Adults I	5
NURS 724	Advanced Clinical Studies: Population-Based Mental Health Care Across the Lifespan	3
NURS 725	Quality, Effectiveness and Safety in Organizational Systems	3
NURS 730	Advanced Clinical Studies: Primary Care and Health Promotion of Children and Adolescents	5

NURS 770 Clinical Residency in Primary Care of Individuals and Families

5

Total Credits

77

Governmental Requirements for Some Professions

Some professions (e.g. nursing, teaching, social work, speech therapy, accounting, etc.) require specific requirements for licensure and/or hiring (e.g. acceptable criminal background check, sex offender check, drug and alcohol testing, citizenship or permanent resident status documentation, valid immigration status for non-US citizens, valid social security number, etc.). Such requirements may also apply to required clinical and field work, or other out-of-classroom experience necessary to complete degree requirements in the majors related to these professions. These requirements are determined by laws and regulations at both the state and federal levels and are subject to change. *Saint Mary's College strongly urges all admitted and current students to research and understand the appropriate requirements for their intended course of study and profession. Compliance with these requirements is the responsibility of the student and the graduate.* You should become informed and continue to monitor such requirements as laws and other legal requirements are subject to change.

Student Learning 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.

Program Director

Sue Anderson
15A Havican Hall
574-284-4682

Faculty

S. Anderson, J. Bauer, P. Keresztes, K. Kuter, E. Lawder, N. Mentag, K. Minich, J. Mwose, L. Paskiewicz, A. Peacock-Johnson, M. Spencer, C. Webb

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 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 Healthcare (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 (2)

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 are 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 (3)

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 (3)

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 Procedures for Advanced Practice Registered Nurses (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 practicum contact hours to examine the feasibility and design of their project at their place of employment. Graded S/U. 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 project practicum experience for this course (minimum 40 practicum hours). Graded S/U. Prerequisite: NURS 701.

NURS 703 DNP Practice Innovation III (2)

Students 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 80 practicum hours). Essentials I, II, III, IV, V, VI, VII, VIII. Graded S/U. Prerequisite: NURS 702.

NURS 704 DNP Practice Innovation IV (2)

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. Graded S/U. Prerequisite: NURS 703.

NURS 705 DNP Practice Innovation V (2)

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). Graded S/U. Prerequisite: NURS 704.

NURS 706 DNP Practice Innovation VI (1)

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). Graded S/U. 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 711 Population-based Gerontologic Health and Wellness (2)

This course explores and critically analyzes health promotion theories and empirical approaches as a foundation for understanding the contextual health promotion activities of older adults, their families, and their communities. The effect of age, cultural practices, social/ racial stratification, and ethnicity of self –care health practices, health disparities, and healthcare delivery systems are explored from a public health perspective. Students will examine key concepts, risk assessment tools, and evidence-based interventions in essential areas of primary, secondary, and tertiary levels of wellness and health maintenance with older adults. A special emphasis is placed on chronic health problems as a basis for attainment of maximum wellness.

NURS 717 Advanced Clinical Care for Adults and Older Adults (5)

This course provides students with foundational knowledge to provide advanced practice nursing care and collaboration with adults and older adults who are acutely or critically ill or are experiencing exacerbation of a chronic health problem. Emphasis is placed on the use of relevant theories, critical thinking, and evidence-based knowledge to develop differential diagnoses, treatment plans, and optimal parameters for physiologically unstable, critically ill adults and older adults who are dependent on technology and are at high risk for developing complications. Emphasis is placed on the synthesis of knowledge from physical and psychosocial sciences including spiritual care and change theory, to formulate advanced clinical decisions effective in the provision of care to critically ill adults and older adults. Clinical care focuses on the role of the acute care nurse practitioner working within an interdisciplinary team to support timely patient return to an optimal level of health (120 clinical hours).

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 and Older Adults I (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 to adults in primary care settings (120 supervised clinical hours). Prerequisites: NURS 633 or NURS 711.

