SAINT MARY’S UNIVERSITY OF MINNESOTA
Undergraduate College Catalog
Winona Campus
2009–2011

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
507-457-1700 / Toll-free 800-635-5987
admissions@smumn.edu
www.smumn.edu

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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 or change the schedule of 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
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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 lifelong 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
Saint Mary’s University of Minnesota is dedicated to advancing the educational and career goals of today’s students. Its mission is to “awaken, nurture and empower learners to ethical lives of service and leadership.”

Founded in 1912, Saint Mary’s is a private, Lasallian Catholic, comprehensive institution, guided by the De La Salle Christian Brothers since 1933. A U.S. News and World Report “national” university, Saint Mary’s is also listed in the “Colleges of Distinction” guidebook for excelling in key areas of educational quality.

Saint Mary’s offers undergraduate, graduate and professional programs at locations in Minnesota, Wisconsin and select programs in Jamaica and Kenya. The university enrolled nearly 5,700 students in fall 2008, including 1,400 Winona campus traditional undergraduates and more than 4,300 adult learners in the Schools of Graduate and Professional Programs.

At the coeducational, residential Winona campus, the undergraduate College combines traditional liberal arts and sciences with career preparation in a student-centered environment. The Winona campus comprises 400 acres and 47 buildings, with excellent facilities for living, learning and recreation. The bachelor of arts program offers 60 majors.

The Schools of Graduate and Professional Programs (SGPP) is one of the largest graduate schools in Minnesota. The SGPP is comprised of the Graduate School of Business & Technology, the Graduate School of Education, the Graduate School of Health & Human Services, and the School of Professional Programs. A pioneer in outreach education since 1984, SGPP offers certificate, bachelor completion, master’s, specialist, and doctoral programs at the university’s Twin Cities and Winona campuses, and at centers in Rochester, Apple Valley and Minnetonka. Courses are also offered in greater Minnesota and Wisconsin.

At the Nairobi campus, Christ the Teacher Institute for Education offers two undergraduate education programs, and the Maryknoll Institute of African Studies offers two graduate programs in African studies. Saint Mary’s offers a graduate program in education in collaboration with the Catholic College of Mandeville in Jamaica.

Degrees/Awards Offered by the University:
Undergraduate Certificate
Three-Year Diploma (Nairobi)
B.A. Bachelor of Arts
B.Ed. Bachelor of Education (Nairobi)
B.S. Bachelor of Science
Graduate Certificate
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
Ed.S. Education Specialist
Ed.D. Doctor of Education
Psy.D. Doctor of Psychology

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 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 and Certification

Saint Mary's University is accredited by The Higher Learning Commission and is a member of:
North Central Association of Colleges and Schools
30 North LaSalle Street
Suite 2400
Chicago, IL 60602-2504
312-263-0456
www.ncahlc.org

Saint Mary's University of Minnesota is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

The university is approved for veterans training under the relevant public laws.

The College has the following accreditations/certifications:

- 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, KS 66063; 913-631-3009; www.iacbe.org.
- The 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 University

- 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.
- The peace officer education program is certified by the Minnesota Board of Peace Officer Standards and Training (POST Board), 1600 University Avenue, Suite 200, Saint Paul, MN 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, 1500 Highway 36 West Roseville, MN 55113; 651-582-8200.

The Schools of Graduate and Professional Programs (SGPP) has the following accreditations/certifications:

- Commission on Accreditation of Allied Health Education Programs, www.caahep.org (Undergraduate Certificate in Surgical Technology)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 112 S. Alfred Street, Alexandria, VA 22314 703-838-9808 (Master of Arts in Marriage and Family Therapy, Graduate Certification in Marriage and Family Therapy)
- Project Management Institute Global Accreditation Center for Project Management (GAC), www.pmi.org (Master of Science in Project Management)

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:

Equal Employment Opportunity Officer
Saint Mary’s University of Minnesota
700 Terrace Heights #30
Winona MN 55987
507-457-1587

The Equal Employment Opportunity Officer may refer discrimination inquiries or complaints to other offices or individuals as appropriate.

Graduation Rate
Current graduation rates for the B.A. program are available at the Student Right to Know page on the university web site at www.smumn.edu/DCRightKnow.aspx.
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, MN 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 first-year 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. Letter of recommendation
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 2.000 GPA (on 4.000 scale) in all college-level coursework. 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 60 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 or higher, or a 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
Tuition, room and board, and fees for academic year 2009/10 are listed below; unless otherwise indicated, the fees listed cover both the fall and spring semesters.

$ 24,620 Comprehensive tuition (12-18 credits)
$ 6,700 Room & board
$ 310 Technology fee
$ 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.
$ 120 Orientation fee for new international students.

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
$ 820 Tuition per credit (below 12; over 18)
$ 410 Audit fee per credit (below 12; over 18)
$ 175 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 or ACH 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 e-mailed approximately June 15; the spring semester billing will be e-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
submitted. If you have not received your bill before payment is due, please estimate your payment and send it to the business office. Special circumstances must be cleared with the business office 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 and co-signers are responsible for all collection fees should it become necessary to forward the account to collections. If a student fails to fulfill 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.

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.

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). The FAFSA form may be completed online at www.fafsa.ed.gov. 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 2009–2010 academic year aid package is based upon the income for the 2008 calendar year. Failure to comply with this requirement can result in the termination of any financial aid administered through Saint Mary’s University.

All 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 (# days completed/ # days in semester X 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.
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.

Additional Financial Assistance
Non-need-based alternative loan programs are available to assist families in financing their educational costs. A list can be viewed at www.smumn.edu/loans.
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.

Scholarships require that the student is a Winona campus full-time undergraduate student. Some scholarships involve a selection process and require criteria such as demonstrated financial need; demonstration of leadership qualities; academic merit; theatre, art, or music skills; and on-campus residence. Students apply separately for these scholarships and the recipients are chosen by a university selection committee. All students should contact the Admission Office for information about available scholarships.

UNDERGRADUATE SCHOLARSHIPS

University Funded
College of Saint Teresa Alumni Children Scholarship
Presidential Academic
Saint Cecilia Music Scholarship
Saint Luke Art Scholarship
Saint Mary’s University Alumni Children 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
William R. and Edna B. Ross Endowed Scholarship
Captain Jack Schneider ’55 Scholarship
Wagnild Family Scholarship
Harri 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 2005 Endowed Scholarship
Clifford-Hayes Endowed Scholarship
James R. ’60 and Judy Cramer (CST ’60) Cooney 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
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 ’43 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 Bank Scholarship  
Merrill Scholarship  
Terry and Margaret Meyers Scholarship  
Philip M. Morris ’42 Scholarship  
Lottie 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 ’43 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  
Brother J. Basil Rothweller Scholarship  
Helen C. Semler Scholarship  
Brother Charles Severin 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 Wilgen Endowed Scholarship  
Lawrence J. Wlazik ’73 Scholarship  
Robert M. Woods Memorial Scholarship  
James R. Young ’73 Memorial Scholarship  

Annual  
Charles and Ellora Aliss Educational Foundation Scholarship  
Annexstad Family Foundation Scholarship  
Christian Brothers Scholarship  
Joan Costello Scholarship  
Cristo Rey Alumni Scholarship  
Evanston Township High School Annual Scholarship  
Gostomski Family Foundation Scholarship  
Jelinek Metz McDonald, Ltd. Scholarship  
Jay Johnson ’90 Memorial Scholarship  
Frank J. Lewis Foundation Scholarship  
Monsignor Roy E. Liteski Scholarship  
Paula Ann Maniscalco Scholarship  
Martin Scholarship  
Ellen McGee Memorial Scholarship  
O’Leary-Winkler Scholarship  
John Paulson Jazz Scholarship  
Regan Family Scholarship  
Rural Haiti Scholarship  
Rwandan Student 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)  
Access & Equity Pooled Scholarship Fund  
Buuck Family Foundation Scholarship  
Cargill Access & Equity Scholarship  
Cargill Diversity Scholarship  
Cargill Galileo Scholarship  
Carlson Family Foundation Scholarship  
Galileo Pooled Scholarship Fund  
B.C. Gamble and P.W. Skogmo Fund of the Minneapolis Foundation Scholarship  
Graco Foundation Scholarship  
Medtronic Foundation Scholarship  
Meslow First Generation Scholarship  
Minnesota Scholars Fund  
Jay and Rose Phillips Family Foundation Scholarship  
Securian Foundation Scholarship  
Tennant Company Diversity Scholarship  
Travelers Foundation-Urban Educator Summer Scholars  
UPS Foundation Scholarship  
U.S. Bank Foundation Scholarship  
Wells Fargo Foundation Minnesota Scholarship  
Xcel Energy Foundation Scholarship
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Pts.</th>
<th>Achievement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Excellent</td>
</tr>
<tr>
<td>AB</td>
<td>3.500</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Very Good</td>
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<td>BC</td>
<td>2.500</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td></td>
</tr>
<tr>
<td>CD</td>
<td>1.500</td>
<td>Minimal Pass</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td>0.000</td>
<td>Incomplete</td>
</tr>
<tr>
<td>P</td>
<td>Pass (A, AB, B, BC, C)</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No Credit (CD, D, F)</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Unauthorized withdrawal which computes as F in GPA</td>
<td></td>
</tr>
</tbody>
</table>

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.

Latin 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 GPA 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 GPA 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 academic residence at SMU and complete their degree by the May commencement ceremony to be eligible for these honors.
Department Honors at Graduation

Some academic departments provide graduating seniors the opportunity to qualify for departmental distinction or honors. These honors are to inspire and reward students who have completed outstanding work within the department. Each department establishes criteria for department distinction or honors; minimum standards are a 3.700 department and major field GPA and a 3.300 cumulative GPA. Departments are encouraged to require a senior paper and public presentation or similar creative experience judged to be of superior quality by a committee of departmental faculty. Departmental distinction is reserved for students who perform academically at the top level of all graduates from the department.

Disruptive Behavior

Classrooms and laboratories are important venues where Saint Mary’s University of Minnesota carries out its mission of teaching and learning; every participant in the learning community contributes to this. The faculty are professionally trained in and institutionally accountable for maintaining a safe and productive classroom environment that facilitates study, clarity of thought, focused attention, and fruitful dialogue in an atmosphere free from distraction and disorder. Discourteous, disrespectful, or disruptive student behavior is not tolerated. Examples of such behavior include but are not limited to:

- Speaking while the instructor or another person is talking;
- Words or gestures openly dismissive or contemptuous of another student’s or the instructor’s opinion or contributions;
- Repeated questions or interruptions which interfere with an instructor’s or another student’s presentation;
- Overt inattentiveness (e.g., sleeping in class; loud yawning or other gestures indicative of disengagement or boredom; reading the newspaper or other non-class material during class activities or presentations);
- Texting, reading or sending e-mails, or other use of a cell phone or pager in class;
- Refusal to comply with classroom instructions or laboratory safety protocols;
- Inappropriate or unwelcome words or gestures of physical affection.

When an instructor judges that a student’s behavior is interfering with the learning of others or compromising the instructor’s ability to conduct class in an orderly and respectful manner, the instructor should warn the student either verbally or by email within 24 hours, making specific reference to the behavior and the expected correction. Students whose behavior is egregious may be dismissed from a particular session and asked to leave the classroom immediately; if the student refuses to leave, the instructor should contact Campus Safety. Repeated incidents from the same student may result in dismissal from the course (see below).

