

SAINT MARY'S UNIVERSITY OF MINNESOTA

Undergraduate College Catalog

Winona Campus

2007–2009

This catalog contains information relating to “the College,” which offers the bachelor of arts program and the co-curricular undergraduate experience at Saint Mary’s University of Minnesota. The program of study is based in the liberal arts and offered in a residential setting on the Winona campus.

700 Terrace Heights
Winona, MN 55987-1399
507-452-4430 / Toll-free 800-635-5987

admissions@smumn.edu
www.smumn.edu

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SCHOOLS OF GRADUATE & PROFESSIONAL PROGRAMS

For information on bachelor of science completion, graduate and certificate programs offered through the Twin Cities campus, contact:
612-728-5100 or 866-437-2788
tc-admission@smumn.edu
www.smumn.edu

For information on graduate and certificate programs offered through the Winona campus, contact:
507-457-7500 or 800-635-5987, Ext. 7500
gradschool@smumn.edu
www.smumn.edu

M.Ed. Teaching & Learning: 507-457-6635 or 800-273-6075 or med@smumn.edu
Master of Arts Instruction: 800-635-5987 x 6622 or mai@smumn.edu
Professional Development: 800-273-6075 or pdi@smumn.edu

For information on bachelor of science completion, graduate and certificate programs offered through the Rochester Center, contact: 507-285-1410 or 877-768-4545
tc-admission@smumn.edu
www.smumn.edu

COVER PHOTO

The Saint Mary’s University of Minnesota Winona campus is situated among the majestic bluffs of the Mississippi River Valley.

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The university reserves the right to revise, supplement, and otherwise amend the policies and procedures contained in this catalog. The university further reserves the right to cancel programs and courses, for any reason. The university also reserves the right to change the curriculum and may make such changes without notice to students. This catalog should not be read as a guarantee of the classes or courses set out herein.

Printed in Canada

Mission

Enriched by the Catholic, Lasallian heritage,
Saint Mary's University of Minnesota
awakens, nurtures, and empowers learners
to ethical lives of service and leadership.

Mission Statement

In the Lasallian spirit of faith and zeal, Saint Mary's University—a global and diverse learning community—serves students through relevant and innovative educational programs, experiences, and enterprises. The university is nourished by its Catholic intellectual, moral, and cultural traditions and is inspired by excellence in teaching as modeled by Saint John Baptist de La Salle, founder of the Brothers of the Christian Schools. The hallmark of the university is its commitment to serve the needs of individual learners and promote life-long learning in a variety of contexts:

- The College integrates undergraduate education in the liberal arts with a residential experience to challenge and support students in their intellectual, spiritual, personal, and professional development.
- The Schools of Graduate and Professional Programs provides relevant and rigorous academic experiences for adult learners through an integration of practical, professional, and ethical education offered in dynamic and caring environments.
- Enterprising outreach and consulting programs provide a wide range of services that promote individual growth and organizational development.

The Saint Mary's University community, together and by association, is dedicated to quality, diversity, accessibility, social justice, and sound stewardship in all its endeavors.

Vision

Saint Mary's University of Minnesota
will transform society, one learner at a time,
so that faith, zeal, service, and leadership
– all directed toward the common good –
become society's defining hallmarks.

(Approved by Board of Trustees, May 7, 2004)

The University

SAINT MARY'S UNIVERSITY OF MINNESOTA

Bishop Patrick R. Heffron, the second bishop of Winona, founded Saint Mary's in 1912 to provide higher education for young men in southern Minnesota's Diocese of Winona and surrounding areas. In its early years, the university operated as an academy and junior college. In 1925, it became a four-year liberal arts college. The descendants of 19th-century settlers in Minnesota and Wisconsin thus received a classical education from a highly educated faculty composed primarily of diocesan clergy. The students of the early decades became religious, professional, and business leaders in their communities. Since 1933 the university has been administered by the De La Salle Christian Brothers.

Saint Mary's University of Minnesota is dedicated to advancing the educational and career goals of today's students. Today the major academic units of the university are the College, offering the bachelor of arts degree based in the liberal arts, and the Schools of Graduate and Professional Programs, offering bachelor of science completion degrees, undergraduate certificates, master's degrees, graduate certificates, advanced graduate certificates, a specialist degree, and a doctoral degree, all based on a career-oriented curriculum. The university also offers undergraduate and graduate programs in Nairobi, Kenya. Today SMU has more than 5,800 students enrolled in undergraduate, graduate and certificate programs at locations in Minnesota, Wisconsin and Nairobi.

At the coeducational, residential Winona campus, located in the scenic bluffs of the Mississippi River Valley, the undergraduate College curriculum combines traditional liberal arts and sciences with career preparation in a student-centered environment.

SMU's Schools of Graduate and Professional Programs (SGPP) is among the largest providers of graduate education in Minnesota. A pioneer in outreach education since 1984, the SGPP creates communities of learning when and where they are needed, serving both adult learners and the broader educational needs of society. Programs are offered at the university's Twin Cities and Winona campuses, with courses offered at centers in Rochester and Apple Valley and sites in Minnesota and Wisconsin.

Degrees/Awards offered by the University:

Undergraduate Certificates
Three-Year Diploma (Nairobi)
B.A. Bachelor of Arts
B.Ed. Bachelor of Education (Nairobi)
B.S. Bachelor of Science
Graduate Certificates
M.A. Master of Arts
M.A.S. Master of African Studies (Nairobi)
M.B.A. Master of Business Administration
M.Ed. Master of Education
M.S. Master of Science
Advanced Graduate Certificates
Ed.S. Education Specialist
Ed.D. Doctorate of Education

Learning in the Lasallian Tradition

Learning at Saint Mary's University is active, collaborative, and contextual, and is supported by a Lasallian commitment to serve the needs of individual learners.

The University

The College integrates undergraduate education in the liberal arts with a residential experience to challenge and support students in their intellectual, spiritual, personal, and professional development. The academic program of the College offers courses in general education, including a required core and elective courses, and in a disciplinary major of the student's choice. The co-curricular program of the College provides students with opportunities for positive community participation, faith-formation, service, and athletic competition. This educational programming produces graduates who:

- are competent in a major;
- have acquired a breadth of knowledge and exposure to approaches to understanding the human condition;
- have developed skills for life-long learning; and
- possess a Lasallian disposition toward leadership and service.

The Schools of Graduate and Professional Programs (SGPP) provides relevant and rigorous academic experiences for adult learners through an integration of practical, professional, and ethical education offered in dynamic and caring environments. The academic program of the Schools of Graduate and Professional Programs offers coursework from the undergraduate through the doctoral level. The SGPP supports the individual learning expectations of each student and acknowledges the wealth of experience and prior learning that each adult learner brings to the classroom. At the conclusion of all programs of study, graduates are expected to be able to:

- demonstrate competence in their professional fields;
- communicate effectively in a variety of modes;
- work effectively with diverse populations;
- demonstrate critical thinking skills;
- understand the ethical implications of their actions; and
- continue learning throughout their lives.

Accreditation, Registration and Approval

Saint Mary's University is accredited by The Higher Learning Commission and is a member:

North Central Association of Colleges and Schools
30 North LaSalle Street
Suite 2400
Chicago, IL 60602-2504
312/263-0456
www.ncahigherlearningcommission.org

Saint Mary's University of Minnesota is registered with the Minnesota Office of Higher Education. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to other institutions or that the quality of the educational programs would meet the standards of every student, educational institution, or employer.

The university is on the list maintained by the National Association of Advisors for the Health Professions (NAAHP), P.O. Box 1518, Champaign, IL 61824-1518). The university is approved for veterans training under the relevant public laws. Saint Mary's University of Minnesota has received specialized accreditation for its Bachelor of Arts business and business-related programs through the International Assembly for Collegiate Business Education (IACBE); P.O. Box 3960, Olathe, Kansas 66063; 913-631-3009; www.iacbe.org. The College's nuclear medicine technology program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology, 2000 W. Danforth Rd., Ste 130 #203, Edmond, OK 73003; 405-285-0546; Fax 405-285-0579. The peace officer education program at the university is certified by the Minnesota Board of Peace Officer Standards and Training (POST Board), 1600 University Avenue, Suite 200, Saint Paul, Minnesota 55104-3825; 651-643-3060. The School of Education is approved as a teacher certification program by the Minnesota Board of Education, Minnesota Department of Education,

The University

1500 Highway 36 West Roseville, MN 55113, telephone: 651-582-8200. The university is an accredited institutional member of the National Association of Schools of Music; 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; 703-437-0700.

Nondiscrimination Policy

Saint Mary's University of Minnesota adheres to the principle that all persons have equal opportunity and access to admission, employment, facilities, and all programs and activities of the university regardless of race, color, creed, religion, national origin, gender, sexual orientation, disability, age, marital status, or status with regard to public assistance. Address questions or inquiries to:

Affirmative Action Officer
Saint Mary's University of Minnesota
700 Terrace Heights #30
Winona MN 55987
507-457-1587

The Affirmative Action Officer may refer discrimination inquiries or complaints to other offices or individuals as appropriate.

Graduation rate

Current graduation rates are available at the Student Right to Know page on the university website at www.smumn.edu



Admission

ADMISSION

Saint Mary's University adheres to the principle that all persons have equal opportunity and access to admission, employment, facilities, and all programs and activities of the university regardless of race, color, creed, religion, national origin, gender, disability, marital status, sexual orientation, or status with regard to public assistance. Prospective applicants should direct requests for information to:

Office of Admission
Saint Mary's University
700 Terrace Heights #2
Winona, Minnesota 55987-1399
admissions@smumn.edu
800-635-5987

Admission of First-Year Students

The College processes admission applications throughout the year for fall semester or spring semester entrance. When all materials required for admission have been received, they are reviewed by the vice president for admission. The applicant is then notified of the decision. Students who have been admitted are asked to confirm their attendance by sending a \$300 deposit to the university. This non-refundable deposit is credited to the student's account. Saint Mary's University subscribes to the Uniform Candidates Reply date; therefore, accepted fall applicants have until May 1 to confirm admission without loss of admission, housing, scholarship or financial aid priorities.

The pattern of high school college prep courses and performance, while not the sole criterion for acceptance, is of primary importance. Rank in class, personal essay, test scores, activities, and school recommendations all provide additional data used in the evaluation of a student's academic potential for university success. In particular cases, the applicant may be required to have an interview with faculty who are members of the admission advisory committee or with the vice president for admission.

Generally, Saint Mary's accepts students on the basis of six semesters of high school work, expecting that the quality of achievement will be consistent throughout the senior year. Some students, however, are asked to submit seventh- and/or eighth-semester transcripts before a final decision is reached. All incoming first year students must send a final high school transcript certifying their graduation to the office of admission prior to the start of the students' SMU career.

A student applying for freshman admission is expected to have completed the following units of high school coursework. A unit represents a year's study of a subject. A well-rounded high school college-prep academic program should include the following:

- 4 units of English with an emphasis on composition and literature
- 3 units of Mathematics through at least Algebra II
- 2 units of Social Studies
- 3 units of Science (including at least 2 lab courses)
- 6 units of Academic Electives (foreign/world language, additional units of math, science, etc.)

Application Procedure

Applicants must forward the following items to the vice president for admission:

1. Saint Mary's University Application for Undergraduate Admission
2. \$25 non-refundable application fee
3. Official transcript of high school grades
4. A score report from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT)
5. Personal essay
6. Letters of recommendation (optional)

Admission

Admission of Transfer Students

Candidates from other accredited colleges/universities may be admitted to Saint Mary's if they present evidence of at least a 2.0 GPA (on 4.0 scale) in all college level coursework. The accreditation must be from a regional accrediting agency such as the Higher Learning Commission/North Central Association of Colleges and Schools. The transfer applicant must submit a Saint Mary's application for undergraduate admission and the \$25 non-refundable application fee. An official transcript from each college/university attended and an official high school transcript must be forwarded to the vice president for admission. The transcript from the college most recently attended should give evidence of honorable withdrawal. Upon notification of admission, the transfer student will receive an evaluation of his/her previous college work. This evaluation will include the number of credits accepted in transfer and the extent to which the student has satisfied Saint Mary's general education program. Please note that Saint Mary's has a residency requirement of sixty semester hours. The transfer student should plan to spend the last two years at Saint Mary's completing all degree requirements. Information relative to credit acceptance is provided.

The transfer student must submit a \$300 non-refundable deposit to confirm attendance at the university. This deposit will be credited to the student's account.

Admission of Veterans

Veterans of United States military services who are not high school graduates may be considered for admission on the basis of results obtained on the General Educational Development (GED) test, high school level. Special consideration is given to veterans who wish to complete a program initiated earlier at Saint Mary's University or at another accredited college prior to military service.

Admission of International Students

Candidates for admission from foreign countries must submit a Saint Mary's international application for undergraduate admission and a \$40 non-refundable application fee. The students must forward all original academic credentials and a certified bank statement to the director for international admission. The bank statement must indicate that sufficient funds are available to cover all the expenses for one academic year. The expenses include tuition, room, board, health insurance, and fees. English language proficiency is required and the students from non-English speaking countries must demonstrate this proficiency by submitting their scores from the Test of English as a Foreign Language (TOEFL). Generally, a score of 550/paper based - 213/computer based or higher is required on the TOEFL to be considered for admission. Students who do not meet the university's required TOEFL minimum of 550/213 may seek conditional admission.

Upon acceptance to the university, the student will send a deposit in the amount of \$5,000 to the school before a SEVIS (Student and Exchange Visitor Information System) Form I-20 (certificate of eligibility for non-immigrant student status) can be issued for obtaining an F-1 student visa. This deposit will be credited toward the student's tuition. If the student fails to obtain a student visa, the school will refund the \$5,000 deposit.

Admission of Special Students

Students who do not intend to proceed toward a degree at the university may be admitted as special students. Candidates for admission as special students must submit a Saint Mary's application for undergraduate admission and the \$25 non-refundable application fee. Academic coursework taken as a special student may, at a later date, be counted toward a degree only if the student makes proper application for degree candidacy and is admitted as a regular full-time student. Special students are subject to the same tuition and fees as regular degree-seeking students.

Readmission of Former Students

Students who have previously attended Saint Mary's University and have been out of school for at least one semester must submit the application for undergraduate admission as a readmit student.

FEES

Fees for academic year 2007/08 are listed below; unless otherwise indicated, the fees listed cover both the fall and spring semesters.

Students entering after August 2004	Students entering prior to August 2004	
\$ 21,918	\$17,692	Comprehensive tuition (12-17 credits)
\$ 6,130	\$ 6,130	Room & board
\$ 20	\$ 20	Student senate laundry fee
\$ 310	\$ 310	Technology fee
\$ 170	\$ 170	Activity fee

CEL credits will be billed at the rate of 1/3 the per credit charge.

Required deposits:

- \$ 300 Advance deposit for new students due after applicant receives notice of acceptance; applicable to tuition and is non-refundable.
- \$ 500 Advance attendance deposit due by March 5 for all students; required to hold registration/room reservation for fall semester; applicable to fall semester bill and is non-refundable.

The following expenses are either non-recurring or dependent upon the student's own choices:

- \$ 25 Application fee
- \$ 200 Additional room & board to live in a village apartment or Gilmore Residence Hall
- \$ 400 Additional room & board to live in Pines Residence Hall
- \$ 600 Additional room & board to live in Hillside Residence Hall
- \$ 2,000 PASS Program
- \$ 730 Tuition per credit (below 12; over 17)
- \$ 365 Audit fee per credit (below 12; over 17)
- \$ 150 Graduation fee
- \$ 50 Late registration fee (Students will be charged a late registration fee for each course registered after the approved registration period.)
- \$ 20 NSF/returned check fee

Special course fees (computer, laboratory, private lessons, studio, etc.) may be assigned to specific courses. See class schedule for specific course fees.

This schedule of fees is subject to change.

Payment Policy

Billing for the fall semester will be mailed approximately June 15; the Spring semester billing will be mailed approximately December 15. There are two payment options available for payment of Tuition, Room and Board:

1. The Standard Payment Plan which requires all first semester charges paid by August 5 and all second semester charges paid by January 5.
2. The 10 Payment Plan, which requires 10 monthly payments due on the 5th of each month starting July 5 and extending through April 5. Families choosing to participate in this plan after July 5 will be required to make all payments due to the date the contract is signed. The total amount to be financed under this plan will be the difference between the cost and the financial aid awarded, not including work study.

The form titled "Student Payment Agreement and Disclosure Statement" must be completed by all students. This agreement will apply to all periods of continuous enrollment unless a new form is

Fees

submitted. Students who choose the 10 Payment Plan will receive a payment schedule indicating the monthly payment due Saint Mary's. If you are not in receipt of a schedule when payment is due, please estimate your payment and send it to student services. Special circumstances must be cleared with student services prior to the start of a semester (507-457-1444). A late fee of 1% per month on the unpaid balance will be assessed on all payments received after the 5th of the month. All incidental charges (library, parking fines, damage charges, special course fees, etc.) that accumulate during the year are to be paid within 30 days of the billing date. Financial aid funds not received due to failure to apply to or submit federal or state applications, will result in a balance due within 30 days after notification by the financial aid office that these funds will not be issued. Students will be responsible for all collection fees should it become necessary to forward the account to collections. If a student makes little or no effort toward fulfilling the payment obligations, the student may be withdrawn from co-curricular activities or may be withdrawn from the university.

Refund Policy

The following policy governs refunds resulting from withdrawal from the university or from individual courses:

Tuition and Fees:

- 100% refundable through the end of the registration change period designated by the registrar.
- 75% refundable through the end of the third week of the semester.
- 50% refundable through the end of the sixth week of the semester.
- No refund after the sixth week of the semester.

Special course or laboratory fees:

- 100% refundable through the end of the add/drop period.
- No refund after the add/drop period.

Short course tuition/fees:

- A number of courses begin in the middle of a semester or after one-third or two-thirds of a semester. The following policy governs refunds resulting from withdrawal from short courses:
- 100% refund of the tuition and course fee if withdrawal occurs before the course begins or during the first five class days from the beginning of the course.
- No refund of the tuition or course fee will be made after the first five class days from the beginning of the course.

Room:

- Pro-rata refund (based on a semester of 16 weeks) is calculated from the end of the week of withdrawal, plus two additional weeks.
- No refund after the sixth week of occupancy.

Board:

- Pro-rata refund (based on a semester of 16 weeks) is calculated from the end of the week of withdrawal, plus two additional weeks.

Exceptions to the above policy may be granted by the business office on an individual basis when withdrawal results from illness, family situation or other special circumstances. Should this policy ever differ from any federal regulations, the refund will be calculated by whichever way provides the students with the greater amount.

Students who withdraw or reduce their course load during a semester and who are recipients of financial aid may be subject to a readjustment of their aid award. Consult the financial aid section of this catalog or the financial aid office for further information.

Fees/Financial Aid

Student's Right to Dispute Billing Errors

This section contains important information about the student's rights and the university's responsibilities under the Fair Credit Billing Act. If a student thinks a bill is wrong, or if a student needs more information about a transaction on a bill, write to the university as soon as possible: Saint Mary's University of Minnesota, 700 Terrace Heights #8, Winona, MN 55987-1399. The university must receive written notice from the student no later than 60 days after the university sent the student the first bill on which the error or problem appeared. The student may phone the university about the error or problem, but doing so will not preserve the student's rights. The letter should contain the following information: the student's name and account number; the dollar amount of the suspected error; a description of the error or an explanation of why the student believes there is an error. If the student needs more information, describe the item about which the student is unsure.

Saint Mary's must acknowledge the student's letter within 30 days, unless the error has been corrected by then. Within 90 days, Saint Mary's must either correct the error or explain why the bill was correct. After the university receives the student's letter, it cannot try to collect any amount the student questions, or report the student as delinquent. The university can continue to bill the student for the amount in question, including finance charges. The student does not have to pay any questioned amount while the university is investigating, but the student is still obligated to pay the parts of his/her bill that are not in question. If the university finds that it made a mistake in the student's bill, the student will not have to pay any finance charges related to any questioned amount. If the university did not make a mistake, the student will have to pay the finance charges and will have to make up any missed payments on the questioned amounts. In either case, the university will send the student a statement of the amount owed and the date that it is due. If the student fails to pay the amount that the university thinks he/she owes, the university may report the student as delinquent. However, if the university's explanation does not satisfy the student and the student writes to the university within 10 days telling the university that he/ she still refuses to pay, the university must tell anyone it reports the student to that the student has a question about his/her bill. And, the university must tell the student the name of anyone the university reported the student to. The university must tell anyone it reports the student to that the matter has been settled when it finally is. If the university does not follow these rules, it cannot collect the first \$50 of the questioned amount, even if the student's bill was correct.

FINANCIAL AID

The primary purpose of the financial aid program of Saint Mary's University is to provide assistance to students with financial need who would otherwise be unable to receive an undergraduate education at the university. Saint Mary's University expects both the student and the family to make a realistic contribution to the payment of the student's expenses. In determining the extent of a student's financial need, the university takes into account the financial resources of the parents and of the students, including income, assets and other financial resources. Financial need exists when the student's estimated university expenses exceed their estimated resources.

Financial aid is awarded on a non-discriminating basis, without regard to race, gender, intended major or class level. Financial aid is offered only to enrolled students and to students who have been accepted for admission to Saint Mary's University. Aid recipients must carry at least a half-time course load. Students who qualify will be awarded a financial aid package (contingent upon the availability of funds) to meet their need. This package will usually be composed of grant money, loans, and work funds. Applications for all financial aid programs must be renewed each year.

Saint Mary's University also recognizes academic excellence within the policy of demonstrated financial need. If students with financial need meet the academic criteria, they may receive up to 65%–75% of the financial need in the form of a scholarship. For more information, contact the vice president for admission or the office of financial aid.

Financial Aid

Because the university realizes that a student might have difficulty obtaining adequate finances, financial aid and admissions personnel are more than willing to discuss the various financial aid programs available to the student. The university treats all materials and correspondence as confidential. As a recipient of financial aid, the student is the beneficiary of funds made available by a variety of agencies: federal, state, institutional and private. In accepting an aid award, students indicate that they have read and understand the obligations and responsibilities of an aid recipient. Failure to comply with the stated regulations places the liability directly upon the student. It is important that students understand the various types of financial aid they may receive. If a loan is part of the aid package, the student must sign a promissory note. This is a legally binding obligation to repay the loan according to the stated conditions. Students are required to complete loan counseling before receiving their loan. In accepting campus employment as part of the aid package, the student agrees to take the initiative in obtaining a job and to work the number of hours necessary to earn the amount of money offered in the work award. In accepting any portion of a Saint Mary's financial aid package, students agree that the financial aid office will have control over all other financial assistance they might receive. This supervision is necessary because federal and state regulations require that the total amount of assistance must not exceed students' documented need. Thus, students should work closely with the financial aid office to be sure that all conditions of the aid package are met.

Financial Aid Application Procedure

Analysis of the applicant's financial resources is a required step in the university's review of requests for financial aid. The university accepts the Free Application for Federal Student Aid (FAFSA). Appropriate forms can be obtained from the applicant's high school counselor or from the Saint Mary's financial aid office or admission office. Using the established guidelines for determining the applicant's estimated resources, the director of financial aid determines the most equitable aid package available to meet the demonstrated need. Saint Mary's University also may require of financial aid recipients a copy of the parents' prior-year income tax return; e.g., the 2007–2008 academic year aid package is based upon the income for the 2006 calendar year. Failure to comply with this requirement can result in the termination of any financial aid administered through Saint Mary's University.

Financial aid application and correspondence should be directed to:

Financial Aid Office
Saint Mary's University
700 Terrace Heights #5
Winona, MN 55987-1399

Financial Aid Programs

The following funds are used in awarding need-based financial aid: Saint Mary's Scholarship and Grant Programs, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Pell Grant, Minnesota State Grant, Federal Perkins, Federal Stafford student loan, federal and state work study. Information about the various financial aid programs available through Saint Mary's University (need-based or merit awards) is available upon request from the admission or financial aid offices.

Financial Aid Refund Policy

Federal law requires institutions and/or the student to return the portion of the financial aid that is considered UNEARNED. This policy applies only when, during the term, a student withdraws from ALL classes AND the percentage of the term completed is equal to or less than 60%. Course load reductions that leave a student with at least one remaining class are not affected by this policy. The following example illustrates how the new policy works:

1. Calculate the percentage of the term completed ($\frac{\# \text{ days completed}}{\# \text{ days in semester}} \times 100$).
If greater than 60%, then no return of financial aid is required. If less than or equal to 60%, then proceed to step #2.

Financial Aid

2. Determine the percentage of financial aid EARNED by multiplying the total amount of financial aid received for the term by the percentage in step #1. The student is permitted to keep this amount in his/her student account.
3. Determine the amount of UNEARNED financial aid that must be returned to financial aid programs accounts by subtracting the amount of EARNED financial aid (determined in step # 2) from the total amount of financial aid received for the term.
4. There are specific calculations that determine how much of the UNEARNED financial aid must be returned to the federal program(s) by the institution and how much must be returned by the student.
5. There is a prescribed order in which funds must be returned to the programs: (1) federal loans, (2) federal grants, and (3) other federal aid.

It is possible, depending on the date of withdrawal, to have no refund of tuition and fees, although part of the financial aid may be required to be returned. For example, if a student withdraws from the university after the end of ALL refund periods, it is possible that the student may owe the full amount of billed costs. Even if the student does not finish the term, he/she may still be charged for these fees. Furthermore, if the withdrawal occurs after the end of ALL refund periods but on or before 60% of the term is completed, the student may be required to repay all or part of the financial aid as determined in steps #1–5 above. If the student is required to repay all or part of the financial aid, he/she will be notified of the amount required to be repaid. In addition, future registration at Saint Mary's University and requests for academic transcripts may be denied until repayment is complete. To initiate the refund process, obtain a withdrawal form from the academic advising office. After completing the form and getting the required signatures, the registrar's office will withdraw the student and the business office will calculate any refund of fees. The financial aid office will perform the appropriate calculations to determine the amounts (if any) of the financial aid that must be returned to the program accounts.

Satisfactory Academic Progress

To remain eligible for financial aid at Saint Mary's University, an undergraduate student must maintain satisfactory academic progress: full-time students must complete 24 semester credits per academic year with a cumulative GPA of 1.600 after one semester; 1.750 after two semesters; 1.900 after three semesters; and 2.000 at the end of any subsequent semester. Students must complete their undergraduate college objective in a maximum of 12 semesters to remain eligible for federal financial aid.

The director of financial aid reviews at the end of each semester the student's semester and cumulative GPA for satisfactory academic progress. Total credits earned for the year are reviewed at the end of the academic year, along with cumulative GPA. Repeated or audited courses are not counted towards the total credits required to maintain satisfactory academic progress. Students who do not maintain satisfactory academic progress are notified in writing. Students who are accepted and transfer to Saint Mary's University will be considered to be making satisfactory academic progress. At the end of their first semester at Saint Mary's, they will be reviewed for continued satisfactory progress as defined above. Satisfactory academic progress must be maintained during all periods of enrollment, whether or not financial aid is being received, if a student wishes to apply for and be entitled to financial aid eligibility. Satisfactory academic progress in previous semesters will be reviewed for students applying for aid for the first time. Students who do not maintain satisfactory academic progress will be placed on financial aid probation for one semester. Failure to meet standards of progress at the end of that semester will result in loss of continued aid eligibility. A statement on standards of satisfactory academic progress, conditions for appeal, and reinstatement of aid eligibility is available from the financial aid office upon request.

Scholarships

Additional Financial Assistance

Non-need-based alternative loan programs are available to assist families in financing their educational costs. Contact the financial aid office in student services for details on these programs.

SCHOLARSHIPS

Saint Mary's University is committed to providing assistance to students with financial need who would otherwise be unable to receive an education at the university. A portion of the funds from tuition, fees and unrestricted gifts are budgeted as institutional aid. In addition, named scholarships are funded by gifts restricted to those individual funds; these outside sources help increase the aid dollars available for students. An annual scholarship represents an annual commitment to Saint Mary's from an organization or individual and the entire gift is awarded in the next academic year. Endowed scholarships are funded by gifts from organizations and individuals and these funds are invested. By policy, Saint Mary's University awards scholarships equivalent to 5% of the scholarship principal. Earnings in excess of 5% are reinvested in the fund, making endowed scholarships permanent and growing sources of financial support to students.

General requirements for scholarships require that the student is a Winona campus full-time undergraduate student and has demonstrated financial need. Some scholarships involve a selection process and require criteria such as demonstration of leadership qualities, academic merit, or theatre, art, or music skills. Students apply separately for these scholarships and the recipients are chosen by a university selection committee. New students should contact admissions and current students should contact financial aid or academic advising for information about available scholarships.'

UNDERGRADUATE SCHOLARSHIPS

University Funded

Phi Theta Kappa Scholarship
Presidential Academic
Saint Cecilia Music Scholarship
Saint Luke Art Scholarship
Saint Thomas More Academic Scholarship

Tomorrow's Leaders Endowed Program

Frederick Gardner Cottrell Scholarship
Delwiche Family Scholarship
A. E. Dick '32 Memorial Scholarship
Marjorie and William Galvin '50 Scholarship
Dr. William '39 and Jean Hendrickson Scholarship
Dr. John Hoffman Scholarship
Lillian Davis Hogan Scholarship
Marian Scholarship
Max E. McGrath '49 Scholarship
John F. O'Connell '46 Family Scholarship
Catherine M. Ross Scholarship
Brother I. Basil Rothweiler Scholarship
William R. and Edna B. Ross Endowed Scholarship
Captain Jack Schneider '55 Scholarship
Wagnild Family Scholarship
Harry J. Welch, Jr. Scholarship
Richard T. Wojcik '60 Ethics in Business Scholarship

Endowed

James F. Bachmeier '66 Memorial Scholarship
Alfred J. Bambenek Scholarship
Archbishop Binz Scholarship
Greg Brosig '81 Memorial Scholarship
Mark Carey '67 Memorial Scholarship

Christian Brothers Scholarship
Jerome W. Clark Memorial Scholarship
Class of 1954 Anniversary Scholarship
Class of 1957 Billings - Hickey Scholarship
Class of 1959 Endowed Scholarship
Class of 2005 Endowed Scholarship
Clifford-Hayes Endowed Scholarship
Philip H. Corboy-Mary A. Dempsey Endowed Scholarship
Rocco J. Corso '67 Scholarship
Brother Leonard Courtney '37 Scholarship
Clayton J. and Helen Dooley and Anthony and Irene Drvota Scholarship
Paul '50 and Elaine Drack Family Scholarship
Tom Etten Scholarship (Father Thomas J. Etten Scholarship)
Father Andrew Fabian Endowed Scholarship
Michael M. Feeney '64 Scholarship
Charles J. Fiss Scholarship in Business Administration
Arthur N. Flodstrom '64 Memorial Scholarship
Frankard Scholarship
Herbert Garvin Scholarship
Jul Gernes '61 Memorial Scholarship
Sister Giovanni Scholarship
Raymond H. Groble, Jr. '39 Endowed Memorial Scholarship
Monsignor Julius C. Haun Scholarship
John M. and Louise V. Healy Memorial Scholarship
William Randolph Hearst Foundation Scholarship
William L. Hedrick '81 Memorial Scholarship
Bishop Patrick R. Heffron Scholarship
T. R. Hennessy Scholarship
John J. Hoffman Memorial Scholarship
Robert Hough '40 Memorial Scholarship

Scholarships

IBM Scholarship Fund
John Johnson Endowed Scholarship
Orris & Evelyn Johnson-Jerry & Delilah Keenan Families Scholarship
Kelly Family Scholarship
Knights of Columbus Owatonna Council No. 945 Scholarship
David Kuhn '80 Memorial Scholarship
Gerald '63 and Lucia Labonte Scholarship
Lanoga Corporation Scholarship
Anton and Mary Ledworowski Scholarship
Thomas J. Linder '81 Memorial Scholarship
Anne Locher '97 Memorial Scholarship
Brother J. Raymond Long '43 Scholarship
Brother Urban Lucken '35 Scholarship
L. W. Mack '66 Scholarship Fund
Paul T. Madigan '55 Scholarship
Lt. Thomas F. Meagher, C.P.D. Scholarship
B. J. Meixner Scholarship
Merchants National Bank Scholarship
Merrill Scholarship
Terry and Margaret Meyers Scholarship
Phillip M. Morris '42 Scholarship
Lottia Murbach Scholarship
Jack Nankivil Memorial Scholarship
Ochrymowycz Family Foreign Language Scholarship
Officer Denis O'Leary Scholarship
Joseph C. and Marie F. Page Memorial Scholarship
John F. and Christine E. Parmer/John C and Carolyn Noonan Parmer Scholarship
Phi Mu Alpha Sinfonia/Kevin P. O'Connell '73 Scholarship
Brother Alphonsus Pluth '39 Endowed Scholarship
Dominic and Rosina Polizzotto Memorial Scholarship
Robert J. Reardon Memorial Scholarship
Jean A. Joyce Regan Endowed Scholarship
Regan Sisters Scholarship
Douglas and Ruth Robinson Scholarship
Helen C. Semler Scholarship
Sieve Family Scholarship
St. Jude Alumni Scholarship
Timothy L. Stapleton '95 Memorial Scholarship
Maurice Joseph Sullivan Memorial Scholarship
Tozer Scholarship
Brother Ambrose Trusk '43 Chemistry Scholarship
Frank and Helen Walsh Memorial Scholarship Fund
Brother Laurence Walther Memorial Endowed Scholarship
Wasie Foundation Scholarship
Wells Fargo Bank (Winona) Scholarship
Peter F. Wentink '68 Memorial Scholarship
Ken Wiltgen Endowed Scholarship
Lawrence J. Wlazik '73 Scholarship
Robert M. Woods Memorial Scholarship
James R. Young '73 Memorial Scholarship

Annual

Charles and Ellora Alliss Educational Foundation Scholarship
Alumni Children Scholarship
Annexstad Family Foundation Scholarship
Christian Brothers Scholarship
Joan Costello Scholarship
Cristo Rey Alumni Scholarship
Jelinek Metz McDonald, Ltd. Scholarship
Jay Johnson '90 Memorial Scholarship
Frank J. Lewis Foundation Scholarship
Martin Scholarship
Ellen McGee Memorial Scholarship
O'Leary-Winkler Scholarship
John Paulson Jazz Scholarship
Regan Family Scholarship
Max F. Steinbauer Family Scholarship
Vennetti Family Scholarship
Susan Ann Wall '97 Memorial Scholarship
Winona Senior Friendship Center Scholarship

Minnesota Private College Fund Scholarships (Annual)

Buuck Family Foundation Scholarship
Cargill Foundation Diversity Scholarship
B.C. Gamble and P.W. Skogmo Fund of the Minneapolis Foundation Scholarship
Medtronic Foundation Scholarship
Meslow First Generation Scholarship
Minnesota Power Scholarship
Minnesota Scholars Fund
Jay and Rose Phillips Family Foundation Scholarship
Rahr Foundation Scholarship
Securian Foundation Scholarship
St. Paul Companies, Inc. Urban Education Scholarship
Tennant Company Diversity Scholarship
Thomson West Scholarship
Thrivent Financial Community Service Scholarship
UPS Foundation Scholarship
U.S. Bancorp Foundation Scholarship
Wells Fargo Foundation Scholarship
Xcel Energy Foundation Scholarship

Academic Standards

ACADEMIC STANDARDS

Grade Points and Achievement Levels

In order to evaluate the overall quality of course work, a system of grade points is used. The number of grade points earned in a given course is the number of credits for that course multiplied by the grade point corresponding to the grade earned in that course, as follows:

Grade	Grade Pts.	Achievement Level
A	4.0	Excellent
AB	3.5	
B	3.0	Very Good
BC	2.5	
C	2.0	Satisfactory
CD	1.5	
D	1.0	Minimal Pass
F	0.0	Failure
I		Incomplete
P		Pass (A, AB, B, BC, C)
NC		No Credit (CD, D, F)
AU		Audit
W		Withdrawal
X		Unauthorized withdrawal which computes as F in GPA

Grade Point Average

The grade point average (GPA) is determined by dividing the total grade points earned by the total number of credits attempted.

Dean's List

Superior scholastic performance is recognized each semester by the publication of the Dean's List. Students qualify for the Dean's List by earning a semester grade point average of 3.600 or above with a minimum of 12 credits, at least 9 of which are on the A–F grading system, with no grade of CD, D, F, NC, X, or I.

Academic Penalties

A student whose cumulative GPA falls below 2.000, but is above the probation/dismissal standards listed below will be placed on academic jeopardy. This status warns the student and the academic advisor

Academic Standards

that the student is in danger of being placed on probation or of being dismissed. Academic jeopardy indicates a significant academic deficiency which warrants the immediate concern of the student.

Program for Academic /Success (PASS) students are required to earn a minimum 2.000 cumulative GPA by the end of their first academic year. PASS students who do not earn the 2.000 GPA will be eligible for dismissal.

The two major academic penalties are academic probation and dismissal. Probation indicates that a student's grades are such that continued performance at that level will prevent the student from earning a degree. Dismissal is indicated when a student's pattern of performance shows a lack of progress towards graduation. Probation and dismissal standards are based upon grades and, ultimately, a grade point deficiency.

Grades earned through the PACC program will not be used in academic penalties calculations.

A transfer student's class standing is determined by the number of semesters he/she attended prior to matriculation at Saint Mary's. For example, a transfer student may be in his/her first semester of attendance at SMU, but actually be classified as a second semester sophomore if he/she attended three semesters as a full-time student elsewhere. In this case, the student's fourth semester status would be used in applying the appropriate probation/dismissal standards.

Academic Probation

A full-time student is placed on academic probation if the cumulative GPA is:

- below 1.600 at end of first semester;
- below 1.750 at end of second semester;
- below 1.900 at end of third semester; or
- below 2.000 at end of any subsequent semester.

Academic Dismissal

A full-time student is dismissed for low scholarship upon failure in any semester to earn six credits, if the GPA is less than 1.000 in any given semester, or if the cumulative GPA is at a probationary level for a second consecutive semester. Students in PASS are required to earn a minimum 2.000 cumulative GPA by the end of their first academic year or face academic dismissal.

A part-time student is dismissed for low scholarship if the GPA is less than 1.000 in any given semester.

If an exception is made to university policy for a student on the dismissal list and the student is allowed to remain at the university, the student shall be placed on monitored probation.

Appeal for Academic Reinstatement

A student who has been dismissed for low scholarship may appeal for reinstatement in person to the academic standing committee after one semester has lapsed. A student who is a second semester senior may appeal immediately. If the committee determines that readmission is appropriate, the student will be placed on monitored probation, wherein the student must sign a contract which specifies restrictions, requirements, and minimum academic achievement. It should be emphasized that a student on monitored probation may have to conform to more rigid requirements than the general student body. Students who are reinstated must also complete the application process through the admission office.

Academic Dishonesty

Students at Saint Mary's University are expected to maintain the highest standards of academic honesty. Academic dishonesty, in any form, will not be tolerated and will subject the student to

Academic Standards

disciplinary sanctions up to and including dismissal. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, fabrication, abuse of internet sources, cheating, and academic misconduct.

- Plagiarism is the presentation of someone else's words, ideas, or data as one's own. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, as well as quotation marks if verbatim statements are included. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Examples of plagiarism include: copying someone else's previously prepared material such as lab reports, class papers, etc.; copying a paragraph or even sentences from other works; and self-plagiarism (turning in for new credit your own work from a previous class without authorization).
- Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. Examples include: the citation of information not taken from the source indicated; submission in a lab report of falsified, invented or fictitious data; and submitting as the student's own work prepared by another, including purchasing or downloading from the Internet.
- Abuse of Internet sources is the acquisition or presentation of information obtained by purchase or downloaded for free from the Internet without explicit written acknowledgment of the source. Examples include: submission of a paper prepared by other persons or agencies, including commercial organizations; and the combination of passages from various sources presented as one's own thoughts or analysis.
- Cheating is an act or attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise that he/she has not mastered. Examples include: copying from another student's test; allowing another student to copy from a test paper; taking a test for someone else; collaborating during a test or assignment with another student by giving or receiving information without the instructor's permission; and using notes when disallowed.
- Academic misconduct is the intentional violation of university policies by tampering with grades or taking part in obtaining or distributing any part of an administered test. Examples include: accessing academic files without appropriate permission, duplicating computer software that has been copyrighted, and forging another person's signature.

Consequences of academic dishonesty: an instructor who has reason to believe a student has committed an act of academic dishonesty should investigate. As part of the investigation, the instructor should meet with the student to provide a fair opportunity for response to the allegation. The instructor should make a preliminary finding and suggest an appropriate sanction. Sanctions may include the assessment of a failing grade for the assignment or the course; in egregious circumstances, dismissal from the university may be recommended. If an instructor determines that there has been an instance of academic dishonesty, he/she must refer the matter to the vice president for academic affairs who will keep a file of all confirmed accusations of academic dishonesty.

Upon referral, the vice president for academic affairs will also investigate the charge of academic dishonesty. The student will be provided the opportunity to respond to the allegation. The vice president for academic affairs will then render judgment and impose sanctions. The student may appeal the judgement or sanction to the student judicial council. The basis for the appeal and the procedures that will be followed are as specified for disciplinary matters. No student accused or in violation of the university's policy regarding academic dishonesty may withdraw from a course without

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the consent of the vice president for academic affairs until the allegation of dishonesty has been resolved. In cases where academic dishonesty has been established, the student may not withdraw from the course.

Copyright Law

Copyright is a form of protection provided by the laws of the United States (Title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. Protection is available to both published and unpublished works, but the work must be fixed in a tangible medium of expression. The owner of the copyright is given the exclusive right:

- to make copies;
- to create derivative works based upon the work;
- to distribute the work to the public;
- to perform or display the work publicly;
- for sound recordings, to perform the work publicly by means of digital audio transmission.

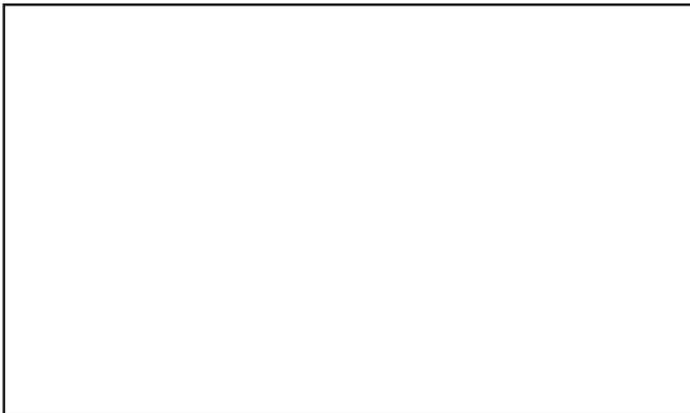
All employees and students of Saint Mary’s University must conduct their scholarly activities, including, but not limited to, any research or writing activities, in such a fashion so as to meet and comply with all the requirements of the United States copyright laws and regulations.

Honors at Graduation

The Bachelor of Arts degree is conferred with honors upon students who have maintained a high level of academic excellence. To be eligible for honors, students must have a cumulative grade point average of 3.600 (cum laude), 3.750 (magna cum laude), or 3.900 (summa cum laude) for all university courses (SMU and transfer), for all courses in the department and major field, and for all courses at Saint Mary’s University. Provided all three of the categories mentioned above are at an acceptable honors level, the category having the lowest grade point average determines the level of honors at graduation. Honors are awarded with the degree. Students must complete at least 60 credits in residence at SMU and must complete all requirements for graduation to be eligible for honors.

Valedictorian and Salutatorian

The valedictorian of the graduating class is the student with the highest GPA and the salutatorian of the graduating class is the student with the second highest GPA. The GPA used is the cumulative GPA for all university courses (SMU and transfer). Students must complete at least 60 credits in residence at SMU and complete their degree by the May commencement ceremony to be eligible for these honors.



Academic Policies and Procedures

Academic Year

The undergraduate College academic calendar is divided into two semesters of equal length; the first extends from late August until the Christmas holidays, and the second from mid-January until mid-May.

Academic Credit

Credit is recorded in semester hours. One 50-minute class period per week throughout the semester is the equivalent of one semester hour. Therefore, a 3-credit course will meet for 50 minutes three times a week, or 75 minutes two times a week or 150 minutes once a week.

Course Load

The normal student load is 15 to 16 credits per semester. A student who wishes to carry more than 18 credits in any given semester must have approval from the academic advising office. Tuition is charged for all courses carried for credit, for all courses repeated, and for all courses audited. To be classified as full-time, undergraduates must carry at least 12 credit hours per semester. Candidates for graduation in the normal eight-semester time period must earn an average of at least 15.25 credits per semester. Any student who carries a course load of less than 12 credit hours is considered a part-time student. Exchange courses (SMU/WSU Cooperative Program) are included in the student course load when determining full-time or part-time status.

Credits Attempted

The number of credits attempted is the total number of credits in which grades of A, AB, B, BC, C, CD, D, F or X are recorded. Incomplete (I) credits are not calculated into credits attempted until the incomplete grade has been replaced by a passing or failing grade. Credits from a given course are recorded as attempted only once. Repeating a failed course is treated as trying to earn the same credits already attempted.

Credits Earned

The number of credits earned is the total number of credits for non-repeated courses in which a grade of A, AB, B, BC, C, CD, D, or P is recorded. Credit may be earned for a repeated course only when the original grade was F, NC, or X.

Course Repeats

A course may be repeated, but credit for a given course can be earned only once. The original grade is not removed when the course is repeated. Only the higher grade is computed in the grade point average. Courses repeated under the pass/no credit grade option do not affect a student's grade point average. Students who wish to improve their GPA by repeating a course must do so under the traditional A–F grade system.

Course Numbering

Courses numbered from 100 to 299 are lower division courses; those numbered from 300 to 499 are upper division. Graduate courses are numbered 500 and above. Courses numbered below 100 do not apply toward any graduation requirement.

Upper division courses at SMU are intended for advanced study in an area or discipline and are not generally available to first-year students. The guidelines for coding upper division courses at SMU are listed below:

- Upper division courses generally require a higher level of cognitive performance in the area or discipline involved. That is, these courses require students to analyze, synthesize, and evaluate information (i.e., the higher levels in Bloom's taxonomy of cognitive ability). Lower division classes (i.e., courses numbered from 100-299) require students to remember and understand concepts. The application of knowledge could belong to upper or lower division classes depending on the discipline.

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- Upper division courses are generally not introductory and often require prerequisites.
- Upper division courses often require students to read, comprehend, and analyze primary sources of knowledge in a discipline; lower division courses, on the other hand typically rely on secondary or tertiary sources.
- Upper division courses may involve a significant amount of self-evaluation on the part of the student in self-monitoring of progress toward course goals.
- Upper division courses may involve self-directed learning in scholarship, research, and performance activities in the discipline.

Classification of Students

0-23 earned credits	Freshman
24-55 earned credits	Sophomore
56-86 earned credits	Junior
87+ earned credits	Senior

12+ credits per semester	full-time status
9-11 credits per semester	part-time status 3/4 time
6-8 credits per semester	part-time status 1/2 time
5 or fewer credits per semester	part-time status

Course Registration

Initial registration and changes after the initial course registration for a term must be completed online or filed at student services. Under normal conditions, the registrar will accept registration changes only from the student. It is the student's responsibility to monitor his/her class schedule throughout the semester. A student is allowed one calendar week after the beginning of the semester in which to add and drop courses. Registration for short courses which begin later in the semester is open until the end of the add/drop deadline for that short session; please see the add/drop/withdrawal schedule in student services for those dates. Students will be charged a late registration fee for each course registered after the approved registration period.

In order to preserve the integrity of the university transcript, students must be registered for a course in the semester in which they take it.

Course Withdrawal

After the change of registration period, a student may withdraw from a semester length course by submitting the approved course withdrawal form to student services. Failure to follow course withdrawal procedures will be considered an unauthorized withdrawal and will result in a grade of "X" for the course. The notation appearing on the permanent record for withdrawn courses is W. Appropriate consideration should be given prior to a course withdrawal since it may affect full-time student status.

Saint Mary's policy in regard to course withdrawals follows:

1. Course withdrawals during the first four weeks of the semester will be deleted from the student's permanent record. Withdrawals during this time are subject to university policy on tuition refunds.
2. A student may withdraw from a course up to the 12th week of classes. In this case the permanent record will show a notation of "W" after the course. Specific dates for course withdrawal deadlines may be obtained in student services.
3. Students are limited to 18 credits of course withdrawals (W/WD) during the time they are in residence at SMU pursuing a bachelor degree.

Withdrawal dates for short courses may be obtained in student services.

Academic Policies and Procedures

Course Incompletion for Active Military Duty

Students called to active military duty prior to the completion of a semester have the following options. They must indicate in writing to the vice president for academic affairs, before departure, which option they choose.

1. If the student is close to completion of the semester, he/she should consult with staff in the academic advising office. That office will assist the student in arranging for the completion of his/her course work with his/her instructors. The student would then be required to complete the remaining required course work upon his/her return to the university. The student's transcript would reflect a grade of "Incomplete." If the student does not complete the course work within six (6) months of his/her return to the university, the grade of "Incomplete" would be changed to "W" (Withdraw). The student would then need to register and retake the course. If a student's circumstances change after his/her return from military services, the student should contact staff in the academic advising office. That office will work with the student in resolving completion of the course work.
2. The student may request to withdraw/delete the course(s); the student will receive a full tuition refund. The withdrawn/deleted course(s) will not appear on the student's transcript. No academic or financial penalties are associated with withdrawn/deleted course(s) under these circumstances. The student may register and retake the course upon his/her return to the university.

Withdrawal from the University

Students intending to withdraw from the university must complete an honorable withdrawal form and have an exit interview with staff in the academic advising office. The following are policies regarding withdrawal from Saint Mary's.

Students may withdraw from the university any time before the start of the final exam period with the following stipulations:

1. Students who withdraw within the last 10 class days before the start of the final exam period will not be allowed to return to Saint Mary's the following semester. Students wishing to return to the university may apply for readmission after one semester has elapsed.
2. The permanent records of students who withdraw before the start of the final exam period will show grades of "W" for all courses in progress. Final grades for courses completed prior to withdrawal will remain on the student's record.
3. Students who withdraw within the last 10 class days but before the start of the final exam period in two consecutive semesters must appear before the academic standing committee before being readmitted for subsequent semesters.

Class Attendance

Students are expected to attend all class meetings of courses for which they are registered. Absences from any class meeting weaken the learning experience. Instructors are encouraged to adhere to the following guidelines on student absences.

- For any absence which is anticipated, the student is responsible for notifying the instructor by the class prior to the missed class*.
- If any evaluative instrument is due on the day that the student will miss class, the student is responsible for submitting the work prior to the scheduled class meeting.
- If a student fails to speak with the instructor prior to the absence and/or fails to complete the assignments, quizzes, or exams by the due date, the instructor is under no obligation to provide a make-up exam, quiz, or to accept late work, unless stated otherwise in the syllabus. A grade of "0 points" on late work is appropriate.
- In a class in which there are participation points given based solely on attendance, students will lose participation points even if they contact the instructor prior to missing class, except in the cases noted below:

Academic Policies and Procedures

1. Student-athletes participating in one of the 21 NCAA sports.
2. Students participating in music ensembles.
3. Student Senate officers representing the student body at professional meetings.
4. Students representing specific programs at events which promote the university (e.g., students participating in the Saint Mary's Convention-Chicago).

*When games are rescheduled due to weather, student-athletes must notify their instructors at least 18 hours prior to the missed class.

Students who are absent for two or more consecutive classes because of an acute illness or personal emergency should notify the academic advising office, who will, in turn, notify instructors of the illness or personal emergency. Such absences are not covered by the recommendations above and instructors are encouraged to find ways to allow students to complete missed work.

Instructors are required to include their attendance policy, in as much detail as possible, in their syllabi to reduce the possibility of confusion or misinterpretation. In addition, instructors must announce their policy within the first week of class and require that student athletes or music students who are scheduled to miss several classes speak with them after class. A student who anticipates several absences may be able to be moved to a different section or take the class another semester.

Policy on Excessive Absence

A full-time student may be dismissed from the university upon failure to maintain regular attendance in at least 12 credit hours per semester. When university staff become aware of a student not regularly attending at least 12 credit hours of class in a semester, notification will be made to the vice president for academic affairs, who will convene a committee consisting of the dean of students and representatives from academic advising, academic skills center, faculty, and the Wellness Center to meet with the student, review the circumstances and provide a recommendation to the vice president for academic affairs regarding the student's future status at Saint Mary's.

The committee may recommend dismissal or may recommend that the student be allowed to continue at Saint Mary's. If the committee determines that allowing the student to continue at Saint Mary's is appropriate, the student may be required to conform to more rigid academic requirements than the general student body. Upon receiving the recommendation of the committee, the vice president for academic affairs will make a decision and notify the instructors and student of the decision in writing. The student may appeal the judgement or sanction to the student judicial council. A student who is dismissed for excessive absence may appeal to the academic standing committee for readmission the following semester.

Transfer Credit

Students may transfer in approved courses from other accredited institutions. The accreditation must be from a regional accrediting agency such as the Higher Learning Commission/North Central Association of Colleges and Schools.

Credits earned with grades of C or better are accepted in transfer at the discretion of the registrar. Credits earned with grades of C-, CD, or lower are not accepted in transfer. Honor points are not transferred. The grade point average and class rank of the student are determined only by coursework taken at Saint Mary's University.

The transfer course(s) should not be developmental courses (generally courses numbered less than 100). Developmental courses generally would not apply as credits toward a degree at the transfer institution. Credit will not be granted for duplicate courses; a transfer course may not duplicate a course the student received credit for at Saint Mary's.

Academic Policies and Procedures

It is strongly recommended that currently enrolled Saint Mary's students get written pre-approval from the department chair for transfer courses within the major or minor area of study. Courses without the pre-approval might not be accepted into the major or minor. The department may limit the number of major or minor transfer courses accepted. PE courses taken for credit at the transfer institution will fulfill SMU PE requirements; however the courses(s) will come in at 0 credit. Quarter hour credits transfer in at the following rate: a quarter hour is equivalent to 2/3 of a semester hour.

Students are required to complete 60 semester credits at Saint Mary's. Transferring in more than 62 credits may increase the total number of credits a student will need for graduation.

Pass/No Credit Option

Students may elect to take courses under the pass/no credit grading option. In such courses, the student receives either the grade of P for pass or NC for no credit. A grade of P is equivalent to a grade of C or higher. A grade of NC is equivalent to a grade of CD or lower. The following restrictions govern the use of this option:

1. A student may take no more than two such courses in any one semester and no more than eight courses in the total academic program.
2. Major/minor courses or general education courses cannot be taken P/NC without the approval of the vice president for academic affairs.
3. The option is not available to first semester freshmen or transfer students in their first semester at SMU.
4. The option is not available to students whose cumulative GPA is less than 2.0.

Credits earned under this option are counted toward the total number of credits required for graduation but are not used in determining a student's grade point average. Before registering for a course under the pass/no credit option, the student must first get written permission from the instructor on an add/drop form which must be turned in to student services. A student should declare an intention to take a course under the pass/no credit option at the time of registration. A request to change from P/NC to a letter grade must be made during the course add/drop period. A request to change from a letter grade to P/NC must be made during the first four weeks of classes.

Credit by Examination

A student, through experience and/or personal study, may possess competencies/knowledge of academic subject matter normally obtained through class participation in a given course. The student may demonstrate this knowledge and earn credit, if appropriate, by taking a comprehensive exam covering the materials in a given course. Academic departments determine which courses are eligible for credit by examination and administer the exam. Such exams are graded strictly on a pass/no credit basis. A maximum of 15 credits may be earned in this manner. See the registrar for credit by examination policies and procedures.

Auditing Courses

An audited course is one in which a student is allowed to sit in class and participate; the student is not expected to complete papers or exams. A grade of AU on a transcript indicates an audited course and no credit is earned. A student who wishes to audit a course instead of taking it for credit must obtain permission from the instructor of the course and must complete a signed add card. A student may not change a course registration from credit to audit or from audit to credit after the add/drop period designated by the registrar. Audited courses are charged at the rate of half of the per credit fee charged for the academic year in which the course is audited. Non-attendance in an audited class may result in an X grade.

Course Substitution/Waiver

Students may appeal to the director of academic advising for a course substitution for a required course in the Lasallian Core Traditions Program or the Lasallian Honors Program. Students may

Academic Policies and Procedures

appeal to the department chair for a course substitution or a course waiver for a required course in a major or minor.

Independent Study Projects

Independent study projects offered at the university are available for credit to Saint Mary's University students. Independent study projects may be individually designed projects or they may be catalog courses pursued as independent study projects. However, no catalog course may be pursued as an independent study project in the same semester in which that course is offered in the regular schedule of classes. Independent study projects may, with approval, be used to fulfill general education requirements, major requirements, or elective credit requirements. Students may take up to eight independent study projects (for a total of no more than 24 credits) during their undergraduate career. Students are limited to two such projects (for a total of no more than six credits) in any given semester. Students should avoid taking several independent study projects from the same instructor. Independent study courses are not available to students whose cumulative GPA is less than 2.0. Procedures and necessary forms for approval of independent study projects may be obtained at student services. The independent study form must be submitted for approval to the vice president for academic affairs before the end of the add/drop period.

Final Examinations

At the end of each semester, there is a period devoted to final examinations. Instructors must hold an exam or educational experience during the examination period. No student may be required to take more than two examinations on any one day in the final examination period. If none of the instructors scheduling an examination in such an instance is willing to readjust the examination time for the student, the instructor giving the middle examination(s) on that day must examine the student on another day. Instructors are not required to give the examination prior to the scheduled date in such instances.

Grade Reports

Mid-term and final grades are available to students online. For all first-year students, if the Consent to Disclosure form is on file, parents or guardians will automatically receive grade reports at mid-term and the end of semester for the first two semesters. For parents or guardians of all other students, a specific request must be made to the registrar's office and a Consent to Disclosure form must be on file to release grade reports.

Incomplete Grades

The grade of "I" may be given by an instructor only when the reason for not completing the required work is beyond the student's control (hospitalization, death in the immediate family, etc.). The assignment of an incomplete grade must be approved by the vice president for academic affairs. It is the responsibility of the student to consult with the instructor to determine a plan for completing the required work for the course. This work must be satisfactorily completed and the "I" replaced by a passing grade within four weeks after the beginning of the next regular semester. If this is not done, the "I" will be changed to an "F." If this failing grade results in a GPA which is below the academic standards of the university, the student may be dismissed for low scholarship, even though a new semester has already begun. Requests for an extension must be made to the vice president for academic affairs within the first three weeks of the semester. Incompletes are never granted to allow a student further time to improve a grade after the semester has ended. The way to improve an undesirable grade is to repeat the course at Saint Mary's University.

Change of Grade

If an instructor discovers an error in a student's final grade, an amended grade report is filed in the registrar's office. The change of grade must be filed within one semester of the date of the original grade submission. Changes of grades cannot be made on the basis of work done after the end of the semester. The way to improve an undesirable grade is to repeat the course at Saint Mary's University. In most cases, only the instructor concerned may change a grade. Grades may be lowered after the end of the semester in cases of cheating or plagiarism.

Academic Policies and Procedures

Any grade change that results in a change of a student's placement on an academic penalty, dean's list, or honors at graduation will be referred to the vice president for academic affairs.

If a student believes that an incorrect grade has been given, the student should consult with the instructor. If the instructor refuses to change the grade, the student may consult the appropriate dean. If the dean elects to intervene, he/she will attempt to mediate the matter with the student and the instructor. If the matter is not resolved through the intervention of the dean, the student may appeal to the vice president for academic affairs, who may request a recommendation from the academic standing committee. The student's appeal must be based on grounds other than his/her disagreement with the instructor's evaluation of his/her work, and must be made by the end of the semester following the submission of the disputed grade. The recommendation of the academic standing committee is not binding on the vice president for academic affairs. If the academic standing committee recommends that the grade be changed and the instructor is still unwilling to change the grade, the vice president for academic affairs may assign a grade of P (pass) or W (withdrawal). The vice president for academic affairs may not change the grade in a manner other than as specified above.

Declaring a Major

Students must declare a major before they register for classes for the first semester of their junior year. Any change in the major during subsequent semesters or the addition of a major must be approved by the department chair of the new major.

Students may declare additional majors (a maximum of three majors may be declared) prior to their graduation; however, a course may not be counted toward more than one major unless both majors specifically require that course, e.g., M151, Calculus I, a listed requirement of mathematics and computer science. When students have an option in selecting courses to complete a given major, they cannot utilize courses which comprise part of another major. If a course appears in two majors as one of several courses that may be selected, that course can be applied only to one major. The only exception is a research project, which may be allowed as an elective or requirement in two majors. This policy applies also for courses used in a major and a minor or more than one minor.

Students may declare up to three minors although students are not required to complete a minor.

Application for Degree

Degrees are awarded in May, August, and December. An application for degree candidacy must be filed with the registrar one semester prior to completion of all degree requirements.

Transcript of Credits

A transcript of credits will be issued by student services at the written request of a student. Transcripts may be held if the student's account is not current.

Confidentiality of Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their Educational records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the university receives the request for access. The student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) he/she wishes to inspect. The university official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official will advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. The student may ask the university to amend a record that he/she

Academic Policies & Procedures

believes is inaccurate or misleading. The student should write the university official responsible for the record, clearly identifying the part of the record he/she wants changed, and specify why it is accurate or misleading. If the university decides to not amend the record as requested by the student, the university will notify the student of the decision and advise the student of his/her rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to the hearing.

3. The right to consent to the disclosure of personally identifiable information contained in the student's records, except where FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic research, or support staff position; a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of trustees; or a student serving on an official committee (such as a disciplinary or grievance committee) or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility to the university. Upon request, the university will disclose education records without consent, to officials of another school in which a student seeks to enroll.

4. The right to refuse to permit the designation of any or all of the following categories of personally identifiable information as directory information, which is not subject to the above restrictions on disclosure: name, home address, home telephone listing, and campus e-mail address; state of residence; age, date, and place of birth; sex and marital status; name of advisor; name and address of parent(s); major field of study; classification as a first-year, sophomore, junior, senior, or graduate student; class schedule and class roster; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance and graduation, and degrees received; the most recent educational institution attended; honors and awards received, including selection to a dean's list or honorary organization, and the GPA of students selected; and photographic, video, or electronic images of students taken and maintained by the university.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC 20202-4605.

The categories of information in paragraph 4 are designated directory information. Students may prevent release of any or all of the categories by notifying the vice president for student development, in writing, of the categorize of information he student does not want disclosed. Notification must occur within ten calendar days of the fist scheduled day of class for the fall or spring term. The university will honor all written requests for non-disclosure of one academic year; therefore, students must make requests for non-disclosure annually.

Because Saint Mary's University accepts federal Department of Education monies, parents or guardians may not have access to their student's educational records unless the student is 17 years of age or younger, the student has signed a consent to disclosure, or the student is a dependent for tax purposes. In order for a parent or guardian to receive information about their student's progress, the university must have on file a Consent to Disclosure form signed by the student. These forms are available from student services or the office of student development.

Official Notices

Official notices are sent via e-mail, distributed to student mailboxes in the Toner Student Center, and/or posted on the academic bulletin board across from student services in Saint Mary's Hall. When a notice is communicated to students in any of these ways, it has been officially communi-

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cated. Students should check their SMU e-mail accounts, their campus mail boxes, and the academic bulletin board often so they do not miss official notices.

Disability Services and Academic Support Policy for Students

It is the policy of the university to comply with applicable federal, state, and local laws concerning access to education benefits and programs.

Academic support services are available at the Winona campus to eligible students with disabilities through the academic skills center (ASC). For purposes of this policy, "disabled student" is defined to include a student who (1) has a physical or mental impairment which materially or substantially limits him or her in a major life activity, or (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

A student with a disability who requests academic support services must provide documentation of the disability and the need for the services requested to the disability services coordinator (DSC). Typically, that documentation will be in the form of a diagnostic report. The diagnostic report is used for two purposes: (1) to document the existence, nature, and extent of the disability and (2) to identify reasonable accommodations. Since the provision of reasonable accommodations and services is based on the impact of the student's disability on his/her current academic performance in a specific academic program, the student's best interests are served by providing recent and appropriate documentation of his/her disability. Usually, testing that has been conducted within the last three years will be considered recent and appropriate documentation. The exception to this would be psychological disabilities which require current documentation. Assessments made at the pre-college level will qualify as appropriate documentation only if they reflect adult capabilities and the academic demands of higher education. If a diagnostic report is inadequate to determine the present extent of a student's disability or appropriate accommodations, the DSC may require a supplemental assessment of the disability at the student's expense.

The disability services coordinator in consultation with appropriate staff, as necessary, will determine if a student qualifies for academic support services. The disability services coordinator in consultation with appropriate faculty members, as necessary, will determine the specific academic support services to be provided to an eligible student, taking into account the student's stated preferences, if any.

In addition, the ASC staff is available to work with eligible students with disabilities in determining and identifying other academic support services as necessary and/or available. Students with specific academic needs should contact the disability services coordinator for assistance in determining appropriate accommodations, for example, providing testing accommodations, acquiring taped texts, using assistive technology and/or relocating classrooms.

Depending on the situation, academic support services may be offered on a limited or ongoing basis; therefore, eligibility for services is usually determined each semester within the academic year.

If an eligible student declines services offered to him or her through the DSC, the student may be required to sign a Declination of Services Form. A student's signature on this form does not preclude the student from making subsequent requests for services; however, a separate determination of eligibility and/or services may be required upon any subsequent request.

Saint Mary's University retains discretion to establish and maintain curriculum and degree requirements for all students.

Academic support services are coordinated through the ASC; thus any questions regarding these services should be directed to the disability services coordinator or the ASC director.