NURS 723 Advanced Clinical Studies: Primary Care and Health Promotion for Adults and Older Adults II (5)

This course provides students with in-depth knowledge of advanced nursing practice of complex, chronic, high-prevalence illnesses in adult and older adults. Emphasis is placed on the use of relevant theories, critical thinking, and evidence-based knowledge to develop differential diagnoses, diagnoses, treatment plans and optimal parameters for patient aggregates with congestive heart failure, stroke, cancer, diabetes, chronic wounds and infectious diseases. The focus is on the synthesis of knowledge from physical and psychosocial sciences including spiritual care and change theory, to formulate advanced clinical decisions effective in the provision of health care of adults and their families. This course prepares the student to optimize patient health outcomes in primary and acute care clinical settings. (120 clinical hours). Prerequisites: NURS 600; NURS 602; NURS 722.

NURS 724 Advanced Clinical Studies: Population-Based Mental Health Care Across the Lifespan (3)

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, 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. (60 clinical hours). Prerequisites: NURS 600; NURS 602

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 726 Advanced Clinical Studies: Trauma Care with Adults and Older Adults (5)

This course provides students with foundational knowledge to provide advanced practice nursing care and collaboration with adults and older adults who require trauma care for an acute physiological event. Emphasis is placed on relevant theories, critical thinking, and evidence-based knowledge to develop differential diagnosis, diagnoses, treatment plans and optimal parameters for physiologically unstable, critical ill adults and older adults who have experienced acute physiological trauma. Emphasis is placed on the synthesis of knowledge from physical and psychosocial sciences including spiritual care and change theory, to formulate advanced clinical decisions effective in the provision of care to critically ill adults and older adults. Clinical care focuses on the role of the acute care nurse practitioner working within an interdisciplinary team in the emergency department/intensive care settings to support triage and timely patient return to a stable condition. (120 clinical hours).

NURS 730 Advanced Clinical Studies: Primary Care and Health Promotion of 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 Individuals and Families (5)

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.

NURS 772 Clinical Residency in Acute and Critical Care of Adults and Older Adults (5)

This course further develops AG-ACNP role competencies through advanced clinical practice in a primary care setting in which students assess and manage the health of adults and older adults in acute care settings. 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.

NURS 774 Clinical Residency in Primary Care of Adults and Older Adults (5)

This course further develops AG-PCNP role competencies through advanced clinical practice in a primary care setting in which students assess and manage the health of adults and older adults. 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.

NURS 797 Independent Study (1-3)

Independent study consists of 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.

SPEECH LANGUAGE PATHOLOGY, MASTER OF SCIENCE

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.

Prerequisites

- Introduction to Communicative Disorders (recommended but not required)
- Anatomy & Physiology of the Speech and Hearing Mechanism
- Aural Rehabilitation
- Phonetics
- Speech & Hearing Sciences
- Introduction to Audiology
- Child Language Development
- Clinical Methods and Supervised Observation (recommended but not required)
- 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 Speech Language Pathology, 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 video interview.

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.

Praxis Examination

All students are required to report official Praxis scores to the College. Students should list Saint Mary's College as both a report recipient and an attending institution using code 0970.

Eligibility for Clinical Placement

Adhering to the guidelines of the KASA standards of the ASHA CAA, any graduate student earning a failing grade (below a B-) in a clinical application academic class (e.g., SLP 516 Motor Speech Disorders, SLP 524 Autism Spectrum Disorders, SLP 522 Dysphagia, etc.) will not be eligible for a clinical placement in the area until he/she satisfactorily completes that academic class. This may result in an extension of the program.

Dual Degree in Autism Studies & Speech Language Pathology

The Master of Autism Studies and Master of Science in Speech Language Pathology dual degree program provides students with an opportunity to gain expertise in autism and become licensed and certified speech language pathologists while enjoying a savings of cost and time in comparison with what would be required if they pursued these degrees separately. Because this dual degree program combines the Master of Autism Studies and the MS in Speech Language Pathology, there are additional application requirements. For more information, see the Dual Degree in Autism Studies and Speech Language Pathology section of the bulletin.