More serious offenses: Disruptive behaviors which will trigger more severe sanctions include (but again, are not limited to) use of profanity or other objectionable language; coming to class or lab impaired by the use of alcohol or other substances; theft or sabotage of instructional equipment; harassment; verbal, physical, or emotional abuse; and acts or threats of physical violence directed toward oneself or another. These behaviors will result in the student’s immediate dismissal from the classroom for the duration of the class session, and may result in dismissal from the course. The department chair and the vice president for academic affairs are to be immediately apprised of these cases; where appropriate (particularly in cases of violent behavior or destruction of property), the instructor should call Campus Safety at once, and contact the dean of students.

Conditions attributable to physical or psychological disabilities are not considered as a legitimate excuse for disruptive behavior.

Sanctions and appeals: An instructor who judges a student’s behavior to be intentionally, persistently, or seriously disruptive of the classroom learning environment, or to threaten the well-
being of the instructor or another student, should report the incident(s) to the vice president for academic affairs, together with a description of the incident(s) and any intermediate warnings given to the student. The vice president will then either refer the matter to the dean of students, or decide upon and levy a sanction. This could be a grade penalty for the course reflecting missed work, dismissal from the course with a grade of F, up to dismissal from the university. Students may appeal decisions or sanctions to the student judicial council under its regular procedures.

**Academic Warnings and Penalties**

The academic penalties are academic jeopardy, academic probation and academic dismissal. Academic jeopardy indicates a significant academic deficiency which warrants the immediate concern of the student. Probation indicates that a student’s grades are such that continued performance at that level will prevent the student from earning a degree. Dismissal occurs when a student’s pattern of performance shows a lack of progress towards graduation. These penalties are based upon grades and, ultimately, a grade point deficiency.

Grades earned through the PACC program are not 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 Jeopardy**

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 that the student is in danger of being placed on probation or of being dismissed.

**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.

Students must improve their GPA to above the probation level in the following semester or face possible dismissal.

**Academic Dismissal**

A student enrolled full-time at the beginning of the semester 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.

**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 a cumulative 2.000 GPA will be dismissed.

A student enrolled part-time at the beginning of the semester is dismissed for low scholarship if the semester GPA is less than 1.000 in any given semester and the cumulative GPA is less than 2.000.

Dismissed students who are allowed to remain or are re-admitted to the College 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 recommends to the vice president for academic affairs and the vice president agrees 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 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 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, 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; submitting as the student’s own work prepared by another, including purchasing or downloading from the Internet, and falsely representing hours or experience in a field experience or internship.

- 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; 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; or 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.
Academic Standards

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. If an instructor determines that there has been an instance of academic dishonesty, he/she must file an incident report with the vice president for academic affairs who will keep a file of all confirmed accusations of academic dishonesty. The incident report may include a suggested sanction: a failing grade for the assignment or the course; in egregious circumstances, dismissal from the university.

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 judgment 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 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.

Review of Research Using Human Participants
Saint Mary’s University, in support of its mission to empower learners to ethical lives of service and leadership, encourages the research conducted by students, faculty, and staff that makes use of human participants and reviews it so that the projects are designed in an ethical and technically competent manner. Review for projects originating within the undergraduate College is coordinated through academic departments and also the College’s Human Participants Review Board. Projects that originate from outside the College that make use of faculty, students, or staff as participants are also subject to review. All projects must be reviewed and approved prior to data collection. In this manner, all proposals affiliated with the College are evaluated to determine if they are ethically sound, treat the participants fairly, respect the participants’ ability to provide informed consent and make sound decisions regarding their participation. For more information, please consult your department chair or contact the Human Participants Review Board.
Academic Policies and Procedures

ACADEMIC POLICIES AND PROCEDURES

Academic Year
The undergraduate College academic calendar is divided into two regular semesters and a summer semester; the Fall semester extends from late August until the Christmas holidays, the Spring from mid-January until mid-May. The summer semester includes courses begun and completed from mid-May to mid-August.

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 director of academic advising. Tuition is charged for all courses carried for credit, for all courses repeated, and for all courses audited. Candidates for graduation in the normal eight-semester time period must earn an average of at least 15.25 credits per semester. Exchange courses (SMU/WSU Cooperative Program) are included in the student course load when determining full-time or part-time status.

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>12+ credits per semester</td>
<td>full-time status</td>
</tr>
<tr>
<td>9-11 credits per semester</td>
<td>part-time status 3/4 time</td>
</tr>
<tr>
<td>6-8 credits per semester</td>
<td>part-time status 1/2 time</td>
</tr>
<tr>
<td>5 or fewer credits per semester</td>
<td>part-time status</td>
</tr>
</tbody>
</table>

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 GPA. Courses repeated under the pass/no credit grade option do not affect a student’s GPA. 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:
Academic Policies and Procedures

- 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.
- 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

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-23</td>
<td>First Year</td>
</tr>
<tr>
<td>24-55</td>
<td>Sophomore</td>
</tr>
<tr>
<td>56-86</td>
<td>Junior</td>
</tr>
<tr>
<td>87+</td>
<td>Senior</td>
</tr>
</tbody>
</table>

Course Registration

Initial registration and changes after the initial course registration for a term must be completed online or filed in the registrar’s office. 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 the registrar’s office 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.

Graduate Students and College Courses

Graduate students may enroll in undergraduate courses at the College with approval of their program director. Graduate students may not take courses for 0 credit; all courses must be at least for one credit. Graduate students pay the graduate tuition rate and are responsible for any course fees.

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 the registrar’s office. 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 the registrar’s office.
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.

4. PASS students may not withdraw from the following required PASS courses: E105, M100, PD110, PD111, and PD116. Students who earn a minimum GPA of 2.500 for their first semester are allowed to drop PD111 second semester.

Withdrawal dates for short courses may be obtained in the registrar’s office.

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.

The student may request to withdraw from the course(s); the student will receive a full tuition refund.

If the student is close to completion of the semester, he/she should consult with staff in the academic advising office. The staff 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 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; the staff will work with the student in resolving completion of the course work.

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 ten 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. Once final exams start students may not receive W grades.

3. Students who withdraw within the last ten 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. When athletic games are rescheduled due to weather, student-athletes must notify their instructors at least 18 hours prior to the missed class.
Academic Policies and Procedures

- 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:
  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).
  5. IHM seminarians who are required to serve in liturgical events in their diocese (e.g., Holy Week services)

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
Saint Mary’s University will accept the following in transfer:
  - Credits completed from other regionally accredited institutions;
  - Credits completed from U.S. nationally accredited institutions only after individual evaluation by the transfer committee, composed of the director of academic advising and the registrar.
Students may be required to have their work validated by credit by examination or by showing competence to carry advanced work successfully. Award of credit may be delayed for one or more semesters awaiting such evaluation;

- Credits from an international institution recognized by the Ministry of Education or another appropriate government body from that country; students must submit official transcripts from that institution and the credits must be in subject matter that is applicable to a SMU degree program;
- Original AP, CLEP and IB scores must be submitted to be accepted at SMU; see the catalog sections on AP, CLEP and IB for specific credits and course substitutions;
- Credits earned at regionally accredited vocational or technical institutions will transfer in only if there are comparable academic courses at SMU; and
- Credits earned with grades of C or better are accepted in transfer. Honor points are not transferred. The GPA and class rank of the student are determined only by coursework taken at Saint Mary’s University.

Saint Mary's University will not accept the following in transfer:

- Credit by exam or credit for experiential living from another institution;
- Credits earned with grades of C-, CD, or lower;
- Credits from developmental courses (generally courses numbered less than 100). Developmental courses generally would not apply as credits toward a degree at the transfer institution;
- Credits for duplicate courses where credit has been earned at Saint Mary’s; and
- Credits from non-accredited U.S. institutions.

Other credit transfer information:

- Saint Mary’s University will accept the Minnesota Transfer Curriculum for students who have earned at least a C or higher in each course within that curriculum. In addition, students must complete the following requirements of the Saint Mary’s general education program: two Faith Traditions courses to fulfill the content areas and the junior/senior sequence of the Lasallian Core Traditions Program or the Lasallian Honors Program.
- 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 pre-approval may not be accepted into the major or minor. The department may limit the number of major or minor transfer courses accepted.
- Physical Education courses taken for credit at the transfer institution will fulfill SMU PE requirements; however the course(s) will transfer 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.
- The SMU registrar’s office must receive an official transcript from the issuing institution. An official transcript in one that has been authenticated by the issuing institution and must be mailed directly from the issuing institution to:
  Registrar
  Saint Mary’s University of Minnesota
  700 Terrace Heights #37
  Winona MN 55987

**Pass/No Credit Option**

Students may elect to take courses normally offered for a letter grade under the P/NC 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:
Academic Policies and Procedures

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. General education courses or major/minor courses, with the exception of AP, IB, CLEP, field explorations or internships, cannot be elected to be taken P/NC without the approval of the vice president for academic affairs.
3. The option is not available to first semester first-year students or transfer students in their first semester at SMU.
4. The option is not available to students whose cumulative GPA is less than 2.000.

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 GPA. Before registering for a course under the P/NC option, the student must first get written permission from the instructor on an add form which must be turned in to the registrar's office. A student should declare an intention to take a course under the P/NC 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 Substitutions and Waivers
Students may appeal to the department chair for a course substitution or a course waiver for a required course in a major or minor. The department chair (if the substitution or waiver is being allowed) should obtain the Substitution/Waiver form from the registrar's office, fill it out, and return it to the registrar's office. Students may not pick up and should not submit these forms.

Independent Study Projects
Independent study projects offered at the university are available for credit only 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 2.000.
Procedures and necessary forms for approval of independent study projects may be obtained in the registrar’s office. 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 through their Webtools account. 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 grade replaced by a passing grade within four weeks after the beginning of the next regular semester (fall and spring semesters). If this is not done, the I grade will be changed to an F grade. 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.

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. Students must achieve at least a 2.000 GPA in all courses taken for a minor.

Application for Degree
Degrees are awarded in May, August, and December; there is one commencement ceremony in May. A degree application must be filed with the registrar prior to completion of all degree requirements. The following is the College policy for participation in the commencement ceremony:

• Students who will complete all graduation requirements by the May commencement are eligible to participate in the May commencement ceremony.
• Students who have 15 or fewer credits remaining and who will complete all graduation requirements by the following August must seek approval from the vice president for academic affairs to participate in the May commencement ceremony. Approval to participate will be granted if it is apparent that the student will complete all graduation requirements by the following August.
• Education students who have completed all other graduation requirements by either May or August and who will be student teaching (certification requirement) during the following fall semester, must seek approval from the vice president for academic affairs to participate in the May commencement ceremony. Approval to participate will be granted if it is apparent that the student will complete all graduation requirements by the following August except student teaching which will be completed by the following December.

Second Bachelor’s Degree
A student who wishes to attain a second undergraduate degree after receiving a B.S. degree from Saint Mary’s University or a baccalaureate degree from another college must apply to and be accepted by the Office of Admission, and complete a program of study in the undergraduate college that includes:

• A minimum of 32 credits;
• A major program in a distinctly different field from the initial degree;
• A minimum of 12 credits in the major field;
• The completion of the core curriculum requirements in effect at the time of admission as a candidate for a second degree; and
• A minimum 2.000 cumulative GPA and a minimum 2.000 department and major field GPA in courses taken for the second degree.

There is no upper division course credit requirement. A student who has completed the necessary degree requirements must complete the degree application available from the registrar’s office. After a final audit of requirements by the registrar, the second degree will be awarded to the student at the next graduation date.