Academic Curriculum

LEARNING IN THE LASALLIAN TRADITION: THE CURRICULUM

The program of study at the undergraduate College leads to the Bachelor of Arts degree. The curriculum is divided into courses which meet general education requirements, courses in the major, and elective courses. The general education requirements include courses which develop liberal arts skills, a required core, either the Lasallian Core Traditions Program or the Lasallian Honors Program, and a set of courses selected by the student and organized within content areas. This curriculum empowers its students to become life-long learners, competent in an area of disciplinary or professional study, enabled with critical thinking skills, and predisposed to use this knowledge for service and leadership.

Graduation Requirements

To earn the Bachelor of Arts (B.A.) degree, a candidate must fulfill the following requirements:

1. Earn at least 122 semester credits;
2. Achieve at least a 2.000 grade point average in all courses taken in the department and major field at Saint Mary's University and in all courses taken at Saint Mary's University. Courses taken means all courses attempted, including those in which the student received grades of F or X;
3. Complete at least 45 semester credits in courses numbered 300 and above;
4. Earn at least 60 semester credits in academic residence at Saint Mary's;
5. Spend the final year in academic residence at Saint Mary's University unless enrolled in an approved off-campus program;
6. Apply no more than 4 semester credits of music ensembles toward the minimum graduation requirement of 122 semester credits;
7. Apply no more than 4 semester credits of 100 and 200-level music lessons toward the minimum graduation requirement of 122 semester credits;
8. Complete two physical education or dance classes;
9. Satisfy the mathematics initial requirement;
10. Complete the general education program (a core, content areas, and skills requirements) in effect at the time of matriculation; and
11. Complete at least one major program.

Initial Requirement in Mathematics

Students must complete M100 Elementary Mathematical Ideas or M102 Intermediate Algebra with a passing grade, or score at least 70% on the intermediate algebra placement test, or score a minimum of 21 on the math section of the ACT or 500 on the math section of the SAT; to be completed in first year.

General Education

The Cores

Both the Lasallian Core Traditions Program and the Lasallian Honors Program are grounded in the University Mission and the Lasallian dispositions of faith, zeal, service, and community. These four commitments underscore the ultimate aim of the programs: to awaken and nurture the intellectual, spiritual, and personal development of learners in preparation for lives of service and commitment to social justice.

All students must complete either the Lasallian Core Traditions Program or the Lasallian Honors Program. Both programs contain interdisciplinary, non-departmental courses, and each curriculum acts as a force for integration within the specialization of the major and the diversity of electives.

Lasallian Core Traditions Program

The Lasallian Core Traditions Program is the required core taken by the majority of the students in the undergraduate College. The program provides an educational experience for students which is common, integrated, and interdisciplinary. Students acquire and refine the knowledge, skills and

Academic Curriculum

Catholic Lasallian values needed to describe, evaluate, and respond appropriately to different perspectives on real world issues, problems, and themes.

Students must complete the 12 credit-hour Lasallian Core Traditions Program to graduate from Saint Mary's University. First-year students take LCT140; sophomores take LCT225; juniors take LCT375; and seniors take LCT475. See the Lasallian Core Traditions Program course descriptions in the department listings.

Lasallian Honors Program

The Lasallian Honors Program is the general education core program for honors students. It is designed to provide an intellectually stimulating experience for bright and motivated students who wish to engage in "shared inquiry" in small, interdisciplinary classes. The hallmarks of the Honors Program are in-depth discussions of the Great Books and other notable texts of the Western and Eastern cultural traditions; service learning, with some of our 10 community partners; experiential learning in the fine arts; and participation in a community of learners who desire to grow intellectually, spiritually, and creatively.

Students are required to maintain a minimum 3.2 cumulative grade point average in order to remain in good standing in the Lasallian Honors Program. First-year students take LH105 and LH155; sophomores take LH205 and LH255; juniors take LH305 and LH355; and seniors take LH405 and LH455. See the Lasallian Honors Program course descriptions in the department listings.

Content Areas

The content area component of the general education program includes a broad exposure to the liberal arts in academic disciplines. Courses are carefully coded into content areas. Students taking the Lasallian Core Traditions Program must complete course work in all coded areas. Students in the Lasallian Honors Program must complete one faith traditions course, one natural scientific systems course with a lab, and one quantitative systems course.

Aesthetics (AE)

ID160 and one course from:

AR101 Art Appreciation
AR103 Art Foundations
AR122 Drawing I
AR211 Ceramics
AR370 Philosophy of Art
AR371 Art History I
MU150 Experiencing Music
MU171 Piano Class
MU255 Jazz History
MU341 Music History I
MU342 Music History II
PH370 Philosophy of Art
PH388 Philosophy and Art of Asia
TA160 Theatre Appreciation
TA302 Modern Movies

Cultural Traditions (CT)

One course from:

AN300 Intro to Anthropology
F331 French Civilization/Culture
F332 Francophone Societies
F447 La Litterature Engagee

GE305 Intro to Geography
H125 Europe & the World
H150 The American Experience
H211 Modern America
H320 The Middle Ages
H315 American-East Asian Relations
H325 Cross Cultural Encounters
H390 Modern China
SP331 Civilization/Culture Spain
SP332 Civilization/Culture Latin America
TA221 Hist/Theatre I: Orig-Enlightenment
TA321 Hist/Theatre II: Romantic-Present

Faith Traditions One (FT1)

One course from:

TH112 History of the Bible
TH113 Bible and Belief
TH114 Religions of the Book
TH115 Mystery of Salvation

Faith Traditions Two (FT2)

One course from:

H333 The Reformation
TH250 Christian View/Human Person

Academic Curriculum

TH260 Sacramental and Liturgy
TH300 Christianity in Global Context
TH350 Intro to Catholic Moral Theology

Human Systems (HS)

One course from:

CJ111 Introduction to Criminal Justice
EC261 Microeconomics
HS111 Intro to Human Services
PS102 American National Government
PS304 Political Social Thought I
PS305 Political Social Thought II
PY111 General Psychology
PY220 Abnormal Psychology
S110 Sociological Imagination
S304 Political Social Thought I
S305 Political Social Thought II

Literature (LI)

One course from:

E175 Intro to Literature
E300 Dimensions of Literature
E333 Shakespeare
F443 French/Francophone Novel
F445 French/Francophone Theater
F446 French/Francophone Poetry
SP443 Medieval/Renaissance Sp Lit
SP444 18th-20th Century Spanish Lit
SP445 Latin Am Lit thru 18th Century
SP446 19th-20th Century Latin Am Lit

Moral Traditions (MT)

One course from:

PH202 Philosophy in the World

Skills Requirements

Writing Requirement

Students whose initial writing placement is E105 Writing Skills must successfully complete E105 before beginning E120 English Composition. E120 or E220 should be completed in the first year.

Written Communication Requirement: A or B, depending on initial writing placement:

A. E120 English Composition and two additional courses (one must be upper division) chosen from:

AC428 Advanced Accounting
AR461 Art Seminar I
B312 Molecular Biology
B493 Biology Research and Thesis
BU341 Corporate Finance
C447 Chemistry Research: Thesis
CS301 Computers and Society
CS495 Senior Research Seminar

PH343 Contemporary Ethical Issues
PH345 Philosophy of Person
PH346 Ethical Issues in the Sciences
PH362 Business Ethics
PH387 Philosophy of the Law

Natural Scientific Systems (NS)

Two courses; at least one course must have a lab:

B105 Environmental Biology
B110 Botany & Zoo I & B111 Botany & Zoo I Lab
B120 Botany & Zoo II & B121 Botany & Zoo II Lab
B200 Human Bio & B201 Human Bio Lab
B210 Current Scientific Issues
B350 Heredity & Society
C110 World of Materials & lab
C131 Gen Chemistry I & C133 Gen Chemistry I Lab
P111 The Earth & the Solar System
P113 Physics of Sound and Music
P155 Foundations of Physics
P201 Intro to Physics I & P202 Intro to Physics I Lab
P313 Astronomy: The Stars & Beyond

Quantitative Systems (QS)

One course from:

BU215 Business Statistics
M109 Math Concepts: Geometry
M151 Calculus I
ST132 Reasoning with Statistics
ST232 Intro to Statistics

E325 Advanced Essay Writing
E490 Senior Thesis
EC440 Intl Trade, Finance, & Monetary Issues
ED300 School, Society, Media in Education
F306 Advanced French Composition
H250 Historical Thinking
H460 Historical Research and Writing I
LCT225 Portraits of the Virtuous Life
LH405 Senior Colloquium
M491 Senior Seminar
MC201 Reporting I

Academic Curriculum

MC301	Reporting II	CS301	Computers and Society
MC331	Reporting Governmental Affairs	CS495	Senior Research Seminar
MK371	Professional Selling/Sales Management	E325	Advanced Essay Writing
MU341	Music History I	E490	Senior Thesis
MU392	Music Business	EC440	Intl Trade, Finance, & Monetary Issues
PH402	Senior Thesis	ED300	School, Society, Media in Education
PS242	Logic of Analysis	F306	Advanced French Composition
PS317	International Political Economy	H460	Historical Research and Writing I
PS342	Field Methods	LH405	Senior Colloquium
PY370	Personality Psychology	M491	Senior Seminar
PY490	Research and Thesis	MC301	Reporting II
PY498	Internship Integration	MC331	Reporting Governmental Affairs
S250	Logic of Analysis	MK371	Professional Selling/Sales Management
S350	Field Methods	MU341	Music History I
SP306	Advanced Spanish Composition	MU392	Music Business
TA490	Theatre Research	PH402	Senior Thesis
TH400	Christology	PS317	International Political Economy

B. E220 Argumentative and Research Writing and one additional upper division course chosen from:

AC428	Advanced Accounting	PY370	Personality Psychology
AR461	Art Seminar I	PY490	Research and Thesis
B312	Molecular Biology	PY498	Internship Integration
B493	Biology Research and Thesis	S350	Field Methods
BU341	Corporate Finance	SP306	Advanced Spanish Composition
C447	Chemistry Research: Thesis	TA490	Theatre Research
		TH400	Christology

Oral Communication Requirement

Complete two courses coded for oral communications; either TA101 Oral Communications and LCT140 First Year Seminar or LH105 Origins of Human Thought and Culture and LH405 Lasallian Capstone.

Critical Thinking Requirement

The Critical Thinking Requirement is satisfied within the major.

Problem Solving Requirement

The Problem Solving Requirement is satisfied with the Quantitative Systems course.

Academic Majors by School

School of the Arts

Art & Design Department

Art Studio

Graphic Design

Music Department

Music

Music Education (either Classroom & Instrumental or Classroom & Vocal track)

Music Industry (either Business or Technology track)

Music Performance

Theatre Arts Department

Theatre

Academic Curriculum

School of Business

Business Department

Accounting

International Business

Management (either Human Resources, Entrepreneurship, or Sport Management track)

Marketing

School of Education

Education Department

Childhood/Early Adolescence Education (Grades K-6 with a 5-8 concentration in English, mathematics, social science, science, or K-12 concentration in world languages).

Secondary Education: see the following departments: biology, chemistry, English, mathematics, modern/classical languages, music, physics, or social science.

School of Humanities & Sciences

Humanities

English Department

English Education

Literature

Literature with Writing Emphasis

History Department

History

History/Social Science

Modern/Classical Languages Department

French

French Education

Spanish

Spanish Education

Philosophy Department

IHM Seminary Philosophy

Philosophy

Theology Department

Pastoral & Youth Ministry

Religious Education

Theology

Computer Science, Mathematics and Natural Sciences

Biology Department

Biology

Biology Cytogenetic Technology

Biology Cytotechnology

Biology Medical Technology

Biology Nuclear Medicine Technology

Biology Pre-Physical Therapy

Environmental Biology

Life Sciences Education

Chemistry Department

Biochemistry

Chemistry

Chemistry Science Education

Academic Curriculum

- Computer Science Department
 - Computer Engineering
 - Computer Science
 - E-Business Technology
 - Mathematical/Computer Science

- Mathematics Department
 - Mathematics
 - Mathematics Education

- Physics Department
 - Biophysics
 - Engineering Physics
 - Physics Science Education

- Social and Behavioral Sciences

- Psychology Department
 - Psychology

- Social Science Department

- Criminal Justice (either Corrections or Law Enforcement track)

- Electronic Publishing

- Global Studies

- Human Services

- Journalism

- Political Science (either American/International Politics or

- Public Administration/Policy track)

- Public Relations

- Social Science

- Social Science Education

- Sociology

Individualized Major

An individually designed major study program must be significantly different from a catalog major offering. It must have a focal point or unifying factor different from present departmental majors. It may not be a subfield of a current major offering. It may not be a current major offering with one or two courses added or subtracted.

An individualized major must represent significant time applied to courses united by the special focus of that program and must include at least 39 credits. Approximately half of the required courses should be upper division. Approval must be obtained from the chair of each academic department from which three or more courses and/or upper division courses will be taken. Also, the major must be approved by the vice president for academic affairs.

As with departmental majors, individualized majors should be declared before the junior year. This major option should not be considered or designed after a student has earned 95 credits. Once approved, an individualized major program cannot be changed without the approval of the vice president for academic affairs and the appropriate department chair(s). No courses listed in the original individualized major and subsequently taken by the student may be changed or deleted from the major.

Students should note that the approval of an individually designed major study program does not exempt the student from any university graduation requirement other than the requirement to complete a catalog major. It is the responsibility of the student to make sure that all other graduation requirements are met.

Art and Design

Art and Design **Preston Lawing, M.F.A., Chair**

The art and design department provides opportunities to SMU students to produce art and design work. The department offers two majors: one in Art Studio for the training of student artists in the processes of the fine arts, and a second in Graphic Design for students who wish to pursue a career in visual design and communications. The department also offers a number of courses which are required for majors in theatre, English, and media communications. Courses are also offered to complement the general education program and the liberal arts commitment of Saint Mary's University.

General Department Goals

Art and design majors will be able to:

- Demonstrate a working knowledge of design fundamentals and vocabulary, and incorporate these visual communication skills in their daily lives;
- Recognize major figures and movements in art history, and draw connections between historic and contemporary trends;
- Demonstrate and articulate an understanding of issues related to the visual arts;
- Identify and discuss major uses of the visual arts in our society: communication of information, transmission of religious/spiritual values, social/political action, utilitarian design, personal expression, and environmental enhancement;
- Think creatively and critically; and
- Analyze a work of art, using correct terminology and proper art criticism criteria.

The art and design department manages two galleries on campus for the enrichment of all students and the local community. The department presents four professional art exhibits and two student exhibits each year in the Center Gallery, located in the Toner Student Center. The Student Gallery on the second floor of the art and design department is used by various classes for presentation of their work. This gallery is also the site of the sophomore review.

The department insists that each student, before he or she graduates with a degree in studio art or graphic design, possess a basic set of drawing and design skills. To ensure students have reached this level, they are required to present a sample of their work in an exhibit during their sophomore year. This work is evaluated by faculty of the department. If the work is found lacking, the student may be required to take additional courses in drawing and/or design to attain an acceptable level.

Each student, before he or she graduates, will also participate in a senior exhibit in the Center Gallery. This show will be evaluated by the art and design faculty to judge if it is at the professional level required for a Bachelor of Arts with a major in art.

Graphic design majors have the added responsibility of preparing a traditional portfolio and an electronic website portfolio. The department has a thriving Art Club which enhances student involvement in the arts by offering workshops, field trips to museums and galleries, and increases campus awareness of the arts.

Majors offered:

Art Studio
Graphic Design

Art and Design

Art Core:

All of the following:

- AR103 Art Foundations I
- AR122 Drawing I
- AR222 Drawing II
- AR331 Painting I
- AR341 Printmaking I
- AR371 Art History I
- AR372 Art History II
- AR461 Senior Art Seminar I
- AR462 Senior Art Seminar II

Art Studio Major (44 credits):

Students in the art studio are provided exposure to a wide range of media, and will develop the critical and conceptual skills needed to realize a personal artistic vision. Studio majors, while immersed both historically and conceptually, will examine the purpose, function and aesthetics of the chosen art form within the larger scheme of the art world. Students will learn requirements of a professional career and be guided in the building of a professional portfolio including resume, artist statement and slides.

A. Art Core

B. All of the following:

- AR104 Foundations II
- AR211 Ceramics
- AR322 Drawing III
- AR351 Sculpture
- AR432 Painting II
- AR442 Printmaking II
- AR451 Advanced Studio

Graphic Design Major (44 credits):

The graphic design major is intended for students wishing to pursue a career in visual communications, graphic design, publishing, WEB design, etc. Since most of the information we receive today is visual in nature, the graphic design student will be trained in the principles and elements and vocabulary of the visual world. Areas of study include: typography, photography, digital imaging, illustration, web design and all of the computer applications necessary to realize these areas such as Adobe Illustrator, Acrobat, TypeManager, Photoshop, GoLive and Quark Xpress.

A. Art Core

B. All of the following:

- AR243 Black & White Photography
- AR303 Graphic Design I
- AR304 Typography
- AR312 Electronic Prepress
- AR326 Illustration
- AR344 Photo/Digital Imaging
- AR403 Graphic Design II

An internship is strongly recommended but not required.

Art and Design

Art Minor (18 credits):

A. The following course:

AR103 Art Foundations I

B. Five additional art courses mutually agreed upon by the student and an art and design department advisor.

Department Courses

AR101 Art Appreciation

3 credits

Art appreciation is intended for non-majors who want a better understanding of the role of visual art in our culture. A combination of lectures, slides, films and discussion will be used to enable students to appreciate works of art. Topics include a study of the elements of art and the principles of design, two-dimensional and three-dimensional media, and an overview of the history of western art.

AR103 Art Foundations I

3 credits

Foundations I is a study of the principles and elements of two-and three-dimensional design. It is also an introduction to drawing, color theory, and painting for the professional. The course is conducted in a studio-lecture format.

AR104 Art Foundations II

3 credits

This is a continuation of AR103 with further work in drawing, composition, color theory, painting, and design for the professional. Prerequisite: AR103.

AR122 Drawing I

3 credits

This course requires no art background. It will include a variety of subject matter, media and techniques with emphasis on visual perception and awareness.

AR211 Ceramics

3 credits

This introductory course combines instruction in hand building and the potter's wheel. The emphasis is placed on methods of construction, surface decoration, glazing, and firing techniques.

AR222 Drawing II

3 credits

The focus of this course is the development of drawing skills. A variety of media will be used: pencil, charcoal, conté, ink, pastels, etc. Prerequisite: AR122.

AR243 Photography

3 credits

A study of the use and function of the camera with emphasis on a personal style and photographic aesthetics. Darkroom processes and procedures will be covered as well as preparing prints for exhibition. Students must provide their own 35mm camera.

AR303 Graphic Design I

3 credits

An introductory study of the principles, tools, and techniques of design for publishing and advertising. It includes a study of typography, designer's and printer's vocabulary, and the aesthetics of graphic design. This course is taught on the computer using the most widely used software applications in publishing and printing. Prerequisite: AR103.

AR304 Typography

3 credits

Typography is a study of the design and intelligent use and layout of the characters of our alphabet. The course will cover the design principles governing the organization of type for readability and legibility. Students will acquire this knowledge by completing a series of typographic projects using the computer applications Adobe Illustrator and Adobe InDesign. Prerequisite: AR303.

Art and Design

- AR312 Electronic Prepress Publishing Systems** 3 credits
An advanced course in which state-of-the-art computer software is integrated with the fundamentals of publishing. Preparing computer files for printing. Prerequisite: AR403 or consent of instructor.
- AR322 Drawing III** 3 credits
This course is a requirement for the art studio major. It involves advanced problems in drawing emphasizing conceptual development, the human figure, and further exploration of media. Prerequisite: AR222 or consent of instructor.
- AR326 Illustration** 3 credits
The course will consist of an exploration of illustration as a means of communicating ideas through practical problems encountered in advertising, posters, books, packaging, etc. Prerequisite: AR222 and AR303.
- AR331 Painting I** 3 credits
This is an introduction to the techniques of painting using either acrylic or oil paints. Prerequisite: AR122 or AR222.
- AR341 Printmaking I** 3 credits
Printmaking is an experimentation with a variety of graphic media such as lithography, woodcuts, lino cuts, calligraphy, silkscreen, and intaglio. Different media will be emphasized each time the course is offered. Prerequisite: AR122 and AR222.
- AR344 Photo and Digital Imaging** 3 credits
This is an advanced course which combines the skills acquired in AR243 Photography with the knowledge gained in AR303 Graphic Design I. The course utilizes the scanner, digital cameras, CD's and the imaging program, Adobe Photoshop, for the creation of new expressions of art. Prerequisite: AR243 and AR303.
- AR351 Sculpture** 3 credits
This introductory course will consider materials and techniques of sculpture using wood, metal, and plastics. Prerequisites: AR103 and AR104, or consent of instructor.
- AR370 Philosophy of Art** 3 credits
This is an interdisciplinary course which will explore the relationship between philosophy of art or aesthetics and the developments in art history. The course will involve a study of traditional and contemporary philosophical theories of art, an examination of selected figures and movements in art history, and an analysis of the vital interrelationship between the two disciplines of philosophy and art. Also offered as PH370.
- AR371 Art History I** 3 credits
The first of a two-semester sequence in Western Art, this course contains units in prehistoric, Egyptian, Mesopotamian, Aegean, Greek, Roman, Early Christian, Early Medieval, Romanesque, and Gothic Art. The course includes study of painting, sculpture, architecture, and minor arts.
- AR372 Art History II** 3 credits
The second course in this survey of Western Art includes painting, sculpture, and architecture of the Gothic period through modern times. Although AR371 is not required, it is recommended as a preparation for this course.

Art and Design

AR403 Graphic Design II

3 credits

This course provides more defined and specific graphic design problems. Emphasis will be placed on working with computer applications and pre-press preparation. The student will design a personal portfolio as a final project. Prerequisite: AR303 and AR304.

AR432 Painting II

3 credits

Painting II involves advanced problems in acrylic, oil, or other contemporary media. Prerequisite: AR331.

AR442 Printmaking II

3 credits

Advanced problems in printmaking media. Prerequisite: AR341.

AR450 Arts Administration: Theory and Practice

3 credits

This course is designed to introduce students to the field of arts administration as it applies to the performing arts, visual arts, and arts services organizations. Arts explored include management models, marketing, development, finances and facilities management and planning. Students apply knowledge in these areas to an arts organization which they create in class. The course culminates with the students presenting their projects in executive session. Prerequisite: consent of instructor.

AR451 Advanced Studio

2-3 credits

In consultation with their advisor, art studio majors will select an area for advanced study. They will need to have completed two previous semesters in their chosen area; e.g., drawing, painting or printmaking.

AR461 Art Seminar I

1 credit

AR462 Art Seminar II

1 credit

These seminars involve the production of independent works in the art major's primary area of concentration. The seminars also focus on professional practices, ethics, and contemporary trends in the arts. The hanging of a graduation exhibit in the senior year is required of all art majors.

AR496/497 Art Internship

1-17 credits

An off-campus internship may be arranged for qualified students with graphic design studios, independent artists, or publishing or printing companies.



Biology

Biology

Philip A. Cochran, Ph.D., Chair

The goal of the biology department is to promote the discovery and transmission of biological knowledge. The department is committed to teaching and to the empowering of its community of learners. It provides a challenging environment distinguished by sensitivity to the intellectual, personal, and professional needs of students, staff, and faculty, all within a liberal arts context.

The biology program provides its majors with academic and professional preparation for post-baccalaureate endeavors in a wide array of disciplines, including: cell biology, ecology, environmental biology, environmental toxicology, microbiology, molecular biology, and zoology. Graduates in biology may also be prepared to pursue careers in health-related fields such as: medicine, dentistry, veterinary science, cytotechnology, nuclear medicine technology, pharmacology, physical therapy, and optometry. In addition, the biology department meets the needs of non-science majors with a selection of general education courses that expose them to the assumptions and methodologies of the scientific process and provide them with an awareness of contemporary biological problems.

In keeping with the understanding that biology as a science is an activity as much as a body of knowledge, the biology program strives to provide students with hands-on proficiency in laboratory and field procedures as appropriate to the specific major. This culminates for most biology majors in an independent research project and the writing of a senior thesis. The thesis demonstrates the student's ability to explain a problem, the methods used to address it, the results of the investigation, and the conclusions that are reached.

General Department Goals

- To provide biology majors with adequate academic and professional preparation for post-baccalaureate endeavors;
- To provide biology majors with proficiency in the use of laboratory and/or field equipment and techniques;
- To provide biology and environmental biology majors with the ability to conduct original biological research and the skills necessary to write a scientific thesis containing an explanation of the problem, the methods employed, an analysis of data, and the conclusions; and
- To offer a selection of specifically designed general education courses that meet the needs of non-science majors.

Biology students may participate in a variety of activities outside of the classroom, including the biology department seminar series, the journal club, the biology club, and the Saint Mary's chapter of the national biological honor society, Beta Beta Beta.

Majors offered:

Biology

Environmental Biology

Life Sciences Education

Allied Health Majors:

Biology Cytogenetic Technology

Biology Cytotechnology

Biology Medical Technology

Biology Nuclear Medicine Technology

Biology Pre-Physical Therapy

Biology Core:

All of the following:

B110	Botany and Zoology I
B111	Botany and Zoology I Lab
B120	Botany and Zoology II
B121	Botany and Zoology II Lab
C131	General Chemistry I
C133	General Chemistry I Lab
C321	Organic Chemistry I
M151	Calculus I

Biology Major (52 credits):

This major is suited for those who desire to enter a variety of fields, including: biological research, medicine, dentistry, or veterinary science. The program includes a course sequence centered on the hierarchical levels of organization of living systems—the molecule, cell, organ system, individual organism, and population. Culminating the program is a sequence of courses intended to develop an approach to independent study through an experience in biological research. For biology majors who wish to enter a specific field, electives can be chosen to satisfy their specific needs and interests.

A. Biology Core

B. All of the following:

B301	Ecology
B310	Genetics
B311	Cell Biology
B312	Molecular Biology
B313	Physiology
B392	Biometrics
B409	Biochemistry
B492	Experimental Planning
B493	Research and Thesis
P201	Introductory Physics I
P202	Introductory Physics I Lab

Recommended Courses (not required):

B305	Human Anatomy
B322	Developmental Biology
B434	Microbiology
B435	Immunology
B450	Radiation Biology
B479	Environmental Toxicology
C142	General Chemistry II*
C144	General Chemistry II Lab*
C322	Organic Chemistry II*
CS110	Computer Science
P211	Introductory Physics II*
P212	Introductory Physics II Lab*

*Required for admission to medical, dental, veterinary, and graduate schools.

Environmental Biology Major (52 credits):

The environmental biology major accommodates a wide variety of student interests and career goals. It may lead directly to employment in an environmental career, but also serves as an excellent preparation for advanced study. A core sequence of basic science and mathematics courses is

Biology

followed by a series of required courses. Electives include advanced work in a number of environmental areas and students select these according to their interests. The program culminates in an original research project producing an undergraduate thesis. In some cases an internship with an environmentally related governmental agency or business may be substituted for the thesis. Such a substitution must be approved by the environmental studies committee.

This major is suited for those who desire to enter areas such as: aquatic biology, water quality, fisheries biology, wildlife ecology, environmental toxicology, environmental planning, and conservation biology.

A. Biology Core

B. All of the following:

- B301 Ecology
- B310 Genetics
- B315 GIS Theory & Application
- B323 Plant Communities & Taxonomy
- B340 Limnology
- B392 Biometrics
- B460 Sustainable Resource Management
- B461 Environmental Seminar

C. One of the following:

- B313 Physiology
- B380 Earth Science
- B434 Microbiology

D. One of the following:

- B384 Pollution Ecology
- B385 Freshwater Ecology

E. Section E or F

- B494 Off-campus Environmental Experience

F. Section E or F

All of the following:

- B492 Experimental Planning
- B493 Research and Thesis

The following courses are recommended:

- C142 General Chemistry II
- C144 General Chemistry II Lab
- C322 Organic Chemistry II
- P201 Introductory Physics I
- P202 Introductory Physics I Lab

Life Sciences Education Major (56 credits + education course work):

This option qualifies the student to teach biology, zoology, and general science in grades 5–12. Please note: course work leading to teaching certification may be reconfigured for this area of study. Licensure requirements are subject to change; therefore, students considering teaching in this area should be in continuous contact with the chair of this program and the school of education for a list of required courses.

A. All of the following:

- B110 Botany and Zoology I
- B111 Botany and Zoology I Lab
- B120 Botany and Zoology II
- B121 Botany and Zoology II Lab

B301	Ecology
B305	Human Anatomy
B310	Genetics
B311	Cell Biology
B313	Physiology
B434	Microbiology
B492	Experimental Planning
B493	Biology Research and Thesis
C131	General Chemistry I
C133	General Chemistry I Lab
C142	General Chemistry II
C144	General Chemistry II Lab
M151	Calculus I
P111	The Earth in the Solar System
P201	Introductory Physics I
P202	Introductory Physics I Lab
P211	Introductory Physics II
P212	Introductory Physics II Lab

B. Required education course work

Recommended electives:

B322	Developmental Biology
B323	Plant Communities and Taxonomy
B340	Limnology
B371	Ornithology
B384	Pollution Ecology
B435	Immunology
B465	Herpetology
B475	Ichthyology
B490	Fisheries Biology
B491	Wildlife Ecology & Management

Biology–Allied Health

Jeanne Minnerath, Ph.D., Director

This area includes: cytogenetic technology, cytotechnology, medical technology, nuclear medicine technology, pre-physical therapy, and other related allied health fields.

Biology Cytogenetic Technology Major (57 credits):

The cytogenetic technology program is a four-year program designed to provide the student with a bachelor of arts degree with a major in biology cytogenetic technology. Saint Mary's University is affiliated with the cytogenetic technology training program at the Mayo School of Health Related Sciences.

Prior to a clinical year of internship, the student must complete three years of course work (90 credits) at Saint Mary's University, including the general education requirements. Of these 90 credits, 30 must be upper division credits. Acceptance to the clinical program at Mayo is contingent upon the student's academic achievement. Upon successful completion of the clinical program, the student receives a certificate in cytogenetic technology and is eligible to take the certification examination of the National Credentialing Agency for Laboratory Personnel.

Biology

Students may choose to fulfill all biology major degree requirements prior to entering the clinical program (see C below).

A. Biology Core

B. All of the following:

- B310 Genetics
- B311 Cell Biology
- B313 Physiology
- B434 Microbiology
- B435 Immunology
- B480 Human Genetics
- C142 General Chemistry II
- C144 General Chemistry II Lab
- P201 Introductory Physics I
- P202 Introductory Physics I Lab

C. Section C or D

Clinical Training (minimum 32 semester credits)

D. Section C or D

All of the following (either B301 or B305):

- B301 Ecology
- B305 Human Anatomy
- B392 Biometrics
- B492 Experimental Planning
- B493 Research and Thesis

The following courses are recommended but not required. An asterisk (*) indicates courses that may be especially helpful.

- B306 Medical Terminology
- B312 Molecular Biology
- B409 Biochemistry
- B450 Radiation Biology
- B495 Clinical Lab Procedures*
- C322 Organic Chemistry II*
- P350 Radiation Physics

Clinical training experience is to be completed at an accredited and approved hospital program of cytogenetic technology over a nine-month period. Saint Mary's University is affiliated with the cytogenetic technology training program at the Mayo School of Health Related Sciences, Rochester, MN.

Biology Cytotechnology Major (59 credits):

The cytotechnology program is a four-year program designed to provide the student with a bachelor of arts degree with a major in biology cytotechnology. Saint Mary's University is affiliated with the cytotechnology training program at the Mayo School of Health Related Sciences.

Prior to a clinical year of internship, the student must complete three years of course work (90 credits) at Saint Mary's University, including the general education requirements. Of these 90 credits, 30 must be upper division credits. Acceptance to the clinical program at Mayo is contingent upon the student's academic achievement. Upon successful completion of the clinical program, the student receives a certificate in cytotechnology and is eligible to take the Board of Registry examination of the American Society of Cytopathology.

Biology

Students may choose to fulfill all biology major degree requirements prior to entering the clinical program (see C below).

A. Biology Core

B. All of the following:

- B305 Human Anatomy
- B311 Cell Biology
- B313 Physiology
- B434 Microbiology
- B435 Immunology
- C142 General Chemistry II
- C144 General Chemistry II Lab
- C322 Organic Chemistry II
- P201 Introductory Physics I
- P202 Introductory Physics I Lab

C. Section C or D

Clinical Training (minimum 32 semester credits)

D. Section C or D

All of the following:

- B310 Genetics
- B392 Biometrics
- B492 Experimental Planning
- B493 Research and Thesis

The following courses are recommended but not required. An asterisk (*) indicates courses that may be especially helpful.

- B306 Medical Terminology
- B312 Molecular Biology
- B409 Biochemistry*
- B450 Radiation Biology
- B495 Clinical Lab Procedures*
- C341 Analytical Chemistry I
- P350 Radiation Physics

Clinical training experience is to be completed at an accredited and approved hospital program of cytotechnology over a twelve-month period. The school of cytotechnology currently affiliated with Saint Mary's University is the Mayo School of Health Sciences, Rochester, MN.

Biology Medical Technology Major (59 credits):

The clinical laboratory science/medical technology program, a four-year course of instruction, is designed to provide a bachelor of arts degree with a major in biology medical technology from Saint Mary's University. The student may complete his/her degree at Saint Mary's and then complete the clinical training. As an alternative, the student may choose to complete three years of prescribed course work at Saint Mary's University and complete his/her degree with the credits from the medical technology clinical training course work. If the student chooses this 3-1 plan, the student must complete all general education requirements, a minimum of 90 semester hours, and 30 semester hours of upper division course work at Saint Mary's before entering the clinical program.

Upon successful completion of the prescribed program, the student affiliates with an accredited hospital-based program of medical technology for a year of clinical training. Acceptance into the fourth year of clinical training is contingent upon the student's academic achievement and potential as a medical technologist. Completion of the requirements for the clinical internship enables

Biology

the student to take the Medical Technology Board of Registry examination. Certification as a Registered Medical Technologist is granted after successful completion of the examination.

Students may also choose to fulfill all of the biology major degree requirements prior to entering the clinical training (see C below).

A. Biology Core

B. All of the following:

- B305 Human Anatomy
- B311 Cell Biology
- B313 Physiology
- B434 Microbiology
- B435 Immunology
- C142 General Chemistry II
- C144 General Chemistry II Lab
- C322 Organic Chemistry II
- P201 Introductory Physics I
- P202 Introductory Physics I Lab

C. Section C or D

Clinical Training (minimum of 32 semester credits):

D. Section C or D

All of the following (either B301 or B310):

- B301 Ecology
- B310 Genetics
- B392 Biometrics
- B492 Experimental Planning
- B493 Research and Thesis

Clinical training experience is to be completed at an accredited and approved hospital program of medical technology over a twelve-month period. The school of medical technology currently affiliated with Saint Mary's University is the Veterans Administration Hospital, Hines, IL.

The following courses are recommended but not required. An asterisk (*) indicates courses that may be especially helpful.

- B306 Medical Terminology*
- B312 Molecular Biology
- B409 Biochemistry*
- B450 Radiation Biology
- B495 Clinical Lab Procedures*
- C341 Analytical Chemistry
- P350 Radiation Physics

Biology Nuclear Medicine Technology Major (62 credits):

The nuclear medicine technology program, a four-year course of instruction, is designed to provide a bachelor of arts degree with a major in biology nuclear medicine technology from Saint Mary's University. The student may complete his/her degree at Saint Mary's and then complete the 32 credit clinical training from an accredited and approved school of nuclear medicine technology. As an alternative, the student may choose to complete three years of prescribed course work at Saint Mary's University and complete his/her degree with the credits from the nuclear medicine technology clinical training course work. If the student chooses this 3-1 plan, the student must complete all general education requirements, a minimum of 90 semester hours, and 30 semester hours of upper division course work at Saint Mary's before entering the clinical program. Nuclear

medicine technology graduates are eligible to take an examination for certification as a Registered Nuclear Medicine Technologist.

Saint Mary's University has a fully accredited unified program in nuclear medicine technology in conjunction with Evanston Northwestern Healthcare, with clinical facilities at Evanston Hospital in Evanston, IL, Glenbrook Hospital in Glenview, IL, and Highland Park Hospital in Highland Park, IL. This accreditation is granted by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology, Second Avenue East, Suite C, Polson, Montana 59860-2320; telephone: 406-883-0003. A maximum of eight students yearly will be selected to enter this program. Other interested students may apply to accredited schools of nuclear medicine on an open admissions basis.

Applicants to Saint Mary's nuclear medicine technology program are not selected based on grades alone, but SMU cumulative and SMU major grade point averages must be at least 2.500 on a 4.000 scale.

Students may also choose to fulfill all biology major degree requirements prior to entering the clinical training (see below).

A. Biology Core

B. All of the following:

- B305 Human Anatomy
- B313 Physiology
- B392 Biometrics
- B450 Radiation Biology
- C142 General Chemistry II
- C144 General Chemistry II Lab
- P201 Introductory Physics I
- P202 Introductory Physics I Lab
- P211 Introductory Physics II
- P212 Introductory Physics II Lab
- P350 Radiation Physics

C. One of the following:

- CS102 Introduction to Computer Applications
- CS105 Introductory Programming: Visual Basic

D. One of the following:

- PH343 Contemporary Ethical Issues
- PH346 Ethical Issues in Science

E. Section E or F

Clinical Training (minimum 32 semester credits)

F. Section F or G

F. Section E or F

All of the following (either B301 or B310):

- B301 Ecology
- B310 Genetics
- B492 Experimental Planning
- B493 Research and Thesis

Clinical training experience is to be completed at an accredited and approved school of nuclear medicine technology over a twelve-month period. Saint Mary's University AMA Joint Review Committee Accredited Program affiliations include Evanston Northwestern Healthcare's Evanston Hospital, Evanston, IL, Glenbrook Hospital, Glenview, IL, and Highland Park Hospital, Highland Park, IL. Other area accredited schools of nuclear medicine technology to which students may apply on a competitive basis include the Mayo School of Health Sciences, Rochester, MN and the Veterans Administration Hospital, Hines, IL.

Biology

The following courses are recommended but not required. An asterisk (*) indicates courses that may be especially helpful.

B306	Medical Terminology*
B311	Cell Biology
B312	Molecular Biology
B409	Biochemistry
B435	Immunology*
C322	Organic Chemistry II
C341	Analytical Chemistry I
ED156	First Aid & CPR*

Biology Pre-Physical Therapy Major (61 credits):

Physical therapy is a degree program. Most schools of physical therapy have only graduate degree programs so students planning to enter a physical therapy school should plan to complete a bachelor's degree in biology pre-physical therapy at Saint Mary's University. Pre-requisite courses for graduate school in physical therapy are available at Saint Mary's.

Graduate schools of physical therapy have open admissions policies. Admissions are on a competitive basis with applicants being evaluated on academic achievement and potential as a physical therapist, scores on the Graduate Record Exam (GRE), and clinical experience with a physical therapist. Coordination of the student's program with that of the school of physical therapy to which the student intends to apply is strongly recommended.

A. Biology Core

B. All of the following:

B305	Human Anatomy
B310	Genetics
B311	Cell Biology
B313	Physiology
B392	Biometrics
B434	Microbiology
B435	Immunology
B492	Experimental Planning
B493	Research and Thesis
P201	Introductory Physics I
P202	Introductory Physics I Lab
P211	Introductory Physics II
P112	Introductory Physics II Lab

C. One of the following:

CS102	Introduction to Computer Applications
CS105	Introductory Programming: Visual Basic

D. One of the following:

PH343	Contemporary Ethical Issues
PH346	Ethical Issues in Science

The following are required for many physical therapy programs. Please consult with Dr. Jeanne Minnerath, Director of Allied Health, for specifics:

B306	Medical Terminology
C142	General Chemistry III
C144	General Chemistry II Lab
ED156	First Aid & CPR
PY111	General Psychology
PY220	Abnormal Psychology

Biology

S110	Basic Sociology
TA101	Oral Communication

Biology Minor (21 credits):

A biology minor is designed to support a major in a collateral field chosen by the student and recommended by the advisor.

A. All of the following:

B110	Botany and Zoology I
B111	Botany and Zoology I Lab
B120	Botany and Zoology II
B121	Botany and Zoology II Lab

B. 13 additional biology elective credits, which may not include courses specifically designed for non-science majors.

Environmental Biology Minor (21 credits):

This minor provides students with an opportunity to develop an appreciation for the environment and an understanding of ecological issues. It also provides a useful complement to such majors as chemistry or business, especially for students interested in environmental policy, environmental consulting, etc.

A. All of the following:

B110	Botany and Zoology I
B111	Botany and Zoology I Lab
B120	Botany and Zoology II
B121	Botany and Zoology II Lab

B. 13 additional credits, which may not include courses specifically designed for non-science majors.

Department Courses

B105 Environmental Biology 3 credits

The human position in the biological world and responsibility for living in reasonable harmony with the environs is the focus of this course. Beginning with an overview of major ecological principles governing all ecosystems, consideration is then given to such problems as population expansion, natural resources, pollution, conservation and environmental health. The class meets for two lecture sessions and one two-hour laboratory investigation or field trip each week.

B110 Botany and Zoology I 3 credits

Emphasis is placed upon photosynthesis and respiration, and physiological processes including nutrition, gas exchange, transportation and regulation of body fluids. It is an investigation of the structure and function of both plants and animals and intended as an introductory overview. Three lecture/discussion periods are held weekly. Concurrent registration in B111 is required.

B111 Botany and Zoology I Laboratory 1 credit

These laboratory studies complement the concepts presented in B110. Investigations including physiological and molecular relationships and interactions are the basis for the course. The lab meets for one three-hour session each week. Concurrent registration in B110 is required.

B120 Botany and Zoology II 3 credits

Emphasis is placed on plant and animal phyla, organs and organ systems of both plants and animals. Three lecture/discussion periods are held weekly. Concurrent registration in B121 is required.

B121 Botany and Zoology II Laboratory 1 credit

Laboratory studies complementing B120 include plant and animal hormones and reproduction,

Biology

bacterial techniques, and phylogenetic investigations. The lab meets for one three-hour session each week. Concurrent registration in B120 is required.

B200 Human Biology 2 credits
This course is designed for the student with little science in their backgrounds. Basic human biological principles are investigated with emphasis on nutrition, cancer, immunity, reproduction and heredity. Special consideration is given to current advances in medicine and associated bio-social issues. Two lectures are held each week. Concurrent registration in B201 is required.

B201 Human Biology Laboratory 1 credit
These laboratory sessions are designed to reinforce concepts presented in B200. Emphasis is given to study on the digestive, immune, excretory, circulatory, and reproductive systems. The lab meets two hours once a week. Concurrent registration in B200 is required.

B210 Current Scientific Issues 3 credits
This course addresses current scientific issues of interest to the general public, ranging from modern medical advances to those affecting the environment. Stress is placed not only on the concepts involved, but also on the social, ethical, political, and economic aspects of these issues. The course is intended for non-science majors.

B301 Ecology 4 credits
A study of the theoretical and practical ecological concepts pertaining to species, populations, communities and ecosystems; stress is placed on the concepts of energy flow, nutrient cycles, limiting factors, population dynamics and succession. Laboratories include both theoretical and practical applications of concepts as well as some plant and animal identifications. Three class meetings and one three-hour laboratory/field trip each week. Prerequisites: B110/111 and B120/121.

B305 Human Anatomy 4 credits
This course studies the structure of the human body from the cellular level through the skeletal-muscular, circulatory, respiratory, neuroendocrine, digestive, and excretory systems. The laboratory experiences emphasize basic gross anatomy and its functional relationships. This course is designed to meet the requirement of allied health programs and provide an elective for interested students. Two class periods and two two-hour labs each week. Prerequisites: B110/111 and B120/121.

B306 Medical Terminology 2 credits
This course is an organ systems approach to learning and understanding medical terms. A word-building programmed learning format is utilized to understand Latin and Greek prefixes and root words from which our English medical words originate. Common medical abbreviations and case studies are also incorporated into the course. The class meets for two discussion periods weekly.

B310 Genetics 4 credits
The principles underlying hereditary variation in living organisms are the focus of this course. These topics are centered about the transmission of hereditary traits, cytogenetics, basic gene concepts, introductory molecular biology, population genetics, and the genetic basis of evolution. Three class meetings and one three-hour laboratory period each week with several laboratory periods replaced with a one-hour lecture/discussion. Prerequisites: B110/111 and B120/121.

B311 Cell Biology 3 credits
This course is a study of the cell at the ultrastructural, biochemical, and physiological levels. Special consideration is given to respiration, photosynthesis, secretion, cytoskeleton, cell cycle, cell growth, movement, membranes, and other organelles. Two lectures and one three-hour lab weekly with two laboratory periods replaced with a one-hour lecture/discussion. Prerequisites: B110/111, B120/121, and C321 (C321 may be concurrent).

B312 Molecular Biology

3 credits

An analysis of the regulation of cellular metabolism at the molecular level is the core of this study. The major themes include the biochemistry of DNA, RNA and protein synthesis and the regulation of gene expression in both prokaryotes and eukaryotes. The laboratory component incorporates genetic engineering techniques. The class meets for two lectures and one three-hour lab weekly. Prerequisites: B110/111, B120/121, B310, B311 and C321 (B311 and C321 may be concurrent).

B313 Physiology

4 credits

The basic functioning of the human body is studied in this course emphasizing interrelationships of the physiological processes within the whole organism on the organ-systems level. The course is designed to meet the requirements for biology majors. The lab includes an introduction to physiological principles, instrumentation and procedures. Class meets for three lectures and one three-hour lab weekly. Recommended: C142/144. Prerequisites: B110/111 and B120/121.

B315 GIS Theory and Applications

2 credits

The first half of this course introduces the basic concepts necessary to an understanding of geographic information systems (GIS) including their purpose, hardware, software, data bases, and applications. Special attention is paid to the concept of map projections, coordinate systems and georeferencing data. The second half introduces and spurs the development of core competencies with the desktop GIA Arcview. Students learn how to conduct queries, undertake simple and complex spatial analyses and develop presentations, incorporating views, charts, and images, among others. Two lecture/mini-laboratory periods per week.

B322 Developmental Biology

3 credits

A study of mostly animal development from genetic and molecular perspectives. A brief account of embryology is followed by gametogenesis, fertilization, embryogenesis, and organogenesis. All topics are covered with emphasis upon differentiation. Class meets weekly for three hours of lecture/discussion. Prerequisites: B110/111, B120/121, and B310.

B323 Plant Communities and Taxonomy

3 credits

A course that combines collection and identification of local terrestrial and aquatic plants with a survey and analysis of plant communities. Two lectures and one laboratory period or field trip per week. Prerequisites: B110/111 and B120/121.

B340 Limnology

4 credits

Lecture emphasis is placed on physical and chemical principles and their interpretation. Attention is given to taxonomy, adaptations, distributions and abundance of organisms. Lab and field studies emphasize techniques and aquatic environmental assessment. Three hours of lecture/discussions and one three-hour lab/field study weekly. Prerequisite: B301.

B350 Heredity and Society

3 credits

This course is open to non-biology majors only. In-depth coverage and discussion of topics that show how many of the contemporary social problems are related to the basic concepts of heredity. Some of the relevant bio-social problems considered are human reproduction, carcinogens, mutagens, genetic syndromes, chromosome abnormalities, aging, inbreeding, the genetic basis of behavior, genetic engineering, genetic screening, genetic counseling, and bioethics. Meets for three lectures weekly.

B370 International Experience in Field Biology

3 credits

This course involves the study of the ecology of another country. A series of lectures on natural history, ecological communities and environmental issues is followed by a guided study tour to allow students to observe firsthand the landscapes, culture and wildlife of the region. This course is offered in the summer only. A travel fee for the study tour is required. Prerequisites: B301 or consent of instructor.

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B371 Ornithology 3 credits
This course examines birds from aspects of ecology, behavior, taxonomy, physiology, and identification. Two one-hour lecture/discussion sessions and one three-hour lab/field trip each week. Prerequisite: B301 or consent of instructor.

B375 Natural History Field Trip 1-2 credits
This course combines lectures and a study tour to examine geological features and ecological communities in a selected region within the continental U.S.A. that is accessible during a 7-10 day trip (e.g., the Ozark Mountains or the Everglades). The class may stay at campgrounds or other rustic accommodations during the trip. A travel fee for the study tour is required. Prerequisites: B301 or consent of instructor.

B380 Earth Science 3 credits
This lecture and lab course introduces students to the Earth's dynamic systems. An overview of physical geology is first presented. The class then examines specific processes of erosion, transport and deposition and the resultant land forms that are produced. Other geomorphological processes are also discussed. Throughout, emphasis is placed on the inter-relatedness of these processes, and how they may impact and be altered by humans. Two lectures and one three-hour lab per week.

B384 Pollution Ecology 3 credits
This course involves an examination of major pollutants and their sources; ecological, health, and economic effects; and control technology. Class sessions emphasize industry, transportation, agriculture and energy production. Laboratories emphasize monitoring equipment and techniques. Two one-hour lecture/discussion sessions and one three-hour laboratory or field trip per week. Prerequisite: B301 or consent of the instructor.

B385 Freshwater Ecology 3 credits
Advanced studies of the freshwater aquatic ecosystems, both lotic and lentic, are undertaken. Emphasis is placed on ecological adaptations, life histories, and interactions between organisms and their physical environment. Secondary emphasis is placed on aquatic ecosystem production and measurement. Two lectures and one three-hour laboratory each week. Prerequisite: B340.

B392 Biometrics 3 credits
This course introduces basic and fundamental statistics with emphasis on the more sophisticated tests and analyses common to biologists and other researchers. Substantial attention is given to analysis of variance procedures and experimental design. Credit will not be granted for this course and ST132, ST232 or BU215.

B409 Biochemistry 4 credits
The principle concepts of biochemistry are the focus of this course. The major themes include the relationship between the three-dimensional structure of proteins and their biological function and the chemistry and metabolism of biologically important macromolecules including proteins, carbohydrates, lipids and nucleic acids. Prerequisites: B110/111, B120/121, C321, and C322 (C322 may be concurrent with consent of instructor).

B434 Microbiology 3 credits
This course deals with the morphology, physiology and biochemistry of a variety of microorganisms including viruses, bacteria, fungi and algae. Emphasis is placed on the control of microbial growth, the characteristics of these organisms and their relationship to disease. Class meets for two lectures and one three-hour lab weekly. Prerequisites: B110/111, B120/121, and C321 or consent of instructor.

Biology

B435 Immunology

3 credits

Topics covered in this course include the nature of the immune system and the immunological response including the roles of lymphocytes, cytokines, antibodies and complement. Some emphasis is placed on the malfunction and diseases of the immune system. Laboratories emphasize practice of immunological theory and the performance of immunological techniques. Class meets for two lectures and one three hour lab weekly. Recommended: B310, B311, B312. Prerequisites: B110/111, B120/121, and C321.

B450 Radiation Biology

3 credits

The effects of radiation, particularly ionizing radiation, on molecules, cells, tissues, and the whole organism are studied. A brief background of the nature, sources and absorption of radioactive energy is presented. Some emphasis is also placed on the understanding and use of modern instrumentation and techniques available for biological research and fluorescence analysis. The class meets for three lectures weekly. B310 is strongly recommended. Prerequisites: B110/111 and B120/121.

B460 Sustainable Resource Management

2 credits

A course that examines the causes of environmental problems and the interconnections among environmental issues, with the goal of providing a framework for the search for long term solutions. Two lectures/discussion sessions per week. Prerequisites: a course in ecology and junior or senior standing.

B461 Environmental Seminar

1 credit

A course that permits presentations and discussions of ecological and environmental topics, with an emphasis on the primary literature. In any given semester, the course may be organized around a particular issue or involve consideration of a significant book or other work. One meeting per week. Prerequisites: a course in ecology. Junior or senior standing required.

B465 Herpetology

2 credits

This course provides an introduction to the biology of amphibians and reptiles, with an emphasis on the ecology, distribution, and conservation of the species found in Minnesota and neighboring states. One lecture/discussion period and one lab period per week, with the possibility for some evening or weekend field trips. Prerequisites: a course in ecology or instructor's consent.

B475 Ichthyology

3 credits

A course on the classification, morphology, physiology, and ecology of fishes. Two lectures and one laboratory period per week. Laboratory activities may include individual student projects and the collection and identification of Midwestern fishes. Prerequisites: a course in ecology or instructor's consent.

B479 Environmental Toxicology

4 credits

An examination of the principles, methods, and problems of environmental toxicology is presented. Topics include: pollutant dynamics in ecosystems and individuals, dose-effect relationships, sub-lethal toxicity, interactions between pollutants, ecosystem responses, and others. The laboratory emphasizes professional methods of contaminant analysis and toxicology. Three lecture/discussions and one three-hour laboratory per week. Prerequisite: consent of instructor.

B480 Human Genetics

2 credits

All aspects of genetics as they pertain to the human are discussed. These topics include the human genome, inborn errors of metabolism, Mendelian inheritance, human cytogenetics, gene mapping, complex traits, consanguinity, cancer genetics, behavioral genetics, and gene therapy. In every case, connections are made to applications and issues pervading society. Class meets for two lectures/discussions weekly. Prerequisites: B310.

Biology

B481–489 Topics in Biology

1–3 credits

Concepts and/or current issues in biology are presented. The topic changes each time it is offered. Prerequisite: consent of instructor.

B490 Fisheries Biology

3 credits

An introduction to fisheries biology, this course has a lecture emphasis on population dynamics and lake, pond, and stream fishery management. Attention is given to the recreational and commercial value of freshwater fish species. Lab and field studies emphasize field fish collection techniques, taxonomy, population studies, energetics, and age and growth studies. Two lectures and one three-hour lab/field study weekly. Prerequisite: B340.

B491 Wildlife Ecology and Management

3 credits

This course is an introduction to wildlife ecology with emphasis on techniques, population dynamics, recreational and commercial value. Wildlife management techniques will also be introduced through study of case histories of selected species. Two hours of lecture and one three-hour laboratory/field trip each week. Prerequisite: B301 or consent of instructor.

B492 Experimental Planning

1 credit

The purpose of this course is to design a research project. The necessary reconnaissance, review of the literature, and other preparations are included. Some emphasis is also given to thesis writing and presentations.

B493 Biology Research and Thesis

2 credits

The course consists of an independent investigation of a field or laboratory problem of the student's choice in a specific area of biology. A written report of the research project in the form of a thesis is required; an oral presentation may be required, at the discretion of the research advisor. This course is a graduation requirement for biology majors. Prerequisites: B392 and B492.

B494 Environmental Experience

1–5 credits

This experience is designed for those students who want exposure to the world of post-graduate work, but not to the degree required for an internship. It would consist of a part-time assignment off-campus with an environmental agency. The work experience must be approved by the environmental committee and completed during one semester or one summer.

B495 Clinical Laboratory Procedures

2 credits

Selected students interested in medical technology will participate in the operation of a hospital medical laboratory. The chief technologist and pathologist in residence will supervise the student's clinical laboratory experience. Students must make arrangements with the director of allied health prior to registration. Offered second semester. Graded pass/no credit.

B496/497 Biology Internship

1–17 credits

This experience is arranged individually for interested students and provides an opportunity for the student to work with/for a public or private entity and become familiar with biologically related aspects of the entity. The biology internship, although flexible, must be a biological learning situation with a final report required. Juniors or seniors are eligible and must have the consent of the department chair.

B498 Allied Health Internship

6–32 credits minimum

This internship is an intensive 9–12 month involvement at an approved and accredited school of cytogenetics, cytotechnology, medical technology, or nuclear medicine technology.

Business

Thomas Marpe, Ed.D., Chair

Business majors at Saint Mary's University combine course work in the theory and practice of business with studies in the liberal arts. The study of business, when coupled with liberal arts, provides students with the broadest possible educational foundation from which to enter a rapidly changing business environment. Saint Mary's University of Minnesota has received specialized accreditation for its business and business-related programs through the International Assembly for Collegiate Business Education (IACBE); P.O. Box 3960, Olathe, Kansas 66063. Telephone 913-631-3009; www.iacbe.org. The following degree programs are accredited by the IACBE: B.A. degree in Accounting, International Business, Management, and Marketing.

General Department Goals

Students will develop:

- Analytical and quantitative decision-making skills necessary for effective business practice;
- Qualitative decision-making skills necessary for effective business practice;
- Written and oral communication skills necessary for effective business practice;
- Human interaction skills necessary for effective business practice; and
- An ethical approach to life and business practices.

Majors offered:

Accounting

International Business

Management (Human Resources, Entrepreneurship, or Sport Management Track)

Marketing

Business Core Curriculum. All business majors must complete a common set of "business core courses" as part of their major. The business core curriculum introduces students to a variety of important functional areas including accounting, marketing, management, economics, finance, finite mathematics, business law, and the international business environment. Basic knowledge in each of the core areas is considered essential to a broad-based business education. It is strongly recommended that M145 Finite Mathematics be completed by the end of sophomore year.

Business Core:

A. All of the following:

- AC222 Accounting Concepts
- BU285 International Business Environment
- BU312 Business Law I
- BU341 Corporate Finance
- BU452 Strategic Management
- CS102 Introduction to Computer Applications
- EC261 Principles of Microeconomics
- EC262 Principles of Macroeconomics
- MG219 Principles of Management
- MK217 Principles of Marketing
- PH362 Business Ethics

B. Mathematics: one of the following:

- M145 Finite Mathematics
- M151 Calculus I
- M309 Business Calculus

Business

Accounting Major (63-66 credits):

The accounting major prepares students for a variety of careers in accounting. Course work accommodates students interested in public accounting (CPAs), management accounting (CMAs), controllership, taxation, and/or governmental accounting. The accounting major is also highly recommended for students interested in attending law school. The university's accounting program meets the requirements for taking the Uniform CPA exam in Minnesota and many other states. The university offers several ways for students to meet the educational requirements for CPA licensure. Students who are considering the CPA path are strongly encouraged to consult an accounting faculty member early in their college career to individually determine the best way to meet the requirements.

A. and B. Business Core

C. All of the following:

- AC223 Financial Accounting Principles
- AC320 Federal Tax
- AC321 Intermediate Accounting I
- AC322 Intermediate Accounting II
- AC324 Cost Accounting
- AC325 Accounting Information Systems
- AC426 Auditing
- AC428 Advanced Accounting

D. One or two of the following (dependent on track):

- AC427 Governmental and Not-For-Profit Accounting (CPA track)
- BU413 Business Law II (CPA track)
- MG409 Production and Operations Management (CMA track)

International Business Major (51 credits):

The international business major is designed to prepare students for international careers with domestic, multinational, and foreign business concerns. A grounding in general business concepts is combined with advanced study of issues affecting the global marketplace. Course work emphasizes understanding of cultural diversity, international business practices, and unique problems associated with operating a multinational business in a cross-cultural context. Study abroad and proficiency in at least two languages are highly desirable for this major.

A. and B. Business Core

C. All of the following:

- EC440 International Trade, Finance, and Monetary Issues
- MG410 International Management
- MK430 International Marketing

D. Six additional credits approved by the department chair and a department advisor. Examples: foreign study, internship, or a related course such as a 300+ level foreign language course.

Management Major (51 credits):

Management majors will focus on one of three tracks of study:

- 1) Entrepreneurship track: This track combines study of small business management with an in-depth analysis of ways new business ventures are created and developed. Processes and procedures necessary to transform an initial entrepreneurial idea into a viable business operation are the central focus of the major. The entrepreneurship track is recommended for students planning to work in a small business or who intend to start and operate their own small business.
- 2) Human Resource track: This track prepares students to enter first-line supervisory positions or management trainee programs in large corporate or governmental settings. Current trends in the management of large organizations, both technical and behavioral, are the central focus of study. The human resources track is recommended for students intending to seek careers in large, well-established organizations.

3) Sport Management track: This track prepares students to enter a variety of careers in sport, entertainment, and event management. Coursework emphasizes understanding of business practices and unique challenges associated with scheduling, promotion, and coordination of physical and human resources in the sport and event industry.

Entrepreneurship Track:

A. and B. Business Core

C. All of the following:

- BU316 E-Business
- MG315 Introduction to Entrepreneurship and Small Business
- MG409 Production and Operations Management
- MG465 Seminar: Advanced Entrepreneurship

D. Three additional credits approved by the department chair and a department advisor.

Human Resources Track:

A. and B. Business Core

C. All of the following:

- MG335 Organizational Behavior
- MG336 Human Resource Management
- MG409 Production and Operations Management
- MG410 International Management

D. Three additional credits approved by the department chair and a department advisor.

Sport Management Track

A. and B. Business Core

C. All of the following:

- MG315 Introduction to Entrepreneurship and Small Business
- MG332 Sport Management
- MG334 Sport Facilities and Event Management
- MK333 Sport Marketing

D. Three additional credits approved by the department chair and a department advisor.

Marketing Major (51 credits):

The marketing major prepares students for a variety of careers in marketing such as advertising, marketing management, marketing research, or sales. Course work explores the exchange process and exchange institutions found in modern market economies. Marketing course work encompasses both behavioral and quantitative aspects of marketing products, services, and ideas in a global marketplace.

A. and B. Business Core

C. All of the following courses:

- MK371 Professional Selling and Sales Management
- MK372 Advertising and Promotions
- MK411 Marketing Research
- MK434 Marketing Management

D. Three additional credits approved by the department chair and a department advisor.

- MG315 Introduction to Entrepreneurship and Small Business
- MK333 Sport Marketing
- MK360 Consumer Behavior
- MK430 International Marketing
- MK460–469 Special Topics in Marketing
- MK496/497 Internship: Marketing
- An upper division international business course

Business

Foreign study

A course approved by the department chair and a department advisor.

General Business Minor (18 credits):

A. All of the following:

- AC222 Accounting Concepts
- MG219 Principles of Management
- MK217 Principles of Marketing

B. Nine additional credits approved by the business department chair.

Economics Minor (18 credits):

A. All of the following:

- AC222 Accounting Concepts
- EC261 Principles of Microeconomics
- EC262 Principles of Macroeconomics
- EC361 Intermediate Microeconomics
- EC362 Intermediate Macroeconomics

B. Three additional credits approved by the business department chair.

Entrepreneurship Minor (18 credits):

A. All of the following:

- AC222 Accounting Concepts
- MG219 Principles of Management
- MG315 Introduction to Entrepreneurship and Small Business
- MG465 Seminar: Advanced Entrepreneurship
- MK217 Principles of Marketing

B. Three additional credits approved by the business department chair.

Sport Business Minor (18 credits)

A. All of the following:

- AC222 Accounting Concepts
- MG219 Principles of Management
- MG332 Sport Management
- MG334 Sport Facilities and Event Management
- MK217 Principles of Marketing
- MK333 Sport Marketing

Department Courses

AC222 Accounting Concepts 3 credits

This course provides an introduction to accounting with an emphasis on interpretation and use of accounting information for effective business decision-making. The course employs an "information user/managerial approach" rather than an "information preparer approach." Students are introduced to the accounting system, financial statement analysis, and quantitative managerial accounting techniques. Prerequisite: mathematics competency.

AC223 Financial Accounting Principles 3 credits

This course is a study of financial accounting practices including information gathering, processing, recording, and reporting. Topics include the accounting cycle, current assets and liabilities, noncurrent assets and liabilities, equity, revenues, and expenses. Prerequisite: AC222.

AC320 Federal Tax 3 credits

Recommended for all business majors, this course considers income tax concepts and income tax law as it applies to individuals and corporations. Prerequisites: M145 and AC222.

- AC321 Intermediate Accounting I** 3 credits
A comprehensive study of selected financial accounting topics, the course considers financial statements, short-term receivables and payables, inventories, plant assets, depreciation, and long-term liabilities. Prerequisites: AC221/223 and M145.
- AC322 Intermediate Accounting II** 3 credits
A continuation of AC321, this course involves a study of financial accounting in the areas of stockholders' equity, revenues, taxes, pensions, leases, statement of cash flows, financial statement analysis and full disclosure. Prerequisite: AC321 or consent of instructor.
- AC324 Cost Accounting** 3 credits
The systems of cost accounting are studied as they apply to both manufacturing and service organizations. Topics include job order and process cost systems, budgeting, standard costing, and other selected accounting topics which are used in management decision-making. Prerequisites: AC121/222, BU215, and M145.
- AC325 Accounting Information Systems** 3 credits
Systems are methods and procedures established by management for accomplishing and documenting business tasks. The course covers the systems created and monitored by management in order to provide a reasonable assurance that company operations are effective and efficient, financial reporting methods are reliable, and the company is complying with laws and regulations pertaining to it. Prerequisite: AC321.
- AC426 Auditing** 3 credits
This course is designed to provide the student with a basic understanding of audit theory and practice. Emphasis is placed on applying audit theories and procedures in the examination of an organization's financial statements by a certified public accountant. Prerequisite: AC322.
- AC427 Governmental and Not-For-Profit Accounting** 3 credits
The course covers accounting and financial reporting issues of governmental agencies at the local and state levels, federal government agencies, and the federal government as a whole. Non-governmental, not-for-profit organizations which must demonstrate accountability for financial and operational performance to providers of their resources are also examined. Prerequisite: AC321.
- AC428 Advanced Accounting** 3 credits
The course includes a study of business combinations and a survey of international accounting. Prerequisite: AC322.
- AC460–469 Special Topics in Accounting** 1–3 credits
The topics for these courses vary according to the needs and interests of accounting majors. Topics may include corporate taxation, accounting theory, computer applications, and forensic accounting.
- AC496/497 Internship: Accounting** 1–17 credits
- BU215 Business Statistics** 3 credits
Statistical techniques which are commonly used in all areas of business are studied. Topics include descriptive statistics, probability and probability distributions, hypothesis testing, regression and time-series analysis, and non-parametric statistics. Emphasis is placed on the appropriate use of each procedure and on communicating the results of statistical techniques to others. Prerequisite: M102 or equivalent. Credit will not be granted for this course and either ST132 or ST232.