Master of Science in Speech Language Pathology (60-63 hours)

Code	Title	Credits
SLP 502	Assessment	3
SLP 503	Speech Sound Disorders	3
SLP 505	Early Childhood Language Disorders	3
SLP 506	Later Childhood Language Disorders	3
SLP 508	Adult Language Disorders I	3
SLP 509	Adult Language Disorders II	3
SLP 510	Research Methods in Speech-Language Pathology	3
SLP 512	Neurology for Speech-Language Pathologists	3
SLP 516	Motor Speech Disorders	3
SLP 517	Fluency	3
SLP 518	Voice	1
SLP 520	Augmentative and Alternative Communication (AAC)	3
SLP 521	Cleft Palate	1
SLP 522	Dysphagia	3
SLP 524	Autism Spectrum Disorders	3
SLP 525	Counseling	3
SLP 584	Clinical Practicum: Proseminar	1

SLP 585	Clinical Practicum (taken twice)	6
SLP 586	Clinical Practicum	3
SLP 587	Advanced Clinical Practicum	6
Select one of the following:		0-3
SLP 698	Comprehensive Examination	
SLP 699	Thesis (taken three times)	

Total Credits 60-63

Governmental Requirements for Some Professions

Some professions (e.g. nursing, teaching, social work, speech therapy, accounting, etc.) require specific requirements for licensure and/or hiring (e.g. acceptable criminal background check, sex offender check, drug and alcohol testing, citizenship or permanent resident status documentation, valid immigration status for non-US citizens, valid social security number, etc.). Such requirements may also apply to required clinical and fieldwork, or other out-of-classroom experience necessary to complete degree requirements in the majors related to these professions. These requirements are determined by laws and regulations at both the state and federal levels and are subject to change. *Saint Mary's College strongly urges all admitted and current students to research and understand the appropriate requirements for their intended course of study and profession. Compliance with these requirements is the responsibility of the student and the graduate.* You should become informed and continue to monitor such requirements as laws and other legal requirements are subject to change.

Student Learning 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.
- 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.
- Encourage students to realize their social responsibility first-hand by providing services to those in need. 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.
- 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.

Program Director

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Faculty

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Speech Language Pathology Courses

SLP 502 Assessment (3)

Course content involves principles of measurement concepts and qualitative and quantitative assessment in speech-language pathology.

SLP 503 Speech Sound Disorders (3)

Focus is on assessment, interventions, and instructional strategies for speech sound disorders among children without known organic impairments.

SLP 505 Early Childhood Language Disorders (3)

Students examine the nature, assessment, and treatment of language disorders in infants, toddlers, and preschool children.

SLP 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.

SLP 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.

SLP 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.

SLP 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.

SLP 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.

SLP 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.

SLP 517 Fluency (3)

Study the behaviors, causative and maintenance factors, diagnosis, and treatment of fluency disorders.

SLP 518 Voice (1)

A theoretical and applied study of human voice anatomy and physiology and diagnosis and treatment of vocal disorders. This course covers the anatomy and physiology underlying normal voice production, the functional and organic disorders of voice, diagnostic procedures including clinical evaluation and standardized assessments, psychological interviewing principles and counseling of clients with voice disorders and the principles and techniques of voice therapy for children and adults.

SLP 520 Augmentative and Alternative Communication (3)

The primary purpose of this course is to teach students why, when, and how augmentative and alternative communication and related assistive technology can be used to aid individuals with complex communication needs (e.g., individuals with severe physical impairments, sensory impairments, severe communication disorders, etc.) The impact of cognitive, educational, physical, psychosocial, and linguistic aspects of human behavior on AAC use, characteristics of AAC, AAC assessment and intervention, and AAC research issues and needs will be addressed. The course will enable students to more effectively meet the needs of persons with severe communication disorders.

SLP 521 Cleft Palate (1)

A study of the effects of craniofacial anomalies on speech development with particular attention to the effects of clefts of the lip and/or palate. Focus is on assessment and treatment of speech, resonance and velopharyngeal dysfunction. Management of associated feeding problems in this population is also discussed.