Additional Major or Minor After Degree Completion
B.A. graduates of Saint Mary’s University who wish to complete a minor or an additional major may do so by submitting a plan of study to the director of academic advising and receiving approval from the department chair. When the requirements are satisfied, the student completes the appropriate form available from the registrar’s office. The student’s transcript is updated to indicate the additional major or minor; an additional degree is not granted.

Transcript of Credits
A transcript of credits will be issued by the registrar’s office 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:

• A student has the right to inspect and review the student’s education records within 45 days of the day the university receives a 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.

• A student has the right to request that the university amend his/her records that the student believes are inaccurate or misleading. The student must request the amendment in writing, clearly identifying the part of the record he/she wants changed, and specify why is inaccurate or misleading. If the university decides to not amend the record as requested by the student, the university must 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 the students is notified of the right to a hearing. Any request for grade changes must follow the procedure as outlined elsewhere in this catalog.

• The student has the right to consent to the disclosure of personally identifiable information contained in his/her records, except where FERPA authorizes disclosure without consent. School officials with a legitimate educational interest may have access without the student’s consent. A school official is a person employed by the university in an administrative, professional, 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 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 may disclose education records without consent to officials of another school in which the student seeks to enroll or is already enrolled.
Academic Policies and Procedures

• The university designates the following information as directory information, which may be released without student consent and is not subject to the above regulations: student name; home address; home telephone listing; campus e-mail address; state of residence; age; date and place of birth; gender and marital status; major field of study; classification as a First Year student, sophomore, junior, senior, or graduate student; class schedule and class roster; dates of attendance; graduation and degree(s) earned; the most recent educational institution attended, participation in officially recognized activities and sports; weight and height of members of athletic teams; honors and awards received; photographic, video, or electronic images of students taken and maintained by the university.

• A student may prevent the release of any or all of the categories of Directory Information outlined above by notifying the registrar, in writing, of the categories of information the student does not want disclosed. Notification must occur within ten (10) calendar days of the first scheduled day of classes for the fall, spring, or summer terms. The university will honor all written requests for nondisclosure for one (1) academic year; therefore, students must request nondisclosure annually.

• A student may 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, D.C., 20202-4605.

In order for a parent or guardian to receive information about their student’s progress, the student must complete the online Consent to Disclose.

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 adjacent to the registrar’s office in Saint Mary’s Hall. When a notice is communicated to students in any of these ways, it has been officially communicated. 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 has a physical or mental impairment which substantially limits him or her in one or more major life activities, or has a record of such an impairment, or 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: to document the existence, nature, and extent of the disability and 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 documentation within one year to be considered current. 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 alternate format 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.
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 GPA 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. Achieve at least a 2.000 GPA in all courses taken for a minor;
4. Complete at least 45 semester credits in courses numbered 300 and above;
5. Earn at least 60 semester credits in academic residence at Saint Mary’s;
6. Spend the final year in academic residence at Saint Mary’s University unless enrolled in an approved off-campus program;
7. Apply no more than 4 semester credits of music ensembles toward the minimum graduation requirement of 122 semester credits;
8. Apply no more than 4 semester credits of 100 and 200-level music lessons toward the minimum graduation requirement of 122 semester credits;
9. Apply no more than 4 semester credits of TA245 Production Laboratory toward the minimum graduation requirement of 122 semester credits;
10. Complete two physical education or dance classes;
11. Satisfy the mathematics initial requirement;
12. Complete the general education program (a core, content areas, and skills requirements) in effect at the time of matriculation; and
13. 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.
Academic Curriculum

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 Lasallian Catholic 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/program 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 3.200 cumulative GPA 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/program 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)

<table>
<thead>
<tr>
<th>ID160 and one course from:</th>
<th>GE305 Intro to Geography</th>
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<tbody>
<tr>
<td>AR101 Art Appreciation</td>
<td>H125 Europe &amp; the World</td>
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<td>AR103 Art Foundations</td>
<td>H150 The American Experience</td>
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<td>AR122 Drawing I</td>
<td>H211 Modern America</td>
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<td>AR211 Ceramics</td>
<td>H315 American-East Asian Relations</td>
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<td>AR260 Intro to Italian Art &amp; Culture</td>
<td>H321 The Early Middle Ages</td>
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<td>AR370 Philosophy of Art</td>
<td>H322 The High Middle Ages</td>
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<tr>
<td>AR371 Art History I</td>
<td>H390 Modern China</td>
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<td>AR388 Zen Philosophy and Arts of Asia</td>
<td>SP331 Civilization/Culture Spain</td>
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<tr>
<td>MU150 Experiencing Music</td>
<td>SP332 Civilization/Culture Latin America</td>
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<tr>
<td>MU171 Piano Class</td>
<td>TA221 Hist/Theatre I: Orig-Enlightenment</td>
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<tr>
<td>MU255 Jazz History</td>
<td>TA321 Hist/Theatre II: Romantic-Present</td>
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Cultural Traditions (CT)

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<tr>
<th>One course from:</th>
<th>Faith Traditions One (FT1)</th>
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<tr>
<td>AN300 Intro to Anthropology</td>
<td>One course from:</td>
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<tr>
<td>F331 French Civilization/Culture</td>
<td>TH112 History of the Bible</td>
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<td>F332 Francophone Societies</td>
<td>TH113 Bible and Belief</td>
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<td>F447 La Litterature Engagee</td>
<td>TH114 Religions of the Book</td>
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<td>TH115 Mystery of Salvation</td>
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<tr>
<th>One course from:</th>
<th>Faith Traditions Two (FT2)</th>
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<tr>
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<td>One course from:</td>
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<td></td>
<td>H333 The Reformation</td>
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<td>TH250 Christian View/Human Person</td>
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<tr>
<td></td>
<td>TH260 Sacramental and Liturgy</td>
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</tbody>
</table>
Academic Curriculum

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
PH305 Health Care Ethics
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

The Natural Scientific Systems general education requirement will be met only when both the lecture and laboratory courses of a lecture/laboratory pair are completed. Passing only the lecture portion of the lecture/laboratory pair does not satisfy a non-laboratory science requirement. Passing only the laboratory portion of the lecture/laboratory pair does not satisfy a laboratory science requirement.

Quantitative Systems (QS)
One course from:
BU215 Business Statistics
M109 Math Concepts: Geometry
M151 Calculus I
ST132 Reasoning with Statistics
ST232 Intro to Statistics

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. All students who are placed in E220 who bring in AP, CLEP, or transfer credits for a course equivalent to E120 prior to their matriculation at Saint Mary’s may use that course for their first lower division writing course. The second lower division writing course may be fulfilled with LCT225, a major lower division writing course, LH455, or a major upper-division writing course if that course is not needed for the upper division writing requirement.

All students who are placed in E220 who do not have a course to fulfill a lower division writing course prior to matriculation must take either E220 at Saint Mary’s or transfer in an equivalent course. This transfer course must receive prior approval from the director of academic advising.

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
C447 Chemistry Research: Thesis
CS301 Computers and Society
CS495 Senior Research Seminar
E325 Advanced Essay Writing
E490 Senior Thesis
EC440 Intl Trade, Finance, & Monetary Issues
ED301 School and Society
F306 Advanced French Composition
H250 Historical Thinking
H460 Historical Research and Writing I
H461 Historical Research and Writing II
LCT225 Portraits of the Virtuous Life
Academic Curriculum

Academic Majors by School

School of the Arts
- Art & Design Department
  - Art Studio
  - Graph Design
- Music Department
  - Liturgical Music
  - Music
  - Music Education (either Classroom & Instrumental or Classroom & Vocal track)
  - Music Industry (either Business or Technology track)
  - Music Performance
- Theatre Arts Department
  - Theatre

School of Business
- Business Department
  - Accounting
  - Entrepreneurship
  - Human Resources Management
  - International Business
  - Marketing
  - Sport Management

School of Education
- Education Department
  - Elementary Education

   (Grades K-6 with a 5–8 endorsement in English, mathematics, social science, science, or K–12 endorsement 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
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
Computer Science Department
  Computer Engineering
  Computer Science
  E-Business Technology
  Mathematical/Computer Science
English Department
  English Education
  Literature
  Literature with Writing Emphasis
History Department
  History
  History/Social Science
Mathematics Department
  Mathematics
  Mathematics Education
Modern/Classical Languages Department
  French
  French Education
  Spanish
  Spanish Education
Philosophy Department
  IHM Seminary Philosophy
  Philosophy
Physics Department
  Biophysics
  Engineering Physics
  Physics Science Education
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
Theology Department
  Pastoral & Youth Ministry
  Religious Education
  Theology

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.

**Disciplinary and Multidisciplinary Minors**

A minor is a sequence of courses clustered within a particular discipline, sub-discipline, or limited set of disciplines, which includes both lower- and upper-division courses and which is offered by a department, program, or institute. A minor is more limited in scope than a major, and may have a somewhat different focus and objective that make it appropriate for students whose principal concentration is in another discipline. Students may not, however, create individualized minors.

The undergraduate College also recognizes multidisciplinary minors created from related courses located in a number of departments, programs, or institutes. These multidisciplinary minors combine content and skills from several fields, enhancing the understanding of those fields and how they intersect. In so doing, the multidisciplinary minor promotes the kind of synthetic learning important for graduates who will work, study, or serve within increasingly diverse and interconnect communities.
Art and Design

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

The art and design department provides a creative environment for Saint Mary’s students with opportunities to cultivate aesthetic diversity and enrich cultural awareness. 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 are 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, also participates in a senior exhibit in the Center Gallery. This show is 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.

Art Departmental Honors
Departmental honors are reserved for students who perform academically and creatively at the top level of all graduates from the department. Minimal criteria are a 3.700 department and major field GPA, a 3.300 cumulative GPA, and the presentation of work in the Senior Exhibition judged to be of superior quality by a committee of departmental faculty.
Art and Design

Majors Offered:
Art Studio
Graphic 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 develop the critical and conceptual skills needed to realize a personal artistic vision. Studio majors, while immersed both historically and conceptually, examine the purpose, function and aesthetics of the chosen art form within the larger scheme of the art world. Students learn requirements of a professional career and be guided in the building of a professional portfolio including resume, artist statement and portfolio.

A. Art Core
B. All of the following:

- AR104 Art 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 are 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, Photoshop, 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 are 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. Offered spring semester. Prerequisite: AR103.

AR122  Drawing I  3 credits
This course requires no art background. It includes 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 are 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 are covered as well as preparing prints for exhibition. Students must provide their own 35mm camera.

AR260  Introduction to Italian Art and Culture  3 credits
This elective course is designed to provide an opportunity for students to study Italian art history, architecture, religion, culture, and civilization and to incorporate some of these ideas about art, politics, and religion that have been important in the shaping of the modern world. This course helps students develop critical thinking skills and creative perspectives from an international experience. Travel and study in Rome, Florence, Venice, and the surrounding Veneto region of northern Italy are the focus of this course. Prerequisites: consent of instructor and Study Abroad Office approval.

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
### AR304 Typography
3 credits
Typography is a study of the design and intelligent use and layout of the characters of our alphabet. The course covers the design principles governing the organization of type for readability and legibility. Students acquire this knowledge by completing a series of typographic projects using the computer applications Adobe Illustrator and Adobe InDesign. Offered spring semester. Prerequisite: AR103.

### 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. Offered spring semester. Prerequisite: AR403.

### 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. Offered in alternate fall semesters. Prerequisite: AR222.

### AR326 Illustration
3 credits
The course consists of an exploration of illustration as a means of communicating ideas through practical problems encountered in advertising, posters, books, packaging, etc. Offered spring semester. Prerequisites: AR222 and AR303.