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BU285 International Business Environment 3 credits
An introduction to the international business environment, including cultures, ethics, economics, geography, and legal systems, associated with our global society. The course serves as a foundation for international business majors and as a survey course for other business majors. Prerequisites: EC262, MG219, and MK217. (May be concurrent with EC262).

BU312 Business Law I 3 credits
Through a study of the basic principles of law, contracts, agency and sales, students will be able to apply these principles to concrete situations. Students will study the Uniform Commercial Code where applicable in this and the continuation course.

BU316 E-Business 3 credits
Students will learn the strategic aspects of electronic business essential to succeeding in today's Internet-based economy. Business goals and constraints, business strategies and tactics, and underlying business theories relating to successful e-business will be discussed. Emphasis will be placed on the role of e-business within the entrepreneurship process. Prerequisites: MG219 and MK217.

BU341 Corporate Finance 3 credits
The goal of corporate financial management is to maximize the wealth of the stockholders. Decisions regarding risk and return, the management of current assets and current liabilities, and capital budgeting are examined in view of this goal. Students are also introduced to the stock market and other financial institutions and systems. Prerequisites: AC121/222 and either EC261 or EC262.

BU413 Business Law II 3 credits
The basic principles of the law of corporations, partnerships, negotiable instruments, secured transactions, anti-trust and bankruptcy will be studied. These principles can then be applied to concrete situations. Prerequisite: BU312.

BU452 Strategic Management 3 credits
This capstone course in business develops students' understanding of strategic decision-making through integrative use of business knowledge from each of the major functional areas in business. Extensive use of decision cases is made to address such issues as: What is strategy?; Who makes it?; What are the basic strategic options of a firm?; How is the business environment analyzed for strategic purposes? Highlights of the course include a business case competition and computer simulation. Prerequisites: BU341 and senior status.

BU460-469 Special Topics in International Business 1–3 credits
The topics for these courses vary according to the needs and interests of international business majors. Topics may include additional studies in international management or marketing, international finance, international accounting, or special studies of particular areas in the world, such as the Pacific Rim or the Middle East.

BU496/497 Internship: International Business 1–17 credits

EC261 Principles of Microeconomics 3 credits
A traditional introduction to the principles of microeconomics, concentrating on behavior of the household and the firm. The course analyzes factors determining prices, production and allocation of economic resources. Current issues are emphasized. Prerequisite: mathematics competency.

EC262 Principles of Macroeconomics 3 credits
A traditional introduction to the principles of macroeconomics, concentrating on how aggregate levels of economic activity are determined. The course analyzes macroeconomic policies and economic

issues such as problems of unemployment and inflation. Current issues are emphasized. Prerequisite: mathematics competency.

EC361 Intermediate Microeconomics 3 credits
A traditional intermediate economic theory course to follow principles of microeconomics. Concentration will be on fundamental undergraduate principles of price theory. Graphic analysis, algebra and mathematical tools will be used. Prerequisites: EC261, EC262, and M145.

EC362 Intermediate Macroeconomics 3 credits
A traditional intermediate macroeconomics theory course to follow principles of macroeconomics. Concentration will be on fundamental undergraduate macroeconomic models and analysis. Graphic analysis, algebra and mathematical tools will be used. Prerequisite: EC261, EC262, and M145.

EC368 Investments 3 credits
Students will study the stock markets, bond markets, and commodity markets. The course will emphasize both personal investing and professional opportunities as investment counselors. Prerequisites: BU341 and M145.

EC440 International Trade, Finance, and Monetary Issues 3 credits
An intermediate course examining the forces which determine the competitive conditions and trade patterns in the global economy. Representative topics are monetary issues, balance of payments, capital movements and capital markets. Prerequisites: BU285 and BU341.

EC460–469 Advanced Special Topics in Economics and Finance 1–3 credits
The topics for these courses vary according to the needs and interests of students. Topics may include economic problems, trade in-balance, international economics, quantitative economics, international finance and more advanced investment topics.

MG219 Principles of Management 3 credits
This first course in management stresses an understanding of the management functions as an integral part of the business organization. Attention is given to organization, communication, decision-making, coordination, and supervision as they relate to profit and non-profit institutions. Both behavioral and quantitative views are explored. Prerequisite: mathematics competency.

MG315 Introduction to Entrepreneurship and Small Business 3 credits
This course examines management practices unique to the small business environment and also provides a first look and overview of modern entrepreneurship. Course work examines the importance of entrepreneurship to modern market economies; other topics include developing ideas for new business ventures, formation and financing of new business ventures, and managing growth through the early years of operation. In addition, students will write a detailed business plan based upon an idea of their choosing. Prerequisites: BU215, EC261, M145, MG219, and MK217; consent of instructor for non-departmental majors.

MG332 Sport Management 3 credits
This course offers a foundation of sport management concepts, skills and techniques. The course also focuses on the area of leadership. Students will develop their leadership, decision-making, organization, and management skills for their role in sport administration. Topics to be discussed include program development, leadership development, conflict resolution, facility management, fiscal management, liability and risk management, and public relations. Prerequisite: MG219.

MG334 Sport Facilities and Event Management 3 credits
The course provides a strategic business perspective of sport and facility management. It will include the essentials of facility planning, design, and construction in addition to facility operations, systems,

Business

and maintenance. The course will address financial and legal issues involved in managing a sport facility. Prerequisites: AC121/222, MG219, and MK 217.

MG335 Organizational Behavior 3 credits

This course presents a workshop-oriented approach to studying the individual's role in organizational life. Corporations frequently use the team approach to solve problems. This class focuses on group dynamics in relationship to leadership, motivation, and productivity. Prerequisites: BU215, MG219, and M145.

MG336 Human Resource Management 3 credits

The course centers upon utilizing and managing human resources by effective integration of personal goals and organizational goals. Topics include motivation, job attitudes, job performance, appraisal, recruitment, selection, training, and compensation, salary and fringe benefits. Prerequisites: BU215, M145, and MG219.

MG409 Production and Operations Management 3 credits

This course presents the quantitative or management science approach to management. Topics which may be included are quality control, forecasting, inventory management, resource allocation, work design, scheduling, project management and control, and facility design and location. Current techniques and tools are examined and used. Prerequisites: BU215, M145 and MG219.

MG410 International Management 3 credits

This course investigates business management in the international arena. Emphasis is placed on how managers in multinational organizations address such issues as strategic analysis, organizational structure, global coordination and control, communications, inter-organizational cooperation, and human resource management. Prerequisites: BU285 and MG219.

MG465 Seminar: Advanced Entrepreneurship 3 credits

This final course in the entrepreneurship track of the management major is designed to develop students' expertise in small business entrepreneurship through a series of integrative case studies. Case topics will include strategic decision-making, financial decision-making, human resource management, and production and operations management. Prerequisite: MG315.

MG466-474 Special Topics in Management 1–3 credits

The topics for these courses vary according to the needs and interests of management majors. Topics may include personal productivity, corporate infrastructure, and advanced topics in human resource management.

MG496/497 Internship: Management 1–17 credits

MK217 Principles of Marketing 3 credits

This beginning course in marketing develops an understanding of the marketing function and its central importance to the business organization. Attention is paid to a variety of marketing topics including products, channels and distribution, pricing, promotion, buyer behavior, and ethical issues in marketing. Prerequisite: mathematics competency.

MK333 Sport Marketing 3 credits

The course provides a strategic business perspective of sport marketing. It includes the essentials of sport marketing including research, segmentation, product development, pricing, licensing, sponsorship, and communication channels such as advertising, sales promotion, and publicity. Prerequisite: MK217.

MK360 Consumer Behavior

3 credits

The contributions of the social and behavioral sciences in understanding, evaluating, researching, and predicting the behavior of the consumer are presented. Application of consumer behavior theories and techniques to business and marketing situations are explored and discussed. Prerequisite: MK217.

MK371 Professional Selling and Sales Management

3 credits

The selling component of this course involves learning selling concepts and the communications skills needed to apply them. Topics include prospecting, approaching the customer, determining customer wants and needs, making the sales presentation, overcoming objections, and closing the sale. The management component of the course involves the recruiting and hiring, training, determining sales territories, sales forecasting, compensation and motivation, and control over the sales force. Prerequisite: MK217.

MK372 Advertising and Promotions

3 credits

This course examines the role of advertising and promotions in influencing target markets. Topics include planning an advertising campaign, media planning and selection, creative concept development, measuring advertising effectiveness, determining advertising budgets, and uses of promotion tools to meet objectives. Prerequisite: MK217.

MK411 Marketing Research

3 credits

This course is designed to provide an understanding of marketing research theory, process and as a managerial tool with a decision-making orientation. The principles of marketing research are presented in a pragmatic “how-to-do-it” fashion. Learning is augmented by work on marketing research projects for businesses or other organizations whenever possible. Prerequisites: BU215, MK217, and either M145, M151 or M309.

MK430 International Marketing

3 credits

This course addresses the development of marketing strategies based on differing economic, legal, political, and sociocultural environments. Emphasis is placed on problems and practices of managing international marketing activities. Topics include alternative ways of marketing internationally, international marketing research, product adaptations, distribution channels within foreign markets, and international promotions. Prerequisites: BU285 and MK217.

MK434 Marketing Management

3 credits

This course integrates the major marketing concepts and is the capstone marketing course. Emphasis is on the student’s ability to identify and analyze marketing problems, analyze marketing data, develop solutions, and recommend a course of action. Simulation and cases are used to present marketing problems and situations requiring students to apply principles and concepts to real-world problems. Prerequisites: Senior status, BU215, MK 217, and either M145, M151 or M309.

MK460–469 Special Topics in Marketing

3 credits

The topics for these courses vary according to the needs and interests of marketing majors. Topics may include product planning and new product development, business to business marketing, internet marketing, marketing geographics, database marketing, and direct marketing.

MK496/497 Internship: Marketing

1–17 credits

Chemistry

Chemistry

Roger Kugel, Ph.D., Chair

The department of chemistry sees its focus as providing students with the liberal arts background and comprehensive chemical education necessary to succeed in graduate or professional school or in entry-level careers in the chemical sciences. Chemistry, a basic science, contributes to the general objectives of a liberal arts education both through its content and through the skills and dispositions that it imparts to students. The fundamental principles of chemistry constitute some of the most important underlying concepts for understanding the physical and biological behavior of nature. Hence, some knowledge of chemistry is a prime requisite for anyone who is to be considered liberally educated.

General Department Goals

Students will:

- Demonstrate their understanding of the fundamental chemical principles and concepts by applying them to the solution of unfamiliar chemical situations and exercises;
- Predict the products of chemical reactions, propose reagents to transform one compound into another, draw reaction mechanisms, name compounds and interpret spectral data for the purpose of structural determination;
- Solve practical chemical problems by gathering pertinent information, applying chemical concepts where appropriate and calculating and interpreting numerical results;
- Work as a team to design laboratory approaches to solving chemical problems, use the chosen methodologies to obtain meaningful data, and present satisfactory qualitative and quantitative solutions to the problems;
- Design and implement an original research project that includes an effective survey of the chemical literature as well as their own independent experimental or theoretical work; and
- Effectively communicate the results of their original research in a formal written report and/or oral presentation.

The department believes that active learning, self-directed learning and group learning are all valid approaches to accomplish the above outcomes. As a consequence, the courses designed by the department rely heavily on guided-inquiry methods, laboratory projects and research, with constant stress on written and oral communication. Our general belief is that students learn better by doing.

Chemistry students can be involved in the activities of the department, especially through the Saint Mary's University Chemistry Club. The Chemistry Club has been a student affiliate chapter of the American Chemical Society since 1947. The Club sponsors speakers, field trips, fund raisers, educational programs and social events. The members are also involved in promoting National Chemistry Week in the Fall of each year.

Majors offered:

Biochemistry

Chemistry

Chemistry Science Education

Chemistry Core:

All of the following:

- | | |
|------|--------------------------|
| C131 | General Chemistry I |
| C133 | General Chemistry I Lab |
| C142 | General Chemistry II |
| C144 | General Chemistry II Lab |

Chemistry

C321	Organic Chemistry I
C322	Organic Chemistry II
C331	Physical Chemistry I
C341	Analytical Chemistry I
C443	Chemistry Seminar
C445	Chemistry Research Planning
C446	Chemistry Research Experience
C447	Chemistry Research Thesis
M151	Calculus I
M152	Calculus II
P201	Introductory Physics I
P202	Introductory Physics I Lab
P211	Introductory Physics II
P212	Introductory Physics II Lab

Biochemistry Major (63 credits):

The biochemistry major is an excellent option for those students who wish to have a strong foundation in an interdisciplinary science, especially with the modern scientific community becoming less compartmentalized. It provides a strong background in both chemistry and biology with additional support from both physics and mathematics. The major is an ideal choice for those students interested in graduate education in biochemistry, chemistry or biology, a career in medicine, medical research or allied health areas, or eventual employment in the areas of forensic science, food science, agricultural research or the biotechnology industry. Today many new jobs are being created in the biotechnology and pharmaceutical industries that demand the breadth and flexibility available with a biochemistry background. A well prepared biochemist is also more informed about the bioethical issues challenging the scientific community.

Biochemistry uniquely examines the cellular and sub-cellular levels of life through the eyes of chemical reactions, structures and energetics. In other words, life is examined at its most fundamental physical level.

- A. Chemistry Core
- B. All of the following:
 - B110 Botany and Zoology I
 - B111 Botany and Zoology I Lab
 - B120 Botany and Zoology II
 - B121 Botany and Zoology II Lab
 - B312 Molecular Biology
 - C409 Biochemistry
- C. One additional course from the following list (more are highly recommended):
 - B310 Genetics
 - B311 Cell Biology
 - B434 Microbiology
 - C332 Physical Chemistry II
 - C441 Analytical Chemistry II

Chemistry Major (57 credits):

The chemistry major serves those students who wish to build an educational background for a variety of interesting careers. A chemistry graduate is ready for immediate employment either as a chemical technician or as a chemist in government, industry or academia. Chemistry offers excellent preparation for professional schools including medicine, dentistry, veterinary science or for graduate work in chemistry. Careers can be found in any of the traditional areas of chemistry as well as in forensic science, materials science, environmental science, food chemistry, paper chemistry,

Chemistry

water chemistry, agricultural chemistry, petroleum chemistry, geochemistry, polymer chemistry, paint and coatings chemistry and scientific writing and/or art. An advanced degree can also lead to doing fundamental research in academia, industry or government or professional work in management, law, sales, marketing, consulting and purchasing. A chemistry career is usually limited only by one's own vision!

A. Chemistry Core

B. All of the following:

- C332 Physical Chemistry II
- C451 Advanced Inorganic Chemistry

C. Either two additional 400-level chemistry electives or M251 Calculus and one additional 400-level chemistry elective.

Chemistry Science Education Major (41-43 credits + education course work):

Please note: course work leading to teaching certification may be reconfigured for this area of study. Licensure requirements are subject to change; therefore, students considering teaching in this area should be in continuous contact with the chair of this program and the school of education for a list of required courses.

A. Chemistry Core

B. The following courses:

- C409 Biochemistry
- C451 Advanced Inorganic Chemistry

C. Either two additional 400-level chemistry electives or M251 Calculus and one additional 400-level chemistry elective.

D. Courses required to meet Minnesota content area standards:

- B110 Botany and Zoology I
- B111 Botany and Zoology I Lab
- B120 Botany and Zoology II
- B121 Botany and Zoology II Lab
- P111 Earth and the Solar System

E. Required education course work

Pre-Chemical Engineering

Although Saint Mary's does not offer a degree in chemical engineering, students have the option of following a pre-chemical engineering program of study for two or three years and subsequently transferring to a school of engineering for two additional years. The completion of study will lead to a bachelor of engineering degree. Students interested in the pre-chemical engineering program should consult with the chair of the chemistry department with respect to a specific sequence of courses. The student will take essentially the same courses as listed under the chemistry major. It is also recommended that the student take two business courses.

Pre-Medical School

Either the chemistry major or the biochemistry major offers an excellent preparation for medical school. Check the requirements under the pre-medical school preparation section of the pre-professional studies section of this catalog.

Chemistry Minor (20 credits):

The chemistry minor is often an attractive option for biology majors because they already satisfy many of the requirements of the minor for their biology major.

Chemistry

A. All of the following:

C131	General Chemistry I
C133	General Chemistry I Lab
C142	General Chemistry II
C144	General Chemistry II Lab
C321	Organic Chemistry I
C322	Organic Chemistry II
C341	Analytical Chemistry I
M151	Calculus I
P201	Introduction to Physics I
P202	Introduction to Physics I Lab

The department chair may substitute C331 Physical Chemistry I for C341 Analytical Chemistry I.

Department Courses

C110 World of Materials 3 credits
This science course is intended for non-science majors. It discusses the chemical makeup, physical properties, historical development, and economic impact of materials encountered in daily life. Examples of the materials covered include: metals, ceramics, leather, plastics, concrete, paper, and a variety of others. The course details a “biography” of each of these materials from its primary source in the animal, vegetable, or mineral world, through the various transformations in its production and fabrication into usable products, to its ultimate fate and impact on the environment when it has lived its useful life. The course involves two lectures and one lab per week.

C131 General Chemistry I 3 credits
This course is a survey of the fundamental principles upon which the study of chemistry is based. Stoichiometry, atomic structure, molecular structure, chemical bonding, behavior of gases, kinetic molecular theory, properties of solutions, chemical reactivity and thermochemistry are included. Three hours of lecture per week. Prerequisite: M115 or equivalent and concurrent with C133.

C133 General Chemistry I Laboratory 1 credit
This laboratory is an inquiry-based approach to understanding the process of doing chemistry. Each week, as a team member with a specific role working for a consulting company, the student will receive a letter from a “chemical client” requesting the solution to a chemical problem. It is the responsibility of the team to design a solution, collect data, and report the results to the client in report form. Prerequisite: concurrent with C131.

C142 General Chemistry II 3 credits
This course includes the study of the chemistry of redox reactions, chemical kinetics, chemical equilibrium theory, electrochemistry, chemical dynamics, organic chemistry, phase behavior and solution chemistry. Three hours of lecture per week. Prerequisite: C131/133 and concurrent with C144.

C144 General Chemistry II Laboratory 1 credit
This laboratory is an inquiry-based approach to understanding the process of doing chemistry. Each week, as a team member with a specific role working for a consulting company, the student will receive a letter from a “chemical client” requesting the solution to a chemical problem. It is the responsibility of the team to design a solution, collect data, and report the results to the client in report form. Prerequisite: concurrent with C142.

C321 Organic Chemistry I 4 credits
Organized by chemical functional groups and reaction mechanisms, this course will present both classical and modern theories of organic chemistry. The fundamentals of nomenclature, physical properties, chemical structure, stereochemistry, organic reactions, mechanisms, synthesis, purifi-

Chemistry

cations, and compound identification will be emphasized. Biological, medical, and familiar real-world examples will be discussed in the context of organic chemistry. Prerequisite: C131/133.

C322 Organic Chemistry II 4 credits
A continuation of C 321. The use of NMR, IR and mass spectra for structure determination will be included. Three lectures and three hours of laboratory per week. Prerequisite: C321.

C331 Physical Chemistry I 4 credits
This course involves chemical thermodynamics, chemical kinetics, and their applications. The following thermodynamic topics are considered: properties of gases, kinetic molecular theory, the laws of thermodynamics, thermochemistry, and chemical equilibrium. The following kinetic topics are considered: chemical reaction rates, determination of rate laws, reaction mechanisms, and theories of reaction rates. Three lectures and three hours of lab per week are required. Prerequisites: C142/144, M152, and P211/212.

C332 Physical Chemistry II 4 credits
This course involves an introduction to quantum mechanics and statistical thermodynamics. The following quantum topics are considered: quantum theory and applications to simple systems of particles, approximation methods for complex systems of particles and spectroscopic verification of quantum results. The following statistical mechanics topics are considered: the Boltzmann distribution, statistics of large populations, the partition function and thermodynamic functions from statistical mechanics results. Three lectures and three hours of lab per week are required. Prerequisite: C142/144, M152, and P211/P212.

C341 Analytical Chemistry I 4 credits
This course introduces the student to the theory, statistical treatment and laboratory practice of obtaining information about the composition of matter. Topics include: measurement uncertainty, aqueous solution equilibrium, gravimetry, titrimetry, chromatography and basic spectrophotometry. The laboratory projects involve analytical chemical problems whose solutions are researched and solved by student teams. Prerequisites: C142/144 and C322.

C400–405 Special Topics in Chemistry 1–3 credits
The topics for these courses vary according to the needs and interests of chemistry majors. Topics may include: chemistry education, industrial chemistry, natural product chemistry, and advanced laboratory methods.

C409 Biochemistry 4 credits
The principle concepts of biochemistry are the focus of this course. The major themes include the relationship between the three-dimensional structure of proteins and their biological function and the chemistry and metabolism of biologically important macromolecules including proteins, carbohydrates, lipids and nucleic acids. Prerequisites: B110/111, B120/121, C321, and C322 (or concurrently with consent of instructor).

C428 Advanced Organic Chemistry 3 credits
Building upon the content and skills learned in C321 and C322, this course will review old topics in greater detail and explore new areas of organic chemistry. Topics will include nomenclature, stereochemistry, reaction mechanisms and reaction energetics and dynamics. The primary objective of this course is to develop the skills and knowledge to understand current research papers published in scientific journals. Prerequisite: C322.

C432 Advanced Physical Chemistry 3 credits
This course is an introduction to the concepts of quantum mechanics, statistical thermodynamics, theoretical kinetics and spectroscopy. Three lectures per week. Prerequisite: C332.

Chemistry

- C441 Analytical Chemistry II** 4 credits
This course emphasizes the role of chemical instrumentation in the analytical process. Topics include noise, signal/noise ratio, noise reduction and the uncertainty in instrumental data as applied to techniques in spectroscopy, electrochemistry, chromatography and advanced instrumental methods. The laboratory projects involve analytical chemical problems whose solutions are researched and solved by student teams. Prerequisite: C341.
- C443 Chemistry Seminar** 1 credit
Chemistry seminar will provide chemistry majors experience with reading, discussing, and presenting articles from the current chemical literature. The seminar will meet once a week and grading will be on a pass/no credit basis and is a requirement for chemistry and biochemistry majors. It is intended to familiarize the students with the current chemical literature and with accepted writing styles in chemistry. It must be taken for credit during the student's junior year and before C445-7 Chemistry Research courses, since participating in the seminar may spark research ideas. Chemistry majors will be encouraged to sit in on this course every semester to contribute to the on-going chemistry conversation. Prerequisite: consent of department chair.
- C445 Chemistry Research: Planning** 1 credit
This is the initial course of the three required research courses for chemistry and biochemistry majors. A faculty research advisor is chosen after consultation with and/or presentations by the relevant faculty. After the necessary literature search, a research proposal concerning a current chemical problem is developed and is written, revised, submitted and defended. Prerequisite: C443; may be taken concurrently with permission of the chemistry department chair.
- C446 Chemistry Research: Experience** 1 credit
This is the second course of the three required research courses for chemistry and biochemistry majors. The independent laboratory and/or computational research proposed in C445 is performed under the direction and guidance of the faculty research advisor. Off-campus research experiences, such as a summer Research Experience for Undergraduates (REU), may serve to satisfy the course. Prerequisite: C445.
- C447 Chemistry Research: Thesis** 1 credit
This is the third course of the three required research courses for chemistry and biochemistry majors. The independent computational and/or laboratory work is completed, if necessary. The thesis is written, with time for a writing revision cycle. A formal presentation of the research results is presented at an undergraduate research symposium or its equivalent. Prerequisite: C446.
- C451 Advanced Inorganic Chemistry** 3 credits
The course will investigate atomic structure, chemical bonding, coordination compounds, ligand field theory, molecular structures, periodic table, and miscellaneous topics. Three lectures per week. Prerequisite: C332.
- C460 Polymer Chemistry** 3 credits
This course surveys the fields of polymer chemistry and materials science. Topics include macromolecular properties, polymer synthesis, reaction mechanisms, kinetics of polymerization, and instrumentation for polymer characterization. Modern applications will be highlighted, including the use of polymeric materials as adhesives, coating, textiles, packaging, foams, biomedical devices, electronic components, and engineering plastics. Prerequisites: C322 & C331 (or concurrently with consent of instructor).

Computer Science

Computer Science Ann Smith, M.S., Chair

The focus of the department of computer science is to prepare students to be lifelong learners of and responsible contributors to the dynamic and expanding field of computing. The department contributes to the liberal arts mission of the university by providing a context for students to understand the role of technology in society.

Saint Mary's University of Minnesota has received specialized accreditation for its business and business-related programs through the International Assembly for Collegiate Business Education (IACBE); P.O. Box 3960, Olathe, Kansas 66063. Telephone 913-631-3009; www.iacbe.org. The following degree program is accredited by the IACBE: B.A. degree in E-Business Technology.

Specifically, the department guides students through the active and challenging process of mastering basic computing skills, understanding in depth computing concepts, and applying these acquired skills and knowledge to solve real-world computing problems. During the senior capstone course, students are expected to demonstrate the ability to analyze a set of complex technological requirements, design and implement a system to meet these requirements, and finally, to evaluate the strengths and weaknesses of the resulting system. Students are exposed to the scientific, cultural, and political role that technology plays in our global society throughout our curriculum.

The department supports four majors. Three of the majors (computer science, mathematical/computer science and computer engineering) are aligned with the sciences. Students who major in these science-oriented majors gain a strong foundation in mathematics, computer science theory, and computer programming. The fourth major (e-business technology) is aligned with business marketing and management. Students who major in e-business technology gain a strong foundation in applied computing technology with a strong focus on learning how to effectively and responsibly use technology in business enterprises.

The department supports two minors, computer science and computer technology. The computer science minor is typically taken by mathematics and natural/physical science majors to improve career opportunities. The computer technology minor is typically taken by both science and non-science majors to improve their fluency in technology.

The department is responsive to the needs of students preparing for careers in computing. Majors and minors often earn academic credit while serving as paid interns for technology based corporations. Internship experiences tend to reinforce the concept that independent learning, ethical standards, teamwork, and effective communication are all required for a successful career in computing.

General Department Goals

Students will develop:

- Proficiency in core computing skills;
- An understanding of foundational computer concepts as specified by the ACM professional organization;
- The ability to analyze complex system requirements and to design a system that meets these requirements;
- The ability to evaluate the strengths and weaknesses of real-world computing systems; and
- An understanding of the scientific, cultural, and political role that technology plays in our global society.

Students who have a high school background in computer science are encouraged to apply for credit through advanced standing. Advanced placement information is available from the department chair.

Computer Science

Majors offered:

Computer Engineering
Computer Science
E-Business Technology
Mathematical/Computer Science

Computer Science Core:

A. All of the following:

CS110 Computer Science I
CS111 Computer Science I Lab
CS210 Computer Science II
CS220 Discrete Mathematics
CS310 Computer Organization
CS320 Data Structures
M151 Calculus I

Computer Technology Core:

A. All of the following:

CS102 Introduction to Computer Applications
CS105 Introductory Programming, Visual Basic
CS230 Hardware and Basic Networking
CS255 Applied Database
CS301 Computers and Society
CS380 Web Systems Analysis, Design, and Implementation

Computer Engineering Major (52 credits):

The curriculum for the computing engineering major has, as its foundation, the same core as the computer science major. An interdisciplinary mix of physics, mathematics and computer science courses follows with a capstone experience that is based in either physics or computer science. Students with combined preparation in physics and computer science have had excellent job placement and career growth in either the computing or engineering fields.

A. Computer Science Core

B. Mix of Physics, Computer Science, and Mathematics Courses:

CS410 Operating Systems
M152 Calculus II
P201 Introductory Physics I
P202 Introductory Physics I Lab
P211 Introductory Physics II
P212 Introductory Physics II Lab
P304 Modern Physics and Lab
P314 Digital Electronics and Lab
P370 Introduction to Microprocessors

C. Capstone Experience:

6 credits (300 level or above) that are taken from physics and/or computer science. The student's major advisor will suggest and must approve these courses.

Computer Science Major (46 credits):

The curriculum for the computer science major consists of three parts: computer science core, upper level required and elective major courses, and a senior capstone experience. The core provides the necessary programming, architectural and mathematical foundation for all later course work. The upper level required and elective courses provide both breadth and depth of application and theory across the various fields in computer science. During the capstone experience, students work in

Computer Science

teams with other majors in the department to do requirements analysis, design, implementation and evaluation of a complex, real-world enterprise system. This major supports a student who wishes to work as a computer science professional in industry and/or to pursue graduate studies.

A. Computer Science Core.

B. Upper Level Required Courses:

- CS335 Programming Languages
- CS345 Theory of Computation
- CS410 Operating Systems

C. Capstone Experience:

- CS480 Systems Development
- CS495 Senior Research Seminar

D. Electives: 9 credits chosen from any combination of the following:

- CS 300+ courses
- M342 Numerical Analysis
- P314 Digital Electronics

E-Business Technology Major (39 credits):

The curriculum for the e-business technology major consists of three parts: the computer technology core, an interdisciplinary mix of required and elective business and computer science courses, and a senior capstone experience. The computer technology core provides the technology fluency necessary for all later work. The interdisciplinary mix of business and computer science courses provides both breadth and depth across the e-technology discipline. During the capstone experience, students work in teams with other majors in the department to do requirements analysis, design, implementation and evaluation of a complex, real-world e-business system. This major supports a student who wishes to pursue careers in businesses and organizations in which Internet-based activities are a key component of the enterprise.

A. Computer Technology Core

B. Interdisciplinary Mix of Computer Science and Business

- BU316 E-Business
- CS330 Business Data Communications
- MG219 Principles of Management
- MG409 Production/Operations Management
- MK217 Principles of Marketing

C. Capstone Experience

- CS480 System Development

D. Electives: 3 credits from

- CS200+ topics courses
- CS300+ courses

Mathematical/Computer Science Major (52 credits):

The curriculum for the Mathematical/Computer Science major has, as its foundation, the same core as the Computer Science major. An interdisciplinary mix of physics, mathematics and computer science courses follows with a capstone experience that is based in either Mathematics or Computer Science. Students with combined preparation in mathematics and computer science have had excellent job placement and career growth.

A. Computer Science Core

B. Mix of Mathematics, Computer Science, and Physics Courses

- CS345 Theory of Computation
- M152 Calculus II
- M251 Calculus III

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M252	Linear Algebra
M342	Numerical Analysis
P201	Introductory Physics I
P202	Introductory Physics I Lab
ST232	Introduction to Statistics

C. Capstone Experience:

6 credits (300 level or above) taken in mathematics and/or computer science. The student's major advisor will suggest and must approve these courses.

Computer Science Minor (24 credits):

The computer science minor is directed towards those students who are interested in learning the essential programming skills and computer science theory to make effective use of computers in their major areas of concentration.

A. The following courses:

CS110	Computer Science I
CS111	Computer Science I Lab
CS210	Computer Science II
CS220	Discrete Mathematics
CS310	Computer Organization
CS320	Data Structures

B. One of the following courses:

CS335	Programming Languages
CS345	Theory of Computation
CS410	Operating Systems

C. 3 credits chosen from following:

CS 300+ course	
M342	Numerical Analysis
P314	Digital Electronics

Computer Technology Minor (21 credits):

The purpose of this minor is to provide opportunities to students from both technical and non-technical disciplines to supplement their major with a practical set of courses focused on computer technology. Upon successful completion of the minor, students are able to analyze, design and implement a web-based system that incorporates the use of databases.

A. Computer Technology Core

B. 3 credits chosen from the following:

CS200 level topics courses	
300+ CS courses	

Department Courses

CS102 Introduction to Computer Applications 3 credits

This course provides an overview of current computer software and applications in Computer Science. Students will receive hands on training in computer software covering the following areas: presentation/multimedia, spreadsheets, database, graphics and web page design.

CS105 Introductory Programming: Visual Basic 3 credits

This course introduces programming concepts using Microsoft's Visual Basic language. Visual Basic enables programmers to create full-featured Windows applications with a minimum of effort. Course includes: form layout, event-driven Windows programming concepts, variables and data types, variable and control initialization, operators, objects and properties, control structures (procedures, if-else,

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for & while loops). Students design, write, and test programs in a microcomputer environment. No previous programming experience is required. Prerequisite: M100, M102, or equivalent.

CS110 Computer Science I 3 credits
Introduction to program design and development emphasizing algorithm development, program testing and documentation. Students will be introduced to the concepts of modular/top-down design and to object oriented concepts such as object definition and reuse. Students must concurrently register for CS111. Co-requisite: M115 and M116 or equivalents.

CS111 Computer Science I Lab 1 credit
The laboratory course supports CS110. Students must concurrently register for this course and CS110. This laboratory will reinforce and expand on concepts from the lectures in CS110. Co-requisite: M115 and M116 or equivalents.

CS122 Advanced Spreadsheets 1 credit
A hands-on course to follow CS121. Includes more advanced functions, data query capabilities, keyboard macros, cell protection, automation macros, and a brief look at several spreadsheet packages. Prerequisite: CS121.

CS210 Computer Science II 4 credits
A continuation of the study of program development begun in CS110/111. The main areas of study: advanced programming features such as recursion and dynamic memory; a further investigation into object oriented principles such as object-oriented design, inheritance and polymorphism; an introduction to simple data structures-lists, stacks and queues; and an introduction to algorithm analysis using searching and sorting algorithms. Class lab time is used to introduce new concepts and explore ones described during lecture. Prerequisite: C grade or better in CS110/111 or department approval.

CS220 Discrete Mathematics 3 credits
This course provides the theoretical foundation of modern computer hardware and software. It provides that foundation in the form of mathematical tools and concepts geared toward computer science applications. Topics covered include: logic and set theory; functions and relations; simple algorithm analysis; and an introduction to graph theory. Prerequisite: mathematics competency.

CS230 Hardware and Basic Networking 3 credits
A hands-on study of the hardware components of a computer and computer network. This course covers all the common components emphasizing how to identify, remove and replace these components and how to configure them in the computer system. Students will also learn to design and implement a basic network from the hardware through the addressing schema.

CS255 Applied Database 3 credit
A study of fundamental database concepts and their application to the management of information. The main areas of study: conceptual modeling, schema design, query languages, and administration. Students will build and maintain a database, develop queries, and create custom forms and reports.

CS290-299 Special Topics: Programming Languages & Environments 1–3 credits
Designed to permit the exploration of various languages not used in earlier courses (e.g., JavaScript, XML, C/C++, Perl) as well as to introduce the students to various programming environments and other CS applications (e.g. debugging tools, LaTeX, UNIX). Course offerings will be driven by student and faculty interest.

Computer Science

CS301 Computers and Society

3 credits

This course introduces students to social, legal, and ethical issues arising from the use and ubiquitousness of current and emerging digital computer technology. Topics include privacy and personal information, encryption and interception of communications, freedom of speech in cyberspace, intellectual property, computer crime, and broader issues on the impact and control of computers. Prerequisite: E120 or equivalent.

CS310 Computer Organization

3 credits

An integrated study of computer organization and programming at the assembler level. The terminology, functional organization, and sequential operation of how digital computers are related to program structure, addressing, stacks, arithmetic operation, argument passing, and other assembly language topics will be studied. Prerequisite: CS210.

CS320 Data Structures

4 credits

A more complete and detailed study of data structures. Lists, queues, stacks and trees are reviewed, but with more emphasis on the mathematical analysis of their properties. Advanced data structures such as balanced trees, graphs and heaps are covered, as are specific algorithms that use these structures efficiently. General algorithm techniques and their analysis are also covered. Class lab time is used to introduce new concepts and explore ones described during lecture. Prerequisites: C grades or better in CS210 and CS220.

CS330 Business Data Communications

3 credits

Data Communications develops the students' skills and knowledge of the principles of network and data communications. This course will examine the importance of protocols and their applications in detail. Topics will include TCP/IP, the Open Systems Interconnection model, various topologies, and software/hardware crucial to designing and implementing data communication networks. Prerequisite: CS230

CS335 Programming Languages

3 credits

A comparative study of programming languages. Formal language theory; control flow; data types and abstractions; functions, procedures, and modules; tasks and concurrency. Students write programs in languages such as C, Java, ML, and Prolog that embody the major programming paradigms. Co-requisite: CS320.

CS345 Theory of Computation

3 credits

This course builds on fundamental mathematics to present the mathematical foundations of computer science. Topics covered include the basic theoretical models of computation (formal languages and their automata), decidability and un-decidability, and computational complexity. Prerequisite: C grades or better in CS220 and CS320

CS355 Database Management Systems

3 credits

A study of fundamental database concepts. Course topics include: data modeling, database design, relational algebra and tuple relational calculus, structured query language (SQL), transaction management, data integrity and security. Co-requisite: CS320.

CS360 Computer Graphics

3 credits

An introduction to the field of computer graphics. Topics covered include: a survey of specialized hardware for graphics systems; basic line and curve drawing algorithms; displaying 2-D and 3-D scenes, and the mathematical techniques involved; hierarchical modeling. Additional topics such as ray tracing, solid modeling, shading and rendering techniques will be covered as time allows. Prerequisite: CS320.

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CS380 Web Systems Analysis, Design, and Implementation 3 credits
A course giving students an understanding of the fundamental principles of web-based system design and implementation. Topics include: team development and management, cost analysis, hardware, user-interface design, and system development processes. Working in interdisciplinary teams, students will have the opportunity to apply these principles to design, implement and manage an integrated web-based system. Prerequisites: C grades or better in CS230 and CS255.

CS390-397 Special Topics in Computer Science 1–4 credits
Designed to permit instruction in specialized fields of computer science, explore new topics and utilize the expertise of the faculty and other resource persons. Topics include (but not limited to): simulation and modeling; cryptography and network security; human factors; and advanced data structures and algorithms. Prerequisites: CS230 and CS255.

CS410 Operating Systems 3 credits
A survey of computer operating system concepts including: process management in a multiprogramming environment; CPU scheduling, interprocess communication, memory management, deadlock, and file systems; and an introduction to parallel and distributed systems. Prerequisites: C grades or better in CS310 and CS320.

CS440 Networking 3 credits
An introduction to data communications and networks. Students first learn the basic terminology and concepts of networking (network topologies, TCP/IP and OSI models, client-server software, etc.), followed by an in-depth analysis of the lower levels of the OSI model. In addition, students learn a UNIX networking interface in order to write several networking applications. Prerequisite: C grade or better in CS320.

CS480 Systems Development 3 credits
A capstone course where students learn the underlying principles and practical issues of large-scale system development. Working in interdisciplinary teams, students will integrate and apply the skills and concepts learned in earlier courses to develop an innovative enterprise system. Topics include: System life-cycle models, requirements engineering, human factors, analysis and design, risk management, and project management. Prerequisite: senior status and department major or minor.

CS495 Senior Research Seminar 3 credits
The second semester of a two-semester capstone course sequence. While the first semester of the capstone is team based, this second semester gives each student an opportunity to demonstrate the process of independent learning and thinking as it relates to computer science. Students propose, research, write-up and present their own new idea in a computer science area of interest. Prerequisite: senior status and department major or minor.

CS496/97 Internship 1-17 credits

De La Salle Language Institute

De La Salle Language Institute Rebecca Vogel, Director

The De La Salle Language Institute of Saint Mary's University offers two programs of intensive English language instruction, an ESL program and a bridging program.

Intensive English as a Second Language (ESL) Program: The Intensive English as a Second Language (ESL) Program is for students from non-English speaking countries who desire to improve their English language skills while participating in the life of a North American university. Students study for one semester or one academic year (two semesters). A summer session is also offered. The major coursework is in English as a second language. In addition, students study the history, traditions, culture and customs of the United States. All coursework is based on an integrated skills approach with listening, speaking, reading, writing and grammar components. Students are housed in residence halls on campus and are encouraged to participate in various intramural and co-curricular activities and programs offered throughout the year. Several programs and trips are targeted specifically for international students as a means of personal support as well as spiritual and cultural enrichment. Upon successful completion of the internationally recognized Test of English as a Foreign Language (TOEFL), students may elect to continue their studies as full-time, degree-seeking students at Saint Mary's. For some students, the year in the Intensive ESL Program is preparation for other career-related activity or further study in their home countries. The ESL courses are numbered below 100 and will not count towards degree programs.

English Language Bridge (ELB) Program: The English Language Bridge (ELB) Program is a one-year program offered to full-time freshmen who speak a first language other than English and meet other qualifying conditions. The ELB Program consists of specialized academic advising and a succession of credit bearing courses designed to improve academic English skills, completed along with several requisite courses standard for a first-year Saint Mary's student.

The ELB Program offers an opportunity for both domestic and international students to focus on the development of academic proficiency in the areas of English reading, writing, vocabulary, and conversation at a level necessary for success in a college setting. The ELB Program prepares minority-language students to use the English language at a level that will enhance success in all aspects of college life. Admission staff will screen applicants for qualifying conditions.

Domestic Students

Students whose primary language in the home is not English and/or whose residency in the United States has been for five or fewer years will be offered a place in the ELB Program if two of the following factors are present.

- 17 or lower ACT Reading/English score or 420 or lower SAT Verbal score, and/or
- High school Language Arts GPA: below 2.0 on 4.0 scale, and/or
- Grade disparity of 1.0 or greater between high school Language Arts GPA and GPA in other curricular elements, and/or
- History of successfully using academic support services in high school, and/or
- Recommendation of high school counselor and/or university admission advisor.

If an accepted student elects to enroll in the ELB Program, the director will be assigned as an academic advisor and will begin the academic advising and registration process.

De La Salle Language Institute

International Students

Students for whom a TOEFL, MELAB or IELTS score and a first-language barrier are present will be offered a place in the ELB Program if the following factors are present.

- Student has a valid Visa to study in the United States, and
- Student meets all Saint Mary's admission criteria except TOEFL/MELAB/IELTS score, and
- Student has one of the following English language proficiency scores: TOEFL score of 495-549 (paper based), or 167-212 (computer based), or 58-78 (internet based) or a MELAB score of 69-77, or an IELTS score of 5.5-6.5.

If an accepted student elects to enroll in the ELB Program, the director will be assigned as an academic advisor and will begin the academic advising and registration process.

Program Courses

ELB100 Academic Oral Communication Enrichment 3 credits

This course is designed to assist advanced-level nonnative English speakers in acquiring academic communicative competence. Students will be introduced to specific settings in which to use an academic register and be familiarized with the rules and quality of performance that are expected in these settings. Because nearly all authentic academic communication situations involve integration of all four language skills (listening, speaking, reading, and writing), course activities will integrate all four skills. Students will be required to participate in interviews, orally interpret graphs and tables, define terms, and discuss articles. They will also receive practice with listening to lectures, taking notes, and participating in class discussions. Finally, they will give a process and impromptu speech, serve on a panel discussion, participate in a seminar, and challenge and defend a position.

ELB110 English Grammar for Academic Enhancement 3 credits

Advanced-level nonnative English speakers will thoroughly examine and review the structure and usage of contemporary spoken and written English grammar in authentic situations. This course involves more than rote rules and forms. ELB110 seeks to bridge the gap between a student's declarative and procedural knowledge of English grammar. ELB110 will assist students in developing a functional understanding of what grammar is and how it works in order to successfully carry out various communicative tasks connected to success in higher education. Through the use of relevant texts and oral language, students will focus on the grammatical aptitude required for success at the university level in the skill areas of writing, reading, speaking and listening. The prerequisite of ELB110 is a minimum ACT Reading/English score of 13.

ELB116 Critical Academic Reading Strategies 3 credits

This course for advanced-level nonnative English speakers will focus on reading strategies and vocabulary enrichment in a variety of academic disciplines (i.e., hard sciences, social sciences, history, business, and arts) that students will encounter in their general education classes. Students will improve their reading comprehension, increase their reading speed, and develop their retention of vocabulary. Strategies that will be covered are prereading techniques; annotation and note-taking; summarizing and paraphrasing; and vocabulary building through inference, using context, learning prefixes, etc.

Education

Scott Sorvaag, Ed.D., Chair

Saint Mary's University of Minnesota School of Education seeks to live its commitment to our institutional Lasallian mission. At the heart of this mission is a commitment to provide high quality teacher preparation to our learners in the context of a personalized caring community. We are dedicated to creating a challenging climate of growth for all learners inclusive of diverse backgrounds and needs. Like the learners our teachers will surely serve, we seek to enhance the potential and capacities of all learners.

General Department Goals

Students will:

- Have the ability to perform at a highly qualified level of teaching as defined by the Minnesota State Board of Teaching Standards;
- Display the knowledge, skills, and dispositions necessary to effectively teach a diverse population of students and work with parents, colleagues, administrators, and community members in support of a child's or young adult's education;
- Demonstrate a commitment to and understanding of teaching in the spirit of the Lasallian mission; and
- Hold a strong foundation in the disciplines in which one will be teaching.

The school of education prepares teachers for licensure in one or more of the following certification areas: childhood/early adolescence (grades K–6 with a 5–8 concentration), and early adolescence/young adult (grades 5–12, K–12 music, and K–12 world languages). All programs meet the licensure requirements of the State of Minnesota. However, due to continuing changes in teacher preparation licensure requirements in the state of Minnesota, students should note that program courses and requirements needed for certification may be subject to change prior to graduation and students have responsibility for checking with the education department to adjust course work. In addition, due to varying and changing state licensure requirements throughout the country, the school of education cannot assure students of licensure in states outside Minnesota. However, students completing the Minnesota licensure requirements can generally be assured that other states will grant initial provisional teaching certificates for one or more years to Minnesota licensees. Students are required to consult an advisor from the school of education when considering a course of study leading to teaching certification(s).

The education program is approved as a teacher certification program by the Minnesota Board of Education, Minnesota Department of Education, 1500 Highway 36 West Roseville, MN 55113, telephone: 651-582-8200.

Completion of course work in Saint Mary's University of Minnesota Teacher Education Programs does not guarantee teacher licensure. In addition to completing required course work, students must successfully meet all program/content standards, including dispositions as outlined in SMU's Policy on Dispositions Appropriate to Teachers (see Teacher Education Program Guide), along with passing all state testing and background check requirements to be recommended for licensure.

Formal entrance into the teacher education program is required prior to admission into education courses numbered higher than ED305 acceptance requires:

- Evidence of having taken the Pre-Professional Skills Test (PPST);
- A cumulative grade point average of 2.750 and have an average GPA of at least 2.750 in ED300 and ED305;
- Evidence of satisfactory progress on relevant program standards; and
- A formal application to the school of education.

Education

Students who major in education must earn a C grade or better in all courses required by the major, including concentration/minor courses. In order to maintain eligibility to move through the program, candidates are required to maintain a minimum cumulative GPA of 2.750 and demonstrate proficiency on the program standards. Failure to demonstrate continued competent performance on identified program standards, skills, and dispositions or not maintaining the minimum 2.750 cumulative GPA requirement could result in required remediation prior to continued enrollment in program courses, being placed on school of education probation, being denied enrollment to student teaching, or dismissal from the teacher education program. See the Teacher Education Program Guide for additional details on admission procedures, monitoring of student progress, school of education probation, and appeals procedures.

All students will be required to complete a minimum of thirteen weeks of student teaching. Qualified students have the opportunity to student teach abroad. All other student teaching experiences must be completed in the Winona vicinity.

As early as possible, students should identify which certification area they wish to pursue. Each student must choose to be certified in either childhood/early adolescence or early adolescence/young adult education. For students choosing childhood/early adolescence, course work leads to licensure in grades K–6 with a 5–8 concentration. Students choosing early adolescence/young adult certification leads to licensure in grades 5–12 in an academic discipline or K–12 in music or world languages.

Title II Information

Saint Mary's University of Minnesota reports information on its teacher preparation programs as required by federal law. Said information is included as an appendix in this catalog. Most recent information is also available by contacting the School of Education at 507-457-6622 or writing to the following address: School of Education Program Chair, Saint Mary's University of Minnesota, 700 Terrace Heights #23, Winona, MN 55987.

Learning opportunities in the school of education extend beyond our classrooms through membership in Kappa Delta Pi a professional honors organization, our student chapter of Education Minnesota, and membership in the student chapter of Association for Supervision and Curriculum Development.

Majors offered:

Childhood/Early Adolescence Education Grades K–6 with 5–8 Concentrations:

- English
- Mathematics
- Science
- Social Science
- World Languages (K-12)

Secondary Education Grades 5-12 & K-12:

- Chemistry Science Education
- English Education
- French Education
- Life Sciences Education
- Mathematics Education
- Music Education (either Classroom & Instrumental or Classroom & Vocal tracks)
- Physics Science Education
- Social Science Education
- Spanish Education

Education

Childhood/Early Adolescence Major (Grades K–6 with 5–8 Concentration):

Students seeking elementary certification must also complete either a concentration or a minor in one of the following disciplines: English, mathematics, science, social studies, or world languages (K-8 concentration) in French or Spanish. Advising note to students taking a science concentration: please see substitution courses.

A. All of the following:

- M108 Mathematical Concepts I: Systems
- M109 Mathematical Concepts II: Geometry
- P111 Earth and the Solar System
- P155 Foundations of Physics
- PY111 General Psychology
- PY211 Developmental Psychology

B. Either TA101 and LCT140 or LH105 and LH405:

- LCT140 First Year Seminar
- LH105 Origins of Human Thought and Culture
- LH405 Lasallian Capstone
- TA101 Oral Communications

C. Either B110 & B111 or B120 & B121

- B110 Botany & Zoology I
- B111 Botany & Zoology I Lab
- B120 Botany & Zoology II
- B121 Botany & Zoology II Lab

D. All of the following education courses to be completed freshman and sophomore years:

- ED156 First Aid and C.P.R.
- ED225 Substance Abuse & Community Health
- ED300 School, Society & Media
- ED305 Learning, Development, & Exceptionality

E. All of the following education courses to be completed during junior year:

- ED310 Music Methods
- ED315 Science/Social Studies Methods
- ED320 Art Methods
- ED325 Math Methods
- ED330 Reading, Language Arts Methods, & Children's Literature
- ED335 Health, Physical Education Methods
- ED370 Educational Measurement & Assessment
- ED380 Middle Level Education
- ED445 Advanced Literacy Methods for Diverse Learners

F. All of the following education courses to be completed during senior year:

- ED470 Student Teaching: Elementary
- ED475 Human Relations, Cultural Diversity, & Indian Culture
- ED490 Professional Capstone Experience: Portfolio Assessment

English Concentration:

G. One of the following courses:

- E175 Introduction to Literature
- E300 Dimensions of Literature

H. One of the following courses:

- E120 English Composition
- E220 Argumentative and Research Writing

I. The following course:

- E295 Practical Grammar

Education

Mathematics Concentration:

G. The following courses:

- M308 Analysis for Teachers
- M408 Topics in Mathematical Education
- ST132 Reasoning with Statistics

Science Concentration:

A. The following substitutions should be made:

- M151 Calculus I or M308 Analysis for Teachers in place of M109
- P201 Introductory Physics I and P202 Introductory to Physics I Lab in place of P155
- ST132 Reasoning with Statistics in place of M108

C. The following changes: all courses are required.

- B110 Botany & Zoology I
- B111 Botany & Zoology I Lab
- B120 Botany & Zoology II
- B121 Botany & Zoology II Lab

G. The following courses:

- C131 General Chemistry I
- C133 General Chemistry I Lab
- C142 Chemistry II
- C142 Chemistry II Lab
- ED396 General Physical Sciences 5-12
- P211 Physics II
- P212 Physics II Lab

Social Science Concentration:

G. The following courses:

- AN300 Anthropology
- EC261 Principles of Microeconomics
- GE305 Regional Geography
- H125 Europe and the World
- H150 The American Experience
- PS102 American National Government

World Languages Concentration (French):

Licensure areas for K-12 certification in the state of Minnesota are currently undergoing significant change. Students considering teaching in this area should be in continuous contact with the chairs of the modern/classical languages and school of education for the list of required courses and required field experiences. Students who wish to pursue a minor in French for teaching purposes must take at least twenty-one credits in French, plus the prescribed education courses. Students who wish to pursue a major in French for teaching purposes at the 5-12 level must take at least twenty-seven credits in French beyond the intermediate level, plus the prescribed education courses. All students seeking K-8 or K-12 licensure in World Languages and Culture (French) must demonstrate an intermediate-high proficiency level in all four skills (speaking, listening, reading and writing) as outlined in the ACTFL Proficiency Guidelines and successfully complete the following language courses:

- ED393 Special Methods: Modern Languages
- F305 Advanced French Conversation
- F306 Advanced French Composition
- F331 French Civilization/Culture
- F332 Francophone Societies

F321 French Phonetics and Diction is highly recommended.

World Languages Concentration (Spanish):

Licensure areas for K-12 certification in the state of Minnesota are currently undergoing significant change. Students considering teaching in this area should be in continuous contact with the chairs of the modern/classical languages and school of education for the list of required courses and required field experiences. Students who wish to pursue a minor in Spanish for teaching purposes at the 5-12 level must take at least twenty-one credits in Spanish, plus the prescribed education courses. Students who wish to pursue a major in Spanish for teaching purposes must take at least twenty-seven credits in Spanish beyond the intermediate level, plus the prescribed education courses. All students seeking K-8 or K-12 licensure in World Languages and Culture (Spanish) must demonstrate an intermediate-high proficiency level in all four skills (speaking, listening, reading and writing) as outlined in the ACTFL Proficiency Guidelines and successfully complete the following language courses:

- ED393 Special Methods: Modern Languages
- SP305 Advanced Spanish Conversation
- SP306 Advanced Spanish Composition
- SP331 Civilization/Culture of Spain
- SP332 Civilization/Culture of Latin America

SP321 Spanish Phonetics and Diction is highly recommended.

Secondary Education Grades 5-12 & K-12:

Teacher preparation at the early adolescence/young adult level requires a specific set of courses in an academic major in addition to the professional education course work outlined below. Consult departmental sections of the catalog (Biology, Chemistry, English, Mathematics, Modern/Classical Languages, Music, Physics, and Social Science) for a listing of the courses required for teaching a particular discipline in grades 5–12. In addition, the following courses are required.

A. All of the following:

- ED225 Substance Abuse and Community Health
- PY111 General Psychology
- PY211 Developmental Psychology

B. Either TA101 and LCT140 or LH105 and LH405:

- LCT140 First Year Seminar
- LH105 Origins of Human Thought and Culture
- LH405 Lasallian Capstone
- TA101 Oral Communications

C. All of the following education courses to be completed during sophomore year:

- ED300 School, Society, & Media
- ED305 Learning, Development, & Exceptionality

D. All of the following education courses to be completed during junior year:

- ED350 Philosophy, Curriculum, and Methods: Grades 5–12
- ED360 Reading: Grades 5–12
- ED370 Educational Measurement and Assessment

E. One of the following special methods courses to be completed junior year:

- ED390 Special Methods: Social Studies 5-12
- ED393 Special Methods: Modern/Foreign Languages K-12
- ED394 Special Methods: Communication Arts/Literature & Adolescent Lit 5-12
- ED395 Special Methods: Mathematics 5-12
- ED396 Special Methods: General Physical Science 5-12
- ED397 Special Methods: General Life Science 5-12

F. Advanced courses to be completed during senior year:

- ED480 Student Teaching: Secondary
- ED485 Human Relations, Cultural Diversity, and Indian Cultures: Grades 5–12
- ED490 Professional Capstone Experience

Education

G. Secondary English majors only:

ED385 Adolescent Literature

H. K-12 certification: one of the following:

Student teaching at both the K-8 and secondary level

Student teaching at one of th levels and an extended field experience at the other level

Department Courses

ED100 Introduction to Education 1 credit

This course is intended to give students with an interest in education a general overview of teaching as a career. Students will explore the nature of K-12 students, the nature of schools, and current and future trends in education. While primarily intended for freshmen with an interest in teaching, it is open to any student who might wish to explore a career in education. Graded pass/fail.

ED156 First Aid and C.P.R. 1 credit

This course fulfills the Red Cross certification requirements, providing experience and practice in handling life threatening situations. The course also fulfills the state requirement for childhood/early adolescence education licensure. Prerequisite: elementary education or allied health majors. Graded pass/no credit.

ED225 Substance Abuse and Community Health 2 credits

This course is a general introduction to the effects of substance abuse and provides basic familiarization with chemical and public education programs in the school and community. Students will study how the use and misuse of chemicals can affect life and learning. The course is designed to meet the Minnesota statute for obtaining a teaching certificate.

ED298 Field Exploration 2 credits

This field exploration course is an intensive-five week engagement in the K-12 Lasallian Association of Miguel Schools. Students will work closely with teachers in support of teaching and learning in elementary, middle, and secondary educational settings. As part of their classroom and extra-curricular placements, students will conduct and analyze interviews with school administrators, classroom teachers, extracurricular staff, and other non-teaching personnel. Prerequisite: acceptance and enrollment in the Lasallian Teacher Immersion Program and consent of the chair of undergraduate teacher education.

ED300 School, Society and Media in Education 6 credits

The initial focus of this course emphasizes historical, philosophical, and sociological foundations of education. Students examine connections between theory and practice on topics within the above mentioned areas. Topics include today's students, teachers, schools, teacher effectiveness, current issues, school reform and professionalism. A second focus of the course is an extensive field experience. Students observe and participate in elementary, middle and secondary classrooms. Throughout the course an emphasis is placed on developing skills in human resources and the use of reflective practice in teaching. This is a writing intensive course.

ED305 Learning, Development and Exceptionality 6 credits

This phase of the teacher education program focuses on the student as "learner." The concept of learner is examined from a variety of applied areas in psychology including human learning, lifespan development, psychology of the exceptional child, and human relations and cross-cultural perspectives in psychology. Students work in a clinical field experience for five weeks, approximately eight hours per week, in a single classroom translating theories of learning and development into methods of classroom practice. The primary purpose of this clinical experience is to provide students with an opportunity engage in classroom activities (observe, participate, lead) and to reflect on how these activities translate theories of human learning and development into methods of practice. The student's primary in-class responsibilities involve assisting the teacher, mentoring students,

and, where possible, leading part or all of designated lessons or activities. The pre-service teacher is asked to continue working on his/her professional identity by demonstrating skills and dispositions of an astute clinical observer of developing learners.

ED300, ED305, and acceptance into the Teacher Education Program are prerequisites for the courses that follow. Additional specific prerequisites may be noted as appropriate for individual courses.

ED310 Music Methods: Childhood/Early Adolescence 1 credit
This course emphasizes further work in kindergarten, elementary and middle level philosophy, curriculum and instructional strategies. An emphasis is placed on the integration of music into various curriculum areas to meet the needs of diverse learners. Students will be actively engaged in: 1) understanding the creative developmental characteristics of children and adolescence; 2) designing and teaching appropriate lessons; 3) musical production; 4) using music as an alternative assessment tool; and 5) the reflection process as a means of professional development. The pre-service teacher is expected to demonstrate professional dispositions of a principled and purposeful instructional decision-maker.

ED315 Science/Social Studies Methods: Childhood/Early Adolescence 4 credits
This course serves several important functions relative to the age/grade levels involved. First, the course is designed to help the student develop knowledge, objectives, methods, and evaluative tools necessary to become competent in teaching science and social studies; to develop the ability to plan adequate science and social studies programs; to become familiar with a variety of instructional techniques appropriate for use; to demonstrate an ability to evaluate student learning. This course will also provide students with the knowledge and skills necessary to develop integrated learning across knowledge domains. An emphasis is placed on developmentally appropriate practices and addressing diverse needs of learners. The pre-service teacher is expected to demonstrate professional dispositions of a principled and purposeful instructional decision-maker.

ED320 Art Methods: Childhood/Early Adolescence 1 credit
This course emphasizes further work in kindergarten, elementary and middle level philosophy, curriculum and instructional strategies. An emphasis is placed on the integration of art into various curriculum areas to meet the needs of diverse learners. Students will be actively engaged in: 1) understanding the creative developmental characteristics of children and adolescents; 2) designing and teaching appropriate lessons; 3) artistic production; 4) using art as an alternative assessment tool; and 5) the reflection process as a means of professional development. The pre-service teacher is expected to demonstrate professional dispositions of a principled and purposeful instructional decision-maker.

ED325 Math Methods: Childhood/Early Adolescence 2 credits
The student will study the math concepts taught in the childhood/early adolescence settings and the instructional methods which will enable students to learn those concepts. The student will also learn to prepare lesson plans and units from which to teach. The pre-service teacher is expected to demonstrate professional dispositions of a principled and purposeful instructional decision-maker.

ED330 Reading, Language Arts Methods & Children's Literature: Childhood/Early Adolescence 6 credits
Pre-service teachers will participate in constructivist learning experiences to master the knowledge, dispositions, and skills needed to teach literacy development from kindergarten through middle school. Experiences in the field will augment classroom readings, discussion and activities as students learn the stages of development of listening, speaking, reading and writing in children. The practicum is designed to address key concepts and sensitize pre-service teachers to the need for appropriate literacy experiences across the curriculum. The pre-service teacher is expected to demonstrate professional dispositions of a principled and purposeful instructional decision-maker.

Education

ED335 Health, Physical Education Methods: Childhood/Early Adolescence 1 credit
This course presents learning activities and methodologies for teaching children/early adolescents health, physical education, and outdoor education. The pre-service teacher is expected to demonstrate professional dispositions of a principled and purposeful instructional decision-maker.

ED350 Philosophy, Curriculum, and Methods: Grades 5–12 4 credits
Middle and secondary school philosophy, classroom management, motivation, and student developmental differences will be examined. An emphasis will also be placed on unit development, daily lesson planning, interdisciplinary planning, teaming, student advising, cooperative learning, exploratory learning and a variety of teaching strategies appropriate for grades 5-12. In addition, teaching to the needs of exceptional learners will be examined in the teaching/learning context. An emphasis is placed on developmentally appropriate practices, integrating learning, and addressing diverse needs of learners. Students will participate in guided teaching experiences at the middle/high school level.

ED360 Reading: Grades 5–12 2 credits
This course is based on the premise that every teacher is a reading teacher, and that teaching students HOW to learn from textbooks is as important as teaching them WHAT to learn in specific disciplines. Major objectives of the course include learning about assessment of literacy, remediation of reading/writing deficits, effective instructional strategies for developing strategic readers and competent writers in all content areas, and planning processes necessary to meet the literacy needs of students.

ED370 Educational Measurement 2 credits
The purpose of this course is to help students understand and apply assessment theory to real-world situations. Appropriate practices for the construction, analysis, and interpretation of teacher-made and standardized assessment instruments are examined. Methods of monitoring student progress, evaluating student work and grading are practiced through a variety of student activities.

ED371 Educational Measurement and Literacy Development 2 credits
In this course, students will apply theory to classroom evaluation and learning with an emphasis on literacy development. Appropriate practices for connecting learning and assessment through analysis and interpretation of standardized assessment procedures and construction and analysis of performance-based procedures will be stressed. Methods of evaluation and grading are examined.

ED380 Middle Level Education 2 credits
This course provides students seeking childhood/early adolescence education licensure with philosophy, organizational structure, along with knowledge of and skills in the use of methods central to middle level education. Particular emphasis is placed upon interdisciplinary planning, team teaching, student advising, and cooperative and exploratory learning. An emphasis is placed on developmentally appropriate practices and addressing diverse needs of learners. The pre-service teacher is expected to demonstrate professional dispositions of a principled and purposeful instructional decision-maker.

ED385 Adolescent Literature 1 credit
This course will survey literature appropriate to the needs, interests and abilities of middle and secondary school students. It will also focus on the selection, effective presentation and the developmental value of currently available reading material based on specific developmental tasks, and identifiable characteristics, traits, special problems and reading interests of adolescents. This course is required for English majors seeking certification in Minnesota.

ED390-397 Special Methods: Grades 5–12

2 credits

Teaching methods appropriate to 5–12/K–12 classrooms are studied in the following disciplines.

- ED390 Social Studies 5–12
- ED393 Modern Foreign Languages K–12
- ED394 Communication Arts/Literature 5–12
- ED395 Mathematics 5–12
- ED396 General Physical Science 5–12
- ED397 General Life Science 5–12
(Music - see music department)

The above special methods courses are designed to provide pre-service teachers with additional work on knowledge and skills addressed in the general methods course. Additional experience is afforded for applying methods and teaching strategies particularly germane to teaching in the particular content domain in which the pre-service teacher is being certified. The pre-service teacher is expected to demonstrate professional dispositions of a principled and purposeful instructional decision-maker. Prerequisite: ED350.

ED445 Advanced Literacy Methods for Diverse Learners

3 credits

In this course, elementary education majors explore the literacy needs of kindergarten through middle school students with exceptional learning styles (LD, ADD) and from different cultural, socioeconomic and linguistic backgrounds. Students learn how their own cultural background influences the way they teach and master the dispositions and skills needed to facilitate language development in children with diverse and multiple literacy development needs.

ED470 Student Teaching: Childhood/Early Adolescence

13 credits

Student teaching credits will vary according to the student's area(s) of certification and state requirements. Credits for student teaching will be determined in consultation with school of education faculty members. The student must earn a minimum of thirteen credits. While working closely with a cooperating teacher, the student will begin to assume the role of teacher in an actual classroom setting, gradually becoming fully responsible for planning, organizing, and teaching lessons, maintaining a conducive learning environment, and becoming acquainted with school routines and practices. The pre-service teacher is expected to demonstrate development of professional dispositions of a well organized, effective, and reflective instructor. Students will student teach for 13 weeks in the Winona vicinity or at a student teaching abroad program site. Prerequisite: consent of chair of undergraduate teacher education and minimum 2.750 cumulative grade point average. Additional fee required.

**ED475 Human Relations, Cultural Diversity, & Indian Cultures:
Childhood/Early Adolescence**

2 credits

The human relations course is designed for students currently completing or finished with student teaching. It is assumed (understood) that through the student teaching experience the student and university supervisor will come to more fully recognize areas in which the student is engaged in human relations issues. Emphasis is placed on providing the student with additional knowledge, expertise or skills in creating a classroom learning climate conducive to supporting differences in cultural, ethnic, racial and gender backgrounds. Special emphasis is placed on gaining an understanding of Minnesota and Wisconsin Indian cultures. The course is also intended to allow students to examine topics of special interest and work on needs relevant to their professional identity development through further individualized study, research, dialogue, observation, and/or practice.