SLP 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.

SLP 523 Multi-Cultural Populations: Communication Disorders Across Cultures (1.5)

This course examines how diversity offers major challenges and opportunities in the workplace and in the larger society. We will focus on competencies in the form of awareness, understanding and skills that maximize resources and empower individuals and groups with a wide variety of interests, talents, and cultural backgrounds. In today's global environment, college graduates and employees are expected to collaborate with others as members of socially diverse teams, groups, organizations, and communities. The SLP is one of these professions who need to be actively engaged in the assessment and intervention of speech and language development in the culturally and linguistically diverse (CLD) individuals. This course will dispel the myths about dual language development and the students will obtain the information that is required to properly support young bilingual children and their families as future professionals. The topics will include the need for CLD children continuous, consistent, and rich exposure to both languages, the typical stages of second-language acquisition, the ways to identify language delay that is the result of an actual disorder, the code mixing, the assessment strategies of CLD students, and the intervention plans. This course will also expose students to the background, values/beliefs, and language issues of CLD populations.

SLP 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.

SLP 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.

SLP 584 Clinical Practicum: Proseminar (1)

The emphasis of this class is to prepare the student for clinical practicum, laying the foundation for both onsite and offsite placements. Documentation, ethics, intervention, and evaluation techniques are all taught with the assistance of second-year mentors and the clinical supervisor. Class time is used to teach fundamentals and expose students to a variety of professionals working in the field that will describe various placement sites.

SLP 585 Clinical Practicum (1-3)

The student is assigned on campus with 2-3 clients, increasing throughout the course of the semester as need arises or the student is off campus 3 days per week. The increase in credit hours reflects the increased clinical load that the student can expect to take on. On average the student will spend 10-20 hours per week in clinical practicum.

SLP 586 Clinical Practicum (2-3)

Students in the class will all be assigned to an off campus placement. Some students will remain on campus for the first 3-4 weeks and will serve as mentors to 1st years. The mentors are assigned up to 4 clients and 4 first-year students. They will participate in co-evaluation and treatment of the clients and provide support to the student in the clinic. After their students have taken over the care of the client, the 586 student will proceed to his/her fieldwork site. Students will be off campus 3 days per week for 20 or more hours per week. The seat time component will be divided between in class participation and online instruction, since students can be placed up to an hour away and are not always able to come back to campus after a day in the field.

SLP 587 Advanced Clinical Practicum (6)

Student will be off campus 30 or more hours per week involved in direct client care for a minimum of 14 weeks. Depending on the preferences of the student, the clinical need, and the site placements, students will be placed either in one site for the full semester or two sites for 8-10 weeks each (typically school and medical). Students are aware that participation in two site placements may result in them having to continue at their site placement for a few weeks after graduation, but will not impact their ability to finish the program on time. All requirements for grading and clinical clock hours are anticipated to be met prior to graduation.

SLP 698 Comprehensive Examination (0)

Second year students are required to complete comprehensive examinations in order to qualify for graduation. These are waived if the student successfully completes a thesis. The purpose of these examinations is to evaluate each student's knowledge of concepts, content, procedures and terminology from their graduate studies as well as their ability to apply this knowledge. These examinations are designed to be summative in nature and to address the nine knowledge/skill areas identified by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

SLP 699 Thesis (1)

Thesis for Speech Language Pathology.

GUIDE TO CORRESPONDENCE AND COMMUNICATION

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- Chief Information Officer, Todd Norris

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- Campus and Community Events, Richard Baxter
- Center for Women's Intercultural Leadership, Mana Derakhshani
- Cushwa-Leighton Library, Joseph Thomas

Vice President for College Relations, Shari M. Rodriguez

- Advancement Services, Laura Brandenburg
- Alumnae Relations, Kara O'Leary '89
- Annual Fund, Madeline Zuniga
- Development, Libby Gray Koultourides '93
- Donor Relations, Adaline Stefanac Cashore '70
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- Campus Ministry, Regina Wilson
- Center for Spirituality, Arlene Montevicchio
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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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