### AR331 Painting I
3 credits
This is an introduction to the techniques of painting using either acrylic or oil paints. Offered spring semester. 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 is emphasized each time the course is offered. Offered fall semester. Prerequisites: 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. Offered fall semester. Prerequisites: AR243 and AR303.

### AR351 Sculpture
3 credits
This introductory course considers materials and techniques of sculpture using wood, metal, and plastics. Offered spring semester. Prerequisites: AR103 and AR104.

### AR370 Philosophy of Art
3 credits
This is an interdisciplinary course which explores the relationship between philosophy of art or aesthetics and the developments in art history. The course involves 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. Offered fall semester.

### AR371 Art History I
3 credits
The first of a two-semester sequence in Western Art, this course contains units in prehistoric,
Art and Design

Egyptian, Mesopotamian, Aegean, Greek, Roman, Early Christian, Early Medieval, Romanesque, and Gothic Art. The course includes study of painting, sculpture, architecture, and minor arts. Offered fall semester.

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. Offered spring semester. Prerequisite: AR371 recommended.

AR388 Zen Philosophy and the Arts of Asia 3 credits
This course introduces students to the major principles of Eastern philosophy as expressed in the sacred texts of Buddhism, Zen Buddhism, and Classical Japanese Aesthetics insofar as they provide a historical and aesthetic context for understanding the artistic traditions of China and Japan. The primary goal of the course is to engage students in a creative exploration of Eastern Aesthetics through seminar discussions of the sacred texts of Buddhist and Zen philosophy and studio work in two art forms through which the principles of eastern aesthetics are expressed: Chinese calligraphy and Japanese Tea Ceramics.

AR403 Graphic Design II 3 credits
This course provides more defined and specific graphic design problems. Emphasis is placed on working with computer applications and pre-press preparation. The student designs a personal portfolio as a final project. Offered spring semester. Prerequisites: 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. Offered fall semester. 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. Offered in alternate spring semesters. Prerequisite: consent of instructor.

AR451 Advanced Studio 2-3 credits
In consultation with their advisor, art studio majors select an area for advanced study. They need to have completed two previous semesters in their chosen area; e.g., drawing, painting or printmaking.

AR461 Art Seminar I 2 credits

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. AR461 offered fall semester; AR462 offered spring semester.

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.
The goal of the biology department is to promote the discovery and transmission of biological knowledge. The department is committed to teaching and to empowering 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*. The biology department also sponsors an annual undergraduate research symposium.

**Majors Offered:**

- Biology
- Environmental Biology
- Life Sciences Education
- Allied Heath Majors:
  - Biology Cytogenetic Technology
  - Biology Cytotechnology
  - Biology Medical Technology
  - Biology Nuclear Medicine Technology
  - Biology Pre-Physical Therapy
Biology

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, and 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, population, and community. 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 elective courses:
- B305 Human Anatomy
- B322 Developmental Biology
- B340 Limnology
- 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 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. It can be quite helpful to develop expertise with a taxonomic group such as birds or fish. 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, which is convened by the biology department chair.

This major is suited for those who desire to enter such areas as aquatic biology, water quality management, 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

Recommended elective courses:
   - B371 Ornithology
   - B465 Herpetology
   - B475 Ichthyology
   - B490 Fisheries Biology
   - B491 Wildlife Ecology and Management
   - 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 elective courses:

- 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, clinical laboratory science/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 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.

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

Recommended elective courses; an asterisk (*) indicates courses that may be especially helpful:
   - B306 Medical Terminology
   - B312 Molecular Biology
   - B409 Biochemistry
   - B450 Radiation Biology
   - 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 Sciences, Rochester, MN.

Biology Cytotechnologist Major (59 credits):
The cytotechnologist 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 cytotechnologist training program at the Mayo School of Health 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 National Registry Examination of the American Society for Clinical Pathology (ASCP).
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
   B392 Biometrics
   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 (either B301 or B310):
   B301 Ecology
   B310 Genetics
   B492 Experimental Planning
   B493 Research and Thesis

Recommended elective courses; an asterisk (*) indicates courses that may be especially helpful:
   B306 Medical Terminology
   B312 Molecular Biology
   B409 Biochemistry*
   B450 Radiation Biology
   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 Clinical Laboratory Science/Medical Technology Major (59 credits):**
The clinical laboratory science/medical technology program is a four-year program designed to provide the student with a bachelor of arts degree with a major in biology clinical laboratory science/medical technology. Saint Mary's University is affiliated with the clinical laboratory science program at the Mayo School of Health Sciences and the medical technology program at the Veterans Administration Hospital in Hines, IL.

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. Thirty of the ninety credits must be upper division credits. Acceptance to the clinical program at Mayo or the Veterans Administration Hospital is contingent upon the student's academic achievement. Upon successful completion of the clinical program the student receives a certificate in clinical laboratory science or medical technology and is eligible to take the certification exam of the American Society for Clinical Pathology, the National Credentialing Agency for Laboratory Personnel, or any approved certifying agency.
Students may choose to fulfill all biology 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
B392  Biometrics
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 (either B301 or B310):

B301  Ecology
B310  Genetics
B492  Experimental Planning
B493  Research and Thesis

Recommended elective courses; an asterisk (*) indicates courses that may be especially helpful:

B306  Medical Terminology*
B312  Molecular Biology
B409  Biochemistry*
B450  Radiation Biology
C341  Analytical Chemistry
P350  Radiation Physics

Biology Nuclear Medicine Technology Major (62 credits):

The nuclear medicine technology program, is a four-year course of instruction designed to provide a bachelor of arts degree with a major in biology nuclear medicine technology.

Saint Mary’s University has a fully accredited unified program in nuclear medicine technology in conjunction with NorthShore University HealthSystem 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, 2000 W. Danforth Rd., Ste 130 #203, Edmond, OK 73003. A maximum of eight students yearly are selected to enter this program. Applicants to Saint Mary’s nuclear medicine technology program are not selected based on GPA alone, but SMU cumulative and SMU major grade point averages must be at least 2.500. Saint Mary’s University is also affiliated with the nuclear medicine technology programs at the Mayo School of Health Sciences in Rochester, MN, and the Veterans Administration Hospital in Hines, IL.

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. Thirty of the ninety credits must be upper division credits. Acceptance to the clinical program at NorthShore University HealthSystem, Mayo, or the Veterans Administration Hospital is contingent upon the student's academic achievement. Upon successful completion of the clinical program, the student
receives a certificate in nuclear medicine technology and is eligible to take the certification exam of the Nuclear Medicine Technology Certification Board (NMTCB) or the American Registry of Radiologic Technologists (AART).

Students may also choose to fulfill all biology major degree requirements prior to entering the clinical training (see E 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:
   - PH305 Health Care Ethics
   - PH343 Contemporary Ethical Issues
   - PH346 Ethical Issues in Science
E. Section E or F
   - Clinical Training (minimum 32 semester credits)
F. Section E or F
   - All of the following (either B301 or B310):
     - B301 Ecology
     - B310 Genetics
     - B492 Experimental Planning
     - B493 Research and Thesis

Recommended elective courses; 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. Prerequisite 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:
   - PH305 Health Care Ethics
   - 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 II
   - C144 General Chemistry II Lab
   - ED156 First Aid & CPR
   - PY111 General Psychology
   - PY220 Abnormal Psychology
   - 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. Offered fall semester.

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. Offered fall semester. 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. Offered fall semester. 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. Offered spring semester. 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, bacterial techniques, and phylogenetic investigations. The lab meets for one three-hour session each week. Offered spring semester. 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. Offered fall semester and in alternate spring semesters. 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. Offered fall semester and in alternate spring semesters. 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.

B298 **Field Experience** 1-3 credits

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. Offered fall semester. Prerequisites: B110/111 and B120/121.

B305 **Human Anatomy** 4 credits
This course explores the design and structure of the human body. Lectures present cellular and histological features of the body systems. Laboratory dissections explore gross anatomic features and the three dimensional relationships of structures particularly relevant to the health sciences. Body structures forming superficial features, those visualized by diagnostic imaging techniques and those relevant to kinesiology are empathized. The class meets for two lectures sessions and two two-hour labs weekly. Offered fall semester. 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. Offered spring semester. 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. Offered fall semester. 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.
Biology

Offered fall semester. Prerequisites: B110/111, B120/121, B310, B311 and C321 (B311 and C321 may be concurrent with consent of instructor).

B313 Physiology 4 credits
This course explores the functions of the body systems of humans. The interrelationships of organ-systems processes to maintain homeostasis are emphasized. Laboratory sessions provide experiences with procedures and instrumentation to gather data that highlight the function of the body systems. Course topics are particularly relevant to the health sciences. The class meets for three lectures and one three-hour lab weekly. Offered spring semester. Prerequisites: B110/111 and B120/121. Recommended: C142/144.

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. Offered spring semester.

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. Offered in alternate spring semesters. 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. Offered fall semester. 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. Offered spring semester. 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. The course meets for three lectures weekly. Offered spring semester.

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. Prerequisite: B301.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B371</td>
<td>Ornithology</td>
<td>3</td>
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<tr>
<td></td>
<td>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. Offered in alternate fall semesters. Prerequisite: B301.</td>
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<tr>
<td>B375</td>
<td>Natural History Field Trip</td>
<td>1-2</td>
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<td>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. Prerequisite: B301.</td>
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<tr>
<td>B380</td>
<td>Earth Science</td>
<td>3</td>
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<td>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. Offered in alternate fall semesters.</td>
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<tr>
<td>B384</td>
<td>Pollution Ecology</td>
<td>3</td>
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<td>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. Offered in alternate spring semesters. Prerequisite: B301.</td>
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<tr>
<td>B385</td>
<td>Freshwater Ecology</td>
<td>3</td>
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<td>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. Offered in alternate fall semesters. Prerequisite: B340.</td>
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<tr>
<td>B392</td>
<td>Biometrics</td>
<td>3</td>
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<td>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 is not granted for this course and ST132, ST232 or BU215.</td>
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<tr>
<td>B409</td>
<td>Biochemistry</td>
<td>4</td>
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<td>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. Offered spring semester. Prerequisites: B110/111, B120/121, C321, and C322 (C322 may be concurrent with consent of instructor).</td>
<td></td>
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<tr>
<td>B434</td>
<td>Microbiology</td>
<td>3</td>
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<td>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. Offered fall semester. Prerequisites: B110/111, B120/121, and C321.</td>
<td></td>
</tr>
</tbody>
</table>
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. Offered spring semester. 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. Offered fall semester. 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. Offered spring semester. 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. The course meets once per week. Offered spring semester. Prerequisites: a course in ecology and 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. Offered in alternate fall semesters. Prerequisite: 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. Offered in alternate spring semesters. Prerequisite: 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, sublethal 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. Offered spring semester. Prerequisite: B310.

**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. Offered in alternate fall semesters. 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 are also be introduced through study of case histories of selected species. Two hours of lecture and one three-hour laboratory/field trip each week. Offered in alternate spring semesters. Prerequisite: B301.

**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.

**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/or 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

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 a broad 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 degree programs accredited by the IACBE are the B.A. degree with a majors in Accounting, Entrepreneurship, Human Resource Management, International Business, Marketing, and Sport Management.

General Department Goals
Students develop an ethical approach to life and business practices, and the following skills necessary for effective business practices:

• Analytical and quantitative decision-making skills;
• Qualitative decision-making skills;
• Written and oral communication skills;
• Human interaction skills.

Majors Offered:
Accounting
Entrepreneurship
Human Resource Management
International Business
Marketing
Sport Management

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 the 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
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 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)

Entrepreneurship Major (51 credits):
This major combines the 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 major is recommended for students planning to work in a small business or who intend to start and operate their own small business.