ED480 Student Teaching: Early Adolescence/Young Adult

13 credits

Student teaching credits will vary according to the student's area(s) of certification and state requirements. Credits for student teaching will be determined in consultation with school of education faculty members. The student must earn a minimum of thirteen credits. While working closely with a

Education

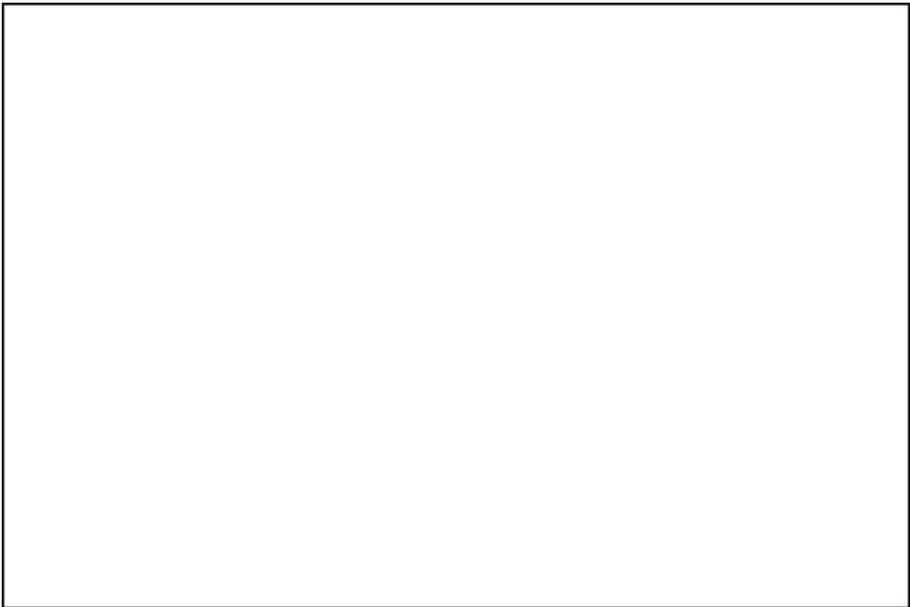
cooperating teacher, the student will begin to assume the role of teacher in an actual classroom setting, gradually becoming fully responsible for planning, organizing, and teaching lessons, maintaining a conducive learning environment, and becoming acquainted with school routines and practices. The pre-service teacher is expected to demonstrate development of professional dispositions of a well organized, effective, and reflective instructor. Students will student teach for 13 weeks in the Winona vicinity or at a student teaching abroad program site. Prerequisite: consent of chair of undergraduate teacher education and minimum 2.750 cumulative grade point average. Additional fee required.

ED485 Human Relations, Cultural Diversity & Indian Cultures: Grades 5–12 2 credits

This course is designed around building stronger interpersonal skills, exposing students to school, home and community relationships and developing a stronger understanding of diversity. This course provides a deeper understanding of the critical needs of a diverse student body and teaching strategies that are effective in different settings. Emphasis is placed on providing students with additional knowledge, expertise and skills in creating a classroom learning climate conducive to supporting differences in cultural, ethnic, racial and gender backgrounds. Special emphasis is placed on gaining an understanding of Minnesota and Wisconsin Indian cultures. The course is also intended to allow students to examine topics of special interest and work on needs relevant to their professional identity development through further individualized study, research, dialogue, observation, and/or practice.

ED490 Professional Capstone Experience: Portfolio Assessment 1 credit

This course provides teacher education students with mentoring in a largely self-directed experience revising their professional portfolios. The experience is designed to assist teacher education candidates in integrating their professional identity along program-based dimensions of theory and practice. Reflection and consolidation of personal understanding is accomplished through position statements, personal evaluation and goal setting within a professional portfolio to be used as a tool for employment and personal professional growth.



English

Carolyn Ayers, Ph.D., Chair

Offering an intellectually stimulating curriculum to a diverse community of learners, the English department delivers those benefits of a liberal arts education outlined in the university's overall mission statement: "to challenge and support students in their intellectual, spiritual, personal, and professional development." The department achieves these goals by offering a variety of courses designed to address literary content and reading and writing skills. More specifically, courses within the department help students develop the capacity to do the following:

- Read literature with greater understanding and appreciation;
- Write more effectively about literature and/or within various professional fields;
- Do research efficiently and honestly;
- Recognize major literary figures and/or works;
- Deal accurately with historical generalizations about literary periods; and
- Assess the value of various critical approaches to literary and humanistic questions.

The English department offerings prepare students for a lifetime in which their gifts and skills as readers and writers will not only help them succeed and advance professionally, but will also aid them in making their personal lives more pleasurable and meaningful.

General Department Goals

English majors will be able to do the following:

- Read with comprehension and aesthetic appreciation, think critically about and respond to texts from a variety of genres and periods, and articulate why they respond the way they do to the readings;
- Produce written documents that demonstrate an understanding of the roles that audience, context, and purpose play in determining rhetorical choices. Further, these documents will demonstrate the ability to state and develop a thesis; to employ an effective organizational scheme; to write unified and coherent sentences and paragraphs; and to edit for correctness in grammar, punctuation, usage, and mechanics; and
- Conduct and then incorporate research done through a variety of media in order to develop and support positions they take in written and oral communication.

Majors Offered:

English Education

Literature

Literature with Writing Emphasis

Minor Offered:

English

English Education Major (43 credits & education requirements):

The English education major is designed to prepare students for a career in secondary school teaching. In addition to the requirements listed below, the student must complete the teacher education program (secondary level) to be certified. Please note: course work leading to teaching certification may be reconfigured for this area of study. Licensure requirements are subject to change; therefore, students considering teaching in this area should be in continuous contact with the chair of this program and the school of education for a list of required courses.

A. All of the following:

- | | |
|------|------------------------------------|
| E220 | Argumentative and Research Writing |
| E250 | Literary Imagination |
| E295 | Practical Grammar |

English

- E452 Critical Approaches to Literature
- E490 Senior Thesis
- ED385 Adolescent Literature
- MC111 Intro to Mass Communications

B. One American Literature course from the following:

- E306-307 American Literature since 1914

C. Three British Literature courses, one from each of the following:

- E315-316 Early British Literature (beginnings through Milton) OR E333 Shakespeare
- E330-331 British Literature from the "Long Eighteenth Century"
- E351-352 British Literature from the Victorian and Modern Eras

D. One literature course from the following:

- E302-303 American Literature from its beginnings to 1914
- E370-373 Contemporary literatures in English
- E381-383 World literature in translation
- E390-391 Situated voices in literature

E. One of the following writing courses:

- E325 Advanced Essay Writing
- E328 Professional Communication

F. One seminar:

- E470-E479

G. Required education courses

Literature Major (41 credits):

The literature major offers students a comprehensive study of British, American, other literatures written in English, and literatures in translation and provides students with the opportunity to develop their writing skills. In addition to completing coursework in the literatures just mentioned, students study major authors, themes, and genres in depth through various upper-division courses and seminars. Students are encouraged to take part in SMU's London semester, preferably during their junior or senior year and to study a foreign language. The literature major prepares students for any job or profession that requires the skills of critical reading and analysis. It is also an excellent preparation for graduate or professional programs in English, law, journalism, and business.

A. All of the following:

- E220 Argumentative and Research Writing
- E250 Literary Imagination
- E333 Shakespeare
- E452 Critical Approaches to Literature
- E490 Senior Thesis

B. Two American literature courses, one each from the following periods:

- E302-303 American Literature from its beginnings to 1914
- E306-307 American Literature since 1914

C. Three British literature courses, one each from the following periods:

- E315-316 Early British Literature from beginnings through Milton
- E330-331 British Literature from "The Long Eighteenth Century"
- E351-352 British Literature from the Victorian and Modern Eras

D. Two global literature courses, from two of the following categories:

- E370-373 Contemporary literatures in English
- E381-383 World literature in translation
- E390-391 Situated voices in literature

E. Two seminars:

- E470-479

Recommended: the London Semester and foreign language study.

Literature with Writing Emphasis Major (40 credits):

This major is designed to help students develop skills that are essential to a liberal arts education and to the global marketplace: to read perceptively, to write clearly and creatively, and to think analytically. The writing emphasis incorporates many of the features of the literature major while giving students the further opportunity to explore a variety of writing forms. Students in this program will balance the study of literature with the study and practice of creative writing and professional communication. This major provides a solid foundation for graduate study in English and prepares students for careers in publishing, journalism, business, public relations, and law.

A. All of the following:

- E220 Argumentative and Research Writing
- E250 Literary Imagination
- E295 Practical Grammar and Usage
- E452 Critical Approaches to Literature
- E490 Senior Thesis

B. One American literature course:

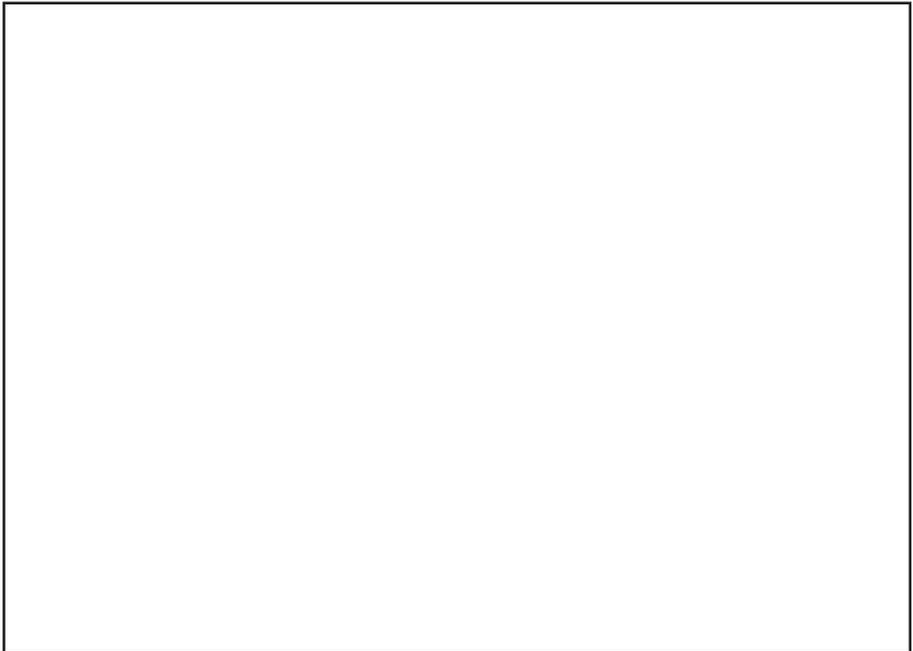
- E302-303 American Literature from its beginnings to 1914
- E306-307 American Literature since 1914

C. Two British literature courses, from at least two of the following periods:

- E315-316 Early British Literature from beginnings through Milton
- E330-331 British Literature from "The Long Eighteenth Century"
- E351-352 British Literature from the Victorian and Modern Eras

D. One global literature course:

- E370-373 Contemporary literatures in English
- E381-383 World literature in translation
- E390-391 Situated voices in literature



English

E. One seminar:

E470-479

F. Three upper-division writing courses from:

E325 Advanced Essay Writing

E326 Short Fiction Writing

E328 Professional Communication

E329 Poetry Writing

G. A minimum 3-credit internship:

E496-E497

English Minor (18 credits):

18 credits in English beyond E120 English Composition that must include at least one upper-division writing course and at least one upper-division literature course.

English and Law

English prepares students for a career in law because it develops their critical thinking skills and writing ability, both essential to the practice of law. In addition to the English major, students should consider the following courses:

AC222 Accounting Concepts

BU312 Business Law I

CJ111 Introduction to Criminal Justice

PH102 Logic

PS332 American Constitutional Law II

Department Courses:

E105 Writing Skills 3 credits

This course is designed to prepare students for college-level writing. Included is practice in sentence, paragraph, and essay structure as well as significant review of grammar, punctuation, and usage fundamentals. Emphasis will be placed on the development of writing as a process of thinking and communicating that involves the stages of generating, drafting, and revising. The course serves as a preparation for E120, English Composition. Students who are required to take E105 must complete the course with a passing grade before enrolling in E120.

E120 English Composition 3 credits

This course emphasizes the process of writing, from the generation of ideas to the editing of the final text. Students practice strategies to improve the organization, development, and style of their essay writing. The course also stresses helping students achieve competence in grammar, punctuation, usage, and mechanics and includes a review of MLA citation and documentation format in concert with writing a shorter research paper. Prerequisite: E105 or placement.

E175 Introduction to Literature 3 credits

In this course, students gain exposure to works of fiction, poetry, and drama and acquire experience in critical reading and interpretation of literature. Students not only read but also actively engage with literary texts, in the process becoming familiar with literary conventions and discourse. Readings may explore a particular theme (e.g., The Heroic, The Quest, The Individual and Community, Coming of Age); themes and reading selections will vary by instructor.

E195-204 Special Topics in English 1–3 credits

Selected topics in English may be offered depending on student and faculty interest.

E220 Argumentative and Research Writing 3 credits

In this intermediate writing course, students learn how to read and produce informative and persuasive essays. Students write essays and a research paper incorporating outside source mater-

ial. Review of MLA citation and documentation style is included, along with practice in doing library and web-based research. Prerequisite: E120 or placement.

- E250 Literary Imagination** 3 credits
This course for potential English majors introduces students to various critical reading strategies, provides practice in close reading and the development and defense of a thesis appropriate for literary analysis, and offers multiple writing opportunities. The course aims to convey a sense of literary history by exposing students to intensive study of the representation of a particular theme or strain (e.g., ambition, desire) in different genres over a significant period of time.
- E295 Practical Grammar** 2 credits
The purpose of this course is to teach students to identify basic and advanced grammatical structures. Students will be asked to apply this grammatical knowledge to exercises that will require them to edit for grammar and punctuation. Prerequisite: E120 or equivalent.
- E298 Field Exploration** 1–5 credits
- E300 Dimensions of Literature** 3 credits
This general education course is designed to give students an understanding of some major writers and themes of literature (American, English, or World) in its larger context— cultural, historical, philosophical, theological, etc. Themes or concepts that serve as points of departure in the investigation of literary history or cultural and individual expression will vary from semester to semester (see specific titles on course schedule).
- E302 American Conflicts I: The Individual vs. Society** 3 credits
Especially because of its emphasis on the individual and individualism, there has always existed in American culture a dynamic tension between the individual and society. This course will explore how major American authors have chosen to present and interpret this tension by tracing it from its roots in early Puritan culture to its most sophisticated expression in the latter half of the 19th and first part of the 20th century.
- E303 Coded Discourse in Early American Literature** 3 credits
This course studies the major American authors who were writing before 1900 and the veiled speech in which they (or their characters) were engaged. We will examine a variety of poetry and fiction to identify the “slant” (to use Emily Dickinson’s term) in the stories told by people constrained by a religious culture and by assumptions about race and gender. This course examines the ways in which authors use their art both to illuminate social problems, including slavery, sexism, and religious hypocrisy, and to conceal their aims from disapproving critics. Their texts will also invite us to consider the effects of secrecy and shame on individuals and the moral freedom of speaking the truth.
- E306 American Conflicts II: The Debate over God** 3 credits
When Charles Darwin’s *Origin of the Species* appeared in 1856, his argument about the origin of man had a sweeping effect on literary artists worldwide. In fine, Darwin’s book, along with books by Freud, Nietzsche, and Marx, would lay the groundwork for an increasingly skeptical attitude about God and religion, both on the continent and in America. This course will examine those American literary texts that take up the topic God and/or religious belief. More specifically, it aims to trace the debate over God within literary naturalism, modernism, and, to a certain extent, postmodernism.
- E 307 American Modernism** 3 credits
American Modernism studies the major American authors who were writing between the two world wars and the Modernist literary movement of which they were a part. We will examine a variety of poetry and fiction to identify the changes in form that emerged around the time of World War I; we will make connections between the content and form of literature and what was happening in world

English

history and in the world of art; and we will consider the individual innovations of writers within the broad aesthetic movement known as Modernism.

E315 Early British Literature I: Christianity and its Others 3 credits

In this course, students will explore the advent and establishment of Christianity as the dominant mode of discourse in the Medieval and Early Modern periods of British Literature. This investigation will hinge upon exposure to countercurrents which Christianity operated against as it established its primacy (such as paganism, Judaism, Islam), as well as to tensions within Christianity itself (heresies, humanism, patriarchy v. feminism, and the division between Catholicism and Protestantism). While the course will thus be historical and cultural in its overall theme, the emphasis will be upon close reading and discussion of literary texts.

E316 Early British Literature II: From Romance to Epic 3 credits

In this course students will explore the development of medieval British Romance especially from its Celtic and French origins, then proceed to examine Spenser's fusion of romance with epic in the context of the rising vogue of the epic in the Early Modern period, and conclude in a sustained engagement with Milton's *Paradise Lost*. The course will focus on the development of these two genres, but with attention to the cultural context in which the texts to be explored were produced.

E325 Advanced Essay Writing 3 credits

In this course, students produce a variety of essays that cover a range of rhetorical situations. Emphasis is placed on strategies for developing and organizing essays as well as on rhetorical concerns, such as audience, purpose, voice, and style. Attention will also be paid to integrating research, both formal and informal, into students' work. Prerequisite: E120 or equivalent.

E326 Short Fiction Writing 3 credits

Through the reading of short stories, guided instruction and writing workshops, students in Short Fiction Writing study the genre of the short story and produce several examples of their own short fiction. In addition to composing original works that reveal their own artistic vision, students are expected to become informed of the literary tradition of the short story and provide critical and theoretical reflections on their work as well as the writing of other students and of published authors.

E328 Professional Communication 3 credits

An introduction to professional communication, this course teaches students how to write documents commonly generated in the work world, such as memos, resumes, letters, manuals, reports, and proposals. Students are invited to write documents for different audiences, especially those in a student's major field of study. Attention may be given to incorporating visuals as well. Finally, general principles of the composing process, of grammar and mechanics, and of style are reviewed as needed. Prerequisite: E120 or equivalent.

E329 Poetry Writing 3 credits

This course aims to help students produce inspired and technically informed literary poetry intended for an audience. In addition to writing and discussing their own poetry, students will become informed of both the techniques and the traditions of poetry writing. Course work will include the study of published poets and poems, essays and research papers on theoretical issues related to poetry, and the production of original poems by the students.

E330 Restoration through the Romantics 3 credits

This survey examines the major works and authors of the Restoration, Eighteenth Century, and Romantic period, including the historical, political, and social contexts of these works.

E331 The Romantics and Their World 3 credits

The years between 1785 and 1830 constitute a crucial period in British history. Witnessing two major

revolutions, writers from this era participated in watersheds in many areas of cultural, political, and intellectual life, from the rise of Romanticism and Republicanism to nation building, to the beginnings of modern feminism. They dealt with these cultural experiences in new as well as traditional literary forms, from the historical novel to lyric and narrative poetry to essays and journals. This course will examine the lives and works of a selection of major literary figures from this period and assess their contributions to the literary tradition in English.

E333 Shakespeare 3 credits
This course focuses on a representative group of Shakespeare's sonnets, comedies, histories, and tragedies. Emphasis will be placed on close reading of the plays, with the intention of exploring some of Shakespeare's most pressing issues, including love, nature, death, dreams, relationships between parents and children, gender roles, freedom of the will, and reality itself. The course will also address the cultural milieu out of which the texts were generated; the meaning of the terms "comedy", "history", and "tragedy"; and the relationship of the written plays to modern film adaptations.

E351 British Modernism: Its Origin and Its Ends 3 credits
This course will explore the primary characteristics of British Modernism by studying authors writing before, during and after the high point of the movement in the early twentieth century. By studying Victorian, Modern and Postmodern British writers, the course will consider the creation of modernism and its aesthetic aftermath and simultaneously question the legitimacy of modernism as a distinct aesthetic category. Special attention will be given to aesthetic, theological and philosophical questions and how these are reflected or addressed in literary works. Authors studied might include Charles Dickens, George Eliot, Thomas Hardy, Virginia Woolf, Katherine Mansfield, Jean Rhys and Peter Carey.

E352 The Edge of Empire 3 credits
This course studies British Literature from the Victorian Age into the postmodern period by looking at it from the "outside." By studying works of literature from those writing on or about the periphery of the central literary tradition of the British empire, students will gain a sense of post-1830 British literature and its relationship to the cultural conditions in which it was produced. Topics could include such areas as Colonial Literature, the Irish Literary Renaissance, and Women's Literature and consider writers such as Bram Stoker, Rudyard Kipling, Joseph Conrad, Katherine Mansfield, James Joyce, Graham Greene, Jean Rhys, Salman Rushdie, and Seamus Heaney.

E370 Literature in Evolution 3 credits
This course examines contemporary literature in English by writers from around the world. The course aims to convey a sense of the stylistic and thematic tendencies that continue to evolve in the literatures of our world by exposing students to intensive study of the representation of a particular theme or strain (e.g., imperialism, desire) in works by authors from a variety of backgrounds and social/political situations. Topics include identity, postmodernity, hybridity, power relations, race, religion, decolonization, and politics. Writers studied may include Rushdie, Fowles, Kincaid, Pynchon, Morrison, Swift, Winterson, or Smith. Prerequisite: E175 or consent of instructor.

E373 Postcolonial Fictions 3 credits
This course will focus on literature in English that addresses the processes and complications of colonization and decolonization. At issue throughout the course will be a number of questions: How does postcolonial literature demonstrate the legacy of imperialism and the conflicts and possibilities of decolonization? How do contemporary postcolonial writers inscribe their perspectives, politics, and lived experiences in literature? What common themes, problems, or values does postcolonial literature explore? What strategies do postcolonial writers employ to cope with the destabilization of previously accepted epistemological and ontological systems? How do various fictional accounts (of origin, of colonization, of identity, of nationality) contribute to a contemporary understanding of community, history, and narrative? Authors studied may include Chinua Achebe,

English

Salman Rushdie, Anita and/or Kiran Desai, Jamaica Kincaid, J. M. Coetzee, or V. S. Naipaul.
Prerequisite: E175 or consent of instructor.

E381 The Adventures of the Writer in World Literature 3 credits
A study of selected works in translation from non-Anglo-American cultural traditions. Students in this course examine how geographical and cultural differences contribute to varying literary representations of “universal” themes. Taking as our point of departure the notion of the artist figure, we will examine ancient and modern ideas of creativity, authorship, and the role of the writer in society in cultures around the world.

E383 Geographies of Identity 3 credits.
A study of selected works in translation from non-Anglo-American cultural traditions. Students in this course will explore literature from around the world with a focus on how identities, perspectives, and values are shaped by geographical and cultural circumstances. We will look particularly at literary dialogues and confrontations between the Western European tradition and writers from other cultures from the 19th century to today. Writers may include Goethe, Balzac, Rilke, Kafka, Pushkin, Dostoevsky, Anna Akhmatova, Milan Kundera, Nabokov, Borges, Walcott, Neruda, Nadine Gordimer, Ngugi wa Thiong'o.

E390 Women’s Narrative 3 credits
This course will focus on narrative strategies that are distinctive in literature by and/or about women and examine themes and issues that are common to women from a variety of social, historical, and/or political situations. An issue throughout the course will be a number of questions: How does literature by women differ from literature by men? Is there a definite difference at all? How do women writers inscribe their perspectives, politics, and lived experiences in literature? What common themes, problems, or values does literature by or about women explore? What strategies do women writers employ to cope with changing epistemological and ontological systems? How do such strategies contribute to a contemporary understanding of identity, experience, community, history, and narrative? Authors studied may include Virginia Woolf, Jane Austen, Margaret Atwood, Anita and/or Kiran Desai, Barbara Kingsolver, Ntozake Shange, Jamaica Kincaid, Jeanette Winterson, or Zadie Smith.

E391 African American Perspectives 3 credits
African American Perspectives studies the literary works of major authors of African American heritage. We will examine poetry, fiction, and autobiographical narrative, in the spirit of Nobel laureate Toni Morrison’s call to “talk about race in a manner which is not diminishing, demeaning, reductive, or ad hominem.” As Morrison states, “Race is a very difficult thing to talk about, because the conversation frequently ends up being patronizing, guilt ridden, hostile, or resentful. But for those interested in the study of literature and the writing of literature, it is something you have to confront and think about.” This course studies African American literature as a tradition in its own right, as well as a means of better understanding African American culture and American culture as a whole. Our reading will allow us to see the ways in which African American writers have contributed to, have been influenced by, and have transformed America.

E410-419 Special Topics 1–3 credits
Selected topics in English may be offered depending on student and faculty interest.

E452 Critical Approaches to Literature 3 credits
This course explores relationships and dialogues among literary works, literary criticism, and theory. In a seminar setting, students wrestle with key theoretical concepts, such as identity and representation, and investigate the contributions, methodologies, and assumptions associated with various critical approaches, such as Formalism, Deconstruction, Feminism, Psychoanalytic Criticism, Postcolonialism, New Historicism, and Cultural Studies. Prerequisite: junior or senior majors only.

E470-79 Seminars in English

3 credits

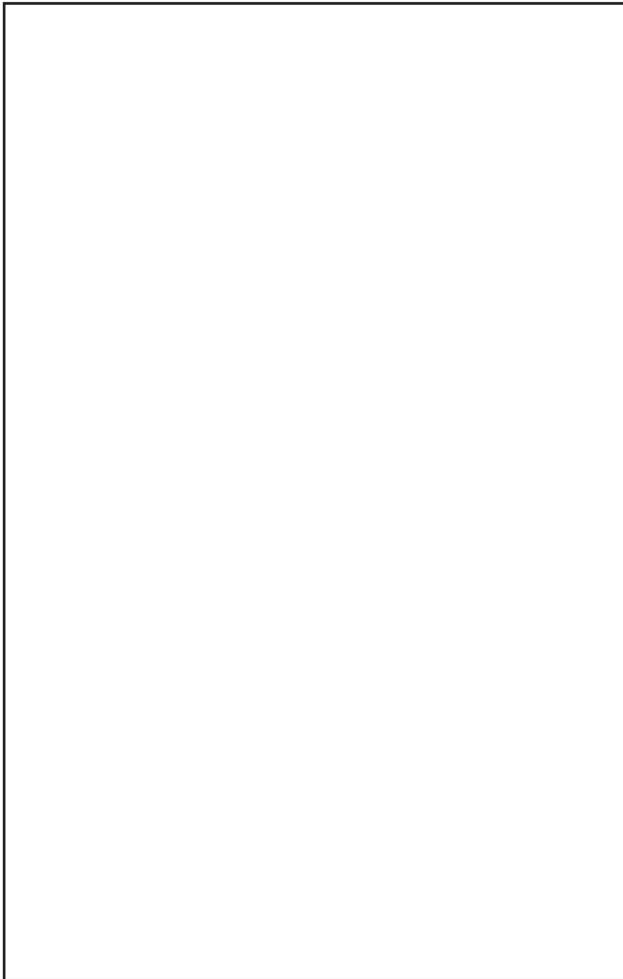
These courses, reserved for upper division English majors, explore special topics in depth through careful reading and research in a seminar setting. Topics vary by semester (see specific descriptions on the course schedule). Prerequisite: junior or senior majors only.

E490 Senior Thesis

2 credits

Designed to be a capstone experience for senior English majors, this course provides advanced instruction in the research methods, drafting and revision, and bibliography work involved in writing a major research paper. Students will complete a major research paper in an area of their interest in literary studies and make an oral presentation of their research findings at the end of the course. Prerequisite: junior or senior majors only.

E496/497 Internship



History

History

Ting Ni, Ph.D., Chair

The history department supports the mission of the university by providing education in history, a discipline which is a core component of the liberal arts. The department trains students to value knowledge, to think critically, and develop the mature judgment required of a free and responsible citizen in a democratic society.

The department seeks to enhance the personal and professional lives of students who major or minor in history or take history courses as part of the general education program. Through a study of the past, students develop an understanding of the national and global societies of which they are members. The goal is that students, for example, will come to understand the forces which mold the institutions of their own society and of the global community. The department also hopes that students discover where their generation fits in the historical development of the human race, and come to an appreciation of what is of value and therefore to be preserved.

History majors develop not only knowledge of the past, but also a variety of skills, including the ability to analyze and explain complex issues, the ability to research and present new information, and the ability to effectively communicate research and analysis in written and oral form.

General Department Goals

Students who complete the major will demonstrate the following:

- Knowledge of historical facts, events, persons, themes, concepts, and issues;
- An ability to explain, analyze, and show connections between change and continuity over time;
- An ability to analyze historical information and synthesize different interpretations of that information;
- An ability to make connections between historical interpretation and contemporary developments;
- An ability to demonstrate knowledge and reasoning through written and oral communication; and
- A disposition to examine complex questions carefully, methodically, and fully.

The department of history sponsors the Lambda-Lambda Chapter of Phi Alpha Theta, the national history honor society. It also sponsors a student-funded Historical Society. Both the department and the Society are active in inviting speakers to campus to discuss topics of interest and use to both majors and the entire university community. The Brother J. Robert Lane Historical Essay Prize is awarded to students for excellence in historical research and writing whenever applicable. The History department book prizes are awarded each semester to outstanding students in each history class.

International Semester

History majors are strongly encouraged to study abroad for a semester, preferably during the junior year. Advanced consultation with one's academic advisor relative to major requirements is recommended.

Language Study

The history department encourages all students to study foreign languages, and students who are planning for graduate study are strongly advised to pursue language study. To encourage language study, the department will waive one course in the history or history/social science major for every two courses in the same foreign language completed at SMU, limited to two history courses total.

SMU Credit by Examination

H125 and H150 have been approved for credit by exam: see department chair for details.

Majors offered:

History

History/Social Science

History Major (38 credits):

The history major provides fundamental liberal arts training which prepares students for any job which requires the skills of research, analysis, information management, writing and speaking, including careers in business, government, advocacy, journalism, and development. This major is especially recommended for students preparing for law school. The history major also equips students for jobs specifically related to the study of the past, including careers in education, museums and historic sites, archives and libraries, and as historians of corporations, agencies, and non-profit agencies.

A. All of the following:

- H125 Europe and the World
- H150 The American Experience
- H250 Historical Thinking
- H450 History without Boundaries
- H460 Historical Research & Writing I
- H461 Historical Research & Writing II

B. Six additional history courses:

- Two courses in American History
- Two courses in European History
- One course in Non-Western History
- One history elective

History/Social Science Major (54 credits):

The History/Social Science major is primarily intended for students who are planning on pursuing certification in social science education through a Master of Arts in Instruction program. It combines the depth of the history major, including significant research and writing experience, with the breadth of the social science major. Please note: course work leading to teaching certification may be reconfigured for this area of study. Students considering teaching in this area should be in continuous contact with the chair of this program and the school of education for a list of required courses

A. All of the following core social science courses:

- AN300 Introduction to Anthropology
- EC261 Principles of Microeconomics
- GE305 Introduction to Geography
- PS102 American National Government
- PY111 General Psychology
- S110 Sociological Imagination

B. One of the following:

- ST132 Reasoning with Statistics
- ST232 Introduction to statistics

C. All of the following core history courses:

- H125 Europe and the World
- H150 The American Experience
- H250 Historical Thinking
- H450 History without Boundaries
- H460 Historical Research and Writing I
- H461 Historical Research and Writing II

D. Three additional (nine credits) history courses

- H220 The Middle Ages is recommended

E. Two 300+ courses (six credits) from any departments in Section A other than history.**History Minor (minimum of 18 credits):**

Six courses in history selected in consultation with the history department chair. A combination of upper and lower-division courses in U.S., European, and non-Western history is recommended.

History

Prerequisites:

All upper division history courses (300 and above) are closed to freshmen except where specific exception is made by the instructor.

Department Courses

H125 Europe and the World

4 credits

This course is an introduction to history as a discipline and to the history of Europe. Students will develop an introductory sense of the political, economic, social and cultural history of Europe since 1500 and be able to apply this knowledge in analyzing contemporary issues. In particular, students will develop an understanding of the encounters between Europe and the rest of the world beginning with Columbus and be able to apply this knowledge in understanding today's global world. Students will also develop an introductory sense of how historians think about change in human society over time, and how historians analyze evidence and develop interpretations. Students will develop the basic skill of interpreting primary sources of various kinds and constructing a historical analysis in written and oral form.

H150 The American Experience

4 credits

This course introduces students to the major themes of American history from the colonial period to the present. Students will examine social, economic, intellectual, political, diplomatic, and cultural facets of the diverse people who created America. Together we will explore the enduring paradox of separatism and unity within the American spirit.

H211 Modern America

3 credits

This course explores the history of the United States since World War II. It will focus on both foreign policy and domestic issues. One focus of the course is the global role assumed by the United States after World War II, another is the development of active domestic policies. Key issues that will be explored include the Civil Rights movement, the Great Society programs, the Cold War, U.S. foreign relations, the experiences of Vietnam, and the contemporary globalizing economy.

H250 Historical Thinking

3 credits

This is a sophomore level course for students intending to major in history or history/social science, or those interested in exploring these majors. It is also recommended but not required for history minors. The course introduces students to the discipline of history, and in particular to the skills of thinking historically, of collecting and analyzing historical evidence, of critically reading the work of historians, of doing historical research, and of writing effective research papers.

H298 Field Exploration

1–3 credits

This course is a supervised, practical application of historical concepts and techniques at institutions such as historic sites, museums and local and state historical societies.

H301 Ancient Greece and Rome

3 credits

This course is designed to give students a thorough grounding in the history of two fundamental cultures, Ancient Greece and Rome. Students will explore the origins, development, and decline of these Mediterranean cultures. Additionally, students will examine the connections between society, religion, politics, philosophy, art, and economics as they come to understand how each emerged as powerful states that continue to influence our world today. In addition to the major topics, the student will gain an understanding of the methods historians use to interpret the past.

H305 Colonial/Revolutionary America

3 credits

This course is designed to give students an overview of the major themes of Colonial American history. The course will cover a diversity of social, political, cultural, intellectual, and economic topics such as Native American society, European settlement in the southern, northern, and middle colonies, family and community structure, class issues, the development of slavery, and the events

leading to the American Revolution. In addition to understanding the major topics, the student will gain an understanding of the methods historians use to interpret the past. Importantly, students will also get an in-depth look at historiography, as they will read a number of historical debates on topics such as women's role in Colonial America and the meaning of the American Revolution.

H308 Constitution/New Republic

3 credits

The purpose of this course is to introduce students to the major themes of the Constitutional and New Republic periods. The course takes a long view of the New Republic period and reaches into Jacksonian America. The course will cover a diversity of social, political, cultural, intellectual, and economic topics such as the development of state constitutions and the ratification controversies surrounding the national constitution, slavery, the market revolution, the growth of democracy, and early reform movements. In addition to the major topics, the student will gain an understanding of the methods historians use to interpret the past as well as the historiography that surrounds this vital period.

H311 U.S. Foreign Relations in the 20th Century

3 credits

A general introduction to the history of American foreign policy in the 20th century. The course seeks to increase students' awareness of the relationship of the U.S. to important issues of war and peace as they unfold in the world. It also pays attention to the linkage between the domestic political environment and its impact on foreign relations. Furthermore, it looks at important events and crises in U.S. foreign relations as well as some theories and practices of U.S. foreign policies. Students will acquire a good set of tools to carry on their exploration of the impact of U.S. foreign policy on the rest of the world.

H315 American-East Asian Relations

3 credits

The aim of this course is to do three things: provide a general introduction to the history of relations between the United States and the major countries of the East Asian cultural sphere (China, Japan, Korea, and Vietnam); explore the changing images Americans have had of the peoples of these nations, the Chinese and Japanese in particular; and draw connections between both these themes and the experiences of Asian-American during the last century-and-a-half of American history. Special attention will be paid to crisis in American-East Asian relations, such as: the Boxer Uprising and the 1900 siege of Beijing, World War II and the Occupation of Japan that followed, the Vietnam War, and contemporary disputes over issues of human rights in China (stemming from the June 4th Massacre of 1989). Through classroom lectures, course readings, and a critical viewing of a variety of visual materials (including excerpts from newsreels, newscasts, and feature films) we will look at the process by which crisis involving American interests alter or give new life to enduring Western stereotypes concerning East Asia. A major goal of the course will be to provide students with the analytical tools and historical background necessary to put future crises in U.S.-East Asian relations, as well as the American media's coverage of these crises, in perspective.

H320 The Middle Ages

3 credits

This course is a survey of the Middle Ages from the decline of the Roman Empire and classical culture to the fourteenth century. Primary emphasis is placed on understanding the process of creating Western civilization as the amalgamation of Roman, Christian, and Germanic cultures. Second, the course focuses on the principal characteristics of medieval culture such as: a feudal society, chivalry, the reform of the Church, the renaissance of the twelfth century, universities, the medieval synthesis, and the crisis of the fourteenth century.

H325 Cross-Cultural Encounters: The West and the Mediterranean

3 credits

This course is an examination of contacts between Western (Latin) culture and other Mediterranean cultures during the Middle Ages. Topics include the Byzantine Empire, the Arab Empire, Judaism and the Mediterranean Diaspora, with an emphasis on religious culture. The First Crusade will be studied as a cross-cultural encounter from ecclesiastical, secular, Byzantine, and Arab perspectives. There will be an emphasis on a comparative historical method.

History

H332 The Renaissance

3 credits

This course proceeds from the assumption that the Renaissance refers to a particular and creative cultural movement in Western history from the middle of the fourteenth through the sixteenth centuries. Students will explore traditional notions of the Renaissance such as: the revival of antiquity, humanism, innovations in art, and the Church. Non-traditional approaches such as the role of women in the Renaissance, are also discussed. The reading of primary texts by Petrarch, Castiglione, Machiavelli, Erasmus, and Thomas More is emphasized. Italian history is stressed but the Northern Renaissance will be studied as well.

H333 The Reformation

3 credits

In traditional terms the Reformation refers to the sixteenth-century religious movement that culminated in both the reforms of the Church and its division. The course balances a study of the theological issues that defined the magisterial Protestant Reformation and its Catholic counterpart with an exploration of popular religion and the everyday religious experience of sixteenth-century men and women.

H340–349 Selected Topics

3 credits

Selected topics in history may be offered depending on student and faculty interest.

H355 U.S. Women's History

3 credits

This course is an examination of the image, roles, status, and activities of American women. In addition, gender issues will be explored within their sociopolitical, cultural, and historical contexts. Special emphasis will be placed on a comparative approach to the study of women's lives as they interact with race, class, and ethnicity.

H365 Early Modern Europe

3 credits

The early modern period is one of the most tumultuous in Western history. Religious division, state building, war, and intellectual revolution are some distinctive features. Students will have an opportunity to investigate selected topics and historical methods including the development of absolutism, the Scientific Revolution, popular culture, and the Enlightenment. Topics may be added or deleted from time to time.

H366 Modern Europe 1789–1914

3 credits

This course is an introduction to the history of Europe during its explosive period of modernization, beginning with two concurrent world-changing events — the French Revolution and the Industrial Revolution. Using a variety of sources, including works by historians but also primary sources ranging from manifestos and letters to plays and novels, students will investigate the ideas and movements which emerged from this “dual revolution” to change the world, including imperialism, liberalism, socialism, feminism, and nationalism.

H367 Europe in the Era of World War 1914–1945

3 credits

This course is an introduction to Europe's “thirty year crisis,” from the outbreak of World War I in 1914 to the end of World War II in 1945. Europe's period of progress and optimism was shattered by the “Great War” in 1914. Four years of violence created the crucible out of which the monster of fascism arose. This led to an even larger war only twenty years later. During WWII, mass slaughter became commonplace, from the Nazi Holocaust to the Allies' strategic bombing campaigns, which targeted civilian populations. Using a variety of sources, the course examines the big picture of great power confrontations, but also how the wars were experienced by individuals.

H368 Contemporary Europe

3 credits

This course is an introduction to the history of both Western and Eastern Europe since 1945, starting with the post-war recovery, and ending with the paradox of Europe in recent years, during which Europeans have been moving toward integration (the European Union) while at the same time experiencing inter-ethnic warfare (the Balkan wars). The course will study such major trends as the Cold

War, decolonization, and the collapse of communism. Among a variety of primary sources, the course will use some of the popular culture of post-war Europe, especially film and rock music.

H380 Imperial Russia 3 credits

This course is an introduction to the political, social, economic and cultural history of the Russian Empire from its origins to the fall of the Romanovs. The course emphasizes the crisis of the old regime between the period of the Great Reforms of the 1860s and the revolution of 1917. In addition to works by historians, this course uses a variety of primary sources, including memoirs, manifestos, letters, and also works of literature by such authors as Aksakov, Turgenev and Tolstoy. The course seeks to lay a basis for understanding the Bolshevik experiment of the 20th century, as well as Russia's contemporary struggle to define its identity after the collapse of the Soviet state.

H381 20th Century Russia 3 credits

The Soviet Union disintegrated into fifteen new states, the largest of which is Russia, in 1991. This event was widely heralded in the West as a turn to democratic capitalism; a decade later this was no longer so clear. This course lays the basis for an informed understanding of today's Russia by introducing its history in this century. The course highlights the revolutionary period including the Bolshevik seizure of power and Stalin's "second revolution," and also the recent past, including the periods dominated by Mikhail Gorbachev and Boris Yeltsin. In addition to works by historians, the course uses a variety of primary sources, including speeches, manifestos, eyewitness accounts, novels, and a series of influential Soviet films.

H390 Modern China 3 credits

This is a survey of Chinese history from the rise of the Qing Dynasty in the mid-17th century to the protest and repression of 1989. It discusses some of the main social, economic, cultural, political, and intellectual features of the "traditional" Chinese world the first Qing emperors ruled. It also covers the way this world changed as China experienced a series of convulsive events, including both threats from abroad and domestic rebellions and revolutions.

H450 History without Boundaries 3 credits

This is a capstone course required for history majors, strongly recommended for history minors, and open to students from other disciplines (including but not limited to social science and social science education majors). It provides students an opportunity to relate what they have learned in historical study to what they have learned in other fields including the natural sciences. The course will focus on close reading of several major historical works which make large claims about the human experience by integrating approaches from several disciplines, and also on critical evaluation of the debates generated by these works. The course will encourage students to broadly synthesize their learning and to deeply reflect on their intellectual; understanding of the human condition. Pre-requisites: H250 and junior history majors; other students must have completed one history course and have the instructor's consent.

H460 Historical Research and Writing I 3 credits

The capstone course in the history major where students will formulate a research proposal, review secondary literature, analyze primary sources, report on work in progress, and research and write three chapters of the final research paper. Students will also gain experience critiquing other student research papers. Prerequisites: senior history major.

H461 Historical Research and Writing II 3 credits

This course is a continuation of research and writing, critique and revision of first draft, presentation of paper on campus or at a regional history conference. Prerequisites: H460, senior history major.

H496/497 Internship 1-17 credits

This course provides supervised "hands on" work experiences at institutions such as historic sites, museums, and state or national historical societies.

International Studies

International Studies

Robert Connor, S.T.L., Associate Dean for London and Florence Programs

Renee Knutson, M.A., Director of Study Abroad

Saint Mary's University of Minnesota encourages students to incorporate international study into their academic plans as it enhances their liberal arts education by engaging them in stimulating learning experiences and encourages them to develop a sense of global citizenship. Staff of the Study Abroad Office is available to assist students during all stages of the study abroad experience, which includes exploring various options, applying to a program, preparing for international study and returning to campus.

Students who are sophomores, juniors, or seniors with a minimum 2.00 cumulative GPA may apply to participate in a study abroad program. Eligibility requirements, the application process, and the availability of financial aid vary by program. More information is available in the Study Abroad Office.

Program Objectives

- To provide opportunities that help students to develop into internationally aware citizens who understand, value, and contribute to our rapidly changing world.
- To provide experiences that help students to grow personally by developing personal responsibility, becoming more open-minded and tolerant of differences, developing greater self-awareness and gaining insight into one's own culture.
- To provide opportunities for students to learn about the history, politics, culture, geography, and the arts of the country visited.
- To provide experiences for students to gain different skill sets and explore different interests that may influence the direction of their career path.

Transcribing Policy

Students enrolled at Saint Mary's who are attending an approved affiliated study abroad program will have all courses transcribed as SMU courses. The list of approved affiliated programs is available in the Study Abroad Office. Courses from approved affiliated programs will be transcribed using a department identification code that connects each course to the affiliated program.

SMU Undergraduate Programs

London, England

This 12-week semester program, offered fall semester, is located in London, one of the great cultural meccas of the world. Many classes are a combination of lectures and guided field trips. Theatre students participate in the London semester through the Stefannié Valéncia Kierlin Theatre Program. Business majors are also encouraged to study in London as additional courses are designed to provide exposure to the international business environment. Students live in apartment-style housing during their stay in London.

Program Courses

LOND301 Art in London

3 credits

This course, required for all students participating in the London program, introduces students to the history of Western art. Lectures are supplemented by visits to the British Museum, the National Gallery, and the Tate. The primary course objective is to familiarize students with major periods of art (Classical, Medieval, Renaissance, Baroque, and Modern), artists, historical eras, and basic artistic technical terms.

LOND329 British Politics

3 credits

This course introduces students to British Politics. Topics include: British institutes: Crown, Parliament, the legal system, the Church; parties and politics: government from 1945 to the pre-

International Studies

sent day; power and personalities: MacMillan, Thatcher; on-going problems: devolution, Northern Ireland, European Union; and influence of the media.

LOND331 European Business

3 credits

This course introduces students to: The European Union (EU): its origin and evolution; the single market and its advantages and disadvantages; the single currency: its advantages and disadvantages; EU and Eastern Europe; and The North American Free Trade Agreement (NAFTA), the EU and the Asian Pacific Economic Association (APEA).

LOND431 Modern British Literature

3 credits

This course introduces students to a representative selection of British writers from the British Isles who have been active in the last 20 years. Lectures are given on their work as well as their literary and social background, and include selections of poetry, prose, and drama.

The following courses are also offered; course descriptions are available under the corresponding department:

Business:

BU285 International Business Environment

BU460 International Field Study

Lasallian Core Traditions:

LCT375 Global Issues (required for all London students)

Theatre Arts:

TA301 Theatre in London

TA330 Dublin Theatre Workshop

TA358 Acting: The British Approach

TA360 London Theatre: Page to the Stage

Theology:

TH350 Introduction to Catholic Moral Theology

Florence, Italy

This 12-week semester program, offered spring semester, is based in Fiesole, a city overlooking central Florence. Students explore the historical sites and rich resources of this renowned Italian city. Accommodations for students are in a hotel villa. The last week of the program is spent in Rome.

Program courses:

FLOR210 Italian Language and Culture

1 credit

This course, required for all students participating in the Florence program, is an introductory course to Italian language and culture. It is offered on campus the semester prior to departure for Italy.

FLOR250 Italian Language and Culture

3 credits

This course, required for all students participating in the Florence program, is a beginning level course in Italian language. Attention is devoted to building a basic vocabulary and grammar. Instruction is based on listening and comprehension exercises, grammar exercises, repetition and easy conversation.

FLOR300 Art and Architecture in Florence

3 credits

This course, required for all students participating in the Florence program, is an in depth study of the relationship between the works of the major artists from the 13th century to the 16th century and their contribution to western civilization. Special emphasis will be given to the art and influence of the Florence masters. The following Florence museums are visited: The Bargello, Pitti Palace, Uffizi, and Galleria dell'Accademia.

International Studies

FLOR310 Business: Italy and the European Union

3 credits

This course focuses on the intricacies of the EU as an economic entity and Italy's place in the Union. The differences between Italy's economic system and the system in the United States are also examined. By speaking with people who live and work in Italy, many insights are gained into Italians' way of doing business.

FLOR320 Italian Politics

3 credits

This course is a survey of Italian political life from the rise of fascism to the present. Topics covered include institutional development since Mussolini, analysis of political parties, the European Union, and church-state relations.

FLOR340 History: City of Florence

3 credits

This course introduces some of the integral pieces of Florentine history through lectures at actual sites where historical events took place. Field trips allow the student to see first-hand the locations and a sense of the culture that is filled with centuries of history.

FLOR360 Classics: Italian Literature

3 credits

This course explores the highlights of Italian Classic Literature, like Dante, his time and his main work, together with Petrarch and G. Boccaccio, as the beginners of the Italian written language. The Renaissance is introduced to bind together history of art and classic literature.

The following courses are also offered; course descriptions are available under the corresponding department:

Lasallian Core Traditions:

LCT375 Global Issues (required for all Florence student)

Theology:

TH350 Introduction to Catholic Moral Theology

Affiliated Programs

Language Programs

The Center for Cross-Cultural Study (CC-CS)

The CC-CS has provided unique learning experiences for students in the historic city of Seville, Spain since 1969 and is now offering semester programs in Cordoba, Argentina and Alicante, Spain. Participation requires proficiency in Spanish and must be approved by the chair of the modern/classical languages department.

Seville, Spain (Fall, Spring, or Summer Semesters): CC-CS facilitates a true cross-cultural exchange by inviting students to expand their world-view through intense immersion into the culture. Some features of the program include: a wide variety of course offerings; native Spanish professors; internship, volunteer, and community service opportunities; all-inclusive day and overnight study trips; and monthly parties at the Center for American and Spanish students.

Cordoba, Argentina (Fall, Spring, or Summer Semesters): CC-CS, in cooperation with Universidad Blas Pascal (UBP), offers a unique opportunity for students. A variety of cultural activities, study visits and unique work experiences are designed to fully integrate students into the daily life of Argentina.

Alicante, Spain (Fall, Spring, or Summer Semesters): CC-CS students in Alicante study onsite at Universidad de Alicante. Through university coursework, homestays with native families, and multiple cross-cultural opportunities, students will find CC-CS in Alicante to be a highly immersive and integrated study abroad experience.

International Studies

Montpellier, France – The University of Minnesota

Fall, Spring, or Summer Semesters: Students live and study in Montpellier, one of France's fastest growing cities and an emerging cultural and educational center. Within easy reach of mountains and the Mediterranean, and home to 100,000 university students, Montpellier is a young, vibrant city with a centuries-old history of intellectual advances and social tolerance. It is the ideal place for an introduction to French language and culture. Participation requires proficiency in French and must be approved by the chair of the modern/classical languages department.

Universidad La Salle of Mexico City

For over 10 years, Universidad La Salle has offered study abroad opportunities for students of Saint Mary's. Founded in 1962, Universidad La Salle is among Mexico's most innovative private universities, noted for the facilities offered on campus, the personal attention given to students, its traditional values and community spirit. Mexico City is the largest city in the world with a population of approximately 24 million and at one time was the center of the Aztec-Empire. Situated 7,000 feet above sea level in a valley surrounded by mountains and the snow-capped Iztaccihuatl and Popocatepetl volcanos, it is a city that combines elements of its pre-Columbian ancestry, with its Spanish, colonial roots, and a modernism expressing itself through concrete, steel and glass.

Spanish for Foreigners (Summer): Every summer, a special intensive Spanish language and culture program is offered at beginning, intermediate and advanced levels. Courses include Spanish, Mexican history and culture. The program incorporates field trips to places such as the Pyramids at Teotihuacan, the colonial city of Puebla, and Cuernavaca. Students live with host families.

Academic Exchange Program (Fall or Spring Semester): Students participate in regular courses offered by Universidad La Salle. All classes are taught in Spanish. To be eligible to participate, students must have taken at least 2 semesters of Spanish or be proficient in the Spanish language. Students live with host families.

Higher Education Consortium for Urban Affairs (HECUA)

Saint Mary's has been a member of HECUA since 1977, just six years after the consortium was founded. HECUA is comprised of 17 member colleges and universities. All HECUA programs integrate theoretical frameworks with skills and practices that enable students to address social justice issues and to develop their capacities for effective citizenship.

Oslo, Norway—Scandinavian Urban Studies Term

Fall Semester: Students gain a deep understanding of contemporary Scandinavia. Three interrelated seminars give students an understanding of how the welfare state works in the context of a social democracy facing challenges posed by immigration. The relationship between Scandinavian countries, the emerging democracies of Eastern Europe, the European Union and broader global politics are explored.

Quito, Ecuador—Community Internships in Latin America

Fall or Spring Semester: Models of community participation, organization, development and social change are compared and contrasted. The fall program offers a seminar focused on social movements; the spring offering concentrates on globalization and human migration. All lectures and discussions are in Spanish. Internships and field projects are conducted entirely in Spanish.

Oslo, Norway and Poland – Divided States of Europe: Globalization and Inequalities in the New Europe

Spring Semester: Students examine the development of the European Union (EU), including its historical foundations and institutional basis, contemporary democratic and social challenges, and its expansion to include the former communist nation-states of Central and Eastern Europe. The program explores the relationship between the EU and globalization and in particular questions

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whether the EU adequately addresses the human dimensions of globalization. Scandinavia and Poland will be used as case studies throughout the program.

Dhaka, Bangladesh—Sustainable Development, Environment, and Culture in Bangladesh

Spring Semester: Students spend a semester learning about approaches to development agencies and the aspirations of Bangladeshis. Through lectures, discussions and group field study, students explore the policies, practices and competing ideologies of socioeconomic development in rural and urban Bangladesh.

Coleraine, Belfast, and Derry, Northern Ireland—Democracy and Social Change

Spring Semester: Students examine the historical, political and religious roots of the conflict in Northern Ireland, the prospects for peace and the progress being made. Learning occurs through readings, lectures, discussions, internships, group study projects and field experiences that invite interaction with people involved in social change.

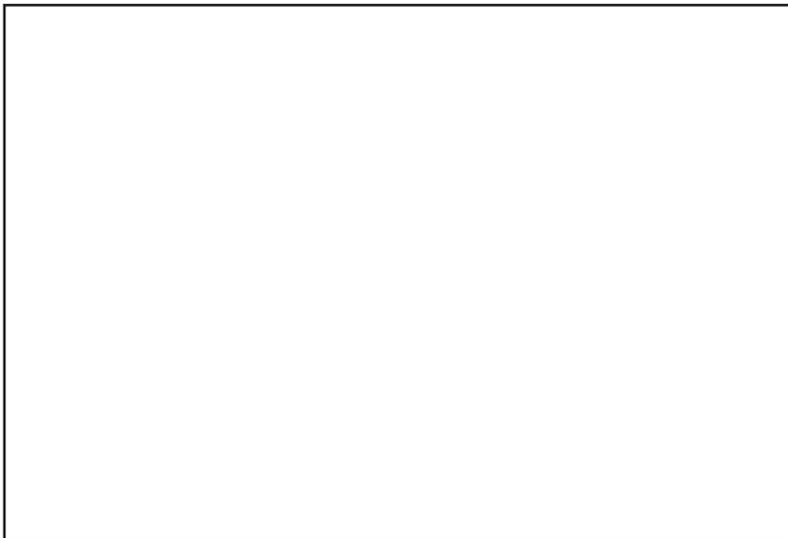
Student Teaching Abroad

Foundation for International Education

Saint Mary's is a member of the Foundation of International Education, a non-profit consortium of colleges nationwide. Through this organization, student teachers are placed in schools in England, Scotland, Republic of Ireland, and Costa Rica for 7 or 8 weeks after completing a minimum of 8 weeks of student teaching in the Winona area. Students teach the curriculum that follows the national model of the country chosen.

The Lasallian International Programs Consortium

Saint Mary's is a member of this consortium, which is composed of the seven U.S. Lasallian colleges and universities for the purpose of creating and managing high quality educational programs throughout the world for students of member institutions. Programs are located in Melbourne, Australia; Aimores, Brazil; London, Ormskirk, and Oxford, England; Aix-en-Provence and Avignon, France; Dublin and Galway, Ireland; Rome, Italy; Cuernavaca, Mexico; Cape Town, South Africa; and Madrid, Spain. Tuition and housing rates vary across programs.



Internships and Field Exploration

Internship and Field Exploration Programs

Jackie Baker, M.S., Director

Saint Mary's University supports field exploration and internship experiences as integral parts of its curriculum, enabling students to participate in structured, supervised learning experiences for academic credit, generally off-campus. The internship and field exploration program strives to provide carefully designed experiences which offer a new arena for applying theories and concepts learned in the classroom, as well as opportunities for professional and personal development.

Program Objectives:

- To provide students an opportunity to participate in carefully designed work experiences to explore and develop personal aptitudes, abilities, and interests in relation to their career choice.
- To provide experiences that offer a new forum for applying theories and concepts learned in the classroom as well as professional and personal development.
- To provide opportunities for students to gain valuable hands-on work experience and access to a different assortment of equipment and/or situations not easily obtained or available on campus.
- To provide students expanded opportunities for self-directed learning.

Field Exploration

A field exploration experience is a planned work experience for academic credit that provides students with the opportunity to explore a field and/or major and gain basic knowledge in a work environment. This experience involves mainly observation, limited hands-on experience, and is generally part-time and unpaid.

Students must have completed a minimum of 24 credit hours and have a minimum 2.000 cumulative GPA to participate in a field exploration. Students may earn 1-3 credits in a field exploration, with a maximum of 17 credits for any combination of internship and field exploration experiences. All field exploration experiences must be pre-approved by the student's academic advisor and the director of internships. Students may meet with the director of internships and/or faculty members to identify possible field exploration sites. Questions regarding a field exploration programs should be directed to the director of internships.

Internship

An internship is a planned work experience for academic credit supervised by a qualified professional in a real-work environment. This experience integrates a student's academic and career interests with hands-on work experience. An internship may be either part-time or full-time, and either paid or unpaid.

Students must have completed a minimum of 56 credit hours, have a minimum 2.000 cumulative GPA, and a minimum 2.000 major GPA to participate in an internship. Internships are taken through the department in which the student's major is offered. Students may earn 1-17 credits in an internship, with a maximum of 17 credits for any combination of internship and field exploration experiences. The number of internship credits for which a student registers is based on a number of factors including departmental curriculum requirements, duration of the internship and the intern's time commitment, a student's concurrent course load, the number of elective credits desired, and the credits previously earned through experiential education. The distribution between graded and ungraded internship credits will be as follows unless specific departmental guidelines have been established: three credits graded; remaining credits will be Pass/No Credit. The academic department determines the number of internship credits applicable to the fulfillment of an academic major. All internships must be pre-approved by the student's academic advisor and the director of internships.

Internships are arranged on an individual basis for students in a field compatible with their academic major, interests, skills, and career goals. Internships are generally completed in the U.S., although international internships are also an option for students. Students have interned in Ireland, Mexico, and Guatemala. Organizations such as IBM, Walt Disney World, St. Paul Police

Internships and Field Exploration

Department, Mayo Clinic, Fastenal and many others have teamed up with Saint Mary's to provide students the opportunity to gain hands-on work experience before leaving college. Many participants opt to live at home and intern full-time for a semester. The program is flexible, however, and students can intern part-time and in a geographic location of their choice.

HECUA Internship Program

HECUA (the Higher Education Consortium for Urban Affairs) and SMU have developed a partnership to create a unique educational collaboration that engages students in exceptional learning opportunities. HECUA's semester-long program includes classroom learning and a community-based internship. Students may choose a program that is held in the U.S. or abroad for a month, a summer or a semester. The focus of each program is social change in urban settings. By partnering with exceptional community resources, HECUA can better engage students in learning about current social realities and strategies for social change. These internship partners supervise students, involve them in community projects, provide direction for study projects, and often serve as resources in student and faculty seminars. HECUA offers three outstanding programs in the Twin Cities: City Arts, Metro Urban Studies Term (MUST), and Environmental Sustainability.

City Arts focuses on arts, culture, and social change. Students discover the many ways that art and culture can and do impact communities and explore the role of creative work- performance, writing, visual art, etc. - in addressing pressing social issues. Students also gain valuable tools for social change and vital connections in the community. A vibrant arts community flourishes in the Twin Cities; a wide spectrum of organizations and individual representing diverse cultural experiences and perspectives provides a highly creative milieu in which students explore the multiple roles of art and artists in society.

Metro Urban Studies Term (MUST) focuses on issues of poverty and inequality, and ways to address these critical issues. Students explore key institutions that impact urban poverty and inequity, namely the economy, housing patterns, education, and welfare. In addition, issues of urban sprawl, regional segregation and institutional discrimination are explored. Students are empowered as they examine and utilize an array of strategies to address inequality and rebuild the region more equitably. Students develop practical skills in organizing and gain valuable tools for social change.

Environmental Sustainability: Science, Public Policy and Community Action program addresses key processes of ecosystem degradation and rehabilitation, the social and economic underpinnings of conflict over environmental change, and public policy and community –based strategies to achieve sustainability. It offers students an off-campus experience based in the Twin Cities, examining a set of contemporary natural resource and public policy case studies. This program takes an integrated approach to environmental issues, addressing the linkages between rural and urban concerns as well as the way local decisions relate to regional and global trends. Topics include sustainable agriculture, land use management and watershed protection, industrial pollution, energy projection and consumption, transportation, urbanization and suburban sprawl.

For additional information visit the internship office or www.hecu.org.

Washington Center Internship Program

The Washington Center Internship Program combines real-world work experience with academic learning in a unique environment that fosters success and achievement. For one semester, students can work and earn college credits in their chosen academic field in the heart of the nation's capitol, Washington, D.C. Internships can be arranged in government agencies or in private non-profit organizations and are available for all majors. For additional information visit the internship office or www.twc.edu.

Questions regarding internships should be directed to the director of internships.

Lasallian Core Traditions Program

Lasallian Core Traditions Program

Christian Michener, Ph.D., Associate Dean of General Education

The Lasallian Core Traditions Program is the required core for the majority of the students in the undergraduate College, and completion of the core curriculum partially fulfills the general education requirements. This core provides a common Lasallian educational experience for students and is grounded in the university mission and the Lasallian dispositions of faith, zeal, service, and community. These four commitments underscore the ultimate aim of the program: to awaken and nurture the intellectual, spiritual, and personal development of learners in preparation for lives of service and commitment to social justice.

The first-year seminar helps new students transition to university life while also beginning to develop their Lasallian identity as educated, competent, and compassionate members of society. In the second-year course, students hone their writing skills through the study of important texts on the virtuous life from within the Western tradition, including selections from the life and work of Saint John Baptist de la Salle. In the junior year, students explore issues of social justice inherent in our emerging global society, while at the same time refining the knowledge, skills, and Catholic Lasallian values needed to evaluate and respond appropriately to different perspectives on real world issues, problems, and themes. In the senior capstone course, students explore the historical and philosophical origins of our American culture and examine how these origins affect our understanding of our work, our relationships, our faith, and our citizenship. The purpose of this forward-looking capstone course is to prepare students to live out the Lasallian charism in contemporary America and the world.

Students must complete the 12 credit-hour Lasallian Core Traditions Program to graduate; first-year students take LCT140; sophomores take LCT225; juniors take LCT375; and seniors take LCT475. In addition, all students take ID160, an interdisciplinary and experiential arts course.

Courses

ID160 Artscore 2 credits
The purpose of Artscore is to develop in students an appreciation of the arts as a vital element in understanding the human condition and to prepare students for a lifetime of arts audience membership. The courses will explore the interrelationships among the artist, artwork, and audience using the concepts of freedom and responsibility as integrating themes. Artscore involves preparation for and evaluation/discussion of arts experiences; attendance at arts events is a requirement of the course. Taken before the completion of the sophomore year.

LCT140 First-Year Seminar 3 credits
First Year Seminar provides new students at Saint Mary's University with an integrated, initial academic experience that enables them to successfully begin the process of developing a Lasallian identity as educated and compassionate adults committed to ethical participation in our global society. To facilitate a practical transition from high school to college, emphasis is placed on developing the academic skills and attitudes necessary for students to think critically about those questions that help shape their identity as young adults: who am I?, what can I become? and how can I become that person?

LCT225 Perspectives on the Good Human Life 3 credits
Perspectives on the good human life, taken in the sophomore year, moves beyond the first year seminar focus of self-identity to explore various historical and contemporary perspectives on living life well. In the spirit of LaSalle's commitment to serving others and his recognition of the value of those less fortunate, this course will challenge students to examine how their own pursuit of the good life

Lasallian Core Traditions Program

fits into a larger social and historical picture. As a writing-intensive course, Perspectives allows students the opportunity to develop their writing skills from the initial stages of critical reading to drafting and revision.

LCT375 Global Issues

3 credits

Global issues, taken during a student's junior year, is designed to cultivate in students an understanding of the complexities inherent in our emerging global society and the ethical issues confronting them as members of a culturally diverse world. Each section of the course examines one or more specific problems or issues emerging from a global context by considering the issue(s) from multiple perspectives and with special attention toward the Lasallian concern for social justice.

LCT475 Capstone

3 credits

The purpose of capstone, taken during the senior year, is to help students understand how they can both integrate and live the Lasallian charism in their adult lives. Readings, discussion, and assignments focus on the historical and philosophical origins of the United States and its multicultural character. The course explores how these origins affect a student's understanding of citizenship, work, relationships, and faith.



Lasallian Honors Program

Lasallian Honors Program Jenny Shanahan, Ph.D., Director

The Lasallian Honors Program is the general education core program for honors students. It is designed to provide an intellectually stimulating experience for bright and motivated students who wish to engage in “shared inquiry” in small, interdisciplinary classes. The hallmarks of the Honors Program are in-depth discussions of the Great Books and other notable texts of the Western and Eastern cultural traditions; service learning, with some of our 10 community partners; experiential learning in the fine arts; and participation in a community of learners who desire to grow intellectually, spiritually, and creatively. The program is grounded in the university mission and the Lasallian dispositions of faith, zeal, service, and community. The ultimate goal of the Lasallian Honors Program is to awaken and nurture the intellectual, spiritual, and personal development of learners in preparation for lives of servant leadership and appreciation of the world’s intellectual and cultural heritages.

Students are invited into the Lasallian Honors Program based on their college-entrance test scores, their academic record, and their co-curricular activities and achievements. Through a series of eight seminar courses, students read and engage with the most important ideas in human history. Through service learning, students explore the practical dimensions of social justice in the local community and reflect on the Christian concept of servant leadership. And through innovative tutorials in the fine arts, students learn about and create a variety of works of art. Students in the Lasallian Honors Program develop advanced skills in analytical reading, writing, critical thinking, and oral communications. The curriculum promotes active learning, preparation for graduate study and professional work, and camaraderie in a supportive community of peers and professors. Faculty in the Honors Program assist students with applications for graduate school, scholarships, and study abroad and long-term volunteer opportunities, as well as employment resumes.

Students are required to maintain a minimum 3.2 cumulative grade point average in order to remain in good standing in the Lasallian Honors Program. Students who spend a semester studying abroad can substitute one course taken abroad for one honors course.

Lasallian Honors first-year students take LH105 and LH155; sophomores take LH205 and LH255; juniors take LH305 and LH355; and seniors take LH405 and LH455.

Courses

LH105 Origins of Human Thought and Culture 4 credits
This first-year seminar provides an initial university experience that enables students to begin the process of developing a Lasallian identity as an educated, competent and compassionate member of the global society. Students encounter several texts that have served to define our cultural legacy and have thus earned the designation “great work.” The Babylonian epic, Gilgamesh; Homer’s Iliad; selected books from the Hebrew scriptures and other texts both ancient and modern serve as points of departure for understanding the complex intellectual and spiritual traditions of the world. Artistic performances at Page Theater provide a window through which to reflect carefully on the nature and value of music and the arts in human culture. Through critical reading and discussion in a seminar setting, students develop the capacity to think actively and collaboratively. Frequent writing gives students the opportunity to practice various techniques for written analysis of texts and cultural experiences.

LH155 The Classical Tradition 4 credits
This course introduces first-year students to the great works of the classical tradition, beginning with Greek literature and philosophy, and continuing through representative texts of the late Roman Empire and early Christianity. Selected authors may include Homer, Aeschylus, Aristophanes, Plato, St. Augustine, and Virgil. The function of class discussions and frequent writing assignments is to

Lasallian Honors Program

provide the student with a critical understanding of the ancient works that have been central in the development of our Western intellectual tradition. A tutorial in Greek culture will accompany the seminar.

LH205 Justice and the Call to Servant Leadership 4 credits
One of the most enduring questions a liberal arts education must engage is, what does it mean to lead a just life? This leads to a further question: what is my responsibility to others within the human community? In this seminar, second-year students encounter texts that have provided a foundation for thinking about the problems of justice and moral responsibility. Such texts may include Plato's Republic, as well as the writings of Aristotle, Dante, and Shakespeare. A service-learning experience is integrated into the course, in which the practical dimensions of justice and servant leadership are explored within the local community.

LH255 Great Ideas in Politics and the Sciences 4 credits
In this course, second-year students continue to explore questions of justice as they have shaped our political and scientific visions of the world. The lives and work of figures such as Francis Bacon, Machiavelli, Galileo, Descartes, Shakespeare, and Dostoevsky are approached from a variety of perspectives including the scientific, historical, literary, political and spiritual. Students continue to engage in service learning in order to explore the influence of political and scientific ideas on contemporary social issues.

LH305 Literature and the Arts 4 credits
Art: it is as natural to us as it is mysterious. It is as inspiring as it is commonplace. But what is art exactly? What do we make of it? What do we learn by creating art? By studying a diverse array of works of art—from poetry to the symphony, from painting to the novel—this course attempts to answer these and similar questions about the process and products we call art. Students learn to identify, explain, and appreciate an array of monumental artistic achievements, and why these works are considered substantial contributions to our cultural heritage. They also discuss how artistic expression affects or reflects our understanding of ourselves and the world in which we live. The course includes student creation of works of art in tutorial sessions.

LH355 Classics of The East and Pacific Rim 4 credits
This third-year seminar involves close reading and discussion of those texts honored by the Eastern traditions as an essential part of their own heritage, including the Bhagavad Gita, the Buddhist Scriptures, the Confucian Analects, the Tao Te Ching, the koans used by the Zen Buddhist tradition, and the Koran. A tutorial in Eastern art forms is designed to enrich the student's appreciation of the role of language, self-cultivation and aesthetic expression within the intellectual and spiritual traditions of the East.

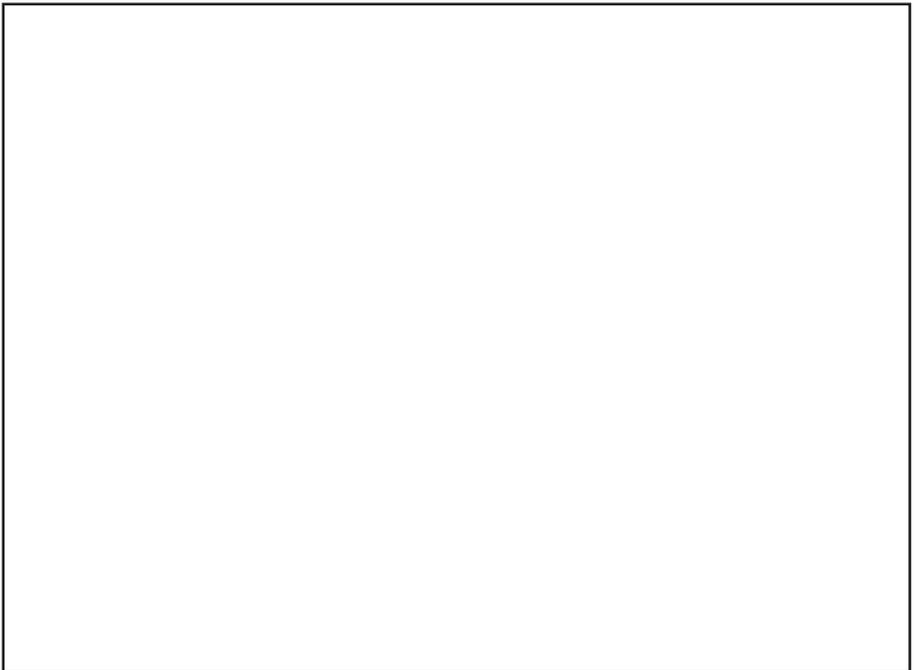
LH405 Lasallian Capstone 4 credits
This senior-year colloquium provides a capstone experience in which students explore the four spheres of adult life: citizenship, work, marriage and the family, and faith. Students are challenged to engage these themes through close reading and discussion of texts, reflection on their education in the Lasallian Honors Program, and service learning. The purpose of this course is to prepare students to live out the Lasallian charism in the contemporary world. Texts used in the course may include Tocqueville's Democracy in America, Ralph Ellison's Invisible Man, essays by Dorothy Day, and short stories and essays by a variety of American authors. The course involves a service-learning component, in which students work with poor and homeless people at the Catholic Worker houses in Winona. One of the central questions of the course is whether Dorothy Day's response to the needs of homeless people, which is gathered from the gospel imperative to bear witness to Christ by doing the works of mercy, provides a leadership model for the role that service can play in students' own lives as citizens, workers, and people of faith.

Lasallian Honors Program

LH455 The Modern World

4 credits

The word “modern” sometimes is used simply to describe anything new and advanced. In this course, the “Modern World” is recognized as the creation of revolutions of the mind that have their roots in seventeenth-century Western philosophy, but that took hold in many disparate fields in the nineteenth and twentieth centuries. This course explores the works and impacts of major thinkers of that world-transforming intellectual movement called Modernity. Students analyze some of modernity’s most influential works in philosophy, biology, physics, literature, psychology, and theology. Through reading, writing, and seminar discussion, the course challenges students to uncover what modernity means and how it shapes our lives. Such a discovery provides a critical understanding of contemporary culture and provokes consideration of how one can live a more thoughtful and responsible life as a scholar and servant in our postmodern world.



Mathematics and Statistics

Mathematics and Statistics

Kevin Dennis, Ph.D., Chair

The focus of the department of mathematics and statistics is to create an environment for the appreciation and understanding of two important branches of knowledge in the liberal arts: mathematics and statistics. Specifically, it provides students guided opportunities to develop powers of logical thought and critical analysis together with an orientation for mathematical and statistical modeling in applications. Culturally, the department aims to demonstrate the precision, beauty, and power of mathematics and statistics, their systematic organization, symbolic clarity and exact reasoning, and their capacity for yielding generalizations and predictions from data submitted to mathematical and statistical laws. Departmental courses are designed to provide an appropriate mathematical or statistical experience for students whether they are majoring in the department, taking courses to complement another major, or taking courses in the general education program.

General Department Goals

The overarching goals of the department are to help students to:

- Communicate about and with mathematics and statistics in oral and written formats;
- Understand and use mathematical and statistical theory and techniques to analyze and solve problems; and
- Translate real-world problems into mathematical situations and then apply mathematics and/or statistics to solve the problems.

As part of the university advising program, the department makes recommendations for each freshman student concerning the preparatory mathematics and statistics courses they are required/qualified to take. These recommendations are based on the ACT subscore in mathematics and/or the department placement tests. Placement tests are offered to incoming freshmen during the summer orientation sessions. They may also be taken at almost any time by arrangement with the department chair.

Students who have a high school background in calculus are encouraged to apply for credit through advanced standing. A sufficiently high score on the national advanced placement (AP) College Entrance Examination, the CLEP Calculus Test, or the Saint Mary's University Advanced Placement Calculus Test is required. Advanced placement information is available from the department chair.

There is an active student-operated Mathematics and Statistics club which freshmen through seniors are welcome to join. In addition, the department has its own chapter, Minnesota Zeta, of the national honorary mathematics society, Pi Mu Epsilon, to which qualified sophomores, juniors, and seniors may earn membership.

Besides the mathematics major, the department also offers a secondary mathematics education major and a mathematics concentration for the elementary education major. Both are designed to deepen the student's mathematical knowledge and prepare her or him to be a stronger mathematics teacher. See the education section in this catalog for more information.

Majors offered:

Mathematics

Mathematics Education

Mathematics Core:

A. All of the following:

M151 Calculus I

M152 Calculus II

M251 Calculus III

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M252	Linear Algebra
M301	Foundations of Advanced Mathematics
M332	Probability
M401	Abstract Algebra
M411	Introduction to Analysis
M491	Senior Seminar
ST232	Introduction to Statistics

Mathematics Major (45 credits):

The program for the major in mathematics allows for flexibility in course selection and close student-faculty contact so that a major best suited to the interests and abilities of each student is possible.

A. Mathematics Core

B. Four additional upper division courses. At least three of these must be in mathematics or statistics (may not be M308, M309, or M408). The fourth may be in another field using mathematics with the approval of the major advisor and the department chair.

C. Either CS105 or CS110 & CS111:

CS105	Introductory Programming: Visual Basic
CS110	Computer Science I
CS111	Computer Science I Lab

Mathematics Education Major (45 credits):

Please note: course work leading to teaching certification may be reconfigured for this area of study. Licensure requirements are subject to change; therefore, students considering teaching in this area should be in continuous contact with the chair of this program and the school of education for a list of required courses.

A. Mathematics Core

B. Both of the following:

M321	Modern Geometry
M361	Operations Research

C. Two additional upper division courses in mathematics or statistics (may not be M308, M309, or M408).

D. Either CS105 or CS110 & CS111:

CS105	Introductory Programming: Visual Basic
CS110	Computer Science I
CS111	Computer Science I Lab

E. Required education courses

Please note: Students considering teaching in this area should be in contact with the chair of this program and the School of Education. Students should also check each semester for possible changes in course work required of them as they work toward certification at SMU.

Mathematics Minor (23 credits):

Students who are majoring in a field that makes significant use of mathematics (e.g., Biology, Business, Chemistry, Computer Science, or Physics) are especially encouraged to consider a mathematics minor.

A. All of the following:

M151	Calculus I
M152	Calculus II
M251	Calculus III

Mathematics and Statistics

- M252 Linear Algebra
- ST232 Introduction to Statistics

B. Two upper division mathematics courses; M332 is recommended (may not be M308, M309, or M408).

Statistics Minor (22 credits):

The Statistics Minor is designed to give students a good introduction to the application and theory of statistics.

A. All of the following:

- M151 Calculus I
- M152 Calculus II
- M251 Calculus III
- M332 Probability
- ST232 Introduction to Statistics

B. Two additional upper division statistics courses.

Department Courses

M100 Elementary Mathematical Ideas 3 credits
Successful completion of this course satisfies the mathematics competency requirement for graduation. This course prepares students for M108, M109, M145, and ST132. Topics include algebra concepts, including solving equations, systems of equations, and graphing; geometry concepts; and some concepts from probability and statistics. Students will use graphing calculators to solve problems involving numerical, graphical, and symbolic data. Students planning to take M151 should not take this course; they should take M102 to satisfy their mathematics competency, if necessary. Credit will not be granted for both this course and M102. Prerequisite: departmental placement.

M102 Intermediate Algebra 3 credits
Successful completion of this course satisfies the mathematics competency requirement for graduation. This course is especially recommended for students who intend to take M151 and need a good review of algebra before taking M115 and M116. Topics include: algebraic expressions, first-degree equations and inequalities, systems of equations in two variables, polynomials, rational expressions, exponents and radicals, and quadratic equations. Credit will not be granted for both this course and M100. Prerequisite: departmental placement.

M108 Mathematical Concepts I: Systems 3 credits
This course includes concepts essential to mathematics and is required for elementary education majors. Topics include: set theory, numbers and numeration, operations, number theory, rational numbers, and problem solving. This course is open only to elementary education majors. Prerequisite: mathematics competency.

M109 Mathematical Concepts II: Geometry 3 credits
This course includes concepts essential to mathematics and is required for elementary education majors. Topics include: informal geometry, measurement, problem solving, descriptive statistics, and elementary probability. This course is open only to elementary education majors. Prerequisite: mathematics competency.

M115 College Algebra 3 credits
This course and M116 prepare students for M151 Calculus I. Topics include: basic concepts of algebra, equations and inequalities, coordinate geometry, functions, graphing techniques, polynomial and rational functions, exponential and logarithmic functions, and systems of equations. Prerequisite: M102 or departmental placement.

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- M116 College Trigonometry** 2 credits
This course and M115 prepare students for M151 Calculus I. Topics include: angle measure, trigonometric functions of any angle, right triangle trigonometry, trigonometric functions of a real number, graphs of trigonometric functions, trigonometric identities and equations, and inverse trigonometric functions. Prerequisite: M115 (may be concurrent) or departmental placement.
- M145 Finite Mathematics** 3 credits
This course provides an introduction to noncalculus mathematical modeling methods prevalent in business. Topics include: matrix methods, systems of linear equations and inequalities, linear programming by the geometric method and by the simplex method, and the mathematics of finance. Prerequisite: mathematics competency satisfied.
- M151 Calculus I** 4 credits
This course provides an introduction to the differential and integral calculus. Topics include: the concepts of function, limit, continuity, derivative, definite and indefinite integrals, and an introduction to transcendental functions. Credit will not be granted for this course and M308 or M309. Prerequisites: M115 and M116, or departmental placement.
- M152 Calculus II** 4 credits
This course is a continuation of M151. Some of the topics of M151 are revisited at a higher mathematical level. Topics include: limits, differentiation, applications of the definite integral, inverse trigonometric functions, techniques of integration, improper integrals, indeterminate forms, numerical methods for integration and approximation, curves in the plane given parametrically, polar coordinates, and vectors in 2-space and 3-space. Prerequisite: Minimum grade of C in M151 or departmental placement.
- M201 Survey of Advanced Mathematics** 1 credit
This course is designed for outstanding freshman calculus students. It offers them an introduction to mathematical concepts normally reserved for upper division courses. Sample topics include: fundamentals of axiomatic systems; great theorems of number theory; non-Euclidean geometry; Cantor's theory of transfinite numbers and the nondenumerability of the continuum; Godel's incompleteness theorem; basic topology; surprising aspects of probability and statistics; introduction to game theory. This course will be graded on a Pass/No Credit basis. Prerequisites: Grade of B or higher in M151 or in M152, or consent of the instructor
- M251 Calculus III** 4 credits
This course continues the development of Calculus from M151 and M152. Topics include: sequences and series, conic sections, and differentiation and integration of functions of several variables. Prerequisite: Minimum grade of C in M152.
- M252 Linear Algebra** 4 credits
This course provides an introduction to techniques and applications of linear algebra. Topics include: systems of linear equations, matrices, determinants, Euclidean n -space, real vector spaces, basis and dimension, linear transformations, inner products, and eigenvalues and eigenvectors. Prerequisite: Minimum grade of C in M152.
- M301 Foundations of Advanced Mathematics** 2 credits
This course looks at topics central to further study in mathematics. Topics include symbolic logic, especially as it applies to mathematical proof; methods of mathematical proof such as direct proof, indirect proof, proof by induction; use and meaning of mathematical quantifiers and predicates; sets; relations; equivalence relations and partitions; order relations; functions and their properties; and complex numbers. A junior assessment test will be administered as part of this course. Prerequisite: M251 (may be concurrent).

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- M308 Analysis for Teachers** 3 credits
This course is designed to strengthen the mathematical background of students in elementary education. It is required for the concentration in mathematics for elementary education. The course provides an overview of calculus for polynomials and rational functions. Topics include a review of algebra, limits, derivatives, integrals, and finding area by integration. This course may not be used as an upper-division elective for the mathematics major or minor or the mathematics education major. This course is also coded as M309. Credit will not be granted for both this course and M151 or M309. Prerequisites: minimum grade of B in M100 or in M102, or consent of instructor; Elementary Education major.
- M309 Calculus for Business** 3 credits
This course is designed to provide an introduction to calculus for polynomials and rational functions, especially as it applies to business. Topics include a review of algebra, limits, derivatives, integrals, and finding area by integration. This course may not be used as an upper-division elective for the mathematics major or minor or the mathematics education major. This course is also coded as M308. Credit will not be granted for both this course and M151 or M308. Prerequisite: Minimum grade of B in M100 or in M102, or consent of instructor.
- M310 Combinatorics and Graph Theory** 3 credits
This course provides an introduction to combinatorial and graph theoretical techniques in mathematics. It is also designed for students in computer science. Topics include: sets, functions, combinatorial techniques, graph theory, searching algorithms, and trees. Prerequisites: CS105 or CS110/111, and M152.
- M321 Modern Geometry** 3 credits
This course is required for the Mathematics Education major. The course is designed to be an introduction to the foundations of geometry. Topics include: Euclidean geometry, non-Euclidean geometry, projective geometry, and geometric transformations. Prerequisite: M152.
- M332 Probability** 2 credits
This calculus-based course is designed to provide mathematics majors and minors with an introduction to the mathematical underpinnings of statistics. Topics include: probability axioms, probability, Bayes' Theorem, random variables, discrete and continuous probability distributions, and expected value. Prerequisites: M152.
- M341 Differential Equations with Applications** 3 credits
This course provides an introduction to the theory, methods, and applications of ordinary differential equations. Topics include: first order differential equations, linear differential equations with constant coefficients, and systems of differential equations. Prerequisites: M251 and M252 (may be concurrent).
- M342 Numerical Analysis** 3 credits
This course provides an introduction to the theory and methods of numerical analysis. Topics include: numerical methods for solving linear and nonlinear equations, polynomial approximation of functions, numerical integration and differentiation, numerical approximation to solutions of differential equations, direct and iterative methods for solving systems of equations. Prerequisites: Either CS105 or CS110/111, and M251, M252.
- M344 Applied Mathematics** 3 credits
This course is especially designed to serve the physics major as well as the mathematics major who is placing emphasis on mathematical analysis. Topics include: Fourier series, the complex numbers, analytic functions, and derivatives and integrals of complex functions. Other topics may include

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Laurent series and residues, partial differential equations and boundary value problems. Prerequisites: M251 and M252.

M350-359 Special Topics 3 credits
Special topics in mathematics may be offered depending on student interest. Some recently taught topics courses are listed below.

M350 Number Theory 3 credits
This course provides an introduction to elementary number theory. Topics include: divisibility, prime and composite numbers, congruences, arithmetical functions, primality testing, factorization techniques, and applications to cryptography. Prerequisite: M152.

M355 Complex Analysis 3 credits
This course provides an introduction to the theory of functions of one complex variable. Topics include: the complex numbers, the complex derivative, analytic functions, power series, complex integration, Cauchy's Theorem and Cauchy's Integral Formula, Laurent series, and residues and poles. Prerequisite: M251.

M357 History of Mathematics 3 credits
This course provides an introduction to the historical developments in mathematics. Topics include: geometry (from Greek to modern day), number theory (from Greek to modern day), infinity, polynomial equations, calculus, complex numbers, topology, group theory, and set theory. Prerequisite: M152.

M361 Operations Research 3 credits
This course is required for the mathematics education major, providing an introduction to techniques and applications of operations research. Topics include: linear programming, game theory, queueing theory, Markovian decision processes, and decision theory. Prerequisites: M252 and M332.

M401 Abstract Algebra 3 credits
This course provides an introduction to algebraic structures. Topics include: groups, subgroups, quotient groups, group homomorphisms, rings, ideals, and fields. Prerequisites: M251, M252, and M301.

M408 Topics in Mathematics 3 credits
This course is designed to strengthen the mathematical background of students in elementary education. It is required for the concentration in mathematics for elementary education. The course consists of a selection of mathematical topics of wide interest and applicability. Topics include: graph models, linear programming, scheduling and packing problems, allocation problems, and social decision problems. This course may not be used as an upper-division elective for the mathematics major or minor or the mathematics education major. Prerequisites: M109 and elementary education major.

M411 Introduction to Analysis 3 credits
This course provides a rigorous treatment of topics in calculus. Topics include: sequences, functions, limits, continuity, derivatives, and integration. Prerequisites: M251, M252, and M301.

M491 Senior Seminar 2 credits
This course consists of student presentations from mathematics, mathematical modeling, mathematics education, or statistics. Each student will choose a topic in consultation with the instructor, do appropriate background reading, and prepare an oral presentation and written paper on the topic. A senior assessment test will be administered as part of this course. Prerequisite: senior mathematics major.

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M496/497 Mathematics Internship

1–17 credits

This opportunity provides the student with experience in mathematical research or applications. The internship must be approved by the department and, depending on the nature of the internship, may be counted towards the major. Students generally are expected to give a presentation following the internship.

ST132 Reasoning with Statistics

3 credits

This course is designed to develop student facility in the use of statistical methods and the understanding of statistical concepts. The course will take a practical approach based on statistical examples taken from everyday life. Topics include: descriptive and inferential statistics, an intuitive introduction to probability, estimation, hypothesis testing, chi-square tests, regression and correlation. Appropriate technology will be used to perform the calculations for many applications, and correspondingly an emphasis will be placed on interpreting the results of statistical procedures. Credit will not be granted for this course and any of the following: BU215, B392 or ST232. Prerequisite: mathematics competency.

ST232 Introduction to Statistics

2 credits

This course is designed to provide the basic ideas and techniques of statistics. Topics include: descriptive and inferential statistics, an intuitive introduction to probability, estimation, hypothesis testing, chi-square tests, regression and correlation. This course will make significant use of appropriate technology. Topics in this course will be treated at a higher mathematical level than they are treated in ST132. Credit will not be granted for this course and any of the following: BU215, or B392 or ST132. Prerequisite: M115 or departmental placement.

ST350-359 Special Topics

3 credits

Selected topics in statistics may be offered depending on student interest.

ST371 Applied Regression Analysis

3 credits

This course provides students with an introduction to linear and non-linear models in statistics. Topics include: linear regression, multiple regression, one-, two-, and higher-way analysis of variance, and popular experimental designs. Real-world problems will be analyzed using appropriate technology. Prerequisites: M251, M332, and ST232.

ST431 Mathematical Statistics I

3 credits

This course provides a mathematical treatment of probability and statistics. Topics include: several descriptions of the concept of probability, univariate and bivariate probability distributions, joint and marginal probability distributions, covariance, hypothesis testing, estimation, data analysis, and sampling distributions. Prerequisite: M332 (may be concurrent) and ST232.

ST496/497 Statistics Internship

1–17 credits

This opportunity provides the student with experience and training in statistical techniques. The internship must be approved by the department and, depending on the nature of the internship, may be counted towards the major. Students usually are expected to give a presentation following the experience.

Modern/Classical Languages

Modern/Classical Languages John Reed, Ph.D., Chair

The modern/classical languages department offers an intellectually stimulating curriculum to students within a comprehensive study of the languages, literatures, and cultures of the Hispanic and Francophone worlds. The program is organized to prepare students for 1) a professional career in such fields as translation, international business, foreign service, etc., 2) a career in teaching, and 3) graduate study in French or Spanish. The use of proficiency-based methodologies and the incorporation of technology into the teaching of both culture and language bring the student to an understanding and an active command of French and Spanish in their spoken and written forms.

General Department Goals

Upon completion of their studies, majors will be able to demonstrate:

- The ability to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions;
- The ability to understand and interpret both spoken and written language on a variety of topics; and
- The ability to present information, concepts, and ideas to an audience of readers on a variety of topics.

All French and Spanish courses are conducted in the target language. 100- and 200-level courses are four-credit courses and 300- and 400-level courses are three-credit courses. Additionally, the department offers introductory level courses in Latin, Greek, and Hebrew. Latin is taught each year to serve the needs of the Immaculate Heart of Mary seminarians and the other students who desire exposure to a classical language. Greek and Hebrew are offered in alternate years. The Modern/Classical Languages Department offers a wide variety of courses that contribute to the General Education Curriculum in the Literature and Cultural Traditions content areas, and also offers one Writing Intensive course in both French and Spanish.

The department sponsors two extra-curricular organizations. Eligible students studying either a modern or classical language are inducted annually into the Eta Delta chapter of Alpha Mu Gamma, a national foreign language honor society. Several annual events are Christmas caroling in French, Spanish, and German at area nursing homes, a Christmas party for all language students, and a Mardi Gras/Carnaval celebration

All students who have taken Spanish or French in high school must take the Placement Test prior to continuing in that language at Saint Mary's. The test facilitates placement at an appropriate level and is given prior to registration each semester. Upon completion of one semester of study with a final grade of at least B, a student will earn 2 credits for each class bypassed in the language sequence (courses numbered 141, 142, 241, 242). A maximum of eight credits may be earned that count toward a minor and as elective credit that count toward graduation. If the student earned a 3 or higher through the CEEB AP program, s/he may receive four 100-level credits. A maximum of eight credits may be earned through the CEEB AP program and/or SMU AP program.

The department offers the full complement of courses for either a French or Spanish major or minor. It is suggested that students interested in:

- A professional career should take Advanced Conversation, Civilization/Culture, and French/Spanish for Business;
- Teaching French or Spanish should take Advanced Composition, Advanced Conversation, Civilization/Culture, Phonetics/Diction;
- Continuing their studies in graduate school should take Advanced Composition, Advanced Conversation, Civilization/Culture, three different period/area literature courses, and acquire a working knowledge of another foreign language; or

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- Any of the above, complete a period of study abroad in programs through Saint Mary's or in programs with which Saint Mary's has an affiliation.

Majors offered:

French
French Education
Spanish
Spanish Education

French Major (minimum of 27 credits):

27 credits at the 300/400 levels constitutes a major. All students pursuing a major in French must take F306 as part of their course work. Students may enter the program of study for a major in French at any level. The following schedule of course work is suggested for students with no prior knowledge of French:

- A. Freshman year: F141/142
- B. Sophomore year: F241/242
- C. Junior year: F306 and 3 other upper-division courses (courses may be taken concurrently)
- D. Senior year: 5 upper-division courses (courses may be taken concurrently)

At least one semester of study-abroad is strongly suggested any time after completion of F242. Courses taken abroad will count toward the major with approval of the department chair.

French Education Major (minimum of 27 credits + education course work):

The modern/classical languages department cooperates with the education department by offering courses required for either secondary education in French or a French concentration for elementary education. Please note: course work leading to teaching certification may be reconfigured for this area of study. Licensure requirements are subject to change; therefore, students considering teaching in this area should be in continuous contact with the chair of this program and the school of education for a list of required courses.

27 credits at the 300/400 levels including the following required courses:

F305	Advanced French Conversation
F306	Advanced French Composition
F331	French Civilization/Culture
F332	Francophone Societies

Students may enter the program of study for a major in French at any level. The following schedule of course work is suggested for students with no prior knowledge of French:

- A. Freshman year: F141/142
- B. Sophomore year: F241/242
- C. Junior year: F306 and 3 other upper-division courses (courses may be taken concurrently)
- D. Senior year: 5 upper-division courses (courses may be taken concurrently)
- E. Required education course work

At least one semester of study-abroad is strongly suggested any time after completion of F242. Courses taken abroad will count toward the major with approval of the department chair.

Spanish Major (minimum of 27 credits):

27 credits at the 300/400 levels constitutes a major. All students pursuing a major in Spanish must take SP306 as part of their course work. Students may enter the program of study for a major in Spanish at any level. The following schedule of course work is suggested for students with no prior knowledge of Spanish:

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- A. Freshman year: SP141/142
- B. Sophomore year: SP241/242
- C. Junior year: SP306 and 3 other upper-division courses (courses may be taken concurrently)
- D. Senior year: 5 upper-division courses (courses may be taken concurrently)

At least one semester of study-abroad is strongly suggested any time after completion of SP242. Courses taken abroad will count toward the major with approval of the department chair.

Spanish Education Major (minimum of 27 credits + education course work):

The modern/classical languages department cooperates with the education department by offering courses required for either secondary education in Spanish or a Spanish concentration for elementary education. Please note: course work leading to teaching certification may be reconfigured for this area of study. Licensure requirements are subject to change; therefore, students considering teaching in this area should be in continuous contact with the chair of this program and the school of education for a list of required courses.

27 credits at the 300/400 levels including the following required courses:

- SP305 Advanced Spanish Conversation
- SP306 Advanced Spanish Composition
- SP331 Civilization/Culture Spain
- SP332 Civilization/Culture Latin America

Students may enter the program of study for a major in Spanish at any level. The following schedule of course work is suggested for students with no prior knowledge of Spanish:

- A. Freshman year: SP141/142
- B. Sophomore year: SP241/242
- C. Junior year: SP306 and 3 other upper-division courses (courses may be taken concurrently)
- D. Senior year: 5 upper-division courses (courses may be taken concurrently)
- E. Required education course work

French Minor (21 credits):

21 credits at any level is required. Students may enter the program of study for a minor in French at any level and course work will vary according to level of placement. All students pursuing a minor in French must take F306 as part of their course work.

Spanish Minor (21 credits):

21 credits at any level is required. Students may enter the program of study for a minor in Spanish at any level and course work will vary according to level of placement. All students pursuing a minor in Spanish must take SP306 as part of their course work.

Department Courses

F141 Beginning Conversational French I 4 credits
Through the use of proficiency-based methodologies and multimedia this course helps students get acquainted with Francophone cultures, discover similarities and differences between the target culture and their own, develop basic communication skills necessary to function in a French-speaking country, and acquire basic grammatical structures and vocabulary. Enrollment is limited to students who have not previously studied French or who place into the course after taking the Placement Test. Offered only fall semester.

F142 Beginning Conversational French II 4 credits
A continuation of F141. Prerequisite: F141 or equivalent. Offered only spring semester.

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- F241 Intermediate Conversational French I** 4 credits
This course uses an intensified conversational approach to build vocabulary, to review grammar, and to introduce the student to selected readings dealing with Francophone literature, culture, and civilization. Prerequisite: F142 or equivalent. Offered only fall semester.
- F242 Intermediate Conversational French II** 4 credits
A continuation of F241. Prerequisite: F241 or equivalent. Offered only spring semester.
- F305 Advanced French Conversation** 3 credits
This course provides the oral practice and vocabulary necessary to move from simply describing the physical world toward a broader and more sophisticated use of the language. The students will develop analysis, synthesis and evaluation skills; compare and contrast their own and the target culture; and hypothesize about links between the French language and contemporary culture. Recommended for education majors to satisfy state certification requirements for a concentration in French. Prerequisite: F242 or equivalent.
- F306 Advanced French Composition** 3 credits
This course offers intensive practice in the refinement of writing skills and vocabulary building through a variety of readings, exercises, and numerous writing activities. The students will work toward a more sophisticated and idiomatic use of the French language. Recommended for education majors to satisfy state certification requirements for a concentration in French. Prerequisite: F242 or equivalent.
- F321 French Phonetics and Diction** 3 credits
This course is an introduction to French linguistics and phonetics with the goal of perfecting pronunciation. Students will learn the French phonetic alphabet, the classification of sounds, accent, intonation, syntax, and diction. Recommended for education majors to satisfy state certification requirements for a concentration in French. Prerequisite: F242 or equivalent. Offered at irregular intervals as student interest dictates.
- F322 French for Business** 3 credits
This course familiarizes students with the vocabulary, protocol and styles of correspondence, and documents common to the Francophone business world. Recommended for students interested in pursuing a major in business, marketing, accounting, or international business. Prerequisite: F242 or equivalent. Offered at irregular intervals as student interest dictates.
- F331 French Civilization/Culture** 3 credits
This course is an initiation to French culture across the ages. The students study the political, social, artistic and intellectual evolution of France through a series of texts, images, and videos. Recommended for education majors to satisfy state certification requirements for a concentration in French. Prerequisite: F242 or equivalent.
- F332 Francophone Societies** 3 credits
This course is an initiation to the diversity of the Francophone world. Through a series of texts and videos the students address five important social and cultural themes: 1) the definition of "francophonie", 2) colonialism, 3) national identity, 4) religion and traditions, 5) immigration and the future of "francophonie". Recommended for education majors to satisfy state certification requirements for a concentration in French. Prerequisite: F242 or equivalent.
- F410-14 Special Topics** 3 credits
The topics for these courses will vary according to the needs and interests of the students. Prerequisite: F242 or permission of the instructor.

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- F444 French/Francophone Short Story** 3 credits
This course is a thematic introduction the French/Francophone short story across the centuries. Each work is examined stylistically and historically. Links between the works and the personal life of the author as well as links with other art forms are examined. Prerequisite: F242 or permission of the instructor.
- F443 French/Francophone Novel** 3 credits
This course is a thematic introduction to the French/Francophone novel across the centuries. Each work is examined stylistically and historically. Links between the works and the personal life of the author as well as links with other art forms are examined. Prerequisite: F242 or permission of the instructor.
- F445 French/Francophone Theater** 3 credits
This course is a thematic introduction to French/Francophone theater across the centuries. Each work is examined stylistically and historically. Links between the works and the personal life of the author as well as links with other art forms are examined. Prerequisite: F242 or permission of the instructor.
- F446 French/Francophone Poetry** 3 credits
This course is a thematic introduction to French/Francophone poetry across the centuries. Each work is examined stylistically and historically. Links between the works and the personal life of the author as well as links with other art forms are examined. Prerequisite: F242 or permission of the instructor.
- F447 La Littérature Engagée** 3 credits
This course explores the participation of the French intellectual community in the political scene. Representative works by French/Francophone authors on all sides of the issues are read to determine how different genres (i.e., petitions, manifestos, essays, poems, films, etc.) treat the same topic. Prerequisite: F242 or permission of the instructor.
- GK141 Basic Greek I** 3 credits
This course is an introduction to the Greek language, this course emphasizes grammar, inflections, syntax, vocabulary and pronunciation.
- GK142 Basic Greek II** 3 credits
Emphasis on translation of selected readings, including passages from the New Testament. Study of Greek grammar, vocabulary, and pronunciation to develop skill in reading and interpreting the original text. Prerequisite: GK141 or permission of the instructor.
- HB101 Introduction to Hebrew I** 3 credits
The focus of this course is to provide learners with basic guides to further exegetical work using the Hebrew bible. Prerequisite: permission of the instructor.
- HB102 Introduction to Hebrew II** 3 credits
This course is a continuation of HB101. Prerequisite: HB101 or permission of the instructor.
- L101 Introduction to Latin I** 3 credits
This course is for students who would like to gain a good reading knowledge of Latin in one term. The essentials of Latin grammar as well as vocabulary and idioms are presented for passive recognition, followed by translation and sight-reading. Prerequisite: Recommendation from the IHM Seminary rector or permission of the instructor.

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L102 Introduction to Latin II 3 credits
This course is a continuation of L101. Prerequisite: L101 or recommendation from the IHM Seminary rector. Offered only in spring semester.

L141 Basic Latin I 3 credits
The course is designed to teach the fundamental skills, including grammar, syntax, and vocabulary recognition, necessary for reading Latin literature. The students read in the original Latin simple sentences and paragraphs of increasing complexity as the skills are developed. Prerequisite: E120 or equivalent or ACT composite score of 20.

L142 Basic Latin II 3 credits
The students develop the necessary skills to read literature in Latin. The last few weeks are devoted to reading selections from various Latin authors. Prerequisite: L141 or equivalent.

SP141 Beginning Conversational Spanish I 4 credits
Through the use of proficiency-based methodologies and multimedia this course helps students get acquainted with Hispanic cultures, discover similarities and differences between the target culture and their own, develop basic communication skills necessary to function in a Spanish-speaking country, and acquire basic grammatical structures and vocabulary. Enrollment is limited to students who have not previously studied Spanish or who place into the course after taking the placement test. Offered only fall semester.

SP142 Beginning Conversational Spanish II 4 credits
A continuation of SP141. Prerequisite: SP141 or equivalent. Offered only spring semester.

SP241 Intermediate Conversational Spanish I 4 credits
This course uses an intensified conversational approach to build vocabulary, to review grammar, and to introduce the student to selected readings dealing with Hispanic literature, culture, and civilization. Prerequisite: SP142 or equivalent. Offered only fall semester.

SP242 Intermediate Conversational Spanish II 4 credits
A continuation of SP241. Prerequisite: SP241 or equivalent. Offered only spring semester.

SP305 Advanced Spanish Conversation 3 credits
This course provides the oral practice and vocabulary necessary to move from simply describing the physical world toward a broader and more sophisticated use of the language. The students will develop analysis, synthesis and evaluation skills; compare and contrast their own and the target culture; and hypothesize about links between the Spanish language and contemporary culture. Recommended for education majors to satisfy state certification requirements for a concentration in Spanish. Prerequisite: SP242 or equivalent.

SP306 Advanced Spanish Composition 3 credits
This course offers intensive practice in the refinement of writing skills and vocabulary building through a variety of readings, exercises, and numerous writing activities. The students will work toward a more sophisticated and idiomatic use of the Spanish language. Recommended for education majors to satisfy state certification requirements for a concentration in Spanish. Prerequisite: SP242 or equivalent.

SP321 Spanish Phonetics and Diction 3 credits
This course is an introduction to Spanish linguistics and phonetics with the goal of perfecting pronunciation. Students will learn the Spanish phonetic alphabet, the classification of sounds, accent, intonation, syntax, and diction. Recommended for education majors to satisfy state certification

Modern/Classical Languages

requirements for a concentration in Spanish. Prerequisite: SP242 or equivalent. Offered at irregular intervals as student interest dictates.

SP322 Spanish for Business 3 credits
This course familiarizes students with the vocabulary, protocol and styles of correspondence, and documents common to the Hispanic business world. Recommended for students interested in pursuing a major in business, marketing, accounting, or international business. Prerequisite: SP242 or equivalent. Offered at irregular intervals as student interest dictates.

SP331 Civilization/Culture Spain 3 credits
This course is an initiation to the civilizations and cultures, which have existed on the Iberian Peninsula from pre-historic times to the present. The students study the political, social, artistic and intellectual evolution of Spain through a series of texts, images, and videos. Recommended for education majors to satisfy state certification requirements for a concentration in Spanish. Prerequisite: SP242 or equivalent.

SP332 Civilization/Culture Latin America 3 credits
This course is an initiation to the diversity of the Hispanic world. Through a series of texts and videos the students address several important social, political, and cultural themes. Recommended for education majors to satisfy state certification requirements for a concentration in Spanish. Prerequisite: SP242 or equivalent.

SP410-14 Special Topics 3 credits
The topics for these courses will vary according to the needs and interests of the students. Prerequisite: SP242 or permission of the instructor.

SP443 Medieval/Renaissance Spanish Literature 3 credits
This course is an introduction to major authors and literary works of Spain from the medieval period through the end of the 17th century. Literary movements, history, culture, and other artistic works are examined in their relation to the literary output of these periods. Prerequisite: SP242 or permission of the instructor.

SP444 18th-20th Century Spanish Literature 3 credits
This course is an introduction to the major authors and literary works of Spain from the 18th through the 20th century. Literary movements, history, culture, and other artistic works are examined in their relation to the literary output of these periods. Prerequisite: SP242 or permission of the instructor.

SP445 Latin American Literature through the 18th Century 3 credits
This course is an introduction to the major authors and literary works of Latin America from the colonial period through the 18th century. Literary movements, history, culture, and other artistic works are examined in their relation to the literary output of these periods. Prerequisite: SP242 or permission of the instructor.

SP446 19th-20th Century Latin American Literature 3 credits
This course is an introduction to the major authors and literary works of modern Latin America. Literary movements, history, culture, and other artistic works are studied in their relation to the literary output of these periods. Prerequisite: SP 342 or permission of the instructor.

Music

Music

Ned Kirk, D.M.A., Chair

The music department offers a challenging and enriching curriculum for music majors, minors and students wishing to pursue music as an avocation. Music majors prepare themselves for one of a variety of careers in performance, education, music industry, or graduate school. Saint Mary's University offers majors in music performance (all wind instruments, keyboard and composition), music education (K–12 Classroom and Vocal or K–12 Classroom and Instrumental), music industry (either music business or music technology), and music. A popular option for students is to complete the bachelor's degree with a major in either music or music performance and continuing at Saint Mary's in the Master of Arts in Instruction program; in a total of five years and one summer session qualified students, once certified, have a master's degree and Minnesota teaching licensure.

General Department Goals

- Music degree programs develop the skills required for success in any of several career paths.
- Musical study provides students with opportunities to develop and enrich their personal and spiritual lives, explore the connection of music to various cultures and historical periods, and develop the basis for life-long participation in the arts.
- Music majors who complete graduation requirements from the Saint Mary's Music Department will demonstrate knowledge of music history, including western music, world music and contemporary musical styles.
- Music majors will demonstrate analytical skills in the areas of music theory and aural skills, analysis of music from all historical periods, and will develop skills and understanding in conducting, arranging, improvisation and technology.
- Music majors will demonstrate performance skills appropriate to their major with their primary instrument or voice, as well as piano skills appropriate to their major emphasis.

The music faculty are active professionals and nurturing mentors for students. Faculty members and students present an ambitious calendar of recitals and concerts each year. Please see the course descriptions for complete listings of student ensembles, all of which perform on a regular basis, many of which tour regionally, nationally, and internationally.

Students anticipating majoring in music should take music fundamentals, applied lessons, ensembles, and experiencing music during their freshman year. Music, music performance, and music education majors should take MU125 Keyboard Musicianship I and MU126 Keyboard Musicianship II, normally in the sophomore year. Many courses are offered in a rotating biennial schedule; students are responsible for completing required courses when they are offered.

Students are officially admitted to majors within the music department on the basis of an audition and are expected to successfully complete a comprehensive sophomore review (MU299), which includes a portfolio assessment, essays, interview, and juried performance examination.

Majors offered:

Music

Music Education (either Classroom & Instrumental Track or Classroom & Vocal Track)

Music Industry (either Business Track or Technology Track)

Music Performance

Music Core Requirements: common to music, music education, and music performance majors.

A. Music Core:

MU125 Keyboard Musicianship I

MU126 Keyboard Musicianship II

MU130	Music Fundamentals I*
MU131	Music Fundamentals II*
MU150	Experiencing Music
MU160	Music Theory I
MU165	Music Theory II
MU170	Ear Training I
MU175	Ear Training II
MU260	Music Theory III
MU270	Ear Training III
MU299	Sophomore Review
MU300	Electronic Music & MIDI
MU341	Music History I
MU342	Music History II
MU382	Conducting
MU383	Arranging

B. Performance Studies:

Applied Lessons: minimum of seven semesters of private lessons on a major instrument or voice.

Ensembles: minimum of seven semesters of participation in one or more vocal or instrumental ensembles.

*MU130 Music Fundamentals and MU131 Music Fundamentals II, or equivalent proficiency, are prerequisites for MU160 Music Theory I. All students take an initial placement exam to determine theory proficiency.

Music Major (44-52 credits):

The music major is a general liberal arts curriculum for the student with a strong interest in music who does not plan to pursue a performance career. The student may wish to continue their education in a specific masters degree program or pursue a different career option. If the student is planning to complete both the BA in Music and the Master of Arts in Instruction degree leading to teaching licensure, the BA in music electives must include all of the required music education course work.

A. - B. Music Core

C. Six to twelve music electives credits (that may reflect individual interest and career goals).

Music Education Major (68-70 credits + education course work):

Janet Heukeshoven, D.M.A., Program Coordinator

This program is designed to meet the needs of students who plan for a career in music teaching in the public or private schools. This comprehensive degree program meets the State of Minnesota licensure requirements for the music education K–12 classroom and vocal music, or the K–12 classroom and instrumental music areas. Please be advised that meeting the requirements of both the music major and education requirements for licensure may take more than four years; contact the program director if you are interested in the five-year combined degree program with the Master of Arts in Instruction for licensure completion.

Licensure requirements are subject to change; therefore, students considering teaching in this area should be in continuous contact with the chair of this program and the school of education for a list of required courses.

Classroom & Instrumental Track:

A. - B. Music Core

C. Recital Requirement

MU390 Junior Recital

Music

D. Music Education Methods Requirements (Either MU429 or MU430):

- MU191 Guitar Class (or demonstrate proficiency)
- MU240 Percussion Methods
- MU241 Brass Methods
- MU242 Woodwind Methods
- MU243 String Methods
- MU429 Teaching Music K–6
- MU430 Teaching Music 7–12

E. Complete a minimum of 1 semester of dance, including but not limited to ballet, tap, jazz or Irish dance.

F. Two electives from:

- MU451–469 Seminar/Special Topics in music education
- MU496 Internship: Bluffview Music Partnership

G. The following:

- MU181 Voice Class (or demonstrate proficiency)

H. Participation in a jazz ensemble, combo, or percussion ensemble (Batucada Nossa Senhora) for a minimum of one semester.

I. Marching band experience which must be completed prior to student teaching. This may be done in conjunction with a local or hometown high school observing and assisting with marching band rehearsals or taking a summer workshop on marching band techniques.

J. Required education course work

Classroom & Vocal Track:

A. - B. Music Core

C. Recital Requirement:

- MU390 Junior Recital

D. Music education methods requirements (Either MU429 or MU430):

- MU191 Guitar Class (or demonstrate proficiency)
- MU240 Percussion Methods
- MU241 Brass Methods
- MU242 Woodwind Methods
- MU243 String Methods
- MU429 Teaching Music K–6
- MU430 Teaching Music 7–12

E. Complete a minimum of 1 semester of dance, including but not limited to ballet, tap, jazz or Irish dance.

F. Two electives from:

- MU451–469 Seminar/Special Topics in music education
- MU496 Internship: Bluffview Music Partnership

G. The following courses:

- MU374 Vocal Pedagogy
- MU375 Vocal Literature

H. Required education courses

Music Performance Major (52-60 credits):

The music performance major is designed for a student who has both a strong interest and well-developed skills in musical performance in one or more areas. It may be combined with the Master of Arts in Instruction fifth year education program. Future career plans may include graduate school to further prepare for a professional performing career.

Students majoring in the vocal performance track must demonstrate proficiency in at least one language other than English, preferably a language found in a significant body of vocal literature from the standard western art music repertoire. Language proficiency may be demonstrated by either the satisfactory completion (all grades C or better) of at least two years of foreign language study

at the secondary level, or by completion of at least two semesters of foreign language study at the college level.

A. - B. Music Core

C. Recital requirements:

MU390 Junior Recital (half recital)

MU490 Senior Recital (full recital)

D. Either D or E or F:

Keyboard Emphasis; the following courses:

MU366 Piano Pedagogy

MU367 Piano Literature

E. Either D or E or F

Voice Emphasis; the following courses:

MU374 Vocal Pedagogy

MU375 Vocal Literature

F. Either D or E or F

Instrument Emphasis; the following courses:

MU450 Survey of Literature

MU451 Special Topics: Pedagogy

G. The following courses:

MU360 20th Century Analysis

MU365 Counterpoint

Music Industry Major (47-50 credits):

John Paulson, D.M.A., Program Coordinator

The music industry program is designed to deliver relevant educational programs in music business and music technology, recognizing the traditions of our liberal arts context. Saint Mary's University offers a B.A. degree with a music industry major in either a technology track or a business track. Both of these programs share a common core of required music courses that have been updated to reflect the needs of today's musician in an ever changing high tech world. By completing a four-year B.A. degree, students have the advantage of a liberal arts education from Saint Mary's University and technical training in music.

Music industry/business track majors take courses from the business department at Saint Mary's as well as gaining invaluable job experience by completing an internship in the professional world of music business off campus. The university has been offering music business degrees for over 25 years. Off campus music industry internships are available for credit using a wide range of professional venues. Examples of internship sites include The Universal Music Group, in Minneapolis, MN; Warner, Elekra Asylum Records in Barrington, IL; KNXR Studios in Rochester, MN, Schmitt Music in Rochester, MN; Soundstations Studio in LaCrosse, WI, Leithold's Music in LaCrosse, WI, and the Wenger Music Corp..

Music industry/technology track majors will gain an understanding and working knowledge of basic recording techniques as well as learning how to do live sound. Students in this program will take six music technology courses and labs as well as courses in other areas such as The Physics of Music and computer science. Students also complete a field exploration project utilizing the knowledge and experience gained from their course work or complete an off campus internship. Our music technology program now includes a professional partnership with Soundstation Studios in LaCrosse, WI, owned and operated by Grammy winner Brett Huus..

Music Industry Core:

A. All of the following:

MU104 Percussion Ensemble

MU130 Music Fundamentals I*

Music

- MU131 Music Fundamentals II*
- MU150 Experiencing Music
- MU160 Music Theory I
- MU170 Ear Training I
- MU299 Sophomore Review
- MU300 Introduction to Electronic Music & Midi
- MU383 Arranging
- MU392 Music Business

B. One of the following (note: guitarists take MU171, pianists take MU191 and others may choose)

- MU171 Piano Class
- MU181 Voice Class
- MU191 Guitar Class

C. Large ensemble participation each semester**

D. Applied lessons (primary instrument or voice) each semester**

*MU130 Music Fundamentals and MU131 Music Fundamentals II, or equivalent proficiency, are prerequisites for MU160 Music Theory I. All students take an initial placement exam to determine theory proficiency.

**Students off campus for internships or foreign study are excused for one semester of participation

Students intending to attend graduate school in music are advised to supplement the core above with the department's full music history and music theory course sequences.

Business Track:

A.-D. Music Industry Core

E. All of the following:

- AC222 Accounting Concepts
- MG219 Principles of Management
- MK217 Principles of Marketing
- MU450 Arts Administration: Theory & Practice
- 3 elective business credits

F. Six credits:

- MU496/497 Music Industry Internship

Technology Track:

A.-D. Music Industry Core

E. All of the following:

- CS102 Introduction to Computer Applications
- MT298 Field Exploration
- MT302 Digital Music Technology
- MT303 Digital Music Technology Lab
- MT310 Introduction to Sound Recording
- MT311 Introduction to Sound Recording Lab
- MT320 Advanced Application of Recording & Audio Production
- MT321 Advanced Application of Recording & Audio Production Lab
- MT330 Advanced Applications of Audio Post Production & Sound Design
- MT331 Advanced Applications of Audio Post Production & Sound Design Lab
- MT340 Fundamentals of Live Audio Production
- MT341 Fundamentals of Live Audio Production Lab
- P113 Physics of Sound and Music

Note: There is a \$600 fee for each MT lab course per semester in addition to tuition costs. These fees help purchase equipment and cover the cost of visiting professionals. Music and academic scholarships are available. Please contact the admissions office for information on these scholarships.

Music Minor (20 credits):

A. Basic musicianship courses; all of the following:

- MU130 Music Fundamentals I*
- MU131 Music Fundamentals II*
- MU160 Music Theory I
- MU170 Ear Training I

B. The following course:

- MU150 Experiencing Music

C. Music history; one of the following:

- MU255 Jazz History
- MU341 Music History I
- MU342 Music History II

D. 4 semesters of private instruction in major performing instrument.

E. 6 semesters of ensembles; at least 3 semesters must be for credit.

*MU130 and MU131 II, or equivalent proficiency, are prerequisites for MU160. All students must take an initial placement exam to determine theory proficiency.

Ensembles

The following ensembles may be taken for 0–1 credit each semester. No more than four ensemble credits may be applied toward the total graduation requirement of 122 credits.

MU103 Chamber Orchestra

0-1 credits

Chamber Orchestra studies and performs a wide variety of challenging literature, fostering the musical growth of its members.

MU104 Percussion Ensemble (Batucada Nossa Senhora)

0-1 credits

This course is an exploration of world music with an emphasis on the styles of South America. By combining percussion with various other instruments and voices, unique performances are presented each semester representing diverse cultures.

MU105 Concert Band

0-1 credits

The concert band performs quality literature from all time periods and styles, and performs twice each semester. All musicians with high school band experience are encouraged to join; chair placement auditions are held early each semester. Open to all SMU students, SMU faculty, and community musicians.

MU107 Chamber Ensembles

0-1 credits

This course is a small select ensemble open to students by audition or consent of the director. Repertoire includes works from Renaissance to contemporary. Woodwinds, brass, percussion and keyboard players are welcome. Past ensembles included woodwind quintet, brass quintet, flute choir, sax quartet, mixed ensembles with keyboard, and string quartet. First year students and sophomores only; juniors and seniors should take MU307.

MU108 Jazz Ensemble

0-1 credits

This touring ensemble places emphasis on performance and improvisation through large and small ensembles. It is open to all students and faculty with the consent of the instructor.

Music

MU110 Jazz Workshop Combo

0-1 credits

This group is for students interested in developing skills in jazz improvisation, technique and basic jazz repertoire. No previous experience is required although some knowledge of music theory and good basic sound and technique on your instrument is recommended. Recommended for Music Education majors.

MU140 Women's Choir

0-1 credits

The SMU women's choir performs a rich variety of repertoire composed for female voices. The choir is open to all female singers and rehearses weekly. The women's choir performs twice each semester. Previous choral experience is helpful, but not required.

MU250 Concert Choir

0-1 credits

This large mixed choir enjoys a commitment to musical excellence and to a mission of artistic and spiritual outreach both on and off campus. The Concert Choir performs a varied repertoire ranging from choral/instrumental masterworks to spirituals and folk arrangements. Open by audition to all singers in the SMU community.

MU301 Chamber Singers

0-1 credits

This small, select ensemble is open to students by audition only. Emphasis is placed upon performance of the finest choral repertoire from all periods, including madrigals, motets, and contemporary literature. Sight reading ability and vocal experience are required.

MU305 Wind Ensemble

0-1 credits

This select instrumental ensemble is open by audition to wind, brass, keyboard and percussion players. Repertoire performed is from all periods with emphasis placed on original works. Advanced performance skills and sight reading ability are required.

MU307 Chamber Ensembles

0-1 credits

This course is a small select ensemble open to students by audition or consent of the director. Repertoire includes works from Renaissance to contemporary. Woodwinds, brass, percussion and keyboard players are welcome. Past ensembles included woodwind quintet, brass quintet, flute choir, sax quartet, mixed ensembles with keyboard, and string ensemble. Juniors and seniors only.

MU315 Jazz Combo I

0-1 credits

This is a group for intermediate/advanced students of jazz improvisation. The group tours regionally and internationally with performing faculty members. Prerequisites: MU110 or equivalent, audition, and consent of the director.

Department Courses

MT298 Field Exploration

1-3 credits

This course offers students opportunities for applied learning based on the students' interests and professional goals. Students work with SMU faculty members and technical staff to develop individual plans for the on- or off-campus field exploration. The course requires the consent of department chair and music technology director.

MT302 Digital Music Technology

2 credits

This course is an extension of concepts explored in MU300. Advanced concepts of music notation, recording, sampling, sequencing techniques, applications of music education software and music on the internet are studied. The course is a combination of lecture demonstrations and creative assignments completed by the students. Presentations by industry professionals are a part of the course when relevant. Prerequisite: MU300 or equivalent experience.

Music

- MT303 Digital Music Technology Lab** 1 credit
The lab for this course adds a “hands on” dimension to concepts introduced in MT302. Students use the lab time for guided assistance in completing assignments and projects pertaining to the class. Students run recording sessions and use lab assignments to explore various components of editing and mixing audio.
- MT310 Introduction to Sound Recording** 2 credits
This course is a basic introduction to various analog and digital recording techniques. It includes an overview of microphone selection and placement, multi-track recording, basic mixing, signal processing and basic acoustics. Prerequisite: MT302 and MU300.
- MT311 Introduction to Sound Recording Lab** 1 credit
This course includes work on student recording projects and assignments on and off campus. Students gain valuable hands on experience planning, recording and mixing their own multi-track recording sessions; must be taken concurrently with MT310.
- MT320 Advanced Applications of Recording & Audio Production** 2 credits
This course delves into the actual methods used to produce projects for business, communications, marketing and professional commerce driven music projects. Prerequisites: MT310 and MT311.
- MT321 Advanced Applications of Recording & Audio Production Lab** 1 credit
This lab focuses on “real projects” for business and music. The class works on a music project and a business project, both of which are designed to create solutions for the entertainment and communications industries. This course includes 2 track stereo recording, multi track recording, and an examination of how acoustics can effect recording.
- MT330 Advanced Applications of Audio Post Production & Sound Design** 2 credits
This course includes the work of post-production, editing, mastering and sound design concepts. Prerequisites: MT320 and MT321.
- MT331 Advanced Applications of Audio Post Production & Sound Design Lab** 1 credit
This course allows students to complete complex editing and master sound design projects that replicate the challenges they will encounter in their careers; must be taken concurrently with MT330.
- MT340 Fundamentals of Live Audio Production** 2 credits
This course introduces students to the fundamentals of live audio production including equipment selection and utilization. Prerequisites: MT310 and MT311.
- MT341 Fundamentals of Live Audio Production Lab** 1 credit
This course utilizes a hands-on approach to learning live audio by producing live shows on and off campus; must be taken concurrently with MT340.
- MU125 Keyboard Musicianship I** 2 credits
This course is an introduction to the keyboard for music majors with limited keyboard background. Emphasis is on functional skills such as reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and repertoire. A grade of “C” or higher in both the final exam and course are required to fulfill the piano proficiency requirement. Music majors only.
- MU126 Keyboard Musicianship II** 2 credits
This course is a continuation of Keyboard Musicianship I with further development of keyboard skills focused on raising the level of technical proficiency and increasing the students' competence in

Music

keyboard improvisation, harmonization, sight reading, and scales. A grade of “C” or higher in both the final exam and course are required to fulfill the piano proficiency requirement. Prerequisite: MU125 and music majors only.

MU130 Music Fundamentals I 1 credit
This course is designed to be an introduction to music reading and understanding. The fundamentals of pitch and rhythm are covered along with ear training and score reading in this computer-assisted course.

MU131 Music Fundamentals II 1 credit
This is a continuation of Music Fundamentals I. Prerequisite: MU130 or permission of instructor.

MU150 Experiencing Music 3 credits
This course is designed to arouse interest in and enjoyment of music from its beginning through medieval, renaissance, baroque, classical, romantic music to the 20th century including various styles and genres of non-western music. This course is required for music majors and minors but is open to non-majors with the instructor’s permission.

MU160 Music Theory I 3 credits
This course is designed for students interested in increasing their knowledge of the basic elements of music. Concepts covered include: keys, scales, simple and compound rhythms, intervals, triads, 7th chords, principles of voice leading, harmonic progression, cadences, phrases and periods. Prerequisite: MU130 and MU131 or permission of instructor.

MU165 Music Theory II 3 credits
This course is a continuation of Music Theory I. Concepts covered are non-chord tones, use of triad inversions, secondary functions, modulation, binary and ternary forms, mode mixture. Prerequisite: MU160 or permission of instructor.

MU170 Ear Training I 2 credits
This is a lab course. The objective of this course is to develop aural skills involving melody, rhythm and harmony. Concepts covered include: identification of intervals and scales, sight-singing and one voice melodic and rhythmic dictations.

MU171 Piano Class 3 credits
This course is a basic introduction to music and the piano. Students learn to read music and become familiar with basic music vocabulary while developing keyboard skills. In addition, students develop an understanding of the historical and social context surrounding piano music and performing pianists.

MU175 Ear Training II 2 credits
This is a lab course and is a continuation of Ear Training I. The objective of this course is to continue to develop aural skills involving melody, rhythm and harmony. Concepts covered include: sight-singing, advanced one voice dictation, simple two voice dictation, identification of chord structures, error detection and simple harmonic dictation. Prerequisite: MU170 or permission of instructor.

MU181 Voice Class 2 credits
An introduction to vocal production, breathing, tone development, diction, vocal improvisation and appropriate repertoire.

MU191 Guitar Class 1 credit
A practical introduction to the guitar designed for beginning students. Basic technique, chords, styles and simple melodies will be covered. Recommended for Music Education majors.

Music

- MU240 Percussion Methods** 2 credits
MU241 Brass Methods 2 credits
MU242 Woodwind Methods 2 credits
MU243 String Methods 2 credits
- These courses are designed to acquaint the music student with the materials, techniques and problems involved in the teaching, conducting and performance of the various instruments. Courses required for music education majors.
- MU255 Jazz History** 3 credits
This course examines unique Western and non-Western aspects of jazz and its relationship to the Afro-American culture. It is intended to give students an introduction to various styles of jazz from its beginning in the early 1900s to the present. Students study the cultural context of jazz, what to listen for and some basic aspects of how it is performed.
- MU260 Music Theory III** 3 credits
This course is a continuation of Music Theory II. Music Theory III, along with its predecessors, Music Theory I–II, enables the student to think critically about music of all periods and styles. The course teaches the student the technical vocabulary to discuss music with other music professionals, and how to approach music intellectually to enhance the understanding and performance of the music. Concepts covered include Neapolitan and Augmented Sixth chords, Sonata form, Rondo, Sonata-Rondo and Fugue. Prerequisite: MU165 or permission of instructor.
- MU270 Ear Training III** 2 credits
This is a lab course and is a continuation of Ear Training II. The objective of this course is to continue to develop aural skills involving melody, rhythm and harmony. Concepts covered include: complex one voice dictation, two voice dictation, harmonic dictation and complex sight singing. Prerequisite: MU175 or permission of instructor.
- MU299 Sophomore Review** 0 credit
A comprehensive review of transcripts, a portfolio of work, and a juried performance examination normally occurring during the second semester of the sophomore year.
- MU300 Introduction to Electronic Music & MIDI** 2 credits
This course is intended to give students an introduction to the history of electronic music, MIDI applications including computer interfacing, and provide an introduction to music scoring, editing, recording and printing music using computers, music education software and music resources on the internet.
- MU341 Music History I** 3 credits
This course is a writing intensive study of music history covering ancient, medieval, renaissance, and baroque western art music. A basic understanding of the history of western civilization is expected. Prerequisite: MU130 or equivalent.
- MU342 Music History II** 3 credits
This course is a continuation of MU341. It is a writing intensive study of music history continuing through the classical, romantic and contemporary periods. Prerequisite: MU341 or consent of instructor.
- MU360 20th Century Analysis** 2 credits
This course is a continuation of Music Theory III. Concepts covered include: Atonality, Dodecaphonic music, Serialism. Prerequisite: MU260 or permission of instructor.

Music

- MU365 Counterpoint** 2 credits
This course will examine specific counterpoint techniques as practiced by J.S. Bach and later composers of the 18th Century. Prerequisite: MU260 or permission of instructor.
- MU366 Piano Pedagogy** 3 credits
Survey of teaching methods and materials for piano majors comprises the course.
- MU368 Keyboard Literature** 3 credits
This is a course designed to survey literature available for keyboard, to help potential teachers choose solos, duos, and duets for all levels of performance.
- MU374 Vocal Pedagogy** 3 credits
This course is a survey of techniques and problems of voice instruction for individuals and vocal groups. Prerequisite: MU181 and/or two semesters of private voice study. Required for classroom/vocal education majors.
- MU375 Vocal Literature** 3 credits
This course is designed to help potential teachers choose literature for all types of voices.
- MU377 Instrumental Literature** 1 credit
This course is designed to help potential teachers and performers choose literature appropriate to specific instruments and chamber music ensembles.
- MU378 Instrumental Pedagogy** 1 credit
This course is a survey of techniques and problems of instrumental instruction, designed for the future studio teacher.
- MU382 Conducting** 3 credits
This is an advanced course designed for students who plan to conduct instrumental and choral groups in private and public schools, churches, communities. Prerequisite: MU160 or equivalent.
- MU383 Arranging** 3 credits
This course presents a detailed study of the major instrument families and the human voice, and how to score and arrange for them. Prerequisite: MU160, MU170, and MU300, or consent of instructor.
- MU390 Junior (Half) Recital** 1 credit
The half recital is required for music performance majors as a preparation for senior recital and for music education majors.
- MU392 Music Business** 3 credits
A series of guest presenters representing diverse fields within the music business offers insight as to their work in the music industry. This course provides an overview of some basic aspects of the music business including: copyright and publishing, music merchandising, some aspects of licensing, career management and promotion, networking and influences of technology.
- MU429 Teaching Music K–6** 3 credits
This course content includes current methodologies, teaching strategies, procedures and resources specific to elementary and middle school music teaching.
- MU430 Teaching Music 7–12** 3 credits
This course includes resources, methodology, strategies, and procedures for meeting problems specific to teaching music at the middle and secondary level.

Music

MU449 Seminar 1–2 credits
Selected topics in world music, instrumental and vocal literature, pedagogy, and technology.