A. and B. Business Core
C. All of the following:
   BU316 E-Business
   MG315 Introduction to Entrepreneurship and Small Business
   MG317 Small Business Management
   MG465 Seminar: Advanced Entrepreneurship
D. One of the following:
   BU469 Business Capstone Project
   MG337 Sport Project Management
   MG409 Production and Operations Management
   MK371 Professional Selling and Sales Management
   MK372 Advertising and Promotion
   MK411 Marketing Research

Human Resource Management Major (51 credits):
This major 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 major is recommended for students intending to seek careers in large, well-established organizations.
A. and B. Business Core
C. All of the following:
   - MG335 Organizational Behavior
   - MG336 Human Resource Management
   - MG409 Production and Operations Management
D. Two of the following:
   - BU469 Business Capstone Project
   - EC440 International Trade and Finance
   - MG337 Sport Project Management
   - MG410 International Management

**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 courses:
   - 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.

**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
D. Two of the following:
   - BU469 Business Capstone Project
   - MG315 Introduction to Entrepreneurship and Small Business
   - MK333 Sport Marketing
   - MK360 Consumer Behavior
   - MK430 International Marketing
   - MK434 Marketing Management

**Sport Management Major (51 credits):**
This major prepares students to enter a variety of careers in sport, entertainment, and event management. Coursework emphasizes understanding business practices and the unique challenges associated with scheduling, promotion, and coordination of physical and human resources in the sport, entertainment, and event industry.
A. and B. Business Core
C. All of the following:
   MG332  Sport Management
   MG334  Sport Facilities and Event Management
   MG337  Sport Project Management
   MK333  Sport Marketing
D. One of the following:
   BU316  E-Business
   BU469  Business Capstone Project
   MG315  Introduction to Entrepreneurship and Small Business
   MG409  Production and Operations Management
   MK371  Professional Selling and Sales Management
   MK372  Advertising and Promotion
   MK411  Marketing Research

**Accounting Minor (18 credits):**
A. All of the following:
   AC222  Accounting Concepts
   AC223  Financial Accounting Principles
   AC321  Intermediate Accounting I
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
   MG317  Small Business Management
   MK217  Principles of Marketing
B. Three additional credits approved by the business department chair.

**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.

**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
The Entrepreneurship, General Business or Sport Business minors are not allowed with any business major.

**Department Courses**

**AC222 Accounting Concepts**
This course provides an introduction to accounting with an emphasis on the 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**
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**
Recommended for all business majors, this course considers income tax concepts and income tax law as it applies to individuals and corporations. Prerequisites: AC222 and M145.

**AC321 Intermediate Accounting I**
A comprehensive study of selected financial accounting topics, the course considers financial statements, short-term receivables and payables, inventories, plant assets, intangible assets, depreciation, current liabilities, contingencies and long-term liabilities. Prerequisites: AC223 and M145.

**AC322 Intermediate Accounting II**
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.

**AC324 Cost Accounting**
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: AC222 and M145.

**AC325 Accounting Information Systems**
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**
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. Prerequisites: AC322 and AC325.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AC427</td>
<td>Governmental and Not-For-Profit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC428</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC460–469</td>
<td>Special Topics in Accounting</td>
<td>1–3</td>
</tr>
<tr>
<td>AC496/497</td>
<td>Internship: Accounting</td>
<td>1–17</td>
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<tr>
<td>BU215</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BU285</td>
<td>International Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>BU312</td>
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<td>3</td>
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<tr>
<td>BU341</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>BU413</td>
<td>Business Law II</td>
<td>3</td>
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</tbody>
</table>

**AC427 Governmental and Not-For-Profit Accounting**

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**

The course includes a study of business combinations, a survey of international accounting, and partnership accounting. Prerequisite: AC322.

**AC460–469 Special Topics in Accounting**

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**

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: mathematics competency. Credit is not be granted for this course and either ST132 or ST232.

**BU285 International Business Environment**

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. Prerequisite: mathematics competency.

**BU312 Business Law I**

This survey course is designed to introduce students to the study of law through a review of its historical origins, the various sources of the law and the practical context in which laws are applied. Particular attention is given to areas of law which are relevant to today’s business environment; for example, torts, contracts, agency and sales. Prerequisite: MG219.

**BU316 E-Business**

Students 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 is discussed. Emphasis is placed on the role of e-business within the entrepreneurship process. Perquisites: MG219 and MK217.

**BU341 Corporate Finance**

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: AC222 and either EC261 or EC262.

**BU413 Business Law II**

As a follow-up course to BU312, this course examines in detail the laws which impact businesses and commercial transactions. The course surveys topics including the transfer of negotiable instruments, the establishment of business organizations such as partnerships and corporations, debtor-creditor relations, the regulation of business and property concepts. Prerequisites: AC222 and 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.

BU460-468  Special Topics in International Business  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.

BU469  Business Capstone Project  3 credits
The topics and projects for this course vary according to the needs and interests of business majors. Prerequisites: BU341 and senior status.

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 is on fundamental undergraduate principles of price theory. Graphic analysis, algebra and mathematical tools are used. Prerequisites: EC261, EC262, and M145.

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

EC368  Investments  3 credits
Students study the stock markets, bond markets, and commodity markets. The course emphasizes 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 planning, leading, organizing, controlling and other aspects of the managerial process. 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 write a detailed business plan based upon an idea of their choosing. Prerequisites: AC222, M145, MG219, and MK217; consent of instructor for non-departmental majors.

MG 317 Small Business Management 3 credits
This course examines the opening and operation of a small business. The course explores the dimensions and elements of small business management; concepts, methodologies, strategies, and structures. Upon completion of the course, the student is able to apply management, marketing, finance techniques to successfully manage a small business. During the semester, the student has the opportunity to work with a simulation, case studies, or a small business owner. Prerequisites: MG219 and MG315.

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 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 includes the essentials of facility planning, design, and construction in addition to facility operations, systems, and maintenance. The course addresses financial and legal issues involved in managing a sport or entertainment facility. Prerequisites: AC222, MG219, and MK217.

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: M145 and MG219.

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: M145 and MG219.
MG 337  Sport Project Management  3 credits
This course examines the project management framework and introduces key terms used in project management. This course will explore the dimensions and elements of project management; concepts, methodologies, strategies, and structures. Upon completion of the course, the student is able to apply project management techniques to develop timelines, network diagrams, and critical path analysis. During the semester, the student has the opportunity to work on a project of his/her own where he/she is able to demonstrate understanding of the course objectives. Although the course is taught using a sport theme, student projects can be completed using a wide variety of industries. Prerequisite: 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 major is designed to develop students’ expertise in small business entrepreneurship through a combination of cases, articles, assignments and classroom discussion and debate. Prerequisite: MG315.

MG466-474 Special Topics in Management  1–3 credits
The topics for these courses vary according to the needs and interests of students. 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 and entertainment 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, research, 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 integrated marketing communication 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 and practice. The aim is to present market research 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, M145 and MK217.

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 and challenges related to international marketing research, product and services; channels and distribution pricing and promotions are examined. 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, M145 & MK217.

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

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:

• 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
C321 Organic Chemistry I
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 chemistry, biochemistry, biology, or pharmacy; 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, pharmacy, 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, 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 (a total of 6-8 credits).

Chemistry Science Education Major (68 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 leads 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 take essentially the same courses as listed under the chemistry major. It is also recommended that the student take two business courses.

Pre-Medicine/Pre-Dentistry/Pre-Veterinary School/Pre-Pharmacy
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 (28 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.

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 covers 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. Offered fall semester. 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 receives 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. Offered fall semester. 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. Offered spring semester. Prerequisites: 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 receives 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. Offered spring semester. Prerequisite: concurrent with C142.

C321  Organic Chemistry I  3 credits
Organized by chemical functional groups and reaction mechanisms, this course presents both classical and modern theories of organic chemistry while rigorously exploring chemical structure-reactivity relationships. The fundamentals of nomenclature, physical properties, chemical structure, stereochemistry, organic reactions, mechanisms, synthesis, purification, and
compound characterization is emphasized. Biological, medical, and familiar real-world examples are discussed in the context of organic chemistry. Offered fall semester. Concurrent with C323; prerequisites: C131/133 and C142/144.

C322 Organic Chemistry II 4 credits
A continuation of C321/323, this course builds upon the fundamental presented in C321/323. It is organized by functional groups and reaction mechanisms, while integrating this knowledge into chemical synthesis. Additional topics include aromaticity, NMR and IR spectroscopy, mass spectrometry, carbonyl chemistry, synthetic strategy, and advanced C-C bond forming reactions. Offered spring semester. Prerequisite: minimum grade of C in C321 and C323.

C323 Organic Chemistry I Laboratory 1 credit
This laboratory complements the lecture segment of the course by demonstrating and utilizing the concepts learned in the classroom to acquire, isolate, and characterize desired organic reaction products. In this laboratory students become familiar with the equipment, glassware, techniques, and expertise required to implement the chemistry proposed on paper, to optimize it, and to communicate it to the chemical community. A practical context for the developed chemical intuition is provided. Concurrent with C321; prerequisites: C131/133 and C142/44.

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. Offered fall semester. 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. Offered spring semester. Prerequisites: 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. Offered fall semester. 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. Offered spring semester. 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 revisits familiar topics in greater detail and explores new areas of organic chemistry with an emphasis on physical organic methods. Topics include asymmetric synthesis, stereochemistry, reaction mechanisms, and reaction energetics and dynamics. A 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 provides an in-depth study of the concepts of quantum mechanics, statistical thermodynamics, theoretical kinetics and spectroscopy. Three lectures per week. Prerequisite: C332.

**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 provides chemistry majors experience with reading, discussing, and presenting articles from the current chemical literature. The seminar 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 are encouraged to sit in on this course every semester to contribute to the on-going chemistry conversation. Offered fall semester. 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. Offered spring semester. Prerequisite: C443; may be taken concurrently with consent 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. Offered fall semester. 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
Chemistry is given at an undergraduate research symposium or its equivalent. Offered spring semester. Prerequisite: C446.

C451 Inorganic Chemistry 3 credits
The course investigates atomic structure, periodical properties, symmetry and group theory, molecular orbital theory, chemical bonding, coordination compounds, ligand field theory, reaction mechanisms, and special topics that may include materials chemistry with an emphasis on solid state structures and band theory, and bioinorganic chemistry focusing on the impact of metal ions in biological processes. 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 are 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
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.

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 their 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 programs 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.

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.

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 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.

**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  
- CS205 Advanced 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 Computer 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) from physics and/or computer science. The student's major advisor suggests 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 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 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. Three credits of electives 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
   - 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) in mathematics and/or computer science. The student’s major advisor suggests 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. Three credits from the 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. Three credits 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 receive hands on training in computer software covering such areas as: presentation/multimedia, spreadsheets, database, graphics and web page design.

CS105 Introductory Programming: Visual Basic 3 credits
This course introduces students to algorithm development and computer programming using Visual Basic. Students learn to develop full-featured Windows applications from increasingly more complex program specifications. Prerequisite: M100/M102, or equivalent.

CS110 Computer Science I 3 credits
This course introduces students to the practice of software development. Students learn the fundamentals of programming, algorithm development, and object-orientated design principles. Students must concurrently register for CS111. Offered fall semester. Co-requisites: M115 and M116 or equivalents.

CS111 Computer Science I Lab 1 credit
The laboratory course complements CS110 by using programming exercises to reinforce concepts and practices covered in CS110 lectures. Students must concurrently register for CS110. Offered fall semester. Co-requisites: M115 and M116 or equivalents.