MU450 Arts Administration: Theory and Practice 3 credits
This course is designed to introduce students to the field of arts administration as it applies to the performing arts, visual arts, and arts services organizations. Arts explored include management models, marketing, development, finances and facilities management and planning. Students apply knowledge in these areas to an arts organization which they create in class. The course culminates with the students presenting their projects in executive session. Prerequisite: consent of instructor.

MU451-469 Special Topics 1–3 credits
Special topics may be offered depending on student and faculty interests. Past topics have included advanced conducting, chamber music literature and current issues in music education.

MU490 Senior (Full) Recital 1 credit
The culmination of four years of university private music instruction and music department recital performing experience; required for music performance majors.

MU496/7 Music Internship 1-17 credits
The music internship is designed for both music education majors and music technology majors. For music education majors, this pre-student teaching internship is a partnership program with Bluffview Montessori School in Winona, MN. Students work in a supervised environment teaching 7-8th grade general music. This internship is designed only for music education majors and may be repeated.

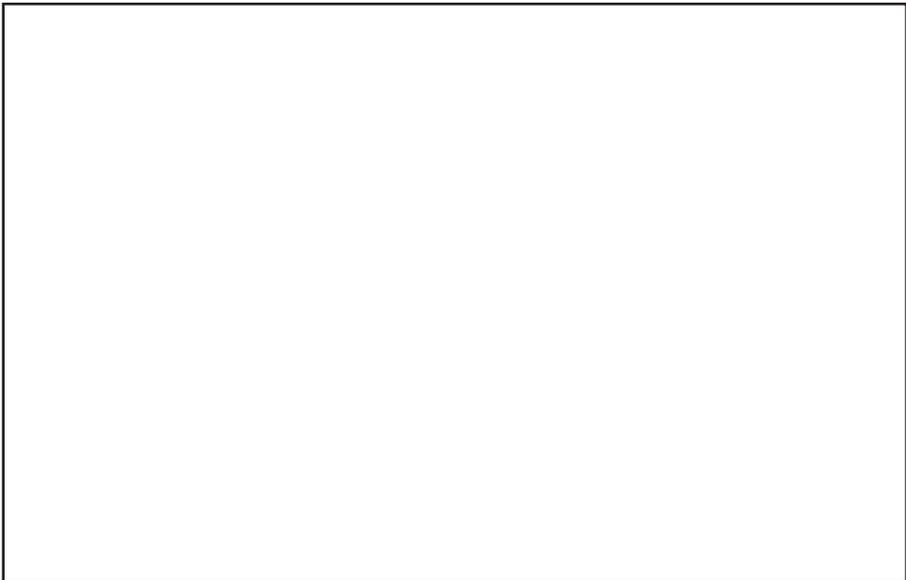
Off campus music internships are also available for credit using a wide range of professional venues for students in the music industry tracks, which are required for the music business track and available for the music technology track. Music industry internships are generally done in the senior year. They provide students with experience and valuable networking contacts in the professional world of music. Students should meet with the internship office in their junior year.

Applied Music (Private Instruction) 0-2 credits
Private lessons are available to students with a strong commitment to practice and meet all of the obligations of their private instruction. Students who do not display this commitment may be dropped by the instructor at mid-term. Students who take private lessons are strongly encouraged to participate in ensembles. Students must schedule a lesson time with their instructor by signing up in the music department by the second day classes are in session; students may forfeit their right to instruction if they delay in signing up for a lesson. As part of their private study students are required to attend music department recitals. Students who take instruction for 0 credit must have approval from the department chair and a full 17 credit load.

Students are placed in lesson levels according to major and initial proficiency level. The following table lists typical initial placement and minimum graduation proficiency levels. All 100 and 200 level lessons are one thirty-minute lesson per week; all 300 and 400 level lessons are one hour lesson per week. No more than four 100 and 200 level lesson credits may be applied toward the total graduation requirement of 122 credits.

Music

Major or minor	Initial Placement	Graduation Proficiency
Music	300 level	400 level
Music Education	200 or 300 level	300 level
Music Industry	100 level	200 level
Music Performance	100 level	200 level
Music minor	100 level	200 level
Non-music majors	100 level	none
MUL100/200/300/400	Popular Guitar	
MUL101/201/301/401	Classical Guitar	
MUL102/202/302/402	Bass Guitar	
MUL104/204/304/404	Piano	
MUL105/205/305/405	Organ	
MUL108/208/308/408	Voice	
MUL109/209/309/409	Voice Coaching	
MUL110/210/310/410	Saxophone	
MUL111/211/311/411	Flute/Piccolo	
MUL112/212/312/412	Oboe	
MUL113/213/313/413	Clarinet	
MUL114/214/314/414	Bassoon	
MUL115/215/315/415	Violin/Viola	
MUL116/216/316/416	Cello/Bass	
MUL118/218/318/418	Percussion	
MUL120/220/320/420	Trumpet	
MUL121/221/321/421	Trombone/Euphonium	
MUL122/222/322/422	Horn	
MUL123/223/323/423	Tuba	
MUL124/224/324/424	Recorder	
MUL125/225/325/425	Composition	
MUL126/226	Jazz Improvisation	



Personal Development

Personal Development

Tracy Lehnertz, M.A., Coordinator

Personal development courses enhance academic skills; further the understanding of liberal and interdisciplinary learning; promote self-understanding; develop personal communication, self-management and leadership skills; and foster career and life decision-making skills. The courses allow students to address both universal and unique needs to assist them in maximizing their educational experience. More specifically, the coaching classes are designed to prepare students for a comprehensive background in the field of coaching. It is recommended that students take CO152 Theory of Coaching prior to taking other coaching courses, as this course provides an introduction to all aspects of coaching. Courses are offered by professional staff from academic advising, the academic skills center, athletics, career services, internships, and counseling services.

PD101 Career Exploration 1 credit
The course is intended to help students decide on a major field of study as well as to provide information on how to make good career decisions within the larger context of life/work planning. Students will begin with self-assessment, discovering their particular skills, values, interests, and abilities through the use of various assessment tools. Various research methods and information gathering techniques will be used so students will be confident in making career decisions throughout their lives. Graded pass/fail. Prerequisite: freshman/sophomore standing.

PD108 College Study Skills 1 credit
This course is designed to equip students with the tools and strategies that will enable them to become independent learners. This course is open to all students, however, some students are required to take this course based on ACT scores and high school GPA. This course may not be substituted for PD110. Students may not earn credit for both PD108 and PD110.

PD109 College Reading Enrichment 1 credit
This course is designed to help students improve their college reading skills through customized reading activities. Students will learn to apply effective reading strategies to their university course work. Graded pass/fail.

PD110 College Reading and Study Skills 2 credits
This course is designed to equip students with the tools and strategies that will enable them to become independent readers and learners. This course is open to all students, however, some students are required to take this course based on ACT scores and high school GPA. If it is a required course for a student, the student must complete the course. Students may not earn credit for both PD110 and P108.

PD111 Study and Reading Strategies 1 credit
This course is designed to help PASS students apply the study and reading skills they learned in PD110. The students will develop study and reading strategies for each of the courses they are enrolled in. The instructor will monitor the student's progress in each class and help the student assess the effectiveness of the study strategies that they applied to each course. Prerequisites: This course is only for PASS students who have successfully completed PD110. Graded pass/fail.

PD116 Strategies for Success 1 credit
The goal of this course is to help students make the transition from needing external supports to personally evaluating, motivating, and taking responsibility for their own unique academic and personal needs. The course focuses on developing intra-personal and interpersonal skills which will contribute to effective self-management in the university setting. Course content and assignments are structured to encourage reflection and personal goal-setting. This course is offered only in the fall semester. Prerequisite: concurrent participation in the PASS program.

Personal Development

PD140 Stress Management and Wellness

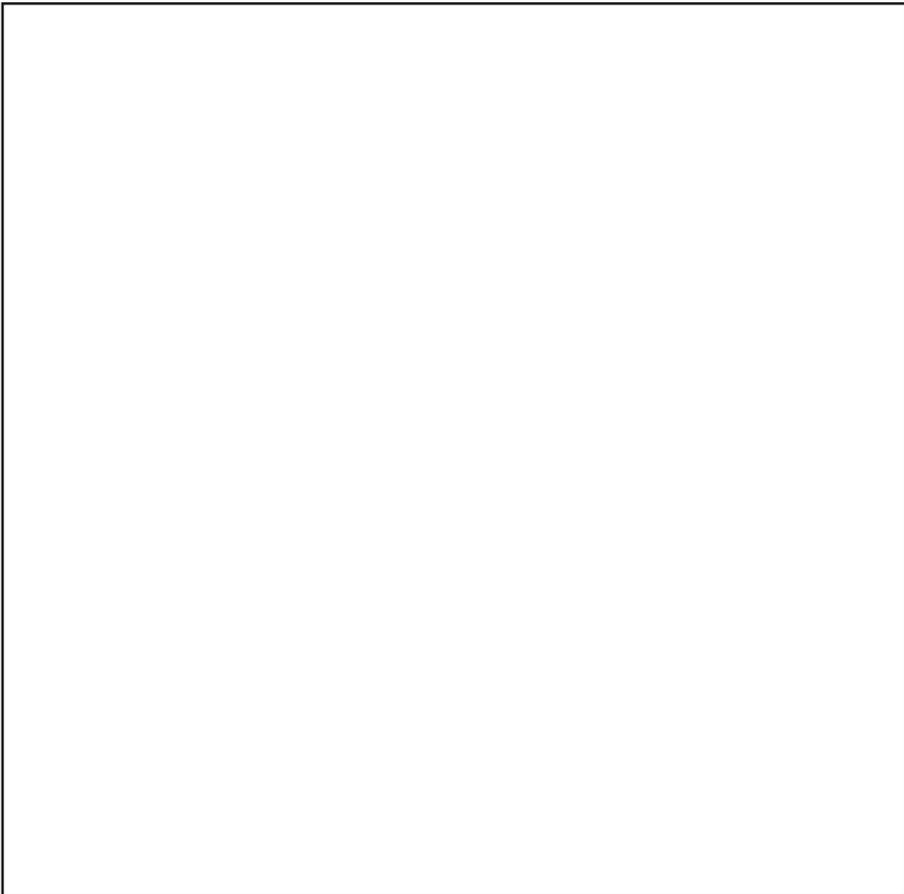
1 credit

This course provides an introduction to important concepts, issues, and techniques related to the identification and management of personal stress. Students become familiar with personal, environmental, and organizational causes of stress; understand the basic physiology; become familiar with a wide variety of stress management methods; learn basic concepts and applications of holistic health and wellness; and develop and monitor a personal stress management/growth plan. Graded pass/no credit.

PD201 Job Search Strategies

1 credit

The course covers all the techniques necessary to conduct a successful job search, from targeting potential employers to effectively utilizing the “tools” of the process: resumes, cover letters, portfolios, and interviews. The emphasis is to empower the students so they will be equipped to conduct a self-directed job search whenever needed during their life. Graded pass/fail.



Personal Development

Coaching Courses

Nicholas Whaley, M.A., Coordinator

- CO151 Sports Science** 2 credits
Basic physiological and mechanical aspects of sport are presented to provide the student with the skill necessary to analyze human performance in a variety of athletic activities. The course is designed to enhance coaching effectiveness and athletic performance by increasing student understanding of exercise physiology, biomechanics, and kinesiology. A background in human anatomy and physiology is recommended.
- CO152 Theory of Coaching** 2 credits
This introductory course is designed to explore the fundamentals of coaching while laying the foundation for practical application at the junior high, high school or college level. In addition to establishing a coaching philosophy, students will develop a master/seasonal plan for their sport including daily practice plans. Pre-season, in-season, and post-season topics will be explored.
- CO153 Prevention and Care of Athletic Injuries** 1 credit
This lecture and laboratory course focuses on the prevention, etiology, recognition, initial treatment, and rehabilitation of specific athletic injuries and illnesses. Students will identify common signs and symptoms associated with athletic injuries and develop taping and wrapping skills to prevent re-injury. A background in human anatomy is strongly recommended. Prerequisite: ED156.
- CO154 Psychology of Coaching** 2 credits
This course explores the psychological parameters which influence behavior and performance in sports. This is an introductory course into the world of sport psychology and positive team building in which students will learn to apply reinforcement principles and motivational techniques to enhance sport performance. Students will evaluate their communication skills and leadership style.
- CO155 Field Exploration: Coaching** 1-3 credits
This course provides an opportunity to observe, and in many cases, contribute to the coaching of a junior high, senior high, or college/university athletic team. Under the guidance and direction of a mentor coach, the student coach will observe and practice many of the responsibilities and tasks involved in coaching. Graded Pass/Fail.

Philosophy

Philosophy

John D. Poling, Ph.D., Chair

Philosophy is the rational effort to understand and reflect upon the various aspects of our human endeavors and existence. The study of philosophy is an essential ingredient in a liberal arts education, both in terms of its subject matter and the capacities it develops for thinking critically.

As a central part of a Catholic and Lasallian university, the philosophy department seeks to develop aptitudes for reasoned analysis, evaluation, and synthesis, through the disciplined investigation of the chief figures and the areas of systematic inquiry that emerge in the study of the history of philosophy. The careful reading of and reflection on the major texts in philosophy is pursued in both written and spoken forms. The department challenges students to broaden their perspectives by examining their reasoning and value judgments, without losing sight of the university's Judeo-Christian grounding and vision. Not surprisingly, the full engagement of the questions posed by philosophy is a foundation for life-long learning and growth.

The philosophy curriculum is designed to meet the needs of contemporary young men and women in a Catholic university. The department offers two majors and a minor. However, the overall philosophy curriculum is devised to complement course offerings in the general education content areas, the honors program, and the special program of study of the Immaculate Heart of Mary Seminary, in addition to majors in the humanities.

General Department Goals

Upon completion of the major, students will be able to:

- Demonstrate knowledge of the major historical movements and figures in philosophy from the Pre-Socratic thinkers through the contemporary period;
- Form and evaluate arguments employing standards of logical validity; and
- Integrate areas of systematic inquiry with broader and perennial philosophical questions and issues.

A background in philosophy is an excellent preparation for a variety of career and vocational pursuits, ranging from teaching/education, theology, law, and different forms of Christian ministry/service, to publishing (writing and editing), healthcare (e.g., medical ethics, planning and development of facilities), and arts management and marketing, among others.

Majors offered:

IHM Seminary Philosophy

Philosophy

IHM Seminary Philosophy Major (42 credits):

The Immaculate Heart of Mary (IHM) Seminary philosophy major recognizes that some students majoring in philosophy do so intending to pursue the study of theology at the graduate level. This major is specifically designed to prepare the student for the requirements of such study.

A. All of the following:

- PH102 Logic
- PH253 History of Ancient Philosophy
- PH254 History of Medieval Philosophy
- PH300 Moral Theory
- PH345 Philosophy of the Person
- PH355 History of Modern Philosophy
- PH358 History of 19th and 20th Century Philosophy

Philosophy

- PH360 Epistemology
- PH400 Metaphysics
- PH402 Senior Thesis
- PH410 The Philosophy of Saint Thomas Aquinas

B. Two additional philosophy courses.

C. Required seminary courses (credits and GPA not included in the major):

Either L101 & L102 or L141 & L142

- L101 Introduction to Latin I
 - L102 Introduction to Latin II
 - L141 Basic Latin I
 - L142 Basic Latin II
 - TH115 Mystery of Salvation
 - TH210 Introduction to the Old Testament
 - TH220 Introduction to the New Testament
- One theology elective

Philosophy Major (36 credits):

The philosophy major provides the student with a comprehensive survey of the major figures and themes in the history of philosophy as well as opportunities for in-depth topical studies. This major is recommended for students anticipating graduate work, a career in philosophy or law, various forms of Christian ministry, as well as other vocational and professional careers that require a broad background in philosophy.

A. All of the following:

- PH102 Logic
- PH253 History of Ancient Philosophy
- PH254 History of Medieval Philosophy
- PH300 Moral Theory
- PH355 History of Modern Philosophy
- PH358 History of 19th and 20th Century Philosophy
- PH400 Metaphysics
- PH402 Senior Thesis

B. Three additional philosophy courses.

Philosophy Minor (18 credits):

A. The following course:

- PH102 Logic

B. Five additional philosophy courses chosen by the student in consultation with a member of the philosophy department, of which one of the following is strongly recommended:

- PH253 History of Ancient Philosophy
- PH358 History of 19th and 20th Century Philosophy

Department Courses

PH102 Logic

3 credits

This course presents an introduction to contemporary symbolic logic as well as to traditional deductive and inductive logic.

PH202 Philosophy in Our World

3 credits

This general education course gives students the opportunity to read a major philosophical work, Plato's *Republic*, and to discuss issues raised by the text that relate to our world. Such issues include justice, artistic expression and censorship, ethical conduct, the role of women in society, the best form of government, family, work, freedom, and responsibility. The course is for first and second year students who want a serious introduction to philosophy and enjoy rigorous philosophical conversation.

Philosophy

PH253 History of Ancient Philosophy: Thales–Aristotle 4 credits

This course, the first of four sequential courses in the history of philosophy, is a survey of Greek philosophy from its origins in the thought of Presocratic poets and philosophers to its later development in the dialogues of Plato and writings of Aristotle. Through the close reading of primary sources in their historical context and through a wide variety of other exercises, students will gain an appreciation for the major texts, themes and problems that have shaped the Western philosophical tradition. Students will also begin to develop a facility with the various tools and terms with which philosophers in the Western tradition have worked.

PH254 History of Medieval Philosophy: Augustine – Ockham 4 credits

In this course, the second of four history of philosophy courses, students study the development of philosophy in the Middle Ages through its contact with Christianity. The goals of this course are to examine the following themes and philosophical problems: the relation of faith and reason, spirituality and philosophy; human knowledge and human freedom; and philosophy as a principle of integration within Medieval culture. Prerequisite: PH 253.

PH298 Field Exploration 1–3 credits

The field exploration provides the student the opportunity to work closely with a professor in the presentation of a course. The student will get experience in basic research and techniques involved in presenting philosophical ideas. The reading and thinking that gradually lead to a basic understanding of the various philosophical positions and to an authentic philosophical insight is one kind of learning experience. An additional learning experience comes about with the responsibility of presenting these ideas to others. The philosophy department, in providing this opportunity, recognizes that communication of ideas is an essential part of doing philosophy.

PH300 Moral Theory 3 credits

The course will begin with a thorough examination of the foundations of natural law ethics and consequentialist ethics. The instructor will then link those theories of morality with explicit assumptions regarding human nature. Central texts in the course will be Saint Thomas Aquinas' *Prima Secundae* and John Stewart Mill's *Utilitarianism*.

PH305 Health Care Ethics 3 credits

This course will provide a survey of some of the specific issues in health care ethics that are faced today by patients, providers, insurance companies and other constituencies in the health care arena. Such issues will include: *access*— how are limited resources to be allocated? *Informed consent*— what information must patients possess in order to make reasonable and informed decisions about their health care? What compensatory obligations do providers have in the realm of informed consent? *Funding*— should the quality of health care vary by the means of the payer? *Death*— what is death? Also, should a patient have the right to choose the time and means of his or her death? *Procedures and technologies*— are all possible procedures and technical interventions moral defensible?

PH343 Contemporary Ethical Issues 3 credits

The course will examine critically the foundations of ethical or moral judgments on vital issues such as abortion, birth control, capital punishment, civil disobedience, divorce, drug-use, ecology, euthanasia, homosexuality, marriage, pre-marital sex, suicide, segregation, stealing, truth: acquiring-revealing-concealing, technology, war, and work.

PH345 Philosophy of the Person 3 credits

This course critically examines some of the most influential conceptions of the human person (e.g., the Platonic, the Aristotelian-Thomistic, the Judeo-Christian, the Hobbesian and that of other modern thinkers). It considers such fundamental issues as the existence and nature of the human soul;

Philosophy

whether human beings are innately good, innately evil, both or neither; in what sense, if any, human beings are rational; and the nature and basis of human freedom.

PH346 Ethical Issues in the Sciences 3 credits
This course provides non-science as well as science majors the opportunity to examine key issues in the sciences in the light of major ethical theories. Among the issues to be examined are: abuses and uses of nuclear energy, behavior control and psychosurgery, chemical wastes and the environment, computerized files of personal information, computerization and depersonalization, experimentation with human subjects and animals, genetic engineering and screening, reproductive techniques, organ transplants, physician-patient relationships, and euthanasia.

PH355 History of Modern Philosophy: Bacon – Kant 4 credits
In this course, the third of four history of philosophy courses (prerequisite: PH253 History of Ancient Philosophy, and PH254 History of Medieval Philosophy), we study the major philosophical movements of the early modern period beginning with the rise of inductive natural science. We then examine rationalism, empiricism and conclude with Kant's critical philosophy. The central epistemological theme of the course reflects the modern conviction that before other sciences may be studied with profit, the possibility and modes of human knowledge must be determined.

PH358 History of 19th and 20th Century Philosophy: Hegel – Wittgenstein 4 credits
This course, the fourth of four history of philosophy courses, is an examination of the post-Kantian philosophy focusing on selected major movements of the 19th and 20th centuries, such as idealism, phenomenology, existentialism, and British analytic and ordinary language philosophy. Readings may include Hegel, Kierkegaard, Nietzsche, Husserl, Heidegger, James, Foucault, Wittgenstein, Ryle, and John Paul II, among others.

PH360 Epistemology 3 credits
Epistemology is the study of how it is that humans come to know themselves and the world we inhabit. This course is a survey of theories of knowledge that span the western tradition from the Greeks to the present day. Issues raised will include the definitions of certainty and truth, the reliability of sense knowledge, the way in which we know ourselves and others, as well as other related issues raised by our authors.

PH362 Business Ethics 3 credits
The course examines critically the major ethical or moral theories that are at the basis of decision-making in the complex area of contemporary behavior we know as "the business world." It is recommended for business majors.

PH370 Philosophy of Art 3 credits
This interdisciplinary course explores the relationship between philosophy of art or aesthetics and developments in art history. The course involves a study of traditional and contemporary theories of art, an examination of selected figures and movements in art history, and an analysis of the vital interrelationship between the two disciplines of philosophy and art. Also offered as AR370.

PH380–389 Special Topics: Philosophy 3 credits
These courses will satisfy general education requirements and will give non-majors an opportunity to explore philosophical movements, figures, and issues. Specific topics are determined by the department and student interest, and have included American Philosophy, the rise of modern science, 20th century women philosophers, and philosophy of law.

Philosophy

PH400 Metaphysics

3 credits

This course will examine critically the classic and contemporary concepts of being-in-the-world, its causes, its effects, and its modalities and relations.

PH402 Senior Thesis

2 credits

This course is taken in the second semester of the Senior year and is an opportunity to work closely with a faculty member in the philosophy department on a written thesis.

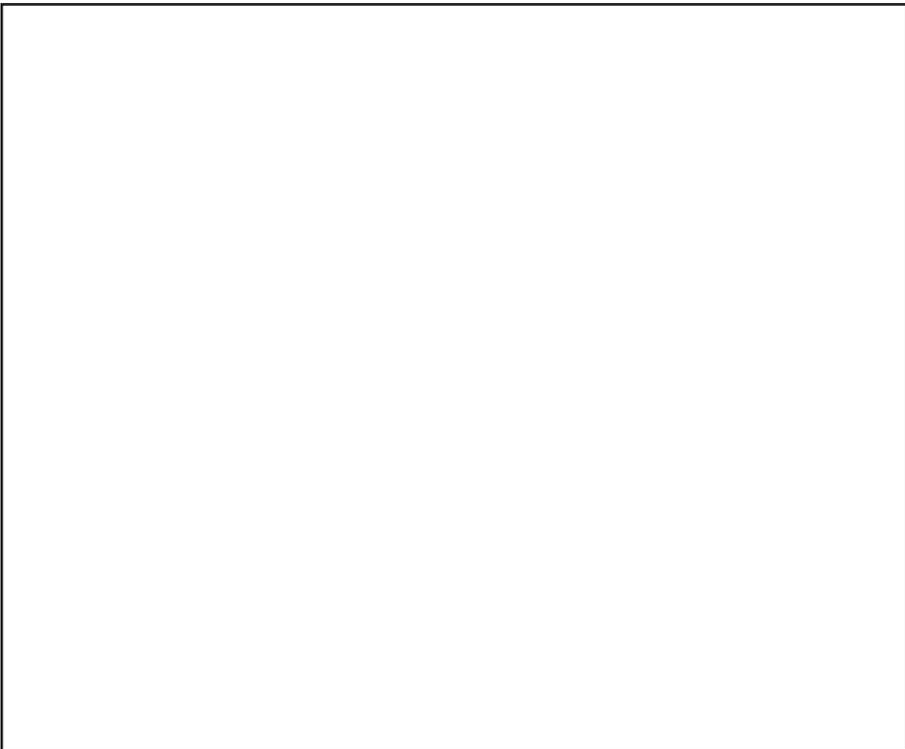
PH410 The Philosophy of Saint Thomas Aquinas

3 credits

Saint Thomas Aquinas is one of the central figures in the history of Western philosophy. This course is designed to provide the student the opportunity to discover, reflect upon and react critically to Aquinas's life, thought and writings. The themes covered will include an investigation of what we can know of God by the use of human reason, the role of human beings and their nature in the order of creation, the manner in which human action, in cooperation with grace, can bring humans to their final end, as well as other issues of metaphysics, psychology and methodology. While this course is designed as an in-depth study of Aquinas, it will also serve as a preparation for the future study of Aquinas's theology; accordingly, there will be a decided focus on developing a Thomistic vocabulary. This course is designed to be taken in the spring semester of the senior year.

PH450–459 Seminars in Philosophy 3 credits

These specialized courses, intended primarily for philosophy majors, will include the following seminars: PH450 Plato, PH451 Aristotle, PH452 Augustine, PH455 Kant, and PH456 Kierkegaard.



Physical Education/Lifestyle

Physical Education/Lifestyle Nicholas Whaley, Director

The primary goal of the physical education classes is to improve students' quality of life by promoting physical fitness and well-being, developing motor skills and cognitive strategies, learning rules, and enhancing the intrinsic enjoyment of participation in physical activity. The classes also educate students on the importance of maintaining a healthy and active lifestyle and provide an opportunity for life long practical experience.

Following completion of the class, a student will have:

- Increased knowledge and awareness of the activity;
- Increased motor and sensory awareness;
- Developed a better understanding of the latest advances in technique and philosophy of the activity as well as the history and development of the activity;
- Developed the ability to utilize the activity as a stress reliever; and
- An understanding of the modifications and benefits of the activity on the aging process.

Two physical education classes are required for each student for graduation. Participation in inter-collegiate athletics, club sports, intramurals, or off-campus activities cannot be used to waive this requirement.

Physical education classes are offered for no credit and are graded pass/no credit.

PE103	Flag Football
PE104	Racquetball
PE106	Racquet Sports
PE112	Weight Training
PE113	Advanced Weight Training
PE115	Aerobics
PE116	Karate
PE118	Advanced Fitness
PE120	Golf
PE121	Soccer Theory
PE122	Bowling
PE126	Volleyball
PE130	Archery
PE133	Skating
PE136	Cross-Country Skiing
PE142	Horsemanship
PE143	Advanced Horsemanship
PE150	Canoeing/Camping
PE152	Winter Camping
PE153	Lap Swimming
PE156	Lifeguard Training
PE157	Scuba Diving
PE162	Circuit Training
PE165	Nutrition
PE170	Skiing/Snowboarding
PE175	Classic Team Sports
PE179	Ultimate Frisbee
PE182	Basketball Theory
PE183	Baseball/Softball Theory
PE185	Walk/Run/Bike

Physics

Physics

Paul J. Nienaber, SJ, Ph.D., Chair

Physics is the study of the structure of the material universe, the particles that comprise it, and the forces by means of which these particles interact. The mission of the physics department is to engender in students an understanding of that structure and those particles and forces, and an appreciation of these fundamental principles.

Consistent with the mission of Saint Mary's University, the physics department seeks to develop the professional competencies of its graduates and to instill in them a habit of lifelong learning.

General Department Goals

To this end, the physics department will present to students a broad survey of the interconnected concepts of classical and twentieth-century physics, and will develop in students an array of problem-solving skills appropriate to and involving those concepts. Through knowledge of these concepts and acquisition of these skills, students will then be able to:

- Live, continue learning, and pursue careers as scientifically literate and technologically competent adults;
- Demonstrate and profit from their expertise in the techniques of modern experimental physics and electronics;
- Appropriately and advantageously employ computer technology both for data acquisition and processing, and algorithm development and execution; and
- Communicate their knowledge and skills effectively and cogently in a variety of modalities (oral, written, and graphical).

The physics curriculum is designed to meet the needs of students who wish to teach or do research in physics, or to enter engineering professions or such interdisciplinary fields as biophysics, astrophysics, medical physics, health physics, etc. The physics department endeavors to help students see the impact of scientific thought, methods, and discoveries on contemporary society. Through class and laboratory work, students develop the ability to interpret phenomena in light of existing theories. A strong emphasis is placed upon laboratory experience in order to bring students to a level where they can work independently, and where they have developed initiative and reliability in their work.

The Saint Mary's chapter of the national physics honor fraternity Sigma Pi Sigma was founded in 1964; it is the second-oldest chapter of this prestigious society in the state of Minnesota.

Majors offered:

Biophysics

Engineering Physics

Physics Science Education

Physics Core:

A. All of the following courses:

C131	General Chemistry I
C133	General Chemistry I Lab
M151	Calculus I
M152	Calculus II
M251	Calculus III
P201	Introductory Physics I
P202	Introductory Physics I Lab
P211	Introductory Physics II

Physics

P212	Introductory Physics II Lab
P304	Introduction to Modern Physics

Biophysics Major (54–57 credits):

This program is intended for students interested in eventually pursuing a graduate program in medical physics, health physics, nuclear medical technology, bioengineering, or a related field. It is also an excellent major for students wishing to enter medical school. Depending on their science background in high school, students may be required to take Botany & Zoology II and General Chemistry II.

A. Physics Core

B. All of the following courses:

B110	Botany & Zoology I
B111	Botany & Zoology I Lab
C321	Organic Chemistry I
M252	Linear Algebra
P390	Advanced Laboratory I

C. Three of the following courses:

B305	Human Anatomy
B310	Genetics
B311	Cell Biology
B313	Physiology
B409	Biochemistry
B450	Radiation Biology

D. One of the following courses:

P311	Optics
P314	Digital Systems
P340	Classical Mechanics
P350	Radiation Physics

Recommended electives:

CS110	Computer Science I
CS111	Computer Science I Lab
M341	Differential Equations

Engineering Physics Major (48 credits):

This program is particularly suited to a student who comes to Saint Mary's for a "pre-engineering" program, with the intention of transferring to an engineering school after the first two years. If a student decides to stay at SMU to complete the bachelor's degree, this would be a logical major as it could transfer into a master's degree program in electrical or computer engineering.

A. Physics Core

B. All of the following:

C142	General Chemistry II
C144	General Chemistry II Lab
M252	Linear Algebra
P314	Digital Systems
P370	Microcontroller Organization & Architecture
P390	Advanced Laboratory I

C. One of the following:

P311	Optics
P340	Classical Mechanics

Physics

P360	Electricity & Magnetism I
P380	Quantum Mechanics I

Recommended electives:

CS110	Computer Science I
CS111	Computer Science I Lab
CS210	Computer Science II
M341	Differential Equations

Physics Science Education Major (54-56 credits + education course work):

Licensure requirements are subject to change; therefore, students considering teaching in this area should be in continuous contact with the chair of this program and the school of education for a list of required courses.

A. Physics Core

B. All of the following:

B110	Botany & Zoology I
B111	Botany & Zoology I Lab
B120	Botany & Zoology II
B121	Botany & Zoology II Lab
C142	General Chemistry II
C144	General Chemistry II Lab
C331	Physical Chemistry I
P111	Earth and the Solar System
P314	Digital Systems
P340	Classical Mechanics
P390	Advanced Laboratory I

C. Two of the following:

C332	Physical Chemistry II
P311	Optics
P315	Electronic Circuits (at WSU)
P350	Radiation Physics
P360	Electricity & Magnetism I
P370	Microcontroller Organization & Architecture
P380	Quantum Mechanics I

D. Required education courses

Physics Minor (20 credits):

A. All of the following:

M151	Calculus I
M152	Calculus II
P201	Introductory Physics I
P202	Introductory Physics I Lab
P211	Introductory Physics II
P212	Introductory Physics II Lab
P304	Introduction Modern Physics

B. Two additional upper division physics courses.

Department Courses

P111 The Earth and the Solar System

3 credits

This course examines physical, geological, and astronomical processes involved in shaping the Earth and other planets. The geological processes acting on the Earth, and the Earth's natural

Physics

history of the Earth will be studied first, and then used to examine the other bodies of the solar system, studying how the physical characteristics of the planets influence and are influenced by the same basic processes operating in different ways. Topics will include: the properties of Earth materials, the evolution of the Earth and geological structures, matter and energy in the Earth system, the Earth in the solar system and the universe, fundamental issues of planetary science, and fundamentals of observational astronomy and objects in the sky (Moon phases, properties of orbits, etc.). Mathematics competency required. Offered every spring.

P113 Physics of Sound and Music 3 credits

This course is an exploration of the fundamental physical concepts relating to sound (vibrations and waves, overtones, Fourier synthesis and analysis) and its perception (physiology, physics, and psychophysics of hearing) and measurement (transducers and the decibel scale); sound recording and reproduction (analog and digital); musical acoustics (temperament and pitch; families of musical instruments; speech and the human vocal tract); and the acoustics of enclosures. Mathematics competency required. Offered in alternate fall semesters.

P155 Foundations of Physics 3 credits

This course is intended for elementary education majors as well as other non-science majors. It examines the conceptual frameworks that underlie physics, including mechanics, heat, sound, electricity and magnetism, and light. Two 50 minutes classes and one 2-hour lab per week. Mathematics competency required. Offered every spring and in alternative fall semesters.

P180 College Physics 3 credits

This course is a survey of fundamental topics in physics, using the mathematical tools of algebra, geometry, and trigonometry. This survey includes kinematics, vectors, Newton's laws, momentum, energy, oscillations and waves, and thermodynamics. Credit will not be granted for this course and P201. Prerequisite: high school algebra, geometry, and trigonometry. Co-requisite: P181.

P181 College Physics Lab 1 credit

This one three-hour laboratory is held each week to address topics covered in P180 lecture. Credit will not be granted for this course and P202. Co-requisite: P180.

P201 Introductory Physics I 3 credits

This course is the first half of a two-semester introductory, calculus-based, physics course for all students planning to enter one of the scientific professions. It covers the fundamental principles of mechanics, oscillations, and fluid mechanics. Pre-requisite: M151 (may be concurrent) and concurrent with P202. Offered every fall.

P202 Introductory Physics I Laboratory 1 credit

One three-hour laboratory is held each week covering topics studied in the lectures. Concurrent with P201.

P211 Introductory Physics II 3 credits

This course is the second half of a two-semester introductory, calculus-based, physics course for all students planning to enter one of the scientific professions. It covers the fundamental principles of waves, physical and geometrical optics, and electricity and magnetism. Prerequisites: P201/202; concurrent with P212. Offered every spring.

P212 Introductory Physics II Laboratory 1 credit

One three-hour laboratory is held each week covering topics studied in the lectures. Concurrent with P211.

Physics

- P304 Introduction to Modern Physics** 4 credits
This course considers atomic and nuclear physics. It is a study of the experimental evidence that led to the development of the theories of quantum mechanics. The special theory of relativity, wave particle duality, and atomic structure are also considered. Students meet for three lectures and one three-hour lab per week. Prerequisites: M152 and P211/212. Offered in alternate fall semesters.
- P311 Optics** 3 credits
This course is a study of classical and modern optics including geometrical optics, wave properties of light, the interaction of light and matter, and quantum optics. Modern experimental techniques involving optical phenomena is covered.
- P313 Astronomy: The Stars and Beyond** 3 credits
This general-education level course focuses on three broad topics in astronomy: the tools of astronomy (the celestial sphere and the motion of objects in the sky; scientific method; light, spectra, and atomic structure; the astronomical distance scale; gravity and celestial mechanics); stars and stellar evolution (the Hertzsprung-Russell diagram, the main sequence, and stellar lifecycles); and galaxies and cosmology (Hubble's Law, dark matter, evidence for the Big Bang, and theories of the early universe). The course meets for two hours of lecture and a two-hour laboratory each week, and will include some use of the telescope. Mathematics competency required. Offered every fall.
- P314 Digital Systems** 4 credits
This is a course on digital electronics and its applications in modern electronic instrumentation. Emphasis is placed on gaining experience with the use of individual digital integrated circuits and programmable arrays. The course covers Boolean algebra, simple gates, combinational and sequential logic circuits, counters, shift registers, state machines, astable multivibrators, encoding, decoding, multiplexing, and conversion between analog and digital representations. Coursework will involve both circuit simulation and actual hardware implementations. The course targets applications in the natural sciences, mathematics, and computer science. Three hours of lecture and one three-hour laboratory per week. Prerequisites: P211/212. Offered in alternate fall semesters.
- P340 Classical Mechanics** 3 credits
This course is an analytical study of Newtonian mechanics, including the harmonic oscillator, central force motion, non-linear oscillators, chaos, and an introduction to the Lagrangian formulation. Prerequisites: M152 and P201/202. Offered in alternative spring semesters.
- P350 Radiation Physics** 3 credits
The course includes the study of radioactive decay (the interactions of ionizing radiation with matter), characteristics of alpha, beta, and gamma radiation, modern nuclear instrumentation, dose calculations and dosimetry, production and use of x-rays, nuclear statistics, radiation safety, fission, fusion and nuclear power, activation analysis, and environmental application of radiotracers. Two one hour lectures and one three hour laboratory each week. Prerequisites: P211/212 (may be concurrent). Offered every spring.
- P360 Electricity and Magnetism I** 3 credits
This course is an introduction to the physics of electricity and magnetism at the intermediate undergraduate level. It examines the experimental evidence that led to the development of the theories of electromagnetism (electrostatics, polarization and dielectrics, magnetostatics and magnetization, electrodynamics, electromagnetic waves, potentials and fields, and radiation) and the development of Maxwell's laws. The mathematical analysis of electromagnetic situations will use vector calculus to a great degree, so the student will also be exposed to working with a variety of vector operators. Prerequisites: M251 and P211/212. Offered in alternate spring semesters.

Physics

P370 Microcontroller Organization and Architecture

4 credits

The course covers the PIC18F4520 microcontroller as a paradigmatic microprocessor. A brief survey of number systems, logic gates and Boolean algebra will be followed by a study of the structure of microprocessors and the architecture of microprocessor systems. Programming microprocessors and the use of an assembler and a higher-level language (C) will be covered. Peripheral interface devices will be studied along with some wired logic circuits. Students will gain experience through the use of microprocessor simulators and hardware implementations. Pre-requisite: P314. Offered in alternate spring semesters.

P380 Quantum Mechanics I

3 credits

This course expands on the ideas of quantum mechanics introduced in P304, and develops the necessary formalisms and tools for further work. Topics include the Schrödinger equation in its time-independent and time-dependent forms, an introduction to operators, square-well and harmonic oscillator potentials, scattering, the hydrogen atom, angular momentum, and perturbation theory. Pre-requisites: M252 and P304. Offered in alternate fall semesters.

P390/391 Advanced Laboratory I, II

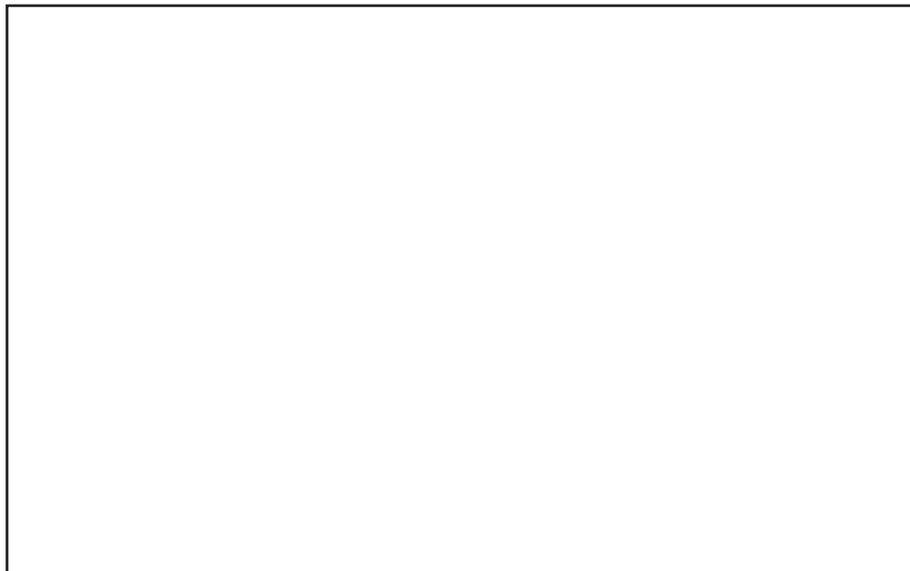
1 credit each

Up to four credits may be earned in Advanced Laboratory (P390, P391, P490, P491), one hour each semester. This course is generally taken during junior year. Selected experiments from the following areas are included: mechanics, thermodynamics, radiation physics, optics, electronics, electricity and magnetism, and solid state physics. For each credit received the student selects a minimum of eight experiments spread over these areas. Typical experiments performed would be the Franck-Hertz experiment, photoelectric effect, X-ray diffraction, thermoluminescent dosimetry, positron-electron annihilation, neutron activation analysis, thermionic emission, the Hall effect, nuclear magnetic resonance. Michelson interferometer, forced harmonic oscillator, air gyroscope, velocity of light, Rutherford scattering. Prerequisites: P304 and P314. Offered in alternative spring semesters or as needed for majors.

P422–425 Topics in Physics

1-3 credits

Selected topics in physics offered when faculty and student interest warrant.



Pre-Professional Studies

Pre-Professional Studies

Pre-Chemical Engineering

Roger Kugel, Ph.D., Advisor

Although Saint Mary's does not offer a degree in chemical engineering, students have the option of following a pre-chemical engineering program of study for two or three years and subsequently transferring to a school of engineering for two additional years. The completion of study will lead to a bachelor of engineering degree. Students interested in the pre-chemical engineering program should consult with the chair of the chemistry department with respect to a specific sequence of courses. The student will take essentially the same courses as listed under the chemistry major. It is also recommended that the student take two business courses.

Pre-Dentistry, Pre-Medicine

Pre-Veterinary Science

Medical Professions Committee

Clare Korte, SSSF, Ph.D., Advisor

Saint Mary's University, in accord with the policy enunciated in the GREP Report of the Association of American Medical Colleges, does not require any particular major for those students interested in applying to dental, medical or veterinary science schools. Diverse majors are acceptable for admission to schools for the healing professions. However, a strong sequence of science courses prepares students for the Medical College Aptitude Test (MCAT). Demonstrated proficiency in mathematics, science, and liberal arts courses develops interpretive and critical abilities as well as a broad appreciation and understanding of the humanities. Saint Mary's additionally emphasizes the necessity for including in the student's four-year curriculum those courses which allow the student to develop the ability to synthesize knowledge and to arrive at thoughtful reflective decisions in the ethical/moral sphere. Such skills can be achieved through the pursuit of various disciplines as logic, ethics, literature, psychology and theology.

Most students attempt national examinations in the latter part of their junior year. By that time they should have completed a minimum of one year of biology and physics and two years of chemistry. It is recommended that students consult with members of the medical professions committee early in their career at Saint Mary's and that they work very closely with their academic advisor.

Letters of recommendation are an important part of the student's medical school application. Students petition a letter from the medical professions committee. The medical professions committee prefaces its recommendations predicated on the premises that medical school preparation should be thoroughly grounded in liberal education and that our medical students should possess an exceptional level of ethical and moral concern to reflect Saint Mary's nature as a Catholic university.

Pre-Medical School Preparation

A. Minimum science/mathematics courses:

B110/111	Botany and Zoology I
B120/121	Botany and Zoology II
C131/133	General Chemistry I
C142/144	General Chemistry II
C321	Organic Chemistry I
C322	Organic Chemistry II
P201/202	Introductory Physics I
P211/212	Introductory Physics II

B. Required philosophy/theology courses:

PH343	Contemporary Ethical Issues or TH350 Catholic Moral Theology
PH346	Ethical Issues: Sciences

Pre-Professional Studies

Members of the medical professions committee, the professional school advisor, the vice president for academic affairs, and academic advisors have copies of possible paradigms (including these requirements) for your use. It must be emphasized that each professional school may have additional course requirements. A catalog containing the requirements is available in the office of the chair of the medical professions committee. It is imperative that students consult frequently with their academic advisors.

Pre-Law

Michael Sommerville, J.D., Advisor

The university does not recommend any specific major or list of courses for those students who are planning to later enter law school. A well-rounded liberal arts education is most important. Pre-law students are encouraged to plan a four-year course of study which includes a substantial number of writing courses; i.e., composition, and/or courses which have extensive written work as part of their requirements.

Literature, history, psychology, political science, philosophy and business administration are major fields often selected by those planning a career in law. Students are strongly urged to contact the law school advisor early in their career at Saint Mary's and also to work very closely with their academic advisor.

Pre-Theology

Immaculate Heart of Mary Seminary

Very Rev. James P. Steffes, Rector, Advisor

The Immaculate Heart of Mary Seminary is owned and operated by the Diocese of Winona as a university level priestly formation program adjacent to the campus of Saint Mary's University.

The seminary program embraces the graduation requirements of Saint Mary's University, as well as the academic directives of *The Program of Priestly Formation*. Philosophy remains the most highly recommended area of concentration for a student preparing for theology school. If, however, he chooses some other appropriate major, he is still required to complete philosophical studies equivalent to thirty semester hours of course work; please see the IHM Philosophy Major listing in the Philosophy Department. These philosophy courses meet the requirements of the *Bishop's Committee on Priestly Formation*. The philosophy department established this course sequence in consultation with the seminary.

The seminary also requires the following theology courses:

- TH115 Mystery of Salvation
- TH210 Introduction to Old Testament
- TH220 Introduction to New Testament
- One elective theology course

Two semesters of elementary Latin are required of all seminarians who have not had at least two years of high school Latin or who still demonstrate a deficiency in the level of Latin expected by theology schools. Seminarians who plan to enter masters programs at the theology level should plan on taking Greek and Hebrew if their schedules allow for it and if the courses are offered.

Most seminarians will spend four years at Saint Mary's University completing their baccalaureate degree. However, a number of seminarians come to Immaculate Heart of Mary who already possess a baccalaureate degree. These men generally are in residence for two years during which time they complete their philosophy and theology requirements.

Psychology

Psychology

Larry L. Luttmers, Ph.D., Chair

The discipline of psychology focuses on the study of the individual person. Psychologists study processes and identify principles to help us understand events and experiences within individuals as well as our interactions with others and the world. To be able to study the complexities of the individual, psychologists use a variety of systematically developed methods, tests and techniques. In order to have a more thorough understanding of the individual, different perspectives have been developed and applied.

The breadth of the discipline is represented in the content areas covered in the courses. Depth and application are represented by analysis, synthesis, and evaluation presented in completed thesis and/or internship final paper and presentation. This journey begins with investigation of basic psychological principles and processes involved in key areas including: social, learning, developmental, cross-cultural, biopsychology, cognition, psychopathology, counseling, and personality. Psychological methods of inquiry are studied and applied in the experimental, testing, statistics, and clinical courses. These psychological principles, processes and methods are approached from different historical and current perspectives, including behavioral, cognitive, psychodynamic, humanistic, socio-cultural, and biological. Our program for majors models the national standards. Students have the opportunity to individualize their major by choosing electives, independent studies, field explorations, internships and/or thesis. Based on the areas selected, potential fields of application include clinical, counseling, psychological testing, education, health psychology, community psychology, law, industrial-organizational, sport psychology, social work, and program evaluation.

General Department Goals

The four primary goals of the department are to help students:

- Know and comprehend the basic principles and processes studied in the course materials;
- Know, comprehend and apply psychological methods;
- Select an area and know, comprehend, apply, analyze, synthesize, and evaluate a specific issue, topic or hypothesis related to the selected area; and
- Develop written communication, oral communication, problem-solving and critical thinking skills and apply them to the study of psychology.

The psychology department serves three types of students: 1) those planning on attending a graduate or professional school in psychology or a related field; 2) those whose occupation or profession will require knowledge of psychology (for example, teachers, social workers, counselors, physicians and allied health workers, business and personnel workers); 3) those who wish to pursue the content, perspectives, and methods of psychology for intrinsic reasons.

The psychology department has its own chapter of the Psi Chi, the National Honor society in Psychology, which was established on campus in 1969. Qualified sophomores, juniors and seniors are elected to this organization. We also have an active student-led Psychology Club.

A psychology major is appropriate for a wide variety of careers. The members of the department will assist any student in course selection and/or thesis support suited for both personal interest and career advancement.

Major offered:

Psychology

Psychology

Psychology Major (minimum 40 credits):

A. All of the following:

- PY111 General Psychology
- PY211 Developmental Psychology
- PY220 Abnormal Psychology
- PY290 Experimental Psychology and Statistics
- PY305 Learning and Cognition
- PY310 Social Psychology
- PY340 Biopsychology
- PY370 Personality Psychology

B. One of the following:

- ST132 Reasoning Statistics
- ST232 Introduction to Statistics

C. Both of the following or section D or section E:

- PY489 Thesis Planning
- PY490 Research: Data Collection
- PY491 Thesis

D. Both of the following or section C or section E:

- PY496/497 Internship: Psychology
- PY498 Internship Integration

E. The following, or section C or section D:

- PY495 Comprehensive Examination

F. Seven credits chosen from:

- PY300-309 Special Topics in Psychology
- PY313 Advanced Experimental Psychology/Statistics
- PY314 Experimental Psychology Laboratory
- PY410 Individual/Group Counseling
- PY426 Clinical and Counseling
- PY470-479 Seminars in Psychology

Psychology Minor:

A. The following courses:

- PY111 General Psychology
- PY220 Abnormal Psychology

B. Fourteen additional credits in psychology.

Department Courses

PY111 General Psychology

3 credits

General Psychology provides an overview of the methods, fundamental principles, and major perspectives which define the discipline of psychology. Intrapersonal and/or interpersonal psychological processes involved in the biological basis of behavior, sleeping and dreaming, conditioning and learning, cognition, lifespan human development, abnormal psychology, and psychological treatment. Classical and contemporary research and perspectives including the biological, cognitive, behavioral, psychodynamic, humanistic, sociocultural and evolutionary perspectives are explored. Students are actively involved through application, interactive exercises, simulations, and projects.

PY211 Developmental Psychology

3 credits

This course explores the study of growth and development across the life span. Students are introduced to the reciprocal nature of biological, cognitive, social and cultural factors on the developing person. This is a research-based introduction to understanding the expression of development in everyday life as it extends to family, campus life, friendship, school, neighborhood, sports, media communication, health, medicine, and social services. Empirical observations and case studies will highlight the interdependence of people of all ages and introduce students to applications of

Psychology

life span concepts from a multicultural perspective. This course is required for psychology and education majors and is also highly recommended for parallel majors pursuing course work in sociology, human services, criminal justice, biology, pre-med, and international business. Laboratory sessions are included to provide hands-on experience in applying life-span principles to real life situations across a variety of age populations. Prerequisite: PY111.

PY220 Abnormal Psychology

4 credits

This course investigates the dynamics of abnormal behavior. Disorders manifested in childhood and adolescence, eating disorders, anxiety disorders, dissociative disorders, somatoform disorders, mood disorders, schizophrenia, substance abuse, sexual disorders, and dependence, violence and abuse, and personality disorders are studied. Etiology, diagnosis, prognosis, research, prevention and therapy are considered. The interactions among biological, psychological, social and cultural factors are emphasized. Prerequisite: PY111.

PY290 Experimental Psychology and Statistics

3 credits

This course is designed to give students an opportunity to develop knowledge and skills associated with research, including: reading research, collecting data, interpreting data analysis, and reporting results. Emphasis is placed on experimental design (e.g., comparisons among experimental and non-experimental approaches, threats to internal and external validity), interpretation of statistics (e.g., descriptive statistics, correlation, one and two-way ANOVA), reporting results, and research ethics. Prerequisites: PY111 and either ST132 or ST232.

PY291–309 Special Topics in Psychology

1 credit

These courses are designed to provide an opportunity to survey and discuss current trends and meet special needs of students. Often the course includes both a theoretical and experiential emphasis. Topics will vary from year to year depending on student and faculty interest. Prerequisites will vary, consult instructor; course requires consent of the instructor and chair.

PY298 Field Exploration

1–3 credits

Students participate in a professional experience related to their particular interests under faculty supervision. This hands on experience should average ten hours or more per week, dependent upon the number of credits. Prerequisites: PY111 and consent of the instructor and chair.

PY305 Learning and Cognition

4 credits

Learning and cognition will engage students in learning principles and cognitive psychology. Using a historical perspective in psychology, students first examine classical conditioning, operant conditioning, and observational learning, including the ideas of Pavlov, Watson, Skinner, and Bandura. In the second half, the courses focuses on the roles of perception, attention, and memory in the process of cognition. Students participate in computer-based laboratory simulations and experiments outside of class. Emphasis is placed on the students' abilities to critically analyze readings, research methodology, and research data, as well as to effectively communicate their ideas in writing. Prerequisites: PY111 and either PY211 or PY220, or consent of instructor.

PY310 Social Psychology

3 credits

Social psychology is the scientific study of how we perceive people and social events as well as how we influence and relate to one another. Areas covered include: social cognition, prejudice, discrimination and stereotyping; the self; interpersonal attraction and close relationships; helping; aggression; attitudes and persuasion; conformity, compliance and obedience. Applications of social psychology to academics, the workplace, the media, and social relations are examined. Recommend: ST132 or ST232 or consent of instructor. Prerequisites: PY111, and either PY211 or PY220.

Psychology

PY313 Advanced Experimental Psychology/Statistics

3 credits

This course is designed so that students understand statistics in the behavioral sciences at conceptual and practical levels using actual datasets and data from a group project. Students engage the assumptions behind statistical tests, the mechanics of SPSS to analyze data, interpret findings, and troubleshoot experimental and survey-based data. Students learn about setting up data, cleaning data, manipulating, and representing data. Students utilize correlations, regressions, t-tests, ANOVA, chi-square, and logistic regression to analyze data. They also evaluate questionnaires using Cronbach's alpha and factor analysis. Prerequisites: PY290/311 or PS242/S250.

PY314 Experimental Psychology Laboratory

1 credit

This course is designed to provide practical experience in research design, administration, analysis, interpretation, and combination of findings. Each student identifies a researchable problem and reviews the relevant research. Each student then designs a study, collects and analyzes data, and presents his/her findings in a written report following the APA format. Prerequisites: PY111, PY290/311, ST132 or ST232, and concurrent with PY313.

PY340 Biopsychology

4 credits

Biopsychology provides an overview of physiological, genetic and evolutionary explanations of behavior. Areas covered include neurophysiology, psychopharmacology, brain imaging techniques, addiction, learning and memory, body weight regulation, circadian rhythms, stress and health, psychological disorders and biological therapies. The interrelationships among social, genetic and neurologic processes are examined. Recommend PY211 and PY220. Prerequisites: PY111 or consent of instructor.

PY370 Personality Psychology

4 credits

Personality psychology examines the question, "What does it mean to be a person?" This course includes historical ways in which we have tried to understand human persons. Classical personality theories including psychodynamic, cognitive, behavioral, trait and humanistic/existential are studied and evaluated. Contemporary research in personality areas such as attachment, temperament, the big five traits, and psychological well-being is studied and integrated with historical and classical approaches. Prerequisites: PY111, PY220, and PY310; PY305 also required or consent of instructor.

PY410 Individual and Group Counseling

3 credits

This course offers an introduction to basic and advanced interviewing skills in counseling psychology. Individual counseling, group counseling, and ethical and professional issues are examined. Students consider research and theory, and apply these to speciality groups. Some hands-on experience with basic skills in individual and group formats are supervised and required. Prerequisites: PY220, PY370 or consent of instructor.

PY426 Clinical and Counseling Psychology

4 credits

This course is designed to cover the issues relevant to clinical psychology, tests, and measurement. The course considers the broad field of clinical psychology, including diagnosis, interviews, mental status exams, intervention, prevention, ethics, and contemporary research. Additionally, assumptions underlying psychological testing and test development is explored. Approaches to assessment of personality, behavior, ability, achievement, and neuropsychological functioning is explored. Students conduct mock clinical interviews in addition to creating and administering testing. Recommended: PY410. Prerequisites: PY111, PY220, PY290/311, PY370;

PY470–479 Seminars in Psychology

1–3 credits

These are courses of particular areas of psychology determined by faculty and student interest. Seminars offerings are predicated upon faculty availability. Prerequisite: PY111 and consent of faculty.

Psychology

PY488 Internship Planning

1 credit

This course will be taken the semester before a student does an internship. Students will be required to acquire relevant information about possible internship sites; contact prospective supervisors; discern whether one has sufficient interest, motivation and training for said internship. Student will meet with department faculty for an interview, will prepare self goals and objectives and will create a bibliography representative of the partitive experience. Students will meet individually and in groups with the instructor. Prerequisite: junior standing, PY211, PY220, PY305, PY310, PY290/311 or consent of the instructor. Graded pass/no credit.

PY489 Thesis Planning

1 credit

This course will be taken before the student conducts a thesis study. Students are required to identify an area for research, conduct a literature review, select or construct appropriate instrument/apparatus, design, write, and present a research proposal. Pilot work is expected. The course is conducted primarily on an independent basis in consultation with the instructor. Recommend PY313 and PY314. Prerequisite: PY290/311 and junior standing. Graded pass/no credit.

PY490 Research: Data Collection

1 credit

In this course, students conduct collect data for their experiment or study, enter the data, and start to analyze the data. Independent research is emphasized in consultation with the instructor and an advisor. Recommend: PY313 and PY314. Prerequisite: PY290/311, PY312, and PY489. Graded pass/no credit.

PY491 Thesis

1 credit

In this course students analyze, interpret, and integrate their findings for their experiment or study; complete a written report following APA guidelines, and make a formal presentation. Independent research is emphasized in consultation with the instructor and an advisor. Prerequisites: PY290/311, PY489, and PY490. Graded pass/no credit.

PY495 Comprehensive Final Examination

0 credits

The comprehensive examination is one of three methods by which a student majoring in psychology may complete the requirements for a psychology major. Prerequisites: Completion of psychology curriculum and consent of the department chair. Graded pass/no credit.

PY496/497 Internship in Psychology

1–17 credits

Students participate in supervised field work. Placements include group homes, residential treatment centers, day treatment centers, nursing homes, hospitals, psychological clinics, personnel offices, chemical dependency centers. Prerequisites: completion of the Psychology core, course work appropriate to the internship, approval from the internship director and chair. Three credits may be letter graded and the remaining credits are graded pass/no credit.

PY498 Internship Integration

1 credit

Students research and write an integrative in-depth paper based upon the student's internship experience. The course is taken subsequent to or concurrent with the internship. Papers include theoretical and empirical studies contained in the bibliography developed in PY488 and relevant to the internship experience. Students make presentations to faculty and peers based on their paper and internship. Prerequisites: PY488, PY496/497. Graded pass/no credit.

Saint Teresa Leadership

Saint Teresa Leadership and Service Institute for Women **Holly Jean Ríchar, M.A., Director**

The Saint Teresa Leadership and Service Institute for Women is an all-female community within the broader co-educational Saint Mary's community. The students in the institute are committed to a living and learning environment that prioritizes service activities and the nurturing and development of each woman's leadership potential. Embracing Franciscan, Teresan and Lasallian values, the institute encourages women to grow intellectually, socially, spiritually and culturally; and celebrates personal integrity, excellence and service.

The mission of the Saint Teresa Leadership and Service Institute for Women is in the tradition of courageous women: the institute nurtures women's leadership potential; encourages women to grow intellectually, socially, spiritually, and culturally; and celebrates personal integrity, excellence and service.

The institute is comprised of three core components:

- The women live together in community for their first two years at SMU;
- The women take select courses together in women's focused classrooms, and complete a six-credit leadership and service curriculum; and
- The women participate in a variety of co-curricular activities, including life-skills workshops, leadership seminars, service learning, mentoring, and other on- and off-campus opportunities aimed at opening their minds to new ideas, people, and experiences.

Program goals

- Provide a joyful, diverse and supportive community of women that fosters self-confidence and a holistic approach to personal growth;
- Provide experiences that awaken and foster the development of self-awareness, creativity, and the skills essential to developing one's leadership potential and commitment to service;
- Build awareness and instill an appreciation for the Teresan, Franciscan and Lasallian values that make up the identity of the institute;
- Develop the intellectual habits necessary for responsible self-direction and a commitment to excellence in fully utilizing one's gifts and abilities; and
- Cultivate habits for personal well being and lifelong balance in pursuit of career, family, and community service.

Students in the institute are required to complete six elective credits of coursework as members of the institute. In addition to these credits, students in the institute will, when possible, take their general education courses in women's focused courses. These are sections of the Lasallian Core Traditions (LCT) courses where the professor has agreed to offer the course with a women's focus or perspective as one of the key approaches to the subject matter. While these courses do not preclude men, they are meant to consciously incorporate a woman's focus on the subject matter. Precisely how a woman's focus is incorporated into the course is up to the individual instructor. Each of the women's focused sections in the Lasallian Core Traditions (LCT140, LCT225, LCT375, and LCT475) maintains the goals and objectives as established by the faculty in the Lasallian Core Traditions Program with the added goal and outcome:

- Women's focus goal: Students will understand and learn by consciously employing a women's perspective on the subject matter of the course; and
- Outcome: Students should be able to articulate in writing and orally in class discussions how the subject matter might be understood and experienced differently for women.

Class discussion, papers, presentations, and examinations will be used to assess student application and comprehension of a women's perspective on the subject matter.

Saint Teresa Leadership

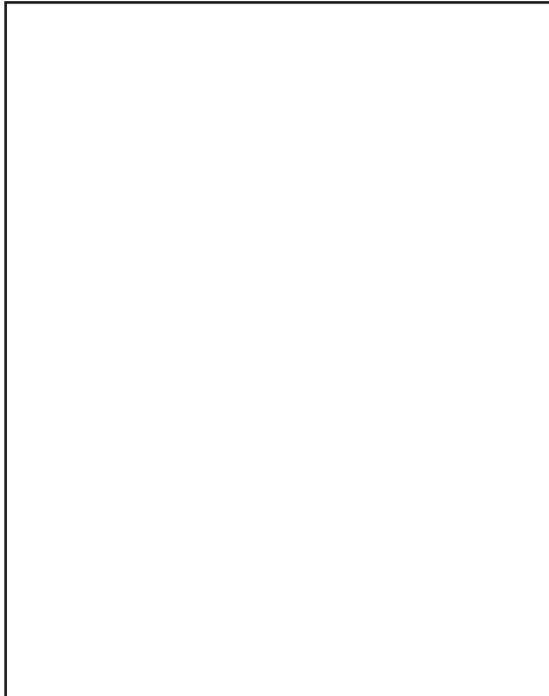
Women in the Lasallian Honors Program who complete general education requirements in the Lasallian Honors Program meet the requirements for the institute.

Program Courses

ST1115 The Symbiosis of Teresan, Franciscan & Lasallian Traditions 2 credits
This course provides the broader context for the Saint Teresa Leadership and Service Institute students, and serves as the foundation for our study of leadership and service. As a complement to the Lasallian core traditions courses, this course brings together the study of Lasallian traditions with those of the Saint Teresa of Avila and Saint Francis of Assisi. In order to respect and honor the legacy of the College of Saint Teresa, our namesake, this course provides a focused study of the Teresan values of loyalty, purity and truth and the Franciscan values of charism for the poor, simplicity, and stewardship of the earth, among others.

ST1215 Leadership Theory and Practice 2 credits
This course surveys the multitude of competing leadership theories and styles from a more academic perspective and method than that often applied in the pop-culture leadership material. This course will introduce students in the Saint Teresa Leadership and Service Institute to a deeper and more comprehensive understanding of what it means to be a leader.

ST1315 Women in Leadership and Service 2 credits
The purpose of this course is to provide a focused study of the role of women in our society today based on demographic, social, economic and other data. A broad overview of the history and state of women in our society will be presented. Student work will focus on research, writing and presenting on the role of women today and the future role of women in their particular field of study and areas of interest.



Social Science

Social Science

David Lynch, Ph.D., Chair

The social science department houses the following programs: criminal justice, human services, mass communications, political science, and sociology. The department's programs examine numerous elements of society, as described in the major descriptions listed below. All departmental programs include a mixture of theory and practice, and stress clarity in written communication, oral communication, and critical thinking.

Majors offered:

Criminal Justice Program

Criminal Justice (either a Corrections or Law Enforcement track)

Human Services Program

Human Services

Mass Communications Program

Electronic Publishing

Journalism

Public Relations

Political Science Program

Global Studies

Political Science (either an American/International Politics or Public Administration/Policy track)

Sociology Program

Social Science

Social Science Education

Sociology

Criminal Justice Program

Tricia Klosky, Ph.D., Coordinator

The criminal justice program is an applied interdisciplinary program in the social sciences emphasizing a liberal arts approach to the administration and understanding of and practice in the criminal justice system. The program is designed to prepare students for a variety of entry-level positions in criminal justice and to provide them with a knowledge of the causes of crime, as well as the workings of the criminal justice system (police, courts, and corrections) and law in society.

General Goals for Learning

Students will:

- Have an understanding of the principles underlying the functions of the criminal justice system and its relationship to society at large;
- Have a thorough understanding of the role of criminal justice professional in the fields of law enforcement, corrections, and the courts;
- Possess the skills necessary to think clearly, independently, and critically about the fundamental issues in criminal justice; and
- Possess the foundations necessary for professional careers in the criminal justice fields, successful graduate study, or law school.