CS205 Advanced Visual Basic 3 credits
This course is a continuation of CS105. Students learn to solve complex problems by applying object-orientated design and programming practice. Hands-on experience is emphasized using Visual Basic to test proposed computer solutions to given program specifications. Offered fall semester. Prerequisite: C grade or better in CS105.

CS210 Computer Science II 4 credits
This course is a continuation of CS110/111. CS210 expands on object-oriented design practices, introduces simple data structures, and explores sorting and searching algorithms. Advanced programming techniques such as recursion and unit testing are also covered. Class lab time is used to reinforce concepts and practices covered in lectures. Offered spring semester. Prerequisites: 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. Offered spring semester. 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 learn to design and implement a basic network using hardware and networking protocols.

CS255 Applied Database 3 credits
A study of fundamental database concepts and their application to the management of information. The main areas of study include conceptual modeling, schema design, query languages, and administration. Students 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 are driven by student and faculty interest.

CS301 Computers and Society 3 credits
This course covers a wide array of current topics related to social, legal, and ethical issues arising from the pervasive use of current and emerging computer-related technologies. Through discussion and writing, students are expected to thoughtfully explore the covered topics. Prerequisite: E120 or equivalent.

CS310 Computer Organization 3 credits
This course introduces students to digital computer organization and programming at the assembly level. Students learn the connection between Boolean logic and hardware circuits, the operation of combinational and sequential circuitry comprising the hardware of a modern computer, and the interaction between the hardware and software processes. Offered spring semester. 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. Offered fall semester. 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 examines the importance of protocols and their applications in detail. Topics 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. Prerequisites: C grades or better in CS220 and CS320.

CS355 Database Management Systems 3 credits
A study of fundamental database management systems. 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.
<table>
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<th>Course Code</th>
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<td>CS360</td>
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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 do 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
communication 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 enhances success in all
aspects of college life. Admission staff screens 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 are 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 is assigned as an
academic advisor and begins the academic advising and registration process.
International Students

Students for whom a TOEFL, MELAB or IELTS score and a first-language barrier are present are 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 is assigned as an academic advisor and helps the student with 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 are 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 integrate all four skills. Students are required to participate in interviews, orally interpret graphs and tables, define terms, and discuss articles. They also receive practice with listening to lectures, taking notes, and participating in class discussions. Finally, they 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 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 assists 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 focus on the grammatical aptitude required for success at the university level in the skill areas of writing, reading, speaking and listening. Prerequisite: minimum ACT Reading/English score of 13.

ELB116 Critical Academic Reading Strategies 3 credits

This course for advanced-level nonnative English speakers 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 encounter in their general education classes. Students improve their reading comprehension, increase their reading speed, and develop their retention of vocabulary. Strategies that are be covered are prereading techniques; annotation and notetaking; summarizing and paraphrasing; and vocabulary building through inference, using context, learning prefixes, etc.
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:
• 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;
• Hold a strong foundation in the disciplines in which one will be teaching.

The school of education prepares teachers for licensure in the following endorsement areas: elementary education (grades K–6) in which students may also add a grades 5-8 endorsement, and secondary education (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 school of education 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). Credits earned prior to matriculation at Saint Mary’s University are accepted after review and approval by the School of Education. Once matriculated, any major course taken at another university must have department chair approval.

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 ED307. This acceptance requires:
• Evidence of having taken the Pre-Professional Skills Test (PPST);
• A cumulative grade point average of 2.750 and an average GPA of at least 2.750 in ED301, ED302, ED305 and ED307;
• Evidence of satisfactory progress on relevant program standards; and
• A formal application to the school of education.

Students who major in education must earn a C grade or better in all courses required by the major, including endorsement 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 are required to complete a minimum of thirteen weeks of student teaching. Qualified students have the opportunity to student teach abroad or in the Nativity San Miguel network of schools for three to five weeks; ten weeks of successful student teaching, meeting all required standards, are required for continuation in these special placements. 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 elementary or secondary education. For students choosing elementary education, course work leads to licensure in grades K–6; those majors who complete a grades 5-8 endorsement extend their licensure potential to K-8 as the grades 5-8 endorsement leads to a licensure endorsement in grades 5-8. Students choosing secondary education have course work which 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:
Elementary Education (grades K–6 with an optional 5–8 endorsement):
   English
   Mathematics
   Science
   Social Science
   World Languages

Secondary Education:
   Chemistry Science Education (grades 5-12)
   English Education (grades 5-12)
   French Education (grades K-12)
   Life Sciences Education (grades 5-12)
Mathematics Education (grades 5-12)
Music Education (either Classroom & Instrumental or Classroom & Vocal tracks)
(grades K-12)
Physics Science Education (grades 5-12)
Social Science Education (grades 5-12)
Spanish Education (grades K-12)

**Elementary Education Major (grades K–6 with optional 5–8 or K-8 endorsement):**
Students seeking elementary certification may also complete an endorsement (5-8) in one of the following disciplines: English, mathematics, science, social studies, or world languages (K-8 endorsement) in French or Spanish. Advising note to students taking a science endorsement; please see substitution courses.

A. All of the following:
   - B120 Botany & Zoology II
   - B121 Botany & Zoology II Lab
   - H150 The American Experience
   - M108 Mathematical Concepts I: Systems
   - M109 Mathematical Concepts II: Geometry
   - P111 Earth and the Solar System
   - P155 Foundations of Physics
   - PS102 American National Government
   - PY111 General Psychology

B. Either TA101 and LCT140 or LH105 and LH455:
   - LCT140 First Year Seminar
   - LH105 Origins of Human Thought and Culture
   - LH455 Lasallian Honors Capstone
   - TA101 Oral Communications

C. The following education courses to be completed freshman and sophomore years:
   - ED250 Human Relations, Cultural Diversity and Indian Cultures
   - ED301 School and Society
   - ED302 Substance Abuse Prevention and Community Health
   - ED306 Learning, Development, & Exceptionality
   - ED307 Educational Technology

D. The following education courses to be completed during junior year:
   - ED310 Music Methods K-8
   - ED316 Science Methods K-8
   - ED317 Social Science Methods K-8
   - ED320 Art Methods K-8
   - ED325 Mathematics Methods K-8
   - ED330 Reading, Language Arts Methods & Children’s Literature K-8
   - ED335 Health, Physical Education Methods K-8
   - ED370 Educational Measurement & Assessment K-8
   - ED380 Middle Level Education
   - ED445 Advance Literacy Methods for Diverse Learners

E. The following education courses to be completed during senior year:
   - ED450 Nature of the Exceptional Child K-8
   - ED470 Student Teaching: Elementary
   - ED490 Professional Capstone Experience: Portfolio Assessment
English Endorsement for Grades 5-8:
F. The following courses:
   - E220 Argumentative and Research Writing
   - E250 Literary Imagination
   - E295 Practical Grammar
   - E302 American Dreams I: The Individual and Society
   - E325 Advanced Essay Writing
   - ED385 Adolescent Literature
   - MC111 Introduction to Media Communication
   One additional literature course numbered above E302

Mathematics Endorsement for Grades 5-8:
F. The following courses:
   - M151 Calculus I
   - M408 Topics in Mathematical Education
   - ST132 Reasoning with Statistics

Science Endorsement for Grades 5-8:
A. The following substitutions should be made:
   - M151 Calculus I in place of M109
   - P201 Introductory Physics I in place of P155
   - P202 Introductory to Physics I Lab in place of P155
   - ST132 Reasoning with Statistics in place of M108
F. The following courses:
   - B110 Botany & Zoology I
   - B111 Botany & Zoology I La
   - C131 General Chemistry I
   - C133 General Chemistry I Lab
   - C142 Chemistry II
   - C144 Chemistry II Lab
   - ED396 General Physical Sciences 5-12
   - P211 Introductory Physics II
   - P212 Introductory Physics II Lab

Social Science Endorsement for Grades 5-8:
F. The following courses:
   - AN300 Anthropology
   - EC261 Principles of Microeconomics
   - GE305 Regional Geography
   - H125 Europe and the World
   - H230 The Ancient World
   - PY211 Developmental Psychology

World Languages Endorsement for Grades K-8 (French):
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. All students seeking K-8 licensure in World Languages and Culture 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 plus two or three additional 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 Endorsement for Grades K-8 (Spanish):**
Students who wish to pursue a minor in Spanish for teaching purposes must take at least twenty-one credits in Spanish, plus the prescribed education courses. All students seeking K-8 licensure in World Languages and Culture 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 plus two or three additional 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 secondary 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:
   ED250  Human Relations, Cultural Diversity and Indian Cultures
   PY111  General Psychology

B. Either TA101 and LCT140 or LH105 and LH405:
   LCT140  First Year Seminar
   LH105   Origins of Human Thought and Culture
   LH455   Lasallian Honors Capstone
   TA101   Oral Communications

C. All of the following education courses to be completed during sophomore year:
   ED301   School and Society
   ED302   Substance Abuse Prevention and Community Health
   ED306   Learning, Development & Exceptionality
   ED307   Educational Technology

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 Grades 5-12

E. One of the following methods courses to be completed junior year:
   ED390   Social Studies Methods 5-12
   ED393   World Languages and Cultural Methods K-12
   ED394   Communication Arts and Literature Methods 5-12
   ED395   Mathematics Methods 5-12
   ED396   Physical Science Methods 5-12
   ED397   Life Science Methods 5-12

F. Advanced courses to be completed during senior year:
   ED455   Nature of the Exceptional Adolescent 5-12
   ED480   Student Teaching: Secondary
   ED490   Professional Capstone Experience

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 the 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 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. Offered fall semester.

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. This course is an elective for elementary education and allied health majors. Graded pass/no credit.

ED250   Human Relations, Cultural Diversity and Indian Cultures 2 credits
This course provides a general introduction to human relations, cultural diversity and Indian cultures as these concepts relate to teaching and learning in the K-12 classroom. Emphasis is placed on providing the students 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.

**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 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 conduct and analyze interviews with school administrators, classroom teachers, extracurricular staff, and other non-teaching personnel. Prerequisites: acceptance and enrollment in the Lasallian Teacher Immersion Program and consent of the chair of undergraduate teacher education.

ED301, ED302, ED306, ED307, 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.

**ED301 School and Society** 5 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, school, teacher effectiveness, current issues, school reform, and professionalism. A second focus of the course is an extensive filed experience where 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. Offered fall semester. Prerequisite: concurrent with ED302.

**ED302 Substance Abuse Prevention and Community Health** 1 credit
This course is a general introduction to the effects of substance abuse and provides basic familiarization with chemical and public health education programs in the school and community. The course is designed to meet the Minnesota statue for obtaining a teaching license. Offered fall semester. Prerequisite: concurrent with ED301.

**ED306 Learning, Development and Exceptionality** 5 credits
This phase of the teacher education program focuses on the K-12 student as learner. The concept of learner is examined from a variety of applied areas in educational psychology. Principles of teaching and learning are developed in the context of learning theory, teaching effectiveness, learner differences, and child and adolescent development. Students engage in the central question: “What do highly effective teacher leaders know, think and do with respect to learning, development and learner differences?” Students also observe, participate and engage in a clinical field experience for five weeks in a single classroom translating theories of learning and development into methods of classroom practice while continuing to work on professional identity and dispositions. Offered spring semester. Prerequisites: ED300/301 and concurrent with ED307.

**ED307 Educational Technology** 1 credit
This course is designed to prepare future teachers to utilize technology in the classroom as a tool for improving student learning. Pre-service teachers learn how to identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics and abilities in order to deliver instruction at different levels and paces and to stimulate advanced levels of learning. The courses focuses on management of technology resources within the context of learning activities and develops strategies to manage student learning in a technology-integrated environment. Prerequisite: concurrent with ED306.
ED310 Music Methods: K-8
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 are actively engaged in: 1) understanding the creative developmental characteristics of children and adolescents; 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. Offered spring semester. Prerequisites: ED301, ED306 and acceptance into the teacher education program.

ED316 Science Methods: K-8
This course is designed to help pre-service teachers develop knowledge, methods, and evaluative tools to become competent in teaching science in kindergarten through eighth grade. Students learn how to plan science programs, to choose from a range of effective teaching techniques, and to evaluate student learning using the Minnesota science content standards for primary, intermediate and middle school. Topics include lesson and unit planning, the Minnesota content standards, national standards and questioning skills. Offered spring semester. Prerequisites: ED301, ED306 and acceptance into the teacher education program.

ED317 Social Science Methods: K-8
This course is designed to help the student develop knowledge, learning objectives, methods and evaluative tools to become competent in teaching social science in kindergarten through eighth grade, become familiar with a variety of instructional techniques and demonstrate an ability to evaluate student learning. An emphasis is placed on developmentally appropriate practices and addressing diverse needs of learners at primary, intermediate and middle school levels using the Minnesota social science standards for curriculum planning. Offered spring semester. Prerequisites: ED301, ED306 and acceptance into the teacher education program.

ED320 Art Methods: K-8
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 are 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. Offered spring semester. Prerequisites: ED301, ED306 and acceptance into the teacher education program.

ED325 Mathematics Methods: K-8
This course emphasis the math concepts taught in the childhood/early adolescence settings and the instructional methods which enable students to learn those concepts. Students 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. Offered spring semester. Prerequisites: ED301, ED306 and acceptance into the teacher education program.

ED330 Reading, Language Arts Methods & Children’s Literature: K-8
Pre-service teachers 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 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. Offered fall semester.

ED335  Health, Physical Education Methods: K-8  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. Offered spring semester.

ED350  Philosophy, Curriculum and Methods: Grades 5–12  4 credits
Middle and secondary school philosophy, classroom management, motivation, and student developmental differences are examined. An emphasis also is 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 is examined in the teaching/learning context. An emphasis is placed on developmentally appropriate practices, integrating learning, and addressing diverse needs of learners. Students participate in guided teaching experiences at the middle/high school level. Offered fall semester.

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. Offered fall semester.

ED370  Educational Measurement and Assessment  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. Offered fall semester.

ED380  Middle Level Education  2 credits
This course provides students seeking elementary education licensure with philosophy and 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 with an emphasis on adolescent development. The pre-service teacher is expected to demonstrate professional dispositions of a principled and purposeful instructional decision-maker. Offered spring semester.

ED385  Adolescent Literature  1 credit
This course surveys literature appropriate to the needs, interests and abilities of middle and secondary school students. It also focuses 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. Offered fall semester only.
ED390  **Social Studies Methods: Grades 5–12**  2 credits
This course addresses curriculum, skills, and knowledge needed to teach social studies in grades 5 through 12. Topics studied include national and state social studies content standards for middle and high school, lesson and unit planning, and evaluation procedures. Classroom management, effective teaching strategies, and utilization of technology to enhance instruction are stressed. Offered fall semester. Prerequisite: ED350.

ED393  **World Languages & Cultural Methods: Grades 5–12**  2 credits
The purpose of this course is to prepare pre-service teachers with methods for teaching successfully in the area of world languages in grades 5 through 12. Topics covered in the course include lesson and unit planning, national standards, and questioning skills. Classroom management, effective teaching strategies, and utilization of technology to enhance instruction are stressed. Offered fall semester. Prerequisite: ED350.

ED394  **Communication Arts and Literature Methods: Grades 5–12**  2 credits
The purpose of this course is to prepare pre-service teachers with methods for teaching communication arts and literature in grades 5 through 12. Topics covered include lesson and unit planning, national standards, and questioning skills. Classroom management, effective teaching strategies, and utilization of technology to enhance instruction are stressed. Offered fall semester. Prerequisite: ED350.

ED395  **Mathematics Methods: Grades 5–12**  2 credits
The purpose of this course is to prepare pre-service teachers with methods for teaching mathematics in grades 5 through 12. Topics covered include lesson and unit planning, national standards, and questioning skills. Classroom management, effective teaching strategies, and utilization of technology to enhance instruction are stressed. Offered fall semester. Prerequisite: ED350.

ED396  **Physical Science Methods: Grades 5–12**  2 credits
The purpose of this course is to prepare pre-service teachers with methods for teaching physical science in grades 5 through 12. Topics covered include lesson and unit planning, national standards, questioning skills, discrepant events in science and demonstrations supporting them, and science classroom safety. Classroom management, effective teaching strategies, and utilization of technology to enhance instruction are stressed. Offered fall semester. Prerequisite: ED350.

ED397  **Life Science Methods: Grades 5–12**  2 credits
The purpose of this course is to prepare pre-service teachers with methods for teaching the life sciences in grades 5 through 12. Topics covered include lesson and unit planning, national standards, questioning skills, discrepant events in science and demonstrations supporting them, and science classroom safety. Classroom management, effective teaching strategies, and utilization of technology to enhance instruction are stressed. Offered fall semester. Prerequisite: ED350.

Music special methods: see music department courses MU429 and MU430.

ED445  **Advanced Literacy Methods for Diverse Learners: K–8**  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.
Education

ED450  Nature of the Exceptional Childz: K-8  2 credits
This course examines the characteristics of disabilities and their impact on learners’ education and social lives. The foundations of special education are discussed including identification, modifications and requirements for receiving special education services. The following special needs are addressed in this course: learning disabilities, cognitive development delays, speech disabilities, language disabilities, ELL, physical disabilities, autism spectrum, emotional/behavioral disabilities, other health impairments and talented and gifted. Special emphasis is placed on how teachers can effectively meet the needs of all learners in the K-8 classroom.

ED455  Nature of the Exceptional Adolescent: 5-12  2 credits
This course examines the characteristics of disabilities and their impact on learners’ education and social lives. The foundations of special education are discussed including identification, modifications and requirements for receiving special education services. The following special needs are addressed in this course: learning disabilities, cognitive development delays, speech disabilities, language disabilities, ELL, physical disabilities, autism spectrum, emotional/behavioral disabilities, other health impairments and talented and gifted. Special emphasis is placed on how teachers can effectively meet the needs of all learners in the 5-12 classroom.

ED470  Student Teaching: K-8  13 credits
While working closely with a cooperating teacher, the student begins 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 student teach for 13 weeks in the Winona vicinity, or for ten weeks in the Winona vicinity and three to five weeks at a student teaching abroad program site. Prerequisites: consent of chair of undergraduate teacher education and minimum 2.750 cumulative grade point average. Additional fee required.

ED480  Student Teaching: 5-12  13 credits
While working closely with a cooperating teacher, the student begins 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 student teach for 13 weeks in the Winona vicinity, or for ten weeks in the Winona vicinity and three to five weeks at a student teaching abroad program site. Prerequisites: consent of chair of undergraduate teacher education and minimum 2.750 cumulative grade point average. Additional fee required.

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.
Offering an intellectually stimulating curriculum to a diverse community of learners, the English department engages those skills at the heart of a liberal arts education and essential to lifelong learning. Consistent with the mission of the university, the department aims “to challenge and support students in their intellectual, spiritual, personal, and professional development.” Almost every student at Saint Mary’s takes at least one class offered by the English department. Courses for majors and non-majors help students develop the capacity to:

- Read literary and nonliterary texts with greater understanding and insight;
- Write more effectively in academic and professional genres;
- Do research efficiently and honestly;
- Understand the significance of major authors and works in their social and historical contexts;
- Understand how works reflect and express diverse cultural perspectives; 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 not only help them succeed and advance professionally, but also, by allowing them to engage with the cultural discourse surrounding them, contribute to making their intellectual and personal lives more pleasurable and meaningful.

**General Department Goals**

The main goals of the department are to help English majors 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 should 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.

**Department Honors at Graduation**

The English department awards departmental distinction at faculty discretion to graduating seniors. These honors are to inspire and reward students who have completed outstanding work within the department. Students must have a minimum 3.700 department and major field GPA and a 3.300 cumulative GPA. Students must complete a superior senior thesis with a grade of A, present their project in a public forum, and demonstrate truly distinctive ability and performance in the English major.

**Majors Offered:**

- English Education
- Literature
- Literature with Writing Emphasis

**Minor Offered:**

- English

**English Education Major (38 credits + education course work):**

The English education major is designed to prepare students for a career in secondary school teaching. In addition to the requirements listed below, students 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
   - E325 Advanced Essay Writing
   - E333 Shakespeare
   - E452 Critical Approaches to Literature
   - E490 Senior Thesis
   - ED385 Adolescent Literature
   - MC111 Intro to Mass Communications

B. One American Literature course from the following:
   - E302-303 American Literature from its beginnings to 1914
   - E306-307 American Literature since 1914

C. Two British Literature courses from two different periods:
   - E315-316 Early British Literature (beginnings through Milton)
   - 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:
   - E373 Postcolonial Fictions
   - E381-383 World literature in translation
   - E391 African American Perspectives

E. One seminar:
   - E470-479

F. Required education course work

**Literature Major (41 credits):**
The literature major offers students a comprehensive study of British and American literature, other literatures written in English, and literatures in translation. It provides students the opportunity to develop their writing and critical thinking skills in small seminar settings. 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 highlights cultural competency and 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 from two different 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 major 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 balance the study of literature with the study and practice of creative writing and professional communication. This major provides a solid foundation for careers in publishing, professional writing, journalism, business, and public relations.

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 two different periods:
   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 global literature course:
   E370-373 Contemporary literatures in English
   E381-383 World literature in translation
   E390-391 Situated voices in literature
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 is 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 vary by instructor. Prerequisite: E120 or E120/220 placement.

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 material. 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 and minors 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 time. Prerequisite: E120 or E120/220 placement.

E295 Practical Grammar 2 credits
The purpose of this course is to teach students to identify basic and advanced grammatical structures. Students are asked to apply this grammatical knowledge to exercises that require them to edit for grammar and punctuation. Offered spring semester. 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, themes, or trends 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 vary from semester to semester (see specific titles on course schedule).

E302 An American Conflict: The Individual vs Society 3 credits
Especially because of its strong historical emphasis on the individual and individualism, there has always existed in American culture a dynamic tension between the individual and society. This course explores how major American authors have chosen to present and interpret this theme by tracing it from its roots in early American literature to its most sophisticated expression in works written during the latter half of the 19th and first part of the 20th century. Offered fall semester. Prerequisite: E250.

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. Students 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 also invite us to consider the effects of secrecy and shame on individuals and the moral freedom of speaking the truth. Prerequisite: E250.

E306 An American Dream: Nature and the Human Imagination 3 credits
This course focuses on the relationship between the American literary imagination and nature. It examines how American authors from the middle 19th century to the late 20th century have imaginatively perceived the relationship between nature and humanity. Students read and discuss American literary texts that embody a variety of perspectives on this relationship, leading to a deeper understanding of a pervasive cultural theme. Offered spring semester. Prerequisite: E250.

E307 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. Students examine a variety of poetry and fiction to identify the changes in form that emerged around the time of World War I; students make connections between the content and form of literature and what was happening in world history and in the world of art; and students consider the individual innovations of writers within the broad aesthetic movement known as Modernism. Prerequisite: E250.