Criminal Justice Major (46 credits plus 1-17 credit internship):

The criminal justice major is intended to provide an overview of criminal justice institutions, the causes of crime, and issues relating to social control. The major is structured around a core of criminal justice courses on such topics as law enforcement, the judicial process, drugs and crime, and correctional processes. The course of study consists of a general overview of the components of the criminal justice system with the overall goal of exposing students to a wide variety of academic disciplines: human services, political science, psychology, and sociology.

Social Science

The corrections track is designed for students who wish to work in a correctional setting for juveniles or adults (e.g., probation officer, correctional caseworker, drug counselor, parole officer, or correctional guard).

The law enforcement track is designed primarily for students who wish to become local, state or federal law enforcement officers (e.g., city police officers, state highway patrol officers, or Federal Bureau of Investigations agents). In order to become a police officer in Minnesota, a student must be licensed by the Minnesota Peace Officers Standards and Training Board (POST). This licensing is a two-step process requiring certification of graduation by an accredited college or university with a POST approved program and the passage of a statewide POST-administered examination. The peace officer education program at the university is certified by the Minnesota Board of Peace Officer Standards and Training (POST Board), 1600 University Avenue, Suite 200, Saint Paul, Minnesota 55104-3825; telephone: 651-643-3060.

Criminal Justice Core:

A. All of the following:

CJ111	Introduction Criminal Justice
CJ250	Police Process
CJ302	Correctional Processes
PS332	American Constitutional Law II
S110	Sociological Imagination
S250	Logic of Analysis
S301	Crime and Delinquency
S320	Children and the State
S350	Field Methods

B. One of the following:

ST132	Reasoning with Statistics
ST232	Introduction to Statistics

C. Section C or D:

CJ489	Thesis Development
CJ490	Research in Criminal Justice

D. Section C or D:

CJ496/497	Internship: Criminal Justice
CJ498	Internship Integration

Corrections Track:

A-D. Criminal Justice Core

E. All of the following:

CJ352	Drugs in American Society
CJ425	Ethnicity, Class & Gender
HS306	Case Management
HS352	Public Policy
S305	Political and Social Thought II

Law Enforcement Track:

A-D. Criminal Justice Core

E. All of the following:

CJ352	Drugs in American Society
CJ402	Minnesota Criminal Law
CJ460	Law Enforcement Professional
PY220	Abnormal Psychology

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Criminal Justice Minor (18 credits):

A. The following courses:

CJ111 Introduction to Criminal Justice

CJ250 Police Process

B. Twelve upper division credits selected in consultation with the student's Criminal Justice advisor.

Program Courses

CJ111 Introduction to Criminal Justice 3 credits
This course is intended to provide the students with an introduction to the historical, political and social aspects of the criminal justice system. Students explore issues that impact the overall functioning criminal justice system, with a focus on the three main components of the system: police, courts and corrections.

CJ250 Police Process 3 credits
This is an in-depth study of the organization management, and function of the police in our modern pluralistic society. Topics covered will include: basic police administration and organization relative to police staff and operational functions, operational methods, basic criminal investigative techniques, written and oral communications to include report taking, writing, and testifying in court, and an overview of the legal requirements regarding criminal procedure and evidence.

CJ298 Field Exploration 1–3 credits
Supervised field work in particular areas of the student's interest is available as needed. The student is expected to commit at least ten hours per week to the field experience (varies according to the number of credits assigned to the field experience). Prerequisite: consent of the criminal justice coordinator.

CJ302 Correctional Processes 3 credits
This course examines the history, philosophies, and components of the American correctional system. It provides an overview of the origins of corrections and an introduction to the philosophical ideas with which specific correctional approaches are associated. The history, nature and recent developments of major institutions and programs that make up the current correctional system: jails, probation, intermediate punishments, prison, and parole are explored. Prerequisites: CS111 and S110.

CJ352 Drugs in American Society 3 credits
The primary objective of this course is to provide a comprehensive survey of the use and/or abuse of drugs in the United States and their impact on the criminal justice system. Special attention is given to the historical and sociological contexts in which drug laws have evolved and the implication of those laws on drug prevention policies. Prerequisite: CJ111 or S110.

CJ402 Minnesota Criminal Law 4 credits
Learning objectives of this course include an understanding of the problems faced by entry-level police officers in the area of criminal warrants and confessions, stop-and-frisk, and pre-trial identification procedures. A detailed understanding of the Minnesota Criminal Statutes is also expected.

CJ425 Ethnicity, Class and Gender 3 credits
This course provides numerous theoretical perspectives on ethnicity, class and gender along with a variety of activities which ensure each student an opportunity for developing an experience base with members of various ethnic, social class and gender communities. Also offered as S425. Prerequisite: S110.

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CJ452 Victimology 3 credits
This course will examine the multifaceted problem of criminal victimization. The historical and emerging roles of victimology as a field of study are examined and special attention is paid to the theoretical and policy aspects of the field. Also offered as HS455.

CJ460 Law Enforcement Professional 4 credits
Learning objectives of this course include understanding the evolution of Law Enforcement, and the different issues that present themselves during this process. Each student is expected to demonstrate an understanding of the: selection and socialization of police professionals; organizational management; police deviance: corruption and controls; minorities in policing; community-based policing; the use of force and the hazards of police work. Prerequisite: CJ250.

CJ469 Individual Research 1–3 credits
Students taking this course will be required to do individual research. A criminal justice faculty member will supervise the project. Prerequisite: consent of the supervising faculty member.

CJ489 Thesis Development 1 credit
Registration for this course initiates a student's work on the thesis requirement. The student is expected to select a topic and design the research project. The course is conducted primarily on an independent basis in consultation with the student's advisor. Prerequisite: S342.

CJ490 Research in Criminal Justice 2 credits
In this required course for majors, the student must complete an original research project. Prerequisite: CJ489.

CJ491–495 Seminars in Criminal Justice 1–3 credits
Specialized courses will be offered according to particular areas of student interest and need. Prerequisite: consent of criminal justice coordinator.

CJ496/497 Internship in Criminal Justice 1–17 credits
An off-campus internship provides qualified juniors or seniors an opportunity to participate in field experience under the guidance and supervision of competent professionals. Prerequisite: consent of criminal justice coordinator.

CJ498 Internship Integration 2 credits
Credit for this course involves an in-depth paper based on a student's experience in a criminal justice internship. In order to register for CJ498 the student's internship must be for at least six semester credits. The paper involves an integration of theoretical and empirical research on a topic related to the student's actual internship experience. The paper must be written under the supervision of a criminal justice faculty member.

Human Services Program

Valerie Edwards Robeson, M.S.S. W., Coordinator

Human services is a complex social system designed to prevent, identify, and respond to the problems people can experience in daily living, such as poverty, abuse, illness, and social isolation. The human services program prepares students for entry-level human services employment and graduate study in related fields.

General Goals for Learning

Students will:

- Understand the interactive nature of persons and their environments;

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- Be able to select, plan, implement, and evaluate interventions which respond to problems in daily living, and which promote human well-being;
- Possess the range of communication and information management skills necessary for the various roles filled by human services professionals; and
- Engage in reflective ethical practice, guided by self-awareness and professional self-management.

Human Services Major (37-38 credits plus thesis or internship):

The professionals who work in human services are generalists who have knowledge and skills that allow them to work with a variety of vulnerable populations such as the elderly, children, persons with mental illness, persons with disabilities, or victims of violence. Generalist human services professionals are often 'front line' workers and have daily contact with vulnerable individuals and families. These professionals work with interdisciplinary teams to assess functioning and develop service plans, coordinate services, provide support, and work for social change.

A. Practice Core: All of the following:

- HS111 Introduction to Human Services
- HS211 Interviewing and Assessment
- HS306 Case Management

B. Research Core: Three of the following:

- PY290 Experimental Psychology and Statistics
- S250 Logic of Analysis
- S350 Field Methods
- ST132 Reasoning with Statistics

C. Human Development Core: All of the following:

- B200 Human Biology
- B201 Human Biology Lab
- PY111 General Psychology
- PY211 Developmental Psychology

D. Three upper division courses approved by the program coordinator.

E. Section E or F: Both of the following:

- HS489 Thesis Development
- HS490 Research: Human Services

F. Section E or F: All of the following:

- HS495 Human Services Internship Preparation
- HS496/7 Human Services Internship (minimum 6 credits)*
- HS498 Human Services Internship Integration

A student may complete the internship requirement with an approved semester study abroad program; consult with the program coordinator to discuss options.

Human Services majors are strongly encouraged to achieve basic Spanish language proficiency and to complete at least 400 hours of related service work through volunteering, service learning, field experience and internships.

Program Courses

HS111 Introduction to Human Services

3 credits

Students trace the development of human services as a profession, identify employment options for human services professionals, and examine the various social problems to which human services professionals respond, including but not limited to child abuse, domestic violence, homelessness, immigration, mental illness, needs of the frail elderly, sexual assault, and substance abuse. Students complete 25 hours of service (approximately 1.5 hours/week) in an assigned local human services agency outside of class for the laboratory component of the course.

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- HS211 Interviewing and Assessment** 3 credits
Students practice and demonstrate skills for intentional attending, development of therapeutic rapport, culturally competent interviewing and assessment, and solution-focused intervention planning. Pre-requisite: HS111.
- HS298 Field Exploration** 1–3 credits
Students complete field work in approved human services programs related to individual interests. Students, who must meet University eligibility standards, arrange placement with the assistance of the academic advisor. Prerequisite: HS211.
- HS306 Case Management** 3 credits
Case management is a vital professional skill. In this course students apply informal and formal assessment strategies to family units, identify and document problems in daily living as experienced by various populations, practice decision-making regarding ethical dilemmas, and document generalist case management services using professional practice standards. This course is appropriate for psychology or criminal justice/corrections track majors. Prerequisite: HS211 or PY410.
- HS352 Public Policy** 4 credits
This course is devoted to a thorough review, analysis and evaluation of public welfare policy and at least one other topic. These topics may include but are not limited to the following: health care, environmental regulations, energy; consolidation of federal programs; affirmative action, etc. Special emphasis is given to the formulation, adoption, implementation, impact, and evaluation of public policy. Also offered as PS370.
- HS450 Macro Assessment and Evaluation** 4 credits
In this course students apply quantitative and qualitative research methods in the assessment of community or program functioning, the development and evaluation of human services-related programs, and decision-making regarding the allocation of resources in response to social problems. This course is offered every other year. Prerequisites: S350/PS342 and either PS242/S250 or PY311.
- HS465–475 Seminars in Human Services** 1–4 credits
Specialized courses are offered in areas of particular interest to students and faculty. Examples include adoption, career and vocational development, immigration, substance abuse, and welfare reform.
- HS489 Thesis Development** 1 credit
In this course a student begins work on the thesis requirement. The student is expected to select a relevant topic, review relevant scholarly literature and design a research project. The student develops the project independently with mentoring by the academic advisor. Prerequisites: completion of research core of the major and consent of the academic advisor.
- HS490 Research in Human Services** 2 credits
In this course the student is expected to complete the research project designed in HS489. The student develops the project independently with mentoring by the academic advisor. Prerequisite: HS489.
- HS495 Internship Preparation** 0-1 credit
Taken the semester before the student completes an internship, students work individually and as a group to evaluate internship readiness; identify possible internship sites; initiate interviews with prospective internship supervisors; review the literature about the population to be served; and develop learning contracts for secured internship sites. Students must meet University internship eligibility requirements. Prerequisites: completion of HS211 and HS306 with grades of C or better. Graded pass/no credit.

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HS496/497 Human Services Internship

1–17 credits

This is an off-campus experience that provides qualified juniors or seniors with opportunities to participate as members of established human services site teams. The student's academic advisor, in conjunction with the University's Career Services office and on-site professionals, provide supervision and guidance during the internship. Prerequisites: B200, B201, HS111, HS211, HS306, HS495, PY111, and PY211. Co-requisite: HS498.

HS498 Internship Integration

2 credits

Students engage in evidence-based self-assessment and peer review as they synthesize professional knowledge and skills during the internship. This course is designed as a distance-learning experience to accommodate students completing geographically-distant internships. Co-requisite: HS496/7.

Mass Communication Program

Dean Beckman, M.S., Coordinator

Mass Communication students study and practice the conveying of information, ideas and opinions to various audiences. Students can choose between Electronic Publishing, Journalism or Public Relations majors. Minors are also offered in all three areas.

Besides building communication skills, the mass communication programs emphasize the importance of ethical conduct by media practitioners. Students also learn about the historical and contemporary effects of media messages on the society at large.

Because the mass media affect many aspects of a diverse contemporary society, students are encouraged to obtain a broad liberal education, choosing courses from disciplines such as English, art, business, political science, history, mathematics, sociology and psychology.

General Goals for Learning

Students will:

- Be able to write and present at a professionally acceptable level for the mass media and public relations/electronic publishing fields;
- Have the ability to be proficient at word processing, desktop publishing, and graphic design;
- Be able to understand the effects of the mass media on individuals and society, and be conversant in ethical implications of media practices; and
- Be able to apply current events to a deeper understanding of various communication techniques and media.

Mass Communication Core:

A. All of the following:

AR103	Art Foundations
AR303	Graphic Design I
E295	Practical Grammar & Usage
MC111	Introduction to Mass Communication
MC201	Reporting I
MC308	Editing
MC488	Contemporary Issues in Mass Communications
MC497	Internship (3 credits minimum)

Electronic Publishing Major (41 Credits)

Electronic publishing is an interdisciplinary course of study combining course work from five academic departments (mass communication, art, business, English and computer science). Electronic publishing strives to prepare students for careers in a variety of communication-related fields and capitalizes upon new technologies while grounding students in the liberal arts tradition.

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A. Mass Communication Core

B. All of the following:

- AR344 Photo Digital Imaging
- AR403 Graphic Design II
- CS102 Introduction to Computer Applications
- MC312 Electronic Prepress Publishing

C. Six credits selected from the following:

- MC230 Principles of PR
- MC298 Field Exploration
- MC301 Reporting II
- MC314 PR Writing
- MC331 Reporting Govt. Affairs
- MC400 PR Research
- MC410 Media Law
- MC443 Case Studies in Public Relations
- MC498 Special Topics
- MG219 Principles of Management
- MK217 Principles of Marketing
- MK372 Advertising
- S110 Sociological Imagination

Journalism Major (41 Credits)

Journalism is a necessary component of a free, democratic society. In a meaningful context, it provides the public with information on the day's events and issues. Students learn how to identify, gather, organize, write, edit, and publish news stories in a variety of formats using legal and ethical frameworks.

A. Mass Communication Core

B. All of the following:

- AR344 Photo Digital Imaging
- MC301 Reporting II
- MC331 Reporting Governmental Affairs
- MC410 Media Law

C. Six credits selected from the following:

- AR403 Graphic Design II
- CS102 Introduction to Computer Applications
- MC230 Principles of PR
- MC298 Field Exploration
- MC314 PR Writing
- MC400 PR Research
- MC443 Case Studies in Public Relations
- MC498 Special Topics
- MG219 Principles of Management
- MK217 Principles of Marketing
- MK372 Advertising
- S110 Sociological Imagination

Public Relations Major (41 Credits)

Public relations is a management function that plans an organization's communications objectives and programs. Students learn that public relations professionals try to promote goodwill for their organizations, primarily by transmitting information to a variety of publics and constituencies.

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A. Mass Communication Core

B. All of the following:

- MC230 Principles of PR
- MC314 PR Writing
- MC400 PR Research
- MC443 Case Studies in Public Relations

C. Six credits selected from the following:

Special Topics

- AR344 Photo Digital Imaging
- AR403 Graphic Design II
- CS102 Introduction to Computer Applications
- MC298 Field Exploration
- MC301 Reporting II
- MC331 Reporting Govt. Affairs
- MC410 Media Law
- MC498 Special Topics
- MG219 Principles of Management
- MK217 Principles of Marketing
- MK372 Advertising
- S110 Sociological Imagination

Electronic Publishing Minor (18 credits):

This minor is not available to students majoring in electronic publishing, public relations or journalism.

A. All of the following:

- AR103 Art Foundations
- AR303 Graphic Design I
- AR344 Photo Digital Imaging
- AR403 Graphic Design II
- CS102 Introduction to Computer Applications
- MC312 Electronic Prepress Publishing

Journalism Minor (18 credits)

This minor is not available to students majoring in electronic publishing, public relations or journalism.

A. All of the following:

- AR344 Photo Digital Imaging
- MC111 Introduction to Mass Communication
- MC201 Reporting I
- MC301 Reporting II
- MC308 Editing
- MC331 Reporting Government Affairs

Public Relations Minor (18 credits)

This minor is not available to students majoring in electronic publishing, public relations or journalism.

A. All of the following:

- MC111 Introduction to Mass Communication
- MC201 Reporting 1
- MC230 Principles of PR
- MC314 PR Writing
- MC400 PR Research
- MC443 Case Studies in Public Relations

Social Science

Department Courses

MC111 Introduction to Mass Communication 3 credits
A study of the history, production methods, and social and economic factors of the mass media. This course gives students an understanding of print media, broadcast media and public relations by analyzing the technical development and social impact of media.

MC201 Reporting I 3 credits
Principles and practice in journalistic writing and related skills and theory, including style and conventions of journalistic writing, news judgment criteria, techniques for interviewing, ethical dimensions. Extensive writing in and out of class. Prerequisites: keyboard fluency and either E120 or E220.

MC230 Principles of Public Relations 3 credits
Theory, history, and practice of public relations in society; consideration of public relations programs, the process of influencing public opinion, the responsibilities of the public relations practitioner, ethics of public relations practice, and professional public relations organizations. Prerequisite: MC111.

MC298 Field Exploration 1–3 credits
Practical application of various media communications techniques. Prerequisite: consent of mass communications coordinator.

MC301 Reporting II 3 credits
Hands-on experience in identifying, pursuing, and writing news stories; principles and practice in writing various news-story types. Prerequisites: MC111, MC201, or consent of instructor.

MC308 Editing 3 credits
Exploration of and experience in the professional skills needed to produce news and public relations materials. Includes copy editing, grammar, style and headline writing; organization and structure of texts in news and public relations; computerized editing functions. Prerequisites: MC111 and MC201. Students who take MC201 and MC301 must take them prior to, not concurrently with, MC308 unless permission is granted by instructor of MC308.

MC312 Electronic Prepress Publishing Systems 3 credits
This is an advanced course in which state-of-the-art computer software is integrated with the fundamentals of publishing. Preparing computer files for printing. Prerequisite: AR403 or consent of instructor.

MC314 Public Relations Writing 3 credits
Intensive writing in the forms characteristic of public relations; practice in writing news releases, fact sheets, newsletters, company periodicals, brochures, annual reports, and corporate advertising. Prerequisites: MC111, MC201, and MC230.

MC331 Reporting Governmental Affairs 3 credits
An examination of units of local and state government and their coverage in the news media; projects designed to familiarize students with the workings of governmental and quasi-governmental agencies. Prerequisites: MC111, MC201, and MC301.

MC400 Public Relations Research 3 credits
This course will provide students with an understanding of terms and applications of both quantitative and qualitative public relations research, measurement and evaluation. Students will learn what public relations practitioners do to research and evaluate PR campaigns, and then conduct research projects. This course is usually taken in the junior or senior year, but must be taken prior to enrollment in MC443. Prerequisites: Prerequisites: MC230 and ST132.

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MC443 Case Studies in Public Relations

3 credits

Public relations case studies in various organizations including the application of public relations techniques to representative problems and communications materials for various media are planned and prepared. Prerequisites: MC111, MC230, MC314, and junior or senior standing.

MC488 Contemporary Issues in Mass Communication

3 credits

An examination of contemporary ethical situations regarding the media professional's role in determining guidelines to provide the public with relevant contextual material. Emphasis in this course is placed upon an understanding of the limits and guarantees of the First Amendment, the four major theories of the press and the practice of communications as part of a community. Prerequisite: junior or senior standing.

MC497 Internship: Media Communications

1–17 credits

An opportunity for qualified juniors or seniors to participate in a field experience under the guidance and supervision of competent professionals. Prerequisite: consent of mass communications coordinator.

MC498 Special Topics in Media Communications

1–3 credits

Examinations of specific media-related issues and practices; such courses, when offered, will be offered on the basis of student and faculty interest and availability of appropriate faculty to teach those courses.

Political Science Program

David Lynch, Ph.D., Coordinator

Political science is devoted to the study of the individual as a political being acting in association with others to accomplish public ends. As an academic discipline, it deals primarily with the description and analysis of political systems and political behavior.

General Goals for Learning

Students will:

- Develop the ability to think critically and write clearly about important political questions or cross-cultural and global issues;
- Enhance their global citizenship through an awareness of the global dimensions of personal choices and public policies;
- Enhance an active democratic citizenship through the development of practical political awareness and experience at political activism; and
- Enhance their analytical and presentation skills devoted to political and global topics through class presentations.

Global Studies Major (37 credits):

Global studies focuses on global and cross-cultural issues, trends and relations. The major does so by using numerous academic disciplines' approaches from both the social sciences and the humanities. In order to enhance cross-cultural skills and global awareness, majors are required to either study abroad for a semester or complete an internationally orientated internship. The global studies major will prepare students for careers requiring cross-cultural and global awareness, including careers in international organizations, internationally focused government agencies, charities, schools, or businesses through a factual understanding of global issues, trends and relations.

A. All of the following:

AN300	Intro to Anthropology
GE305	Geography
H125	Europe and the World

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PS313 International Relations

PS320 Comparative Politics

B. One of the following:

BU215 Business Statistics

ST132 Intro to Statistics

C. Language requirement:

Two years or equivalent of college level modern language

D. Study abroad or internationally orientated internship (consent of chair required)

E. Core: six elective courses totaling 18 credits from E, F, G & H with a minimum of 1 course from each of E, F, G & H (either H311 or PS314, not both):

LCT375 Global Issues

PS314 American Foreign Relations

PS315-319 Topics in International Relations course

PS321-329 Topics in Comparative Government course

S450 Population

F. Economic/Business: six elective courses totaling 18 credits from E, F, G & H with a minimum of 1 course from E, F, G & H:

EC440 International Trade

MG410 International Management

MK430 International Marketing

PS317 International Political Economy

G. Cultural: six elective courses totaling 18 credits from E, F, G & H with a minimum of 1 course from E, F, G & H:

AR371 Art History I

AR372 Art History II

E381 Adventures of the Writer in World Literature

F331 French Civilization/Culture

F332 Francophone Societies

F443 French/Francophone Novel

F444 French/Francophone Short Story

F445 French/Francophone Theatre

F447 La Litterature engage

MU341 Music History I

MU342 Music History II

SP331 Civilization/Culture of Spain

SP332 Civilization/Culture of Latin America

SP443 Medieval/Renaissance Spanish Literature

SP444 18th-19th Century Spanish Literature

SP445 Latin American Literature through 18th Century

SP446 19th-20th Century Latin American Literature

TH300 Christianity in a Global Context

H. History: six elective courses totaling 18 credits from E, F, G & H with a minimum of 1 course from E, F, G & H (either H311 or PS314, not both):

H311 U.S. Foreign Relations

H315 American-East Asian Relations

H325 Cross Cultural Encounters

H366 Modern Europe 1789-1914

H367 Europe in the Era of World War I 1914-1945

H368 Contemporary Europe

H380 Imperial Russia

H381 20th Century Russia

H390 Modern China

Social Science

Political Science Major (43 credits):

These majors prepare students for governmental careers, law or graduate school through the development of a factual understanding of American government and administration, politics, policy and institutions, and international issues over four years of study;

Political Science Core

A. All of the following:

PS102	American National Government
PS242	Logic of Analysis
PS304	Political and Social Thought I
PS305	Political and Social Thought II
PS313	International Politics
PS320	Comparative Politics
PS342	Field Methods
ST132	Reasoning with Statistics

American/International Politics Track:

- A. Political Science Core
- B. Six credits International & Comparative Government (courses numbered PS314–329 excluding PS320)
- C. Six credits American Government & Law (courses numbered PS331–339)
- D. One political science seminar

Public Administration/Public Policy Track:

- A. Political Science Core
- B. The following course:
 - PS250 Fundamentals of Public Administration
- C. One of the following:
 - PS352 Planning, Budgeting, and Control
 - PS353 Public Personnel Administration
- D. Six credits Public Policy & Public Administration from the following:
 - PS370 Public Policy
 - PS373 Terrorism
 - PS371-379 Other Political Science Seminars
- E. One public administration seminar

Global Studies Minor (19 credits)

- A. All of the following:
 - AN300 Intro to Anthropology
 - GE305 Geography
 - H125 Europe and the World
 - PS313 International Relations
 - PS320 Comparative Politics
- B. One of the following:
 - BU215 Business Statistics
 - ST132 Intro to Statistics
- C. Language Requirement: one year or equivalent of college level modern language.

Political Science Minor (20 credits):

Completion of the four political science common core courses as listed, plus 6 credits from upper-division political science courses constitutes a minor. The minor provides breadth and foundation in the discipline and is an excellent supplement to other liberal arts majors.

Social Science

A. All of the following:

- PS102 American National Government
- PS242 Logic of Analysis
- PS342 Field Methods
- ST132 Reasoning with Statistics

B. Six credits upper-division electives.

Program Courses

PS102 American National Government 3 credits

A basic course on the nature and purpose of our U.S. political system; includes the Constitution, institutions, processes and persons that combine to form our federal government. The student is exposed to a variety of approaches to political study.

PS242 Logic of Analysis 4 credits

This course examines the major perspectives in conjunction with an instruction in the logic and procedures of gathering information about social phenomena. The course covers such topics as: the logic of the scientific method, research design, hypotheses formation, theory and methods of scaling, and research analysis. Prerequisite: ST132 or ST232. Also offered as S250.

PS250 Fundamentals of Public Administration 3 credits

An overview of the field of public administration, the course includes the development and growth of public administration, organization theory, personnel administration, leadership, budgeting, administrative law, and public policy.

PS304 Political and Social Thought I 4 credits

This course is devoted to an interdisciplinary examination of fundamental questions regarding the nature of man, politics and social relations. Values, ideas and practice as gleaned from the theories and writings of major thinkers from the 14th through early 20th centuries are explored. Special focus is directed toward ideas of Khadun, Machiavelli, Locke, and Durkheim. Other theorists such as Marx, Weber and Gandhi are also considered. Prerequisite: either PS102 or S110. Also offered as S304.

PS305 Political and Social Thought II 4 credits

This course is devoted to an interdisciplinary examination of fundamental questions regarding the nature of man, politics and social relations. Values, ideas, and priorities as gleaned from the theories and writings of major thinkers from the late 19th and 20th centuries are explored. Special focus is directed toward ideas from the Federalists, Economic Interventionist and Social Elitists. Other topics are selected based on student and instructor interests. Also offered as S305.

PS306-312 Topics in Political Theory 3 credits

Courses in this section are devoted to a thorough review, analysis, and evaluation of topics and methods that are relevant to the current study of political theory. Topics may include but are not limited to the following: American political thought, critical theory, feminist theory, post-modern, and deconstruction.

PS313 International Politics 3 credits

This is a first course in international politics. The student will be expected to acquire a working knowledge of: the basic structures of the international system including; states, nations, transnationals, international organizations, diplomacy, etc.; global issues including: war/peace, deterrence, arms control, political economy, trade, human rights, peace-keeping, etc.; and global ideas including: sovereignty, nationalism, modernization, etc. This course deals extensively with the contemporary international system and the issues arising from the limitations of power in international affairs.

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PS314 American Foreign Policy

3 credits

A course devoted to a study of the institutions and individuals responsible for American foreign policy, the mechanics of its determination and implementation, with emphasis on current problems, policies and objectives in foreign policy.

PS315-319 Topics in International Relations

3 credits

Courses in this section are devoted to a thorough review, analysis, and evaluation of topics and methods that are relevant to the study of international relations and politics. Topics may include but are not limited to the following: war and peace, international political economy, international organizations, non-state actors in world politics, comparative foreign policy, trade and aid in the international system, global issues, regionalism in international relations, and other topics.

PS320 Comparative Politics

3 credits

Americans entering into a dialogue with foreign nations need to know both the present configuration of a regime and how it developed. This requires knowledge of the basic problems of political organization and examination of how governmental arrangements represent responses to a given political culture. For diplomats and students of politics, judgments of reasonable expectations in bi- or multilateral relations have traditionally been based on cross-national comparisons. Common themes involved in interpreting the requirements for stability or change are thus allowed to emerge from careful case studies. This course will examine examples of varieties of liberal democracy, non-liberal alternatives, and different colonial and post-colonial experiences.

PS321–329 Topics in Comparative Government

3 credits

Courses in this series are devoted to a thorough review, analysis, and evaluation of topics and methods that are relevant to the current study of comparative politics and government. Topics may include but are not limited to the following: Asian politics and governments; Latin American politics and government; European politics and governments; comparative political leadership; political and economic development; comparative revolutionary movements; regimes, movements, and ideologies; and other topics.

PS332 American Constitutional Law II

3 credits

This course examines the social, philosophical and legal problems faced by the Supreme Court in translating the abstract language of civil liberties contained in the U.S. Constitution into concrete reality with an emphasis upon current problems and the evolving nature of the process.

PS333–339 Topics in American Government and American Law

3 credits

These courses will be devoted to a variety of significant issues, developments, institutions and outcomes which are important to an understanding of American government and law. Topics may include the study of American constitutional law, the American presidency, Congress, great American political thinkers, American foreign policy and diplomacy and more. Courses and topics will vary according to faculty and student interest.

PS342 Field Methods

4 credits

This course will offer an examination of and working experience in the purpose and tools of field research. Field research is invaluable in gathering information for those in the areas of criminal justice, human services, political science and sociology, among others. While field research tends to be more qualitative than quantitative, this course will focus on what can be observed in real world settings likely to be encountered in these areas which include both qualitative and quantitative dimensions. The course will cover building rapport, methods of observation including use of technology, field notes, data coding and analysis, ethnography, focus groups, and interviews, as well as an introduction to quasi-experimentation. Each student will be expected to practice each of these methods within a fieldwork site relevant to that student's professional interests and chosen with permission and guidance of authorities and the instructor. Prerequisite: PS242/S250. Also offered as S350.

Social Science

PS352 Planning, Budgeting, and Control 3 credits
This course examines the organization, techniques, and politics of administrative planning, budget preparation and legislative process, and control systems in public organizations.

PS353 Public Personnel Administration 3 credits
The process of formulating and administering public personnel policies is presented. Major topics include: merit system, job classification, recruitment, examination, training, promotion, discipline, pay, collective bargaining, and political activity of government employees.

PS370 Public Policy 4 credits
This course is devoted to a thorough review, analysis and evaluation of public welfare policy and at least one other topic. These topics may include but are not limited to the following: health care, environmental regulations, energy; consolidation of federal programs; affirmative action, etc. Special emphasis is given to the formulation, adoption, implementation, impact, and evaluation of public policy. Also offered as HS352.

PS371–379 Topics in Public Policy and Administration 3 credits
Courses in this section are devoted to a thorough review, analysis and evaluation of topics that are relevant to the current study and practice of public administration. Topics may include but are not limited to the following: development of the merit system, terrorism, health care policy and administration; environmental regulation; energy policy; economic policy; consolidation of federal programs; affirmative action; federal grants-in-aid; and other topics. Special emphasis will be given to the formulation, adopting, implementation, impact, and evaluation of public policies.

PS451 Seminar in Public Administration 3 credits
The seminar in public administration represents the culmination of studies for some majors and minors. This seminar focuses on a contemporary political topic/issue, bringing together material and information from the various sub-fields of the discipline. Students in the course will undertake a major research paper with the close supervision of a faculty member. In the past, topics have included: comparative public administration, leadership, current issues in public administration, environmental policy, and administrative law.

PS460 Seminar in Political Science 3 credits
This seminar represents the culmination of studies for some majors and minors. It focuses on a contemporary political topic/issue, bringing together material and information from the various sub-fields of the discipline. Students in the course will undertake a major research paper with the close supervision of a faculty member. In the past, topics have included: campaigns and elections, democracy, the presidency, and the judiciary.

PS496/497 Internship 1-17 credits
Supervised “hands on” work experiences.

Sociology Program

Wesley Miller, Ph.D., Coordinator

Sociology focuses on “the analytical study of the development, structure and function of human groups and societies.”

General Goals for Learning:

Students will :

- Develop, what C. Wright Mills called, a sociological imagination.
- Be able to differentiate and apply the three dominant sociological paradigms.

Social Science

Sociology Major (33 credits + thesis or internship):

Sociology is the analytical study of the development, structure and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to and is a consequence of interaction within groups.

A. All of the following:

- S110 Sociological Imagination
- S250 Logic of Analysis
- S304 Political and Social Thought I
- S350 Field Methods

B. One of the following:

- ST132 Reasoning with Statistics
- ST232 Introduction to Statistics

C. Fifteen credits in sociology selected in consultation with a department advisor.

D. Section D or E:

- S489 Thesis Development
- S490 Research in Sociology

E. Section D or E:

- S496/497 Internship
- S498 Internship Integration

Social Science Major (40-41 credits):

Social scientists share a common interest in observing, describing, and explaining social phenomena, including cultures, institutions, organizations, groups, and individuals. A major in social science is designed to serve students who desire a broader exposure to social science theory, epistemology, and application than is possible with a focus on one substantive field. Please note: course work leading to teaching certification may be reconfigured for this area of study. Students considering teaching in this area should be in continuous contact with the chair of this program and the school of education for a list of required courses. Students should also check each semester for possible changes in course work required of them as they work toward certification at SMU.

A. Five of the following courses:

- AN300 Introduction Anthropology
- EC261 Principles of Microeconomics
- H150 The American Experience
- PS102 American National Government
- PY111 General Psychology
- S110 Sociological Imagination

B. One of the following courses:

- ST132 Reasoning with Statistics
- ST232 Introduction to Statistics

C. The following course:

- S250 Logic of Analysis

D. Six additional upper division courses selected from two programs or departments in this major.

Social Science Education Major: (48 credits + education course work):

Social scientists share a common interest in observing, describing, and explaining social phenomena, including cultures, institutions, organizations, groups, and individuals. A major in social science education is designed to serve students who seek certification to teach social studies in secondary schools and who need an overview of the disciplines represented in the social sciences. Licensure requirements are subject to change; therefore, students considering teaching in this area should be in continuous contact with the chair of this program and the school of education for a list of required courses.

Social Science

A. All of the following:

- AN300 Introduction Anthropology
- EC261 Principles of Microeconomics
- GE305 Introduction to Geography
- H125 Europe and the World
- H150 The American Experience
- LCT375 Global Issues
- PS102 American National Government
- PY111 General Psychology
- PY211 Developmental Psychology
- S110 Sociological Imagination

B. One of the following courses:

- ST132 Reasoning with Statistics
- ST232 Introduction to Statistics

C. The following course:

- S250 Logic of Analysis

D. Five additional upper division courses selected from two programs or departments in this major.

E. Completion of appropriate teacher education program.

Please Note: Students considering teaching in this area should be in contact with the chair of this program and the education department. Students should also check each semester for possible changes in course work required of them as they work toward certification at the university.

Sociology Minor (21 credits):

A. All of the following:

- S110 Sociological Imagination
- S250 Logic of Analysis
- S304 Political and Social Thought I
- S350 Field Methods

B. Six additional credits in sociology selected in consultation with the student's advisor.

Program Courses:

AN300 Introduction to Anthropology 3 credits

A general introduction to the study of human culture. Topics: anthropology as an academic discipline, nature of human language, human culture, history of anthropological thought, and human social organizations.

GE305 Introduction to Geography 3 credits

A general introduction to the study of geography, with special emphasis on linking geography's basic concepts to the realms and major regions of the world.

S110 Sociological Imagination 3 credits

The nature and foundations of society and the individual, the main forces that strengthen and weaken social groups and the conditions that transform social life will be examined in this course.

S250 Logic of Analysis 4 credits

This course examines the major sociological perspectives in conjunction with an instruction in the logic and procedures of gathering information about social phenomena. The course will cover such topics as: the logic of the scientific method, research design, hypotheses formation, theory and methods of scaling, and research analysis. Prerequisites: S110 and either ST132 or ST232. Also offered as PS242.

Social Science

S298 Field Exploration

1–3 credits

A field exploration in sociology involves supervised field work in particular areas of the student's interest. The student is expected to commit at least ten hours per week to the field exploration experience (varies according to the number of credits assigned to the field exploration).

S301 Crime and Delinquency

3 credits

The study of deviant behavior as it relates to the definition of crime, crime statistics, theories of crime causation, and crime typologies will be treated. The course will cover such topics as criminological research, explanations of crime and delinquency, and the development of criminal justice policies. Prerequisites: CJ111 and S110.

S304 Political and Social Thought I

4 credits

This course is devoted to an interdisciplinary examination of fundamental questions regarding the nature of man, politics and social relations. Values, ideas and practice as gleaned from the theories and writings of major thinkers from the 14th through early 20th centuries are explored. Special focus is directed toward ideas of Khadun, Machiavelli, Locke, and Durkheim. Other theorists, such as Marx, Weber and Gandhi are also considered. Also offered as PS304. Prerequisite: either PS102 or S110.

S305 Political and Social Thought II

4 credits

This course is devoted to an interdisciplinary examination of fundamental questions regarding the nature of man, politics and social relations. Values, ideas and priorities as gleaned from the theories and writings of major thinkers from the late 19th and 20th centuries are explored. Special focus is directed toward ideas from the Federalists, Economic Interventionist and Social Elitists. Other topics are selected based on student and instructor interests. Also offered as PS305. Prerequisite: S110.

S320 Children and the State

4 credits

This course focuses on the concept of youth in contemporary society in terms of their behaviors, roles, experiences, and treatment. It does so within the context of the evolution and structural development of two major social institutions: the child welfare and juvenile justice systems. The course uses a sociological framework to emphasize the social, economic, and political realities of childhood in American society.

S325 Multi-Cultural Lab

1 credit

This course provides an overview of United States immigration history and a file learning experience designed to heighten student awareness of both the integrative and segregative forces present in a community setting.

S350 Field Methods

4 credits

This course will offer a working experience in the purpose and tools of qualitative field methods. The course will cover rapport, methods of observation, field notes, data coding and analysis, ethnography, focus groups and interviews, as well as an introduction to quasi-experimentation. Prerequisite: S250. Also offered as PS342.

S365 Sociology of Aging

3 credits

The course is an attempt to provide an introduction to a field which is rapidly becoming one of the major areas of research in the social sciences and to bring about an awareness and knowledge about the process of aging. Old people and their needs, the impact of growing numbers of old people in our institutions, and the effect of these institutions on the aged will be examined. Prerequisite: S110 or consent of instructor.

S400–405 Sociology Seminars

Specialized courses in particular areas of interest. Prerequisite: consent of department.

Social Science

- S407 Social and Political Movements** 3 credits
This course will examine the life cycle and impact of social and political movements, focusing on how the process of frame alignment, mobilizing networks and political opportunities shape movements. Prerequisite: S110.
- S425 Ethnicity, Class and Gender** 3 credits
This course provides numerous theoretical perspectives on ethnicity, class and gender along with a variety of activities which ensure each student an opportunity for developing an experience base with members of various ethnic, social class and gender communities. Also offered as CJ425. Prerequisite: S110.
- S443 Sociology of the Family** 3 credits
A comprehensive study of the family and associated institutions, theories and research in American family structure and function, cross-cultural comparisons, family interaction dynamics, disorganization, and change will be included. Prerequisite: S110.
- S450 Understanding Demography** 3 credits
This course provides the student with an introduction to the science of population. It will examine how population demographics impact all aspects of modern societies, including (but not limited to) poverty, illness and health, marriage and divorce, urbanization and political power. The student will examine the various theoretical approaches to this science, as well as the value choices behind demographic policies. Prerequisite: S110
- S469 Individual Research** 1–3 credits
Individual research supervised by the department.
- S489 Thesis Development** 1 credit
In this course a student will start on the thesis requirement for the sociology major. The student is expected to select a topic and design the research project. The course is conducted primarily on an independent basis in consultation with an advisor. Prerequisite: S350.
- S490 Research in Sociology** 2 credits
In this course the student is expected to complete an original research project which is required for the sociology major. Prerequisite: S489.
- S496/497 Sociology Internship** 1–17 credits
This off-campus internship provides qualified juniors or seniors an opportunity to participate in field experience under the guidance and supervision of competent professionals. Prerequisite: Consent of department chair.
- S498 Internship Integration** 1 credit
This in-depth paper, written under supervision of sociology faculty, involves an integration of theoretical and experience research related to the student's sociology internship. Prerequisites: minimum 6-credit internship; consent of department chair.

Theatre Arts

Theatre Arts

Gary Diomandes, Ph.D., Chair

The department of theatre arts seeks to foster an understanding and appreciation of the theatre that is consonant with the mission of Saint Mary's University. Through its course offerings and productions, the department consistently and consciously promotes a nourishing, diverse, and innovative artistic environment at the Winona campus with a commitment to inspiring a life-long pursuit of the theatre as a profession, avocation, or a source of delight or entertainment.

General Department Goals

Engaging in the department's curriculum or productions will facilitate the development of the following knowledge, skills and dispositions:

- Cultural awareness and sensitivity by understanding how theatre functions within a particular historical and cultural context;
- Problem solving and critical thinking by analyzing dramatic literature for interpretation and production;
- An aesthetic sensibility by engaging in the practice and process of theatrical production and discovering meaningful approaches to dramatic criticism;
- Research and communication skills by engaging in efficient and ethical research on various topics of the theatre arts; and
- Specific knowledge of important theatrical movements, works of dramatic literature, and dramatic theory from the past and present.

Courses in dance are available.

Stefannie Valência Kierlin Theatre Program in London: Theatre majors who meet institutional requirements and who are in good standing in the department are expected to participate in the London theatre semester in London, England. The London theatre experience, under the guidance of Saint Mary's University faculty, includes a variety of classes in theatre, as well as courses focusing on broader enrichment. Students will attend numerous performances in London's West End, Off-West End, and Fringe theatres. Students will have opportunities for production experiences. Program activities can also include travel to various sites in the United Kingdom.

Major offered by this department:

Theatre

Theatre Arts Major (48 credits):

- A. All of the following:
- TA100 Script Analysis
 - TA155 Introduction to Acting
 - TA180 Theatre Crafts
 - TA221 History of Theatre I: Origins through the Renaissance
 - TA240 Directing I
 - TA321 History of Theatre II: Enlightenment to Romanticism
 - TA325 Career Development
 - TA360 London Theatre: Page to Stage
 - TA421 History of Theatre III: Realism and Naturalization to the Present
 - TA475 Dramatic Theory and Research
- B. Two semesters of theatre production from:
- TA111 Theatre Production
 - TA112 Theatre Production
 - TA113 Theatre Production
 - TA114 Theatre Production

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C. Two semesters of theatre production from:

- TA311 Theatre Production
- TA312 Theatre Production
- TA313 Theatre Production
- TA314 Theatre Production

D. One theatre seminar from courses TA476-489

E. Students must complete a minimum of five credits in design/tech; one of TA270, TA275 or TA280 is required.

- TA242-249 Special Topics in Theatre
- TA270 Scene Design
- TA275 Lighting Design
- TA280 Costume Design

F. One dance course taken for 0 credit.

G. Additional theatre elective credits so total major credits equals a minimum of 48 credits.

Theatre Arts Minor (20 credits):

A. The following courses:

- TA100 Script Analysis
- TA180 Theatre Crafts

B. 6 credits of upper-division theatre courses

C. Two of the following:

- TA221 History of Theatre I: Origins through the Renaissance
- TA321 History of Theatre II: Neo-Classicism through Naturalism
- TA359 The Development of the American musical
- TA421 History of Theatre III: Expressionism to the Present

D. Two credits of theatre production from:

- TA111 Theatre Production
- TA112 Theatre Production
- TA113 Theatre Production
- TA114 Theatre Production

Department Courses

TA100 Script Analysis 3 credits

An investigation of various methods of analyzing scripts for potential production by the potential director/designer/actor. Students apply methods to a variety of plays. This course serves as the foundation for major courses in theatre.

TA101 Oral Communication 3 credits

This course prepares students to make effective informative and persuasive presentations incorporating audio-visual enhancements; to participate effectively in small group discussions; and to utilize active listening techniques. The responsibilities of both the speaker and the listener are stressed. Practical experience in preparation, delivery/participation, and evaluation are provided.

TA111-114 Theatre Production 1 credit

An experiential course open to all students interested in a guided study of various theatrical arts in the context of a production atmosphere. Requirements of the course include a weekly three-hour lab, as well as the opportunity to perform a practical assignment on one production. For the theatre major, two credits at this level are required, but up to three may be taken. The course cannot be taken at the same time as Theatre Crafts or during the London semester. Graded pass/no credit.

TA155 Introduction to Acting 3 credits

The basic tasks of the actor are considered in three distinct units: voice and movement; creativity and imagination; and, character and scene development. The course serves as an introduction to

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theatrical performance, and provides a knowledge and appreciation of theatre as a process of fostering creative expression.

TA160 Theatre Appreciation 3 credits
An introductory study of the drama and theatre of the past and present, the course is designed for the student who has no previous background in theatre. The course is directed toward a greater appreciation and understanding of the theatre in our culture. (Not open to majors).

TA180 Theatre Crafts 3 credits
An introductory study and practice of basic techniques commonly used in theatre production. The course focuses on simultaneous development of crafts found in both the scenery and costume. A materials fee is required.

TA221 History of Theatre I: Origins through the Renaissance 3 credits
This course presents the historical development of theatre as a cultural institution from its earliest origins through the Renaissance. The practice and theory of theatre is examined in relationship to social, cultural, political, artistic, philosophic, and religious movements. Among the topics covered are Ancient Greece and Rome, the Medieval theatre, Shakespeare and the Spanish *Siglo de Oro*.

TA240 Directing I 3 credits
This course considers the elemental concerns for the director including movement, composition, and a review of script analysis techniques. Students practice techniques and possibilities in short classroom scenes and through guided practice in directing scenes to be presented for an audience. Prerequisites: TA100, TA180.

TA242–49 Special Topics in Theatre 1–3 credits
Courses dealing with specialized topics, including those relevant to the actor, director, designers, or other theatre practitioners. Topics may include: make-up, stage management, sound design and playwriting. Prerequisite: consent of instructor.

TA257 Singing for the Stage 3 credits
This course is designed to integrate theatre and music. With an “on your feet” approach, students explore the relationship between acting and singing through structural analysis of the songs and lyrics, character development, and performance techniques. This course allows the development of the singing voice as an extension of speech as well as to physicalize the text. Audition techniques are explored. Prerequisites: TA100 and TA155, or consent of the instructor.

TA260 Voice and Movement for the Actor 3 credits
This course is designed to introduce the student to various techniques in vocal production and movement for the stage. Emphasis is placed on freeing the natural voice and exploring movement to release physical tension flexibility and versatility. Throughout the course students explore voice and movement as they are connected with psychological and emotional impulses. On occasion this course could include dialects and/or stage combat. Prerequisites: TA100 and TA155.

TA270 Scene Design 3 credits
This course explores the essential crafts of the theatrical set designer. In a hands-on approach, students practice traditional sketching, painting, drafting, model-making and practical scenery construction methods. Study concentrates on process-orientated activity—developing one’s personal vision and interpretive skills through script analysis, research techniques, spatial and production considerations and communication of ideas. Prerequisites: TA100 and TA180.

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TA275 Lighting Design 3 credits
This course explores the essential crafts of the theatrical lighting designer. In a hands-on approach, students practice drafting, hanging, circuiting, focusing, and cuing for lights. Study concentrates on the process: developing one's personal vision and interpretive skills through script analysis, research techniques, basic theory, production considerations and communication of ideas. Prerequisites: TA100 and TA180.

TA280 Costume Design 3 credits
This course focuses on the history of clothing for the stage. Particular emphasis is placed on the costume design process from script to rendering, conceptual thought and communication, and techniques in the planning and building of a show. Prerequisites: TA100 and TA180.

TA301 Theatre in London 3 credits
This course is offered during the London semester and is designed to introduce students to the various aspects of British theatre. The class attends at least eight performances throughout the semester, each one relating to some aspect of British theatre.

TA302 Modern Movies 3 credits
An introductory study of important contemporary films for students who wish to learn how to understand and evaluate popular cinema. Students are introduced to the history of film-making as well as basic film techniques. Movies are screened, discussed and evaluated in terms of content, style and intent. Students have the opportunity to react and formulate their own aesthetic preferences through a series of written and oral responses to the films seen.

TA311-314 Theatre Production 1 credit
An experiential course open to all students interested in a guided study of various theatrical arts in the context of a production atmosphere. Requirements of the course include a weekly three-hour lab, as well as the opportunity to perform a practical assignment on one production. For the theatre major, two credits at this level are required, but up to three may be taken. The course cannot be taken at the same time as Theatre Crafts or during the London semester. Graded pass/no credit.

TA321 History of Theatre II: Enlightenment to Romanticism 3 credits
This course presents the historical development of theatre as a cultural institution from the Enlightenment through Romanticism. The practice and theory of theatre is examined in relationship to social, cultural, political, artistic, philosophic, and religious movements. Among the topics covered are Baroque, Neo-Classicism, the development of theatre spaces, Restoration and Eighteenth-century drama, ballad operas, Actor/Managers, Sturm und Drang, German Opera as the epitome of Romantic Theatre, and the emergence of theatre in the United States.

TA325 Career Development 1 credit
This course helps students develop documents and materials relative to auditioning and interviewing for theatre related employment. Topics include resumes, head shots, monologues/songs, cold readings, design/tech portfolios, cover letters, call boards, graduate school/additional training, audition/interview protocol, talent and casting agencies, film-TV-industrials, unions and organizations, living in a large city, income tax tips filing, and more. Guest speakers will be invited.

TA330 Dublin Theatre Workshop 1 credit
This two-week course is typically offered as an extension of the London semester. The two-week workshop at the Gaiety School of Acting is intended to give students an intensive experience in the acting technical or administrative areas of theatre production within the professional area. Participants study Irish theatre literature and hone their skills. Attending performances and visiting significant cultural sites also includes a weekend in Galway. An additional fee is required.

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- TA336 Regional Theatre Tour** 1 credit
Students attend one or more plays at the Guthrie or other professional Twin Cities theatres, or theatres in the LaCrosse and Rochester areas. Discussions are held following the plays. An additional fee is required.
- TA340 Directing II** 3 credits
Consideration of more complex directorial problems, including coaching actors, and achievement of style and unity. Directing of classroom scenes is required as well as the directing of a one-act play to be performed for an audience. Prerequisite: TA240 and consent of instructor.
- TA342-49 Special Topics in Theatre** 1-3 credits
Courses dealing with specialized topics, including those relevant to the actor, director, designers, or other theatre practitioners. Prerequisite: consent of instructor.
- TA350 Playwriting** 3 credits
This course consists of building blocks for those interested in pursuing playwriting. Techniques for exploring character development, conflict, dialogue, and dramatic action will be explored through specific writing assignments. The culminating work will be a one-act play written by the students.
- TA355 Advanced Acting** 3 credits
The course focuses on the acting styles of some of the following periods: Greek, Medieval, Elizabethan, Neo-classic, Restoration, and Victorian. The class focuses on more intense monologue and scene study as well as character analysis. Prerequisite: TA100, TA155, TA260, and junior or senior status.
- TA358 Acting: The British Approach** 3 credits
The course is taught during the London semester. It examines the British approach to scene work and the rehearsal process. Time is spent in working with the Standard British RP dialect. Students work with scenes written by British playwrights such as Shakespeare, Noel Coward, Tom Stoppard, and Harold Pinter. Recommended: TA260. Prerequisites: TA100 and TA155.
- TA359 The Development of the American Musical** 3 credits
This course is designed to provide a study of the history and repertoire of music in the theatre from its early forms of operetta, burlesque, vaudeville and revue to the integrated and spectacle musicals of today. This course focuses on the process of the writers, directors, performers and producers of musical theatre and through discussions of the production elements provide insight into what makes the musical form unique. Students have the opportunity to formulate their own aesthetic in regards to musical theater. Prerequisites: TA100 and TA221.
- TA360 London Theatre: Page to the Stage** 3 credits
This course explores the transfer of dramatic literature from the page to the stage. Prior to attending a London production, students analyze and interpret a given text and discuss its possible production requirements. After viewing the production students assess it based on their pre-production analysis and interpretation.
- TA400–405 Independent Studies in Theatre** 1–3 credits
The opportunity for guided investigation into theatre research or production. Students may pursue a broad scope of possibilities such as acting, directing, design, theatre administration. Production projects are to be incorporated into departmental activities when possible. Consent of department required.

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TA423 History of Theatre III: Realism and Naturalism to the Present 3 credits

This course presents the historical development of theatre as a cultural institution from Realism and Naturalism to the present with an emphasis on international theatre. The practice and theory of theatre is examined in relationship to social, cultural, political, artistic, philosophic, and religious movements. Among the topics covered are Ibsen and Chekhov, Stanislavsky, Absurdist theatre, Bertolt Brecht, Samuel Beckett, the emergence of Broadway, and acting for the contemporary theatre.

TA450 Arts Administration: Theory and Practice 3 credits

This course is designed to introduce students to the field of arts administration as it applies to the performing arts, visual arts, and arts services organizations. Arts explored include management models, marketing, development, finances and facilities management and planning. Students apply knowledge in these areas to an arts organization which they create in class. The course culminates with the students presenting their projects in executive session. Prerequisite: consent of instructor.

TA475 Dramatic Theory and Research 3 credits

The course covers the major concepts of modern and post-modern dramatic and performance theory. The course culminates with a theoretically informed and faculty mentored research project in modern theatre studies. Intended for senior theatre majors; other students may apply to the course instructor for permission to enroll.

TA476–489 Seminars in Theatre 3 credits

Topics will vary in these in-depth studies of particular aspects of theatre or of theatre artists. Required: junior or seniors status or consent of the instructor.

TA496/497 Internship in Theatre 1–17 credits

Internships are available to qualified students in theatre at cooperating professional and educational institutions. Prerequisite: consent of chair.

TA499 Graduation Project 1–3 credits

Theatre majors may complete a graduation project, which may be of either a creative or a research nature. The topic must be approved by the department faculty before the project is undertaken. In every case, there must be a written component which describes and evaluates the process. Normally, the paper is presented to the department staff for a formal oral evaluation. Prerequisite: consent of chair.

DA141 Tap I 0 or 1 credit

This course introduces a dance style not only seen but heard as the rhythmic structure unfolds. It is designed to explore the rudiments of tap dance techniques as an entertaining form of dance. No dance experience necessary.

DA142 Tap II 0 or 1 credit

Continuation of Tap I. Prerequisite: DA141 and/or consent of instructor.

DA203 Irish Ceili 0 or 1 credit

This course introduces students to traditional Irish group dances. Ceili dances would be described as social dances intended for community participation. No dance experience is required. Graded pass/no credit.

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- DA204 Irish Step** 0 or 1 credit
This course introduces students to traditional Irish step or solo dancing. Students learn reel, jigs, and beginning figure dances. More emphasis is given to precise footwork, and, therefore, the dances are somewhat more challenging than Ceili dances. Prerequisite DA203 or consent of instructor.
- DA211 Ballet I** 0 or 1 credit
This is a beginning course offering the basic theory and practice of classical ballet and ballet terminology, emphasizing the use of placement. No dance experience necessary.
- DA212 Ballet II** 0 or 1 credit
The course builds the beginning ballet vocabulary, furthering the acquisition of placement and technique, ballet terminology, and ballet as an art form. Prerequisite DA211 and/or consent of instructor.
- DA213 Ballet III** 0 or 1 credit
An intermediate level of classical ballet, concentrating on extended vocabulary and the advancement of technique. Prerequisite DA212 and/or consent of instructor.
- DA221 Jazz I** 0 or 1 credit
This introduction to the stylization of Jazz dance emphasizes the basic technical work of isolations and an overview of the development of jazz dance from its origin. No dance experience necessary.
- DA222 Jazz II** 0 or 1 credit
This course continues to work toward building the vocabulary of jazz technique, isolations, and extended rhythmical phrasing. Prerequisite DA221 and/or consent of instructor.
- DA305 Ballet IV** 0 or 1 credit
A fast intermediate level of classical ballet, providing the continuation of placement and technique. Prerequisite DA213 and/or consent of instructor.
- DA325 Jazz III** 0 or 1 credit
An advanced level of dance providing the continuation of strong techniques as well as developing artistry and performance qualities. Prerequisite: DA222 and/or consent of instructor.
- DA345 Tap III** 0 or 1 credit
This course continues to improve students' knowledge of tap terminology, provides an introduction to tap history and composition, and provides an advanced level of rhythm tap with a strong concentration on technique, syncopation and performance styles. Prerequisite: DA142 and/or consent of instructor.
- DA405 Ballet V** 0 or 2 credit
An advanced level of classical ballet, providing the continuation of placement and technique while focusing on artistry. This course includes pointe technique. Prerequisite DA305 and/or consent of instructor.

Theology

Theology

Judith K. Schaefer, OP, Ph.D., Chair

Theology is faith seeking understanding. In dialogue with related ideas, the department emphasizes development of thoughtful convictions about the relationships between God and persons, especially as discovered in and through Roman Catholic perspectives.

Courses in theology increase the intellectual horizons and personal awareness of all students at the university. The three theology major programs prepare students for advanced theological study and/or for pastoral and educational ministries in the Roman Catholic Church. All majors must complete the theology core and additional courses prescribed for the pastoral and youth ministry major, the religious education major, or the theology major. The minor in theology promotes fundamental awareness of the Christian vision of life and is earned by students who complete eighteen credits in theology.

General Department Goals

Students in theology courses will:

- Gain an understanding of Christianity as a major world religion and be able to define its central beliefs and themes.
- Gain knowledge of the Bible and understand its role as a source of God's revelation.
- Recognize the distinctive elements of the Roman Catholic tradition and demonstrate an understanding of the relationships among beliefs, moral principles and ethical behavior, sacramentality, and prayer as taught from a Catholic perspective.
- Gain skills, attitudes, and intellectual capacities necessary for engaging the life, vision, mission, and practices of a faith community.

Academic excellence is rewarded by membership in Theta Alpha Kappa, the national honor society for theology and religion. Saint Mary's University is the Alpha Gamma Omega chapter.

Majors offered:

Pastoral and Youth Ministry

Religious Education

Theology

Theology Core (36 credits):

TH209	Introduction to Catholic Theology and Doctrine
TH210	Introduction to the Old Testament
TH220	Introduction to the New Testament
TH230	Principles of Sacraments and Liturgy
TH250	Christian View of the Human Person
TH300	Christianity in Global Context
TH345	Catholic Social Teaching
TH350	Introduction to Catholic Moral Theology
TH360	History of Catholic Thought
TH375	Contemporary Catholic Thought
TH400	Christology
TH475	Senior Seminar

Pastoral and Youth Ministry Major (51 credits):

The pastoral and youth ministry major is recommended for students planning to work as a youth minister, social justice worker, parish administrator, or chaplain. It also prepares one to pursue graduate studies in various pastoral disciplines.

- A. Theology Core
- B. All of the following courses:
 - HS211 Interviewing and Assessment Lab
 - TH398 Catechesis and Faith Formation
 - TH410 Theology of Pastoral Ministry
 - TH460 Seminar in Youth Ministry
 - TH496/497 Internship in Pastoral Ministry

A minor in Spanish is recommended.

Religious Education Major (60 credits):

The religious education major is recommended for students planning to teach theology or religion in a Catholic school. This course work does not allow certification for teaching in a public school nor is there state certification for theology or religious education available.

- A. Theology Core
- B. All of the following courses:
 - ED300 School, Society and Media
 - ED305 Learning, Development and Exceptionality
 - ED350 Philosophy, Curriculum and Methods: 5-12
 - ED485 Human Relations and Cultural Diversity: Grades 5-12
 - ED490 Professional Capstone Experience: Portfolio Assessment
 - TH398 Catechesis and Faith Formation
 - TH496/497 Internship in Pastoral Ministry: High School Teaching

Theology Major (48 credits):

The theology major is recommended for students who plan to do research in theology or religion, to pursue graduate studies in the liberal arts, or to prepare for professional careers that practice high regard for the human spirit.

- A. Theology Core
- B. Twelve credits from the following courses:
 - GK141 Basic Greek I
 - GK142 Basic Greek II
 - HB101 Basic Hebrew I
 - L101 Introduction to Latin I
 - L102 Introduction to Latin II
 - L141 Basic Latin I
 - L142 Basic Latin II
 - PH253 History of Ancient Philosophy
 - PH254 History of Medieval Philosophy
 - PH355 History of Modern Philosophy
 - PH358 History of 19th and 20th Century Philosophy

Theology Minor (18 credits):

One may pursue a theology minor to supplement a major in liberal arts, to further one's knowledge of humans' relationships to God, or for other personal interest.

- A. The following course:
 - TH209 Introduction to Catholic Theology and Doctrine
- B. 15 additional theology credits

Theology

Department Courses

TH112 History of the Bible

3 credits

The Christian Bible inspires faith for billions of persons worldwide and is a best-seller every year. In this course the Bible is studied as a product of God and of people. Students will consider how the Bible actually emerged in the lives of Jews and Christians as well as how it sustains Christianity today. Typical areas of study are the Bible's literary expressions, differing beliefs and inspirational prayers.

TH113 Bible and Belief

3 credits

The Christian Bible inspires faith for billions of persons worldwide and is a best-seller every year. In this course the Bible is studied as a means of God's revelation. Special focus is given to how different denominations vary in their respective use of the book as a source of divine revelation. Also considered is how broad assumptions about the nature of the text shape various theologies and how issues like inspiration, myth and ethics are determined both from and for the reading of the Bible.

TH114 Religions of the Book

3 credits

The Christian Bible inspires faith for billions of persons worldwide and is a best-seller every year. In this course the Bible is studied as an example of the world's Scriptures. Comparisons and contrasts are drawn between both the content and the use of Scripture in Jewish, Christian and Muslim denominations. Attention can be given to some of the uses of Scripture in eastern worldviews, for example, Hinduism and Buddhism.

TH115 The Mystery of Salvation

3 credits

The Christian Bible inspires faith for billions of persons worldwide and is a best-seller every year. The Bible leads to Christ, the mystery of salvation. This course is divided into four parts corresponding to the *Catechism of the Catholic Church*: professing our faith, celebrating our faith, living our faith, and praying our faith. The primary sources are Sacred Scripture and the *Catechism of the Catholic Church*. Prerequisite: IHM seminarian.

TH209 Introduction to Catholic Theology and Doctrine

3 credits

This course explores the tenets and practices of theology through the study of the interpretations of Christian doctrines noted in the Nicene Creed and select catechetical texts. Issues of method, authority, and the interface of faith with modern culture will be highlighted. Prerequisite or concurrent with one of the following: TH112, TH113, TH114, or TH115.

TH210 Introduction to the Old Testament

3 credits

Students survey examples from the Pentateuch, Prophetic, Historical and Wisdom texts, their forms, settings and theology. This survey incorporates an appreciation for some basic contemporary interpretive methods. Methods encouraged by Vatican II's *Dogmatic Constitution on Divine Revelation* are studied. Prerequisite: TH112, TH113, TH114, or TH115.

TH220 Introduction to the New Testament

3 credits

Students survey examples of texts from the Pauline, Catholic and Pastoral Epistles, the Gospels and Acts; Hebrews and Revelation are also introduced. Working with the interpretive strategies gained in TH210 Introduction to Old Testament, students begin to assess the dynamics of interpretation through the completion of an exegetical paper. Prerequisite: TH210.

TH230 Principles of Sacraments and Liturgy

3 credits

Students will consider the history, theology, and practice of the Christian sacraments as they address the questions of ritual, celebration, worship, and initiation. The course will also examine general principles of liturgy and ritual, as well as guidelines for planning and implementing pastorally effective liturgy.

TH250 Christian View of the Human Person

3 credits

This course explores the set of Catholic Christian doctrines and interpretation surrounding the question “what does it mean to be a human person?”: for example, the creation to the image of God, sin, redemption, sacramentality, and vocation. There will be a focus on modern questions of the mind, conscience, embodiment, gender, and sexuality. Prerequisite: TH112, TH113, TH114, or TH115.

TH260 Catholic Doctrine and Interpretation

3 credits

This course is an introduction to Catholic theology that explores fundamental doctrines, e.g., the Triune of God, the creation of the cosmos and humanity, sin, grace, salvation, sanctification, and sacramental imagination. Students will attend to the development of these creedal doctrines building on their biblical understanding of how these doctrines frame the human experience through a coherent system of thought, which addresses the challenges that modernity and post-modernity pose to the Christian world view. Students who have taken TH209 should not take this course. Prerequisite: TH112, TH113, TH114, or TH115.

TH298 Field Exploration

1-3 credits

Field exploration experiences offer students who are considering a major in the department the opportunity to explore a variety of pastoral and theological ministries in a supervised setting. More limited in scope and time than an internship, field exploration involves mainly observation of ministry and is coordinated through the Internship office. Sophomore status and permission of the department are required. Graded pass/no credit.

TH300 Christianity in a Global Context

3 credits

Through comparison and contrast, students define and articulate how the Christian, especially Roman Catholic, world view relates to those of others. Prior to such comparisons students focus on being able to articulate the basic world view of several mainstream religions: Judaism, Christianity, Islam, Hinduism, Buddhism and the religions of the Far East, especially Shinto, Dao and Confucian thought. Prerequisite: TH112, TH113, TH114, or TH115.

TH345 Catholic Social Teaching

3 credits

This course will acquaint students with the modern history and current application of Catholic social teaching, focusing on the themes of economics and work, life and death, and war and peace issues. Students will engage both primary and secondary literature and examine how Christians critically think through social issues. A service learning component is offered. Prerequisite: TH115 or TH209.