E315 Early British Literature I: Christianity and its Others 3 credits
In this course, students 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 hinges 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 thus is historical and cultural in its overall theme, the emphasis is on close reading and discussion of literary texts. Offered in alternate fall semesters. Prerequisite: E250.
E316  Early British Literature II: From Romance to Epic  3 credits
In this course students 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 focuses on the development of these two genres, but with attention to the cultural context in which the texts to be explored were produced. Offered in alternate fall semesters. Prerequisite: E250.

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 is also be paid to integrating research, both formal and informal, into students' work. Offered fall semester. Prerequisite: E220 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. Offered in alternate fall semesters.

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. Offered spring semester. 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 become informed of both the techniques and the traditions of poetry writing. Course work includes 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. Offered in alternate fall semesters.

E330  British Restoration and 18th Century Literature  3 credits
This survey examines the major works and authors of the Restoration through the Eighteenth Century, including the historical, political, and social contexts of these works. Offered spring semester. Prerequisite: E250.

E331  The Romantics and Their World  3 credits
Between 1785 and 1830, British writers witnessed two major revolutions and participated in many cultural, political, and intellectual watersheds, 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, including the historical novel, lyric and narrative poetry, essays, letters and journals. This course examines the lives and works of a selection of major literary figures from this period and assesses their contributions to the literary tradition in English. Prerequisite: E250.
E333  Shakespeare  3 credits
This course focuses on a representative group of Shakespeare's sonnets, comedies, histories, and tragedies. Emphasis is 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 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. Offered spring semester.

E351  British Modernism: Its Origin and Its Ends  3 credits
This course explores 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 considers the creation of modernism and its aesthetic aftermath and simultaneously questions the legitimacy of modernism as a distinct aesthetic category. Special attention is 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. Offered in alternate spring semesters. Prerequisite: E250.

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 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. Offered in alternate spring semesters. Prerequisite: E250.

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. Offered in alternate spring semesters. Prerequisite: E250.

E373  Postcolonial Fictions  3 credits
This course focuses on literature in English that addresses colonization and decolonization. The course considers how postcolonial texts present the legacy of imperialism; how postcolonial writers inscribe their perspectives, politics, and lived experiences in literature; and how various fictional accounts (of origin, of colonization, of identity, of nationality) contribute to a contemporary understanding of community, history, and narrative. Offered in alternate spring semesters. Prerequisite: E250.

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, students examine ancient and modern ideas of creativity, authorship, and the role of the writer in society in cultures around the world. Offered in alternate fall semesters. Prerequisite: E250.
E383  Geographies of Identity  3 credits
A study of selected works in translation from non-Anglo-American cultural traditions. Students in this course explores literature from around the world with a focus on how identities, perspectives, and values are shaped by geographical and cultural circumstances. Students 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 Akmatova, Milan Kundera, Nabokov, Borges, Walcott, Neruda, Nadine Gordimer, Ngugi wa Thiong'o, and Zoe Wicomb. Offered in alternate fall semesters. Prerequisite: E250.

E390  Women’s Narrative  3 credits
This course focuses 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. In particular, the course examines how literature by and/or about women differs from literature by and/or about men, and how women writers inscribe their perspectives, politics, and lived experiences in literature. Prerequisite: E250.

E391  African American Perspectives  3 credits
African American Perspectives studies the literary works of major authors of African American heritage. Students 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.” 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. The reading allows students to see the ways in which African American writers have contributed to, have been influenced by, and have transformed America. Prerequisite: E250.

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 cultural theory. In a seminar setting, students wrestle with key theoretical concepts, such as identity, gender, power, language, and representation. The course investigates the contributions, methodologies, and assumptions associated with key figures in literary and cultural studies. Offered spring semester. Prerequisite: junior or senior majors and minors only.

E470-79  Seminars in English  3 credits
These courses, reserved for upper division English majors and minors, 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 or minors 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 project. Students complete a major research paper in an area of their interest in literary studies and make an oral defense of their project at the end of the course. Prerequisite: junior or senior majors only.

E496/497  Internship
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, 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 demonstrate the following:

- Knowledge of historical facts, events, persons, themes, concepts, and issues;
- An ability to think historically, that is, to use historical methods in analyzing problems;
- An ability to critically read and analyze historical works (secondary sources);
- An ability to interpret historical evidence (primary sources); and
- An ability to construct an evidence-based interpretation of the past and communicate it effectively both in writing and orally.

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 waives 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.
History Department Distinction
The History Department grants departmental distinction to graduating seniors who have earned a department GPA of 3.7 or higher, a cumulative GPA of 3.3 or higher, and at least an A/B in H461: Historical Research and Writing II. Departmental distinction is reserved for History majors and History/Social Science majors who perform academically at the top level of all graduates from the department.

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
   PY211 Developmental Psychology
   S110 Sociological Imagination
   S250 Logic of Analysis

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
   H230  The Ancient World
   H250  Historical Thinking
   H321  The Early Middle Ages
   H322  The High Middle Ages
   H460  Historical Research and Writing I
   H461  Historical Research and Writing II

D. Two additional 300+ courses (six credits) history courses.
(Rev. 8/17/09)

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.

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 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 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 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 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 examine social, economic, intellectual, political, diplomatic, and cultural facets of the diverse people who created America. Together students explore the enduring paradox of separatism and unity within the American spirit. Credit is not be granted for this course and H211.

H211  Modern America  3 credits
This course explores the history of the United States since World War II. It focuses 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 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. Credit is not be granted for this course and H150. Offered spring semester.

H230  The Ancient World  3 credits
This course offers students a broad overview of the history of human civilizations form the origins of human life in Africa to the fall of the Western Roman Empire in 476 AD. The course emphasizes the common features of ancient cultures and civilization such as migration, environmental
adaptation, the development of agriculture, political organization, technological innovation and the development of belief systems, which simultaneously highlighting the unique features of such civilizations and cultures as ancient Mesopotamia, ancient Egypt and neighboring African cultures, ancient and classical India, the Persian empires, the Chinese empires, the Hebrews, early American cultures, ancient Greece and the Hellenistic empires, the early Christian Church, and the Roman republic and empire. In addition, students gain an understanding of the methods historians, archaeologists and geographers use to arrive at our knowledge of the ancient world, as well as relevant insight into the kinds of primary and secondary sources available to the modern student of the ancient world. Offered in alternate spring semesters.

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. Offered fall semester.

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.

H305 Colonial and Revolutionary America in the Atlantic World 3 credits
This course is designed to not only give students an overview of the history of Colonial America and the America Revolution, but also to introduce students to the larger historical events in which they took shape: the Atlantic World. The course covers a diversity of social, political, cultural, intellectual, and economic topics such as Native American societies, European empires in the Americas, European settlement in the southern, middle and northern colonies, family and community structure, class issues, the development of slavery and the transatlantic slave trade, the events leading to the American Revolution and their relation to other revolutions in the Atlantic World, the Columbian Exchange between Europe, Africa and the Americas, and the subsequent transformation of European, African and American societies around the Atlantic basin. In addition to an understanding of the major topics, students gain insight into both the methods historians use to interpret the past and the historiography of colonial and revolutionary America.

H308 Constitution America and the Early Republic 3 credits
The purpose of this course is to introduce students to the major themes of the Constitutional Era and the period of the Early Republic in the history of the United States. The course covers a diversity of social, political, cultural, intellectual and economic topics from the period between 1783 and 1850, such as the development of state constitutions, the controversies surrounding the creation and ratification of the Constitution of the United States, the development and spread of slavery, the market revolution, the growth of democracy, westward expansion and the removal of Native Americans, sectional conflict, and early reform movements. In addition to a broad understanding of the major topics of this period, students gain insight into both the methods historians use to interpret the past and 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 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 is 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) students 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 is 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.

H321 The Early Middle Ages 3 credits
The first half of a two-semester course that covers the period of history from approximately 100 to approximately 1400, the time of the Middle Ages. This course examines the period from approximately 100 to approximately 800. The purpose of the course is to identify and explore the concept of the Middle Ages by means of both primary and secondary sources. It is a fundamental presupposition that "Western civilization" came into being during the early Middle Ages out of a unique combination of Greco-Roman, Judeo-Christian, and Germanic elements. In this sense, then, the Middle Ages represent not a "middle," but the beginning of a new civilization. The essentials of this civilization will be explored. These include the decline of the Roman Empire, the rise of Christianity and monasticism, the Barbarian Invasions, Charlemagne, the Vikings, and the development of a feudal society.

H322 The High Middle Ages 3 credits
The second half of a two-semester course that covers the period of history from approximately 100 to approximately 1400, the time of the Middle Ages. This course examines the period from approximately 1000 to approximately 1400. The purpose of the course is to identify and explore the concept of the Middle Ages by means of both primary and secondary sources. Out of the chaos of the tenth century emerged a mature medieval civilization that is the focus of this course. It reached its apogee in the twelfth and thirteenth centuries with the great conflict between church and state, the Crusades, the revival of learning, feudal monarchy, chivalry, and high medieval Christianity, before experiencing the disasters of the fourteenth century and the breakdown of the medieval synthesis.

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 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 is 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.

**H335  American Environmental History** 3 credits
The course introduces students to environmental history as an academic discipline and teaches American history through the lens of that discipline. It emphasizes the reciprocal and symbiotic relationship between human beings that historically have occupied North America and their surroundings - the natural environment as these human beings encountered and transformed them. As such, the course introduces students to the various strands in environmental thought, environmental science, environmental practices, religious belief as it pertains to the relationship between human beings and the environment, and environmental politics that have shaped the history of North America and the United States. The course also familiarizes students with the practices of historiography and the specific historiography of environmental history.

**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 are explored within their socio-political, cultural, and historical contexts. Special emphasis is be placed on a comparative approach to the study of women’s lives as they interact with race, class, and ethnicity.

**H357  The History of Rock and Roll** 3 credits
This course analyzes the rise, development, and socio-cultural impact of rock and roll, broadly defined to include soul, rhythm and blues, punk, reggae, country, hip hop, heavy metal, and other genres that have become essential parts of American popular culture. Through critical analysis of the texts, images, sounds, business practices, medai machinery of rock culture, as well as of rock and roll’s profound impact on television, fashion, race relations, gender relations, advertising, and politics students gain an understanding of the functions of popular art and culture in the political, social, and economic life of the United States. The course challenges students to critically examine primary source materials and secondary readings about topic such as the southern roots of rock music, postwar youth culture, race and racism, class, gender and sexuality, technology and mass media, the culture wars, and rock music as an American export, and thereby come to a greater understanding of the development and interaction of modern and postmodern culture.

**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 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 investigate the ideas and movements which emerged from this “dual revolution” to change the world, including imperialism, liberalism, socialism, feminism, and nationalism.
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.

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 studies such major trends as the Cold War, decolonization, and the collapse of communism. Among a variety of primary sources, the course uses some of the popular culture of post-war Europe, especially film and rock music.

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.

The Soviet Union disintegrated into 15 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.

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.

This is designed to assist students to gain a general knowledge of Chinese history from the feudal dynasties to the present, to stimulate students in thinking clearly and critically about Chinese cultural values, to provide students with fundamental facts and documents of the development of Chinese society through the eyes of several Chinese movie directors, and to develop students’ oral and writing communication skills. Specifically, this course investigates how films by such directors as Zhang Yimou and Chen Kaige, and stars such as Jackie Chan, Bruce Lee and Jet Li have shaped Western perceptions of China as well as encoded Chinese