TH350 Introduction to Catholic Moral Theology

3 credits

As the foundational class in moral theology, this course addresses the different moral theologies in the Catholic tradition, from Scriptural ethics to natural law. Contemporary issues are addressed as a means of explicating schools of ethical method and applying moral reasoning. Prerequisite: TH112, TH113, TH114, or TH115.

TH360 History of Catholic Thought

3 credits

Defining moments in Catholic tradition from earliest Catholicism up to the First Vatican Council (1869–70) are investigated. Official Catholic teachings, major thinkers and cultural movements are considered for their insights into Christian faith and human development. Prerequisite: TH115 or TH209.

TH375 Contemporary Catholic Thought

3 credits

After establishing familiarity with the history and texts of the Second Vatican Council (1962-65), students will consider theological and pastoral thought from the twentieth and twenty-first centuries. Special attention will be paid to ecclesiological innovations concerning lay and clerical leadership,

Theology

the local and universal Church, as well as the universal call to holiness and justice. Prerequisite: TH115 or TH209.

TH398 Catechesis and Faith Formation 3 credits
Students will understand, apply, and evaluate theoretical and practical approaches to catechesis, adult faith formation, and teaching theology. Theoretical and practical elements will be drawn from the disciplines of education, religious education, and theology. While providing a sampling of theoretical frameworks for educating within the Catholic faith tradition, the course will also allow students to develop basic skills according to their interests within the spectrum of faith formation opportunities within the Church. Prerequisite: TH209 or consent of the instructor.

TH400 Christology 3 credits
This writing intensive course studies the development and interpretation of Christian theological doctrine on the person of Jesus of Nazareth, the Christ. We will treat issues from the various interpretations of the Gospel tradition to the development of doctrine (particularly in the councils of Nicaea and Chalcedon) to modern interpretations of the role of Christ in systematic theology. Prerequisite: TH209.

TH410 Theology of Pastoral Ministry 3 credits
Majors and minors will address both the theological and practical dimensions of the tasks of ministering in different contexts, e.g., youth ministry, parish life, hospital chaplaincy, and campus ministry. The course will encourage the development of perspectives and skills necessary for effective ministry in one or more of these settings, and will involve field experience within a variety of pastoral settings. Prerequisite: Ordinarily concurrent with TH496/497.

TH460 Seminar in Youth Ministry 3 credits
Majors will examine the theological and practical dimensions of youth ministry. Particular attention will be given to the specialized issues of ministry to adolescents through an examination of the document "Renewing the Vision: A Framework for Catholic Youth Ministry." As a seminar, student leadership in planning and developing the course is assumed. Prerequisite: TH209.

TH475 Senior Seminar 3 credits
Majors will prepare professional credentials as well as collaborate with a professor to conduct research within an area of their interest and the professor's expertise. Preparation of credentials may include development of a personal mission statement, resume, and certifications relevant to national standards for Catholic lay ecclesial ministry. Research will approximate graduate-level study of classical and contemporary perspectives that are doctrinal, academic, and/or pastoral. Prerequisite: junior or senior theology majors

TH496/497 Internship in Pastoral Ministry 1-17 credits
Pastoral and youth ministry majors and religious education majors test their aspirations and apply their knowledge in professional and pastoral contexts. Students and the department's internship coordinator facilitate placement, planning, and assessment through the University's internship office. The internship usually involves a weekly group theological reflection. This internship is also coded as high school teaching for religious education majors. This course requires the completion of a professional portfolio and is ordinarily graded pass/no credit. Prerequisite: ordinarily concurrent with TH410.

Academic Enhancement Programs

ACADEMIC ENHANCEMENT PROGRAMS

Academic Advising Program

The academic advising office supervises the implementation and efficient operation of the advising program, which is an essential component of the university's personal approach to education. This program helps students assess their educational development, determine new educational objectives, select appropriate learning experiences, obtain encouragement and support, and evaluate their academic and personal achievements.

Full-time faculty members participate in the advising program as a first year student and/or major advisor.

Faculty involvement in advising is a crucial part of developing an academic plan. Although students and faculty are involved in academic advising throughout the year, the university designates a time for advising each semester at the beginning of the registration period for the following semester. At this time, students meet with their advisors to assess progress, discuss educational objectives and plan their course schedules for the subsequent semester. Students should work closely with their academic advisor and pay particular attention to their academic profile (a report from the registrar which documents progress toward completion of general education and major course requirements) when planning their schedule. The registrar will review/clarify profile information and provide graduation checks upon request. Ultimately, it is the student's responsibility to monitor his/her own progress in satisfying university requirements.

Path to Academic Success (PASS)

The Path to Academic Success is a one-year program designed to assist students with diverse levels of academic preparation in developing the skills and competencies necessary for academic self-sufficiency and success at the university level. Avenues to accomplish these goals include small classroom size, regular consultation with the program director, periodic review of progress reports, and special programming designed to address academic and personal concerns.

The program is facilitated through the academic advising office. Students who participate in PASS are assigned to the program by the vice president for admission as a condition of admittance to Saint Mary's. Program participants generally fall below the regular admissions standards and lack a sufficient number of university preparation courses. Enrollment is capped and an additional fee is assessed to students in PASS. PASS students are required to earn a minimum 2.000 cumulative GPA by the end of their first academic year. PASS students who do not earn the 2.000 GPA will be eligible for dismissal.

Questions regarding PASS should be directed to the director of PASS.

Academic Skills Center (ASC)

The mission of the ASC is to assist Saint Mary's University students in their pursuit of academic success and to encourage self-directed learning. The ASC provides disability support services, tutoring in content area subjects, individual academic counseling, and skills-based courses such as study and reading.

Any student who has a disability should contact the disability services coordinator at (507) 457-1465. The coordinator will evaluate documentation, provide appropriate accommodations, and act as a resource/advocate to assist students in meeting their academic goals and to ensure equality of opportunity.

Academic Enhancement Programs

Tutoring is one of several services offered by Saint Mary's University to support student success. The ASC offers free peer-tutoring in most subject areas, including humanities, mathematics, business, social science, behavioral science, and natural science courses.

The skills based courses offered by ASC provide students the opportunity to learn and apply study, reading, and problem solving techniques to college level material. The courses in study skills address topics such as time management, test preparation, and listening and note taking in the classroom. Reading classes address techniques such as pre-reading, annotating and marking a reading as well as comprehension monitoring; these courses are listed in Personal Development.

The ASC staff is available for academic counseling. Unlike tutoring, which provides help in course content and the skills based courses that address a variety of academic skills, academic counseling provides specific academic assistance including time management, test preparation, dealing with testing anxiety, and adapting study methods to new disciplines. These individual meetings can be as frequent as the situation requires. The goal is to provide students with the tools necessary to become self-directed learners.

Writing Center

The writing center, staffed by professional writing instructors and advanced, highly trained undergraduate students, operates as an independent department on the Winona campus of Saint Mary's University. Its interdisciplinary services are available to undergraduate and graduate students of all levels of writing ability who want to receive individualized instruction in and feedback on any stage of the writing process, from brainstorming and prewriting to drafting, revising, and editing.

In keeping with the Lasallian mission, the overall goal of the writing center is to help students grow as writers by providing help with questions or difficulties students may have with academic writing. This is done through individual tutoring sessions in which students dialogue one-to-one about their writing with a writing tutor. In tutoring sessions, writers learn how to further organize, develop, and support their ideas as well as gain valuable editing skills, while tutors gain experience as writers, teachers, learners, and communicators.

Career Services

Career services staff assist students in their career planning by offering guidance and information to those choosing a major, developing career plans, searching for graduate school, or seeking employment opportunities. Programs, activities and individual appointments are offered to assist students in developing a general perspective of life/work planning, as well as evaluating and effectively implementing specific job search strategies.

Some of the many services and resources available through career services are:

- Self-assessment tools to assist with choosing a major and developing career plans
- Information on majors and careers
- Resume, cover letter, and interviewing workshops and informational handouts
- Career and job fairs
- Career Exploration class (PD101)
- Job Search Strategies class (PD201)
- Opportunities to meet and network with SMU alumni
- Career Development Events
- Listings of full-time and part-time job openings
- Graduate school and professional school information
- Individual appointments

Students are encouraged to visit career services staff early in their college career to develop the most effective career path. Questions regarding career services should be directed to the director of career services.

Academic Enhancement Programs

International Studies

Saint Mary's University of Minnesota encourages students to incorporate study abroad into their academic plans as it enhances their liberal arts education by engaging them in stimulating learning experiences and encourages them to develop a sense of global citizenship. Staff of the study abroad office is available to assist students during all stages of the study abroad experience, which includes exploring various options, applying to a program, preparing to study abroad by participating in several orientation sessions, studying abroad, and returning to campus. Please see the international studies information listed in the academic departments.

Internship and Field Exploration Programs

Saint Mary's University supports field exploration and internship experiences as integral parts of its curriculum, enabling students to participate in structured, supervised learning experiences for academic credit, generally off-campus. The internship and field exploration program strives to provide carefully designed experiences which offer a new arena for applying theories and concepts learned in the classroom, as well as opportunities for professional and personal development. Please see the internship information listed in the academic departments for further information.

Professional Programs

Students intending to follow professional careers in law, medicine, dentistry, engineering and similar fields are encouraged to complete their baccalaureate work before undertaking such specialized training. The four-year undergraduate program which is required for admission to graduate school is strongly recommended for those who seek admission to professional schools. It is possible, however, under certain circumstances for superior students to enter a cooperative professional program in which the liberal and general content of a complete education is taken within a three-year period at Saint Mary's University. Upon successful completion of the first year of the approved professional sequence, a bachelor of arts degree will be granted by Saint Mary's University. Subsequently, the professional degree is granted by the professional school upon completion of the full program.

Application for this program should be made in writing to the vice president for academic affairs of the College. Applicants must have a cumulative grade point average of 3.0 for all university courses and for courses in their major field. Applicants must have earned at least 30 semester credits. If a student applies as a sophomore and approval is given, the approval is subject to the provision that the student maintain the GPA status as defined above. The professional school and the professional sequence within the school must be approved by the vice president for academic affairs.

Students in a cooperative degree program must complete a university residency requirement of 30 credits of upper division work taken at Saint Mary's and all university general education requirements. Before entering the professional sequence, students must have completed a substantial portion of the catalog major.

The appropriate department chair will determine whether the courses taken at Saint Mary's, together with those in the first year of the professional sequence, will suffice to grant the department major. In most cases, the student will receive the bachelor's degree in a major related to the professional program.

Paraprofessional Degree Programs

Students who intend to follow paraprofessional careers in cytogenetics, cytotechnology, clinical laboratory science/medical technology or nuclear medicine are encouraged to complete their undergraduate degree before entering into such training. However, successful completion of a one-year clinical internship at an affiliated hospital-based paraprofessional program may be used for completing the requirements of a Saint Mary's University undergraduate degree.

Academic Enhancement Programs

SMU/WSU Cooperative Program

Saint Mary's University (SMU) and Winona State University (WSU) have a history of inter-institutional cooperation. This history includes the sharing of courses and library services. The primary objectives of the SMU/WSU Cooperative Program are to provide expanded educational programs and services, to increase opportunities for students, staff and faculty through the sharing of these programs and services, and to achieve a more efficient use of existing resources.

1. The cooperative program is designed for undergraduate students only.
2. To enroll in the cooperative program, a student must be registered full-time at one of the two participating schools.
3. Most of the student's courses will be taken at his/her home institution. Up to one-half of an academic load during any registration period, however, may be taken at a cooperating institution. Any special arrangements are to be made with the academic or university deans.
4. A student may only major in a field available at the home institution.
5. Course substitutions in a major field require the permission of the department chair at the home institution. Courses in a student's major that are taken at another institution will count towards the total required for graduation.
6. Most courses at SMU and WSU are open to students from either of the other participating institutions provided prerequisites are met and space is available.
7. Requests for exceptions to the above guidelines must be secured from the chief academic officers of the institutions involved.

Courses taken at WSU are not included in the student's GPA. Tuition is paid only to the student's home school. The student will be required to pay for special course or lab fees at the institution where the class is taken. To register in the program, a student must fill out an intercollegiate registration form, available in student services. Upon receipt of the registration permit, an eligible student then presents it at the cooperating institution during its regular registration period. A SMU student may obtain library privileges at the WSU library by presenting his/her SMU barcoded identification card.

Post Secondary Enrollment Option (PSEO)

Minnesota law allows high school junior and seniors (whether currently in public, nonpublic or home schools) to take courses at eligible post-secondary institutions without paying for tuition, fees or books. These courses fulfill high school degree requirements and may transfer into colleges/universities the student may choose to attend. Saint Mary's University participates with local high schools in this program.

Students who participate in the PSEO program must have initial placement in either E120 English Composition or E220 Argumentative and Research Writing in order to enroll in any English writing or literature course at SMU. Students who plan to enroll in a mathematics course must have previously satisfied M100 Elementary Mathematics/M102 Intermediate Algebra either by scoring a 21 on the math section of the ACT, 500 on the math section of the SAT, or by scoring 70% on the Saint Mary's University Intermediate Algebra Placement Exam. Students who participate in the PSEO program are not eligible to enroll in any ESL courses.

Advanced Placement (AP) Credit

Students with advanced placement (AP) test scores of 3, 4, or 5 may request credit and advanced placement by submitting the scores to the registrar.

Academic Enhancement Programs

AP Course	# of credits	Course Equivalency
Art History	3	AR101 Art Appreciation
Biology	4	B110/111 Botany & Zoology I & Lab
Calculus AB	4	M151 Calculus I
Calculus BC	8	M151 Calculus I and M152 Calculus II
Chemistry	4	C131/133 General Chemistry I & Lab
Chinese Language & Culture	3	Elective Credits
Comp Govt & Politics	3	PS320 Comparative Politics
Computer Science A	3	CS110/111 Computer Science & Lab
Computer Science AB	3	Determined by department
English Language	3	E120 English Composition
English Literature	3	E175 Introduction to Literature
Environmental Science	3	B105 Environmental Biology
European History	4	H125 Europe & the World
French Language	4	F141 Elementary Conversational French
French Literature	3	Elective Credits
German Language	3	Elective Credits
Human Geography	3	Elective Credits
Italian Language & Culture	3	Elective Credits
Japanese Language & Culture	3	Elective Credits
Latin Literature	3	Elective Credits
Latin: Virgil	3	Elective Credits
Macroeconomics	3	EC262 Macroeconomics
Microeconomics	3	EC261 Microeconomics
Music Theory	3	MU160 Music Theory I
Physics B	3	P155 Foundations of Physics
Physics C	3	Determined by department
Psychology	3	PY111 General Psychology
Spanish Language	4	SP141 Elementary Conversational Spanish
Spanish Literature	3	Elective Credits
Statistics	3	ST132 Reasoning with Statistics
Studio Art	3	AR122 Drawing I
U.S. Govt & Politics	3	PS102 American National Government
United States History	4	H150 American Experience
World History	4	H125 Europe & the World

College-Level Examination Program (CLEP)

Credit is granted for appropriate CLEP subject examinations; credit is not granted for CLEP general examinations. Saint Mary's University follows the guidelines of the American Council on Education (ACE): scores of a minimum of 50 are required for all subjects with the exception of Level 2 French, German and Spanish. Students taking the Level 2 language CLEP exams must score 63 in the German language, 62 in the French language and 66 in the Spanish language to earn credit.

CLEP Exam	# of credits	Course Equivalency
American Government	3	PS102 American National Government
American Literature	3	E175 Introduction to Literature
Analyzing & Interpreting Lit	3	E175 Introduction to Literature
Biology	3	B110 (no lab)
Chemistry	4	C131 & 133 General Chemistry I and Lab 4
College Mathematics	0	NA; placement only
College Algebra	0	NA; placement only
Calculus	4	M151 Calculus I

Academic Enhancement Programs

College Algebra/Trig	0	NA; placement only
English Composition with essay	3	E120 English Composition
English Composition without essay	0	NA
English Literature	3	E175 Introduction to Literature
Environmental Biology	3	B105 Environmental Biology
Financial Accounting	3	elective credits
French, Level II	4	F142 Beg Conversational French II
German, Level I	4	elective credits
French, Level I	4	F141 Beg Conversational French I
German, Level II	4	elective credits
History/U.S.: 1865-Present	3	elective credits
History/U.S. Early Colonization-1877	3	elective credits
Human Growth & Development	3	PY211 Developmental Psychology
Humanities	3	elective credits
Info Systems & Computer Ap	3	elective credits
Intro Sociology	3	S110 intro to Sociology
Intro Business Law	3	BU312 Business Law I
Intro Psychology	3	PY111 General Psychology
Intro Educational Psychology	3	elective credits
Natural Sciences	3	elective credits
Precalculus	0	NA; placement only
Principles of Management	3	MG219 Principles of Management
Principles of Microeconomics	3	EC261 Principles of Microeconomics
Principles of Accounting	3	AC121 Principles of Accounting
Principles of Macroeconomics	3	EC262 Principles of Macroeconomics
Principles of Marketing	3	MK217 Principles of Marketing
Social Sciences & History	3	elective credits
Spanish, Level II	4	SP142 Beg Conversational Spanish II
Spanish, Level I	4	SP141 Beg Conversational Spanish I
Trigonometry	0	NA; placement only
Western Civ II: 1648-Present	3	elective credits
Western Civ I: Ancient Near East-1648	3	elective credits

International Baccalaureate (IB) Credit

Students with International Baccalaureate (IB) advanced placement test scores of 4 through 7 may request credit and advanced placement by submitting the scores to the registrar. Saint Mary's University accepts IB scores only on the Higher Level exams; with the exception of foreign languages, where both the Higher Level and Standard Level are accepted.

IB Course	# of credits	Course Equivalency
Biology	4	B110/111 Botany & Zoology I & Lab
Business & Management	3	AC121 Intro to Business & Accounting
Chemistry	4	C131/133 General Chemistry I & Lab
Classical Languages	3	Elective Credit
Computer Sciences	3 or 4	Determined by department
Geography	3	Elective credits
History of Africa	3	Elective credits
History of the Americas	3	H150 The American Experience
History of Asia	3	Elective Credits
History of Europe	3	H125 Europe & the World
History of the Islamic World	3	Elective credits
Language A English A1	3	E120 English Composition

Academic Enhancement Programs

Language B (both Higher Level & Standard Level)

Chinese	3	Elective credits
French	4	F141 Elementary Conversational French I
German	3	Elective credits
Japanese	3	Elective credits
Russian	3	Elective credits
Spanish	4	SP141 Elementary Conversational Spanish I
Mathematics	3 or 4	Determined by department
Music	2	MU130/131 Music Fundamentals I & II
Philosophy	3	Elective credits
Physics	3	P155 Foundations of Physics
Psychology	3	PY111 General Psychology
Social Anthropology	3	Determined by Department
Theatre Arts	3	TA160 Theatre Appreciation
Visual Arts	3	Determined by Department

Saint Mary's University Advanced Placement

Incoming first-year students who choose not to participate in any of the above mentioned advance placement programs may apply directly to the appropriate department at Saint Mary's University for advance credit through examination; students may receive up to a maximum of eight semester credits. The student should apply for advance credit at the time of matriculation and no later than the end of the first semester of attendance at SMU. A fee is charged for some examinations.

Program for Advanced College Credit (PACC)

Saint Mary's University has developed alliances with many regional private high schools. The Program for Advanced College Credit (PACC) allows superior secondary students at participating schools to enroll in Saint Mary's University courses taught in their own high school. These courses follow approved syllabi and are taught by SMUMN adjunct instructors, with collaboration from full-time SMUMN faculty. For more specific information regarding PACC, please visit the website at www.smumn.edu/pacc.

Credit for Experiential Learning Credits (CEL)

Students who have earned some college credit and are a minimum of 25 years old may earn Credit for Experiential Learning (CEL) credits. Application is through the academic advising office. CEL credits will be billed at the rate of 1/3 the per credit charge.



Student Life

CO-CURRICULAR LEARNING IN THE LASALLIAN TRADITION: STUDENT LIFE

The co-curricular student life area empowers the growth of students in intellectual, spiritual, emotional, social, cultural, physical, and vocational competencies. A small liberal arts university such as Saint Mary's is well suited for this kind of growth. We intentionally create a learning environment which is sensitive to individual differences while at the same time fostering an appreciation for community. In the spirit and practice of education of John Baptist de La Salle, the commitment is to the total growth of students. The student development area, through team effort of all its offices and personnel, seeks to challenge and support students in this teaching and learning process. It is a collective responsibility to enhance the total growth of each individual and the development of community toward our mission of leading "ethical lives of service and leadership." The *Community Planner and Handbook* describes additional aspects, policies and procedures of student life in greater detail. It is the responsibility of every student to be aware of the policies as members of the SMU community.

Community Living and Expectations

Saint Mary's University is a residential community in which over 75 percent of students live on campus. The community is established on the premise that students are responsible adults, indeed the leaders of the next generation. This process expects scholarliness, holiness, and thoughtful concern for others. We extend to students degrees of freedom but then in turn expect that they be responsible with this freedom.

The creation of such an environment is possible only insofar as people are willing to accept the responsibilities for and the consequences of their actions. While individuals are afforded a great deal of attention at Saint Mary's University, they cannot abdicate their responsibilities to the rest of the university community. No institution can operate without standards and expectations. The standards of Saint Mary's University reflect the necessity for the individual to demonstrate a willingness to respect the rights and situations of the rest of the university community. The community expectations of Saint Mary's University are reasonable and are established by and for the university community for its benefit and service.

Residence Halls

The university provides reasonably priced and well-maintained living/learning environments which are designed to foster community, self-growth, responsibility, respect for others, leadership and positive citizenship. The residence hall team consists of an administrative team of professional staff who are responsible for the operation of all residence halls; hall directors, trained professional staff who provide leadership and supervision in each building complex; and various student staff members, students assigned a floor or wing who help to create and maintain an environment which promotes academic and personal success while building a strong sense of belonging and community.

Residence living is intended to provide the student with opportunities for personal behavioral development. In order to realize this goal, each resident must share in the responsibility to make the living unit a pleasant, stimulating home for all concerned. The university residence halls have single and double rooms, and three to four-person suites. The student villages accommodate four persons in two-room furnished apartments, complete with bath and an efficiency kitchenette; each apartment has its own outside entrance. New students may apply for housing as soon as they have confirmed their attendance. Preferences are respected whenever possible. Rooms intended for two occupants are not assigned to a single occupant; however single rooms are available for sophomores, juniors and seniors upon request. Specific regulations and procedures relating to room occupancy and student accountability are spelled out in the room and board agreement.

Campus Ministry

Within the SMU community of learning, faith and service, the Office of Campus Ministry supports and challenges all members to treasure and manifest the presence of God in the world. The mission of Campus Ministry is to reflect and to proclaim the Gospel of Jesus Christ in service to this

community. Rooted in the rich heritage of the Lasallian tradition, Campus Ministry strives to build community, promote service to others, and empower those with whom it works to become responsible Christian leaders. Through worship and prayer, a supportive environment, and faith-centered activities and programs, this office ministers to and with students, staff, faculty, and administrators. Marked by faith and zeal, campus ministry respects and welcomes those of all faith traditions, and affirms the dignity of all persons.

Student Health Services

Student health services adheres to the philosophy that the decisions one makes in many aspects of life (i.e. nutrition, exercise, relationships, and stress management) greatly affect the overall state of health. The goal of student health is to enhance the educational process by either modifying or removing health related barriers to learning. Students are encouraged to strive for an optimal level of wellness and make informed decisions about their health related concerns. Services include treatment of minor illness and injury, non-emergency health care, some laboratory testing, health counseling and education, referrals and certain medications. One full time certified university health nurse and one part time registered nurse are in attendance during regular during the academic year. A family practice physician is available on campus three hours each week for consultation. All visits to student health services are confidential; except in the event of an emergency, information is not released to anyone, including parents, friends, faculty and others, without prior consent of the student. As part of the admission and registration process, students are required a health and immunization history. As mandated by state law, students who fail to comply with this requirement will not be able to attend any post-secondary institution in the state of Minnesota. Students with medical disabilities requiring accommodation in housing or other areas of daily living should complete the disabilities request form in order to facilitate assistance in meeting his/her needs. A physical examination by the student's family physician is required of all students with chronic health conditions or those planning on participating in intercollegiate athletics. Examinations by a physician may be required at other times during the academic year at the discretion of school officials.

While student health does provide some direct professional care on campus, these services are limited; professional staff will provide case management for significant health concerns including off-campus referrals to area health facilities. All undergraduate students are required to maintain adequate health insurance either individually, through their parents, or through a university-provided policy paid by the student. Students are required to show proof of insurance each year during their undergraduate experience.

Counseling Services

Counseling services promotes the psychological growth and mental health of SMU students through counseling, advocacy, and education. Counseling services offers short-term individual personal assessment and counseling, couples counseling, group counseling, referrals, educational workshops and classes, and consultation for concerned others. Students bring a wide variety of concerns to counseling services, ranging from issues of a developmental nature to more severe psychiatric illnesses such as mood disorders. An increasing number of students are coming to all colleges and universities having already used the services of a psychologist or psychiatrist. Counseling services seeks to coordinate services with providers from home when feasible, and also to assist students in coordinating services as needed with other offices on campus, such as health services and disability services.

Counseling sessions are confidential; information presented by a client is not released to others without the expressed consent of the client. Counseling can be a valuable resource for students' growth and development, and the counselors at SMU are guided in all services by an awareness of the developmental tasks appropriate to young adults. Clients are assisted to address their immediate concerns so that they may maximize their success at the university, and also to develop problem-solving skills they can use throughout their lifetime.

Student Life

Student Activities

The extracurricular aspects of student life proves invaluable in the development and growth of the person. The university directly and indirectly encourages and provides for a wide variety of such activities. Numerous student run organizations and clubs provide students of Saint Mary's University occasions for personal and social growth. The assistant dean of students for activities, leadership, and service facilitates the organization and club process, and advises the Student Senate. The director of activities advises the Students Activities Committee (SAC), SMU Crew, and the Taylor Richmond Benefit Dance Committee.

The Student Senate

Student government at Saint Mary's University is vested in the student senate, composed of executive officers elected by the student body at-large and senators elected by representative segments of the community. The student senate conducts its business without interference from the university administration and provides an active forum for student opinion and a practical means for student participation in the life and governance of the university. The student senate has voting representatives on various university committee. The student senate maintains its own budget and it delegates to the student activities committee (SAC) the responsibility for providing an extensive program of activities and social events. The student activities committee, composed of students, presents a variety of cultural and recreational activities and programs. Concerts, comedians, novelty acts and weekly movies are regular features throughout the school year. In keeping with the residential nature of the campus, programming meets the needs of students on weekends as well as during the week. The university social calendar is maintained and distributed on a regular basis by the student activities coordinator with assistance from SAC.

Intercollegiate Athletics

Saint Mary's University athletic teams are members of the Minnesota Intercollegiate Athletic Conference (MIAC). Approximately 25% of the student body compete as student athletes in 21 varsity sports. Men's programs include baseball, basketball, cross-country, golf, hockey, soccer, swimming/diving, tennis, and track. Women compete in basketball, golf, cross-country, hockey, soccer, softball, swimming/diving, tennis, track and volleyball. First-year students and students transferring from other institutions are eligible to participate in accordance with NCAA, MIAC and Saint Mary's standards. A transfer student's class standing is determined by the number of semesters attended at the other institution and by the number of credits accepted in transfer by Saint Mary's. A student has 10 full semesters to compete in four seasons of any sport. Eligibility requires that a participant be a full-time student and must successfully complete 24 credits during the two terms (full-time) of attendance that immediately precede the term during which he/she participates. Freshmen must complete a minimum of 12 credits in their first term of attendance to be eligible to participate with a team in the second term. Repeat courses previously passed do not count toward the 24 credits. Saint Mary's University has determined that a student on academic probation is ineligible to participate in intercollegiate athletics during the probationary semester. Refer to the academic penalties section elsewhere in this catalog for information regarding academic probation standards.

Intramural Sports and Activities

The intramural program at Saint Mary's is an important element of student life and offers each and every student the chance to participate. Its goal is an activity for everyone and everyone in an activity. Intramural sports are available to provide healthful exercise, promote leisure education, enrich social competence, develop group loyalty and promote higher academic achievement. It is hoped that the Saint Mary's community will take advantage of the many opportunities available, including competition in basketball, softball, hockey, flag football and volleyball along with various non-competitive activities.

The game room is run by the office of intramurals and offers a variety of games such as foosball, billiards, ping pong, air hockey, and bubble hockey. Game room equipment may be checked out

Student Life

with a Saint Mary's University I.D. card. Also available in the game room is a fifty-inch plasma television and comfortable lounge furniture.

Special Events

The ingenuity of the students and the energy of organizations and classes result in a series of special events throughout the year which add variety and interest to the regular campus calendar. Variety shows, such as the annual Blue Angel and Gaslight, and special activities such as Cardinal Days, the Taylor Richmond Benefit Dance and Family Weekend augment the professional entertainment sponsored by the student activities committee. The vigor of the social and cultural life on campus is directly proportionate to the involvement of the students, faculty and staff in these activities.

New Student Orientation

All new students participate in a one-day orientation in early summer. When they arrive on campus in the fall they participate in activities during move-in weekend and Week One. Students living on campus also participate in activities in the residence halls. The activities are designed to ease the transition to university life.

Volunteer Services

The office of volunteer services helps acclimate students to the Lasallian philosophy of faith, zeal and service to society. The main goal is to introduce students to service-learning opportunities which helps them put to use what they learn in the classroom and to learn to live lives of service to their community. Volunteer programs are designed to ensure that all students have the opportunity to volunteer. Service projects include, but are not limited to, service trips to Biloxi, MS to aid in hurricane relief efforts, working with the local Catholic Worker Houses, Winona Volunteer Services, and Spruce Up Winona, a combined effort with Winona State University and Red Wing/Winona Technical College.



Institutes and Affiliated Programs

INSTITUTES AND AFFILIATE PROGRAMS

Christ the Teacher Institute for Education of Saint Mary's University

Brother Paulos Welday Mesmer, FSC, Ed.D., Director and Associate Dean

Located at Saint Mary's Nairobi Campus, 30 minutes outside the city center of Nairobi, Kenya, Christ the Teacher Institute for Education (CTIE) provides course work in teacher education leading to a three-year diploma in teacher education and a four-year bachelor of education degree. CTIE offers courses during a year-long three-semester academic year. Students who successfully complete the prescribed coursework, including student teaching, will be awarded a diploma in teacher education at the end of three years. At that time, students may apply to complete a fourth year of study, and those successfully completing the work will be awarded the bachelor of education degree. The diploma in teacher education requires the completion of 110 semester hours. The bachelor of education degree requires the completion of 146 semester hours. At present, teaching concentrations are offered in Christian religious education, English, geography, history, mathematics, and biology. Approximately 200 students attend CTIE.

De La Salle Language Institute

Rebecca Vogel, Director

The De La Salle Language Institute of Saint Mary's University offers two programs of intensive English language instruction, an ESL program and a bridging program. Please see the catalog listing under departments.

The Hendrickson Institute for Ethical Leadership

Lindsay McCabe, Executive Director

The Hendrickson Institute for Ethical Leadership directs its energies toward three distinct but complementary initiatives: The Tomorrow's Leaders High School Scholarship Program, The Tomorrow's Leaders Scholarship Program at Saint Mary's University of Minnesota, and the programs of the Hendrickson Institute for Ethical Leadership.

The Tomorrow's Leaders High School Scholarship Program currently involves 45 high schools throughout the Midwest and there are plans for national expansion. This program provides incentive in the form of a post-secondary scholarship for high school students of good character to complete leadership and service projects within their schools and communities.

The Tomorrow's Leaders Scholarship Program at Saint Mary's University of Minnesota has 16 named and endowed Tomorrow's Leaders Scholarships with an aggregate principal of \$10 million to provide financial assistance to almost 60 students who commit to a lifestyle characterized by good character, scholarship, service and leadership.

The programs of the Hendrickson Institute for Ethical Leadership are targeted at emerging and aspiring leaders in every sector of the workforce: business, government, not-for-profit, church, and education. The Hendrickson Institute for Ethical Leadership offers workshops, seminars, and training programs. Core offerings include the Corporate Directors Academy and the Servant Leader Training Academy.

Maryknoll Institute of African Studies of Saint Mary University

Rev. Prof. Michael Kirwen, M.M., Ph.D., Director and Associate Dean

Located at Saint Mary's Nairobi Campus, the Maryknoll Institute offers intensive, participatory experiences for those wishing to systematically understand, appropriate and articulate African cultural knowledge. The Institute offers a Master of Arts (MA) in African Studies, and a Master of African Studies (MAS). Courses are offered both on a 12-week semester basis, and on a three-week immersion basis of two blocks from the last week of May through mid-July. In concert with their classroom work, students do an hour of supervised field research for every hour of class. The research is facilitated by trained assistants who work with students on a one-to-one basis in the field. The

Institutes and Affiliated Programs

research is correlated with the material of the courses being taught. A 15 page paper, in which students show their ability to interrelate the field research data with the lecture material, is required for each course. The master of arts degree requires six courses and a thesis. The Master of African Studies degree requires seven courses and a long essay. For both degrees, three courses are required with the remainder electives combining social science and theological courses. For full details, browse the Institute's websites: www.mias.edu and www.africancultures.org.

GeoSpatial Services

Barry Drazkowski, Executive Director

GeoSpatial Services (GSS) is a full service provider of geographic information systems (GIS) consulting and development services. GeoSpatial Services is a program of Saint Mary's University with operations in both Winona, MN and Minneapolis, MN. GeoSpatial Services has a rich history of developing geographic information systems for a broad spectrum of clients in both government and private industry. The GIS discipline grew out of Saint Mary's University's long commitment to research of the Upper Mississippi River, where GIS was applied as an analysis and trending tool for biological studies. Use of GIS for trend analysis is a key strength of GeoSpatial Services. Target industries include natural resources, and oil and gas pipelines. GSS also has experience in developing GIS for clients in a broad spectrum of other industries and applications.

GSS is a strong partner with the US Fish and Wildlife Service (USFWS) to update legacy GIS data for the National Wetland Inventory (NWI), along with a number of other government agencies. Work in the oil and gas pipelines industry has successfully delivered custom interfaces, GIS applications, and geodatabases on time and on budget, creating credibility and a reputation for GSS as a leader in the GIS industry.

Saint Teresa Leadership and Service Institute for Women

Holly Jean Richard, Director

The Saint Teresa Leadership and Service Institute for Women is an all-female community within the broader co-educational Saint Mary's community. The students in the Institute are committed to a living and learning environment that prioritizes service activities and the nurturing and development of each woman's leadership potential. Embracing Franciscan, Teresan and Lasallian values, the Saint Teresa Institute encourages women to grow intellectually, socially, spiritually and culturally; and celebrates personal integrity, excellence and service.

Graduate and Professional Programs

SCHOOLS OF GRADUATE AND PROFESSIONAL PROGRAMS

Saint Mary's Schools of Graduate and Professional Programs (SGPP) has been a pioneer in "out-reach education" since 1984. SGPP offers graduate programs, graduate continuing education courses, bachelor of science completion programs, certificate and licensure programs, and other special programs designed specifically to meet the needs of adult students.

The programs create communities of learning when and where they are needed, as part of a commitment to serving adult learners and the educational needs of society. To that end, programs are delivered at the Twin Cities campus, the Winona campus, the Apple Valley center, the Rochester center, and other sites in Minnesota and Wisconsin. The school offers innovative programs, flexible scheduling, convenient locations, and the supportive environment which adult students need to successfully continue their education.

Twin Cities Campus

The Twin Cities campus, established in 1984, is located at 2500 Park Avenue in Minneapolis. The campus offers more than 40 programs, including pre-bachelor certificates, bachelor completion programs, post-bachelor certificates, master programs, post-master certificates, a specialist program, and a doctoral program, including graduate continuing education. Classes are primarily held on evenings and weekends, and flexible class scheduling allows students to attend school part and full-time.

Winona Campus

The Winona campus has offered graduate programs since the 1950s. The campus offers bachelor completion programs, graduate certificates, master's programs, professional certificates, and a doctoral program.

Rochester Center

The Rochester center was established in 1985 and offers an array of programs to students in and around Rochester, Minnesota. The center is located in the Heintz Center, which is home to state-of-the-art classrooms and computer facilities, and meeting space.

Additional information on programs offered by the School of Graduate and Professional Programs can be found in the School of Graduate and Professional Programs Catalog.

Nairobi, Kenya Campus

The university also has a Nairobi, Kenya campus, which offers two master's programs in addition to a three-year diploma program and a bachelor of education program.

Schools of Graduate and Professional Program Offerings

Professional Certificates

- Pastoral Administration
- Pastoral Ministries

Undergraduate Certificates

- Accounting
- Education Assistant
- English Language Proficiency
- Surgical Technology

Bachelor of Science Degree Completion

- B.S. Accounting
- B.S. Business
- B.S. Human Resources
- B.S. Human Resource Management
- B.S. Human Services

Graduate and Professional Programs

- B.S. Industrial Technology
- B.S. Information Technology
- B.S. Integrative Studies
- B.S. Marketing
- B.S. Police Science
- B.S. Sales and Marketing

Master Degrees

- M.A. African Studies
- M.A. Arts Administration
- M.A. Counseling and Psychological Services
- M.A. Education
- M.A. Education (Catholic School Leadership)
- M.A. Educational Administration
- M.A. Health and Human Services Administration
- M.A. Human Development
- M.A. Human Resource Management
- M.A. Instruction
- M.A. International Business
- M.A. Management
- M.A. Marriage & Family Therapy
- M.A. Organizational Leadership
- M.A. Pastoral Administration
- M.A. Pastoral Ministries
- M.A. Philanthropy and Development
- M.A. Public Safety Administration
- M.A.S. Master of African Studies
- M.B.A. Master of Business Administration
- M.Ed. Teaching and Learning
- M.L.E. Master of Arts in Literacy Education
- M.S. Geographic Information Science
- M.S. Nurse Anesthesia
- M.S. Project Management
- M.S. Telecommunications

Graduate Certificates

- Executive Business Leadership
- Finance Manager
- Geographic Information Science
- Gifted & Talented Instruction
- International Business
- K-12 Reading Teacher
- Marketing Manager
- Marriage & Family Therapy
- Professional Development
- Special Education for Administrators

Advanced Graduate Certificates

- Educational Administration - Director of Special Education
- Educational Administration - K-12 Principal
- Educational Administration - Superintendent Licensure

Specialist Degrees

- Ed.S. Curriculum, Assessment and Instruction
- Ed.S. Educational Administration

Doctoral Degree

- Ed.D. Leadership

Roster

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B.A., Winona State University; M.B.A., Saint Cloud State University

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B.A., Pacific Lutheran University; M.A., Ph.D., Washington State University

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B.A., Pacific Lutheran University; M.A., Ph.D., Washington State University

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B.A., Winona State University; M.B.A., Saint Cloud State University

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R.N., B.S.N., M.S.N., University of Minnesota

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Carolyn Bray, Assistant Softball

Ambjor Brown, Head Athletic Trainer

Christian Dembiec, Men's Soccer Coach; Instructor

Tom Farren, Men's Golf Coach; Equipment Manager; Ice Arena Manager

Tony Guinn, Women's Soccer Coach; Instructor; SAAC Advisor/CHAMPS Life Skills

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	Mandy Pearson , Head Women's Basketball
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Internships	Jackie Baker , Director
Intramurals	Jason Richter , Assistant Dean of Students for Activities, Leadership, and Service
Internships	Jackie Baker , Director
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Student Services	David Ansell , Financial Analyst/Executive Director, Saint Teresa Campus Janelle Ansell , Controller Susan Edel , Registrar Kimberly Gibbs , Assistant Controller, Perkins Bruce Greenwood , Director, Tuition and Collections Cynthia Marek , Vice President for Financial Affairs Dawn Speltz , Assistant Director of Financial Aid Tammy Vondrashek , Assistant Director of Financial Aid Paul Wildenborg , Director/Payroll and Benefits Jayne Wobig , Director of Financial Aid
Study Abroad	Robert Connor , Associate Dean of London and Florence Programs Renee Knutson , Director
Technology/Computer Center	Francis Speck , Director of Information Technology Sarah Bearbower , Information Technology Manager-Academic Systems Brian Behling , Helpdesk Manager Donald Cisewski , Multimedia Support Technician Amanda Frost , Helpdesk Support Technician Brother John Grover, FSC , Information Technology Manager Administrative Computing Donald Grubb , Telecommunications Coordinator Chet Heacox , Network/Server Support Technician Heidi Johnson , Academic Support Technician Kevin Kotlarz , Systems Programmer-Winona Nathan Lloyd , Computer Programmer Jason Spartz , Multimedia and IT Support Manager Jeffrey Wiczorek , Academic Computing Support Technician

Roster

Toner Student Center	Darlene Paulson , Director of Toner Student Center Theresa Lueck , Director of Conferencing and Camps Jamie Rattunde , Assistant to Director of Conferencing and Camps
Volunteer Services	Jason Richter , Assistant Dean of Students for Activities, Leadership, and Service
Women's Issues Writing Center	Ann Gibson , Coordinator Peggy Johnson , Director Teresa Schulz , Associate

WINONA CAMPUS UNDERGRADUATE FACULTY AND ACADEMIC ADMINISTRATORS

This list includes full-time faculty and academic administrators, and part-time faculty who regularly teach six or more credits each semester (at the time of printing).

JOYCE ALTOBELLI, Assistant Professor of Social Science
B.S., M.A., University of North Dakota; Ph.D., Cornell University

JANE ANDERSON, Dean, School of Education; Professor of Education
B.A., College of Saint Teresa; M.A., Northeastern Illinois University; Ph.D., University of Minnesota

CAROLYN JURSA AYERS, Associate Professor and Chair of English
B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., University of Chicago

JACKIE BAKER, Director of Internships
B.S., Winona State University; M.S., University of Wisconsin-La Crosse

MARK BARBER, Associate Dean of Humanities; Associate Professor of Philosophy
B.A., Saint Mary's College of California; M.A., University of St. Thomas; Ph.D., Marquette University

DEAN BECKMAN, Assistant Professor of Social Science
B.A., Winona State University; M.S., Southern Illinois University at Edwardsville

JAMES M. BEDTKE, Associate Provost; Vice President for Graduate and Professional Programs; Professor of Business
B.A., Winona State University; M.B.A., Saint Cloud State University

CORA BERG, Archives and Assistant Reference Librarian
B.A., Winona State University; M.L.I.S., Rosary College

SANDRA BETH, Interim Director of Fitzgerald Library
B.A., Elmhurst College; M.A., Northern Illinois University

KIRSTIN BLAKE, Production Manager of Performance Center; Lecturer of Theatre Arts
B.S., Kennesaw State University; M.F.A., University of Southern Mississippi

BRETT BODSGARD, Assistant Professor of Chemistry
B.A., Carleton College; M.S., University of Colorado; Ph.D., University of Wisconsin-Madison

STEVEN BOULER, Assistant Professor of Theatre Arts
B.A., Auburn University; M.A., Louisiana State University; Ph.D., University of California-Santa Barbara

BONNIE BREZA, Instructor of Education
B.A., Mount Mary College; M.A., Winona State University

DANIEL BUCKNAM, Assistant Professor of Psychology
B.A., Saint Olaf College; M.A., Ph.D., University of Illinois at Urbana-Champaign

MICHAEL CHARRON, Dean of the School of the Arts; Professor of Theatre Arts
B.A., Saint Mary's College; M.F.A., University of Minnesota

PHILIP COCHRAN, Professor and Chair of Biology
B.A., Saint Mary's College; M.S., University of Minnesota; Ph.D., University of Wisconsin-Madison

ROBERT A. CONNOR, Associate Dean of London and Florence Programs; Associate Professor of Theology
B.A., Seton Hall University; S.T.L., Catholic University of America

JANE COWGILL, Assistant Professor of English
B.A., Bennington College; M.A., Ph.D., University of Connecticut

EILEEN DAILY, Assistant Professor of Theology
B.A., College of Holy Cross; J.D., Suffolk University Law School; M.A., Ph.D., Boston College

WILLIAM DAVIDSON, Instructor of Mathematics and Statistics
B.S., University of Missouri; M.A., University of North Carolina at Charlotte

TYCHO DE BOER, Assistant Professor of History
B.A., M.A., Rijksuniversiteit Groningen; Ph.D., Vanderbilt University

SCOTT DEML, Assistant Professor of Business
B.S., M.B.A., University of Wisconsin-La Crosse

BROTHER LOUIS DeTHOMASIS, FSC, Chancellor; University Professor of Interdisciplinary Studies
B.S.F.S., Georgetown University, The Edmond A. Walsh School of Foreign Service; Ph.D., The Union Institute and University; LL.D., Benedictine University, Doctor of Laws, *honoris causa*

KEVIN DENNIS, Assistant Professor and Chair of Mathematics and Statistics
B.A., Luther College; M.S., Michigan State University; Ph.D., Central Michigan University

DOROTHY E. DIEHL, Associate Professor of Modern and Classical Languages
B.A., Gettysburg College; M.A., Villanova University; Ph.D., University of Michigan

GARY DIOMANDES, Professor and Chair of Theatre Arts
B.A., Providence College; M.A.T., Rhode Island College; Ph.D., The Union Institute and University

JOSEPH DULAK, Director, Academic Skills Center
B.A., University of Minnesota-Duluth; M.S., Mankato State University

SUSAN EDEL, Registrar
B.A., College of Saint Teresa

NANCY EDSTROM, Senior Lecturer of Interdisciplinary Studies
B.A., Sarah Lawrence College; M.A., Middlebury College

Roster

RAYMOND A. FABER, Professor of Biology
B.S., University of Illinois; M.S., Ph.D., University of Wisconsin

REVEREND ANDREW C. FABIAN, OP, Associate Professor of Philosophy
B.A., Ph.L., Aquinas Institute of Philosophy

KATHLEEN M. FLANAGAN, Associate Professor of Theatre Arts
B.A., University of Dayton; M.A.T., Saint Mary's College; Ph.D., The Union Institute and University

BROTHER BRENDAN FOLEY, FSC, Dean of Studies, Lecturer of Education (Nairobi Campus)
B.Sc., Catholic University of America; M.Sc.Ed., New York University

MARY CATHERINE FOX, Professor of Interdisciplinary Studies
B.A., M.S., Saint Mary's College; Ph.D., University of Minnesota

MARILYN R. FROST, Associate Dean of Social and Behavioral Sciences; Professor of Psychology
B.A., Queens College; Ph.D., Saybrook Institute

GREGORY GAUT, Associate Professor of History
B.A., Saint Mary's College; J.D., William Mitchell College of Law; Ph.D., University of Minnesota

TERRY A. GOLDMANN, Instructor of English
B.A., Moorhead State University; B.T., M.A., Winona State University

DAVID HAJOGLU, Computer Systems Administrator; Lecturer of Computer Science
B.S., University of Northern Colorado

JEFFREY HEFEL, Professor of Business
B.A., Loras College; M.B.A., University of Dubuque

KAREN HEMKER, Associate Director of Academic Skills Center, Disabilities Services Coordinator
B.A., Luther College; M.Ed., Saint Mary's University of Minnesota

ERIC HEUKESHOVEN, Lecturer of Music
B.A., University of Minnesota

JANET HEUKESHOVEN, Associate Professor of Music
B.S., University of Minnesota; M.M., Boston Conservatory of Music; D.M.A., University of Wisconsin-Madison

JEFFREY R. HIGHLAND, University Provost; Vice President of the College; Professor of Social Science
B.A., Pacific Lutheran University; M.A., Ph.D., Washington State University

REBECCA HOPKINS, Instructor of Education; Director, Master of Arts in Instruction
B.A., M.A., Saint Mary's University of Minnesota

BROTHER THOMAS HOUE, FSC, Visiting Associate Professor of Theatre Arts
B.A., M.A., Ph.D., University of Minnesota; M.A., University of St. Thomas

BENJAMIN HUEGEL, Assistant Professor of Business
B.A., M.A., Saint Mary's University of Minnesota

DAVID JACKSON, Associate Professor of Education
B.S., Winona State University; M.Ed., University of Nevada; Ph.D., University of Iowa

PEGGY JOHNSON, Director of Writing Center; Lecturer of English
B.S., State University of New York; M.A., University of North Dakota; Ph.D. candidate, Indiana University of Pennsylvania

MARTIN JUDD, Professor of Business
B.A., Dartmouth College; M.A., West Texas University; Ph.D., Oklahoma State University

JOHN KERR, Assistant Professor of English
B.A., Truman State University; M.M.S., Ph.D., University of Notre Dame

NED KIRK, Associate Professor and Chair of Music
B.M., Peabody Conservatory of Music; M.M., University of Massachusetts; D.M.A., University of Washington

TRICIA KLOSKY, Assistant Professor of Social Science
B.A., University of Minnesota-Duluth; M.A., University of North Dakota; Ph.D., University of Nebraska-Omaha

RENEE KNUTSON, Director of Career Services; Director of Study Abroad
B.S., Iowa State University; M.A., University of South Dakota

SISTER CLARE KORTE, SSSF, Professor of Biology
B.A., Alverno College; M.A., Saint Mary's College; D.A., University of North Dakota

RICHARD KOWLES, Distinguished University Professor of Biology
B.A., M.S., Winona State University; M.S., Saint Mary's College; Ph.D., University of Minnesota

RANDY KRAINOCK, Assistant Professor of Biology
B.A., D.V.M., University of Illinois; Ph.D., University of Iowa

ROGER KUGEL, Professor and Chair of Chemistry
B.A., Saint Mary's College; Ph.D., Stanford University

FRANCIS MWAI KUHUTHU, Assistant to the Director of Christ the Teacher Institute for Education; Lecturer of Education (Nairobi Campus)
B.Sc., Spring Hill College; A.L., M.Sc.Ed., St. John's University; Ed.D., Saint Mary's University of Minnesota

PRESTON LAWING, Associate Professor and Chair of Art and Design
B.S., Appalachian State University; M.F.A., University of Florida

HENRY LECKENBY, Assistant Professor of Physics
B.S., Villanova University; M.S., Florida Institute of Technology; Ph.D., Michigan Technological University

TRACY LEHNERTZ, Director of Institutional Effectiveness, Associate Dean of Off-Campus Programs
B.S., Winona State University; M.A., Saint Mary's University of Minnesota

LAUREN LEIGHTON, Periodicals and Assistant Reference Librarian
B.A., Northern Illinois University; M.S., University of Illinois at Urbana

Roster

BROOKE LENZ, Assistant Professor of English
B.A., University of Rochester; M.A., Ph.D., North Carolina at Chapel Hill

MOLLY LOHNES, ESL Specialist
B.S., MATESL, Iowa State University

MELISSA LUEDTKE, Assistant Professor of Education; Faculty Assessment Coordinator
B.A., Ed.D. candidate, Hamline University; M.A., University of Minnesota

MILAN LUKIĆ, Assistant Professor of Mathematics and Statistics
B.S., M.S., University of Belgrade; M.S., Maharishi International University; Ph.D., University of Wisconsin-Milwaukee

LARRY LUTTMERS, Professor and Chair of Psychology
B.A., University of Minnesota-Morris; M.A., North Dakota State University; Ph.D., Iowa State University

DAVID LYNCH, Associate Professor and Chair of Social Science
B.A., Iowa State University; M.A., Ph.D., University of California-Santa Barbara

THOMAS MANS, Vice President for Academic Affairs; Professor of Social Science
B.A., St. John's University; M.A., Ph.D., University of Iowa

THOMAS MARPE, Dean of the School of Business; Associate Professor and Chair of Business
B.S., M.B.A., Winona State University; Ed.D., Saint Mary's University of Minnesota

DEBRA MARTIN, Associate Professor of Biology
B.S., Upper Iowa University; Ph.D., University of Iowa

CHRISTOPHER MAYER, Technical Director of Performance Center; Lecturer of Theatre Arts
B.A., University of Wisconsin-La Crosse

SHELLY McCALLUM, Associate Professor of Business
B.A., University of Western Ontario; M.A., Saint Mary's University of Minnesota

LAURA McCAULEY, Instructor of Education
B.S., M.Ed., University of Minnesota

ROBERT McCOLL, Assistant Professor of Art and Design
B.A., Gustavus Adolphus College; M.F.A., Ohio University

DAVID R. McCONVILLE, Professor of Biology; Director, Master of Science in Geographic Information Science
B.S., M.A., Saint Cloud State University; Ph.D., University of Minnesota

KENNETH McCULLOUGH, Assistant Director of Academic Advising; Director, Program for Academic Success
B.A., University of Delaware; M.F.A., University of Iowa

SISTER MARGARET MEAR, BVM, Professor of Art and Design; Curator, Lillian Davis Hogan Art Galleries
B.A., Mundelein College; M.F.A., Idaho State University

BROTHER PAULOS WELDAY MESMER, FSC, Associate Dean of Education; Director, Christ the Teacher Institute for Education (Nairobi Campus)
B.A., M.A., Saint Mary's University; Ed.D., University of San Francisco

CHRISTIAN MICHENER, Associate Dean of General Education; Associate Professor of English
B.A., University of Notre Dame; M.A., Ph.D., University of Missouri

WESLEY MILLER, Associate Professor of Social Science
B.A., Eastern Nazarene College; M.A., Boston College; Ph.D., Loyola University

JEANNE MINNERATH, Associate Professor of Biology; Director of Allied Health Program
B.S., St. Cloud State University; Ph.D., University of Minnesota

JAY D. MUTTER, Professor of Psychology
B.S., M.A., Central Michigan University; Ph.D., University of Malaya

JUDY MYERS, Associate Professor of Theatre Arts
B.A., University of Michigan; M.F.A., University of Arizona

REVEREND PAUL NIENABER, SJ, Assistant Professor and Chair of Physics
B.A., Thomas More College; M.S., Ph.D., University of Illinois at Urbana

TING NI, Associate Professor and Chair of History
B.A., M.A., Nankai University at Tianjin; M.L.S., Ph.D., Indiana University

GEORGE NIX, Lecturer of Modern and Classical Languages
B.A., Loyola University; M.A., Ph.D., University of Chicago

SHARON O'REILLY, Assistant Professor of Business
B.A., University of Wisconsin-Eau Claire; M.B.A., University of Wisconsin-Madison

PATRICK M. O'SHEA, Associate Professor of Music
B.M., Shenandoah Conservatory of Music; M.M., University of Illinois-Urbana; D.M.A., Arizona State University

STEPHEN PATTEE, Associate Professor of Interdisciplinary Studies
B.A., University of California; M.C.S., Regent College; Ph.D., Marquette University

JOHN C. PAULSON, Professor of Music
B.M., M.M., University of Utah; D.M.A., University of Washington

ROGER PECKOVER, Professor of Education
B.A., McPherson College; M.S., Kansas State University; Ph.D., University of Kansas

LORI PESIK, Catalog Librarian and Assistant Reference Librarian
B.A., Luther College; M.L.I.S., University of Wisconsin-Milwaukee

JOHN POLING, Associate Professor and Chair of Philosophy
B.U.S., The University of New Mexico; M.Div., Yale Divinity School; M.A., Ph.D., Vanderbilt University

BROTHER JEROME RADEMACHER, FSC, Professor of Physics
B.A., Saint Mary's College; M.S., Saint Louis University; Ph.D., University of Tennessee

Roster

JOHN REED, Assistant Professor and Chair of Modern and Classical Languages
B.A., M.A., Ph.D., Purdue University

HOLLY RICHARD, Director of The Saint Teresa Leadership and Service Institute for Women
B.A., Saint Mary's University of Minnesota; M.A., The University of South Dakota

KEVIN RICKERT, Assistant Professor of Philosophy
B.A., St. Meinrad College; M.A., Ph.D., University of St. Thomas

BROTHER RODERICK ROBERTSON, FSC, Professor of Art and Design
B.A., Saint Mary's College; M.A., University of Minnesota; M.F.A., University of Arizona

VALERIE EDWARDS ROBESON, Assistant Professor of Social Science
B.A., Winona State University; M.S.S.W., University of Wisconsin-Madison

JANE KELLEY RODEHEFFER, Professor of Philosophy
B.A., Boston College; M.Ed., Harvard University; M.A., Ph.D., Vanderbilt University

JAMES A. RODGERS, Professor of Social Science
B.A., Northwestern Oklahoma State University; M.A., D.A., Idaho State University

BROTHER STEPHEN RUSYN, FSC, Professor of English
B.A., Catholic University; M.A., Ph.D., University of Rhode Island

KATHY RYAN, Director of Program for Advanced College Credit (PACC); Assistant Professor of Education
B.S., Winona State University; M.Ed., University of Mary Hardin-Baylor; Ed.D., Saint Mary's University of Minnesota

SISTER JUDITH SCHAEFER, OP, Assistant Professor and Chair of Theology
B.A., Northeastern Illinois University; M.P.S., Loyola University; M.Div., Aquinas Institute; Ph.D., Marquette University

STEVEN SCHILD, Associate Professor of Social Science
B.S., M.A., Winona State University; Ed.D., University of St. Thomas

JANEL SCHULTZ, Associate Professor of Mathematics and Statistics
B.S., M.S., South Dakota State University; Ed.D., University of South Dakota

RUTH ANN SCHWARTZ, Reference Librarian
B.A., University of Minnesota; M.S., University of Wisconsin-La Crosse

ELIZABETH SEEBACH, Assistant Professor of Psychology
A.B., Washington University; M.S., Ph.D., Vanderbilt University

JENNY SHANAHAN, Director of Lasallian Honors Program; Associate Professor of English
B.A., Saint Mary's College of California; M.A., San Francisco State University; Ph.D., Marquette University

CAROL SHIELDS, Assistant Professor of Computer Science
B.S., Missouri Southern State College; M.S., North Texas State University

JOSEPH J. SHIELDS, Professor of Mathematics and Statistics
B.S., St. Louis University; M.A., University of Missouri; Ph.D., Michigan State University

ANN SMITH, Associate Professor and Chair of Computer Science
B.A., Ohio Wesleyan University; B.A., M.S., Michigan Tech University

BROTHER ROBERT SMITH, FSC, Vice President for Mission; Director, Center for the Enhancement of Learning and Teaching; Associate Professor of Theology
B.A., Saint Mary's College; M.A., United Theological Seminary; Ph.D., Marquette University

GREGORY L. SOBOLEWSKI, Professor of Theology; Director, Master of Arts in Pastoral Ministries
A.S., Gogebic Community College; B.S., Marian College; Graduate work in Theology, Pontifical Gregorian University; Ph.D., Marquette University

DAVID SOKOLOWSKI, Associate Professor of English
B.A., Saint Mary's College; M.A., Ph.D., Marquette University

MICHAEL D. SOMMERVILLE, Professor of Business and Social Science
B.A., J.D., University of Minnesota

PATRICIA M. SOMMERVILLE, Professor of Business
B.S., M.S., Colorado State University; Ph.D., Saint Louis University

KAREN SORVAAG, Instructor of Education
B.A., Augustana College; M.A., South Dakota State University

SCOTT SORVAAG, Assistant Professor and Chair of Education
B.A., Augustana College; M.A., University of South Dakota

LISA SOWA, Instructor of Education
B.A., University of Illinois; M.Ed., Saint Mary's University of Minnesota

TERESA SPECK, Professor of Business
B.A., College of Saint Teresa; M.B.A., University of Wisconsin-LaCrosse; Certified Management Accountant

KENNETH STENSTRUP, Assistant Professor of Theology
B.A., Creighton University; M.A., Ph.D., Claremont Graduate University

JOSEPH TADIE, Assistant Professor of Philosophy
B.A., Saint Mary's College of Minnesota; M.A., Ph.D., Boston College

JAMES TOWERS, Professor of Education
B.A., M.A., Ed.S., Ph.D., University of Iowa

RICHARD M. TRISTANO, Professor of History
B.A., Manhattan College; M.A., Ph.D., New York University

CHANDU VALLURI, Assistant Professor of Business
B.Sc., University of Western Ontario; M.A., Saint Mary's University of Minnesota

JAMES VOGEL, Professor of Chemistry
B.S., Saint Norbert College; Ph.D., Utah State University

REBECCA VOGEL, Director and Instructor, De La Salle Language Institute
B.A., College of Saint Teresa; M.Ed., Saint Mary's University of Minnesota

Roster

SIMON WACHIRA, Registrar and Admissions Coordinator; Lecturer of Education (Nairobi Campus)
B.S., Saint Mary's University of Minnesota; M.Ed., The Catholic University of Eastern Africa

JILL WEIGEL, Director of Academic Advising
B.A., Winona State University; M.Ed., University of Minnesota

PAUL WEINER, Associate Dean of Mathematics, Natural and Computer Sciences; Professor of
Mathematics and Statistics
B.A., Oberlin College; M.A., Indiana University; Ph.D., University of Notre Dame

JOHN WHELAN, Lecturer of Art and Design
B.A., University of Toledo; M.F.A., Bowling Green State University; D.M., University of Iowa
College of Medicine

SUSAN WINDLEY-DAOUST, Assistant Professor of Theology
B.A., Mary Washington College; M.A., Ph.D., Vanderbilt University

ALLIED HEALTH PROGRAM ADJUNCT FACULTY

JILL CAUDILL, M.Ed., C.T. (ASCP), Educational Coordinator, Cytotechnology, Mayo Clinic,
Rochester, Minnesota

GARY EASTMAN, Program Director, Nuclear Medicine Technology, Veterans Administration
Hospital, Hines, Illinois

NANCY HOCKERT, NMT, Program Director, Nuclear Medicine Technology, Mayo Foundation,
Rochester, Minnesota

JEANETTE V. MOULTHROP, M.D., Medical Director-Lecturer, Nuclear Medicine Technology,
Evanston Hospital, Evanston, Illinois

ELIZABETH TOBIAS, R.T., NMT, Educational Coordinator, Nuclear Medicine Technology, Glen-
brook, Evanston and Highland Park Hospitals, Hospital, Glenview, Evanston, and Highland Park,
Illinois

DONNA M. WRAY, M.T. (ASCP), CLS (NCA), Director, Medical Technology Program, Veterans
Administration Hospital, Hines, Illinois

ALLIED HEALTH PROGRAM CLINICAL ASSOCIATES

CLAIRE E BENDER, M.D., Dean, Mayo School of Health Sciences, Rochester, Minnesota

JEANETTE V. MOULTHROP, M.D., Medical Director-Lecturer, Nuclear Medicine Technology,
Evanston Hospital, Evanston, Illinois

BRIAN P. MULLAN, M.D., Medical Director, Nuclear Medicine Technology, Mayo School of
Health Sciences, Rochester, Minnesota

MYRON E. RUBNITZ, M.D., Medical Director, Medical Technology, Veterans Administration
Hospital, Hines, Illinois

PARVEZ SHIRAZE, M.D., Chief, Nuclear Medicine Service, Veterans Administration Hospital,
Hines, Illinois

Calendar

2007-2008

FALL SEMESTER

August 25	New students arrive
August 27	Registration adjust
August 28	Classes begin
September 4	Registration add/drop deadline
September 28–30	Family Weekend
October 13–16	Autumn recess
Nov 21–26	Thanksgiving recess
December 14–18	Final examinations

SPRING SEMESTER

January 8	Classes begin
January 14	Registration add/drop deadline
February 9–17	Winter recess
March 15–24	Easter recess
May 2–6	Final examinations
May 10	Commencement

2008-2009

FALL SEMESTER

August 23	New students arrive
August 25	Registration adjust
August 26	Classes begin
September 2	Registration add/drop deadline
September 26–28	Family Weekend
October 11–14	Autumn recess
November 26–December 1	Thanksgiving recess
December 12–16	Final examinations

SPRING SEMESTER

January 6	Classes begin
January 12	Registration add/drop deadline
February 14–22	Winter recess
March 4–13	Easter recess
May 1–5	Final examinations
May 9	Commencement

Appendix

**Saint Mary's University of Minnesota
HEA - Title II
2006-2007 Academic Year**

Saint Mary's University of Minnesota School of Education seeks to live its commitment to our institutional Lasallian mission. At the heart of our Lasallian mission is a commitment to providing high quality teacher preparation to our learners in the context of a personalized caring community. We are dedicated to creating a challenging climate of growth for all learners inclusive of diverse ethnic, racial, cultural backgrounds, and learners with special needs. Like the learners our teachers will surely serve, we seek to create a rich community of learners in our teacher preparation program focused on enhancing the abilities of all learners.

**Saint Mary's University of Minnesota School of Education
Teacher Preparation Program Information**

- 227 Total admitted enrollees in the program(s)
- 105 Total number of student teachers
- 11 Number of full time SMU School of Education faculty supervising student teachers
- 0 Part-time education/full time institutional faculty supervising student teachers
- 0 Part-time non-institutional Education faculty supervising student teachers
- 11 Total number of faculty supervising student teachers
- 6:1 Student to teacher ratio for student teaching supervision
- 40 Average number of supervised hours per week required in schools for student teachers
- 13 Undergraduate Program: Total number of weeks required in supervised student teaching
- 15 Graduate Program: Total number of weeks required in supervised student teaching
- 520 Undergraduate Program: Total number of hours spent in the supervised student teaching experience
- 600 Graduate Program: Total number of hours spent in the supervised student teaching experience
- Yes Is the program approved/accredited by the state?
- No Is the program designated as low performing?

Required Minnesota Teacher Testing Results

BASIC SKILLS	SAINT MARY'S UNIVERSITY OF MINNESOTA RESULTS			STATEWIDE RESULTS		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
PPST Reading	34	33	97%	1296	1275	98%
CBT Reading	12	12	100%	1896	1832	97%
PPST Writing	35	35	100%	1321	1308	99%
CBT Writing	12	11	92%	1879	1819	97%
PPST Mathematics	33	32	97%	1309	1290	99%
CBT Mathematics	13	13	100%	1875	1836	98%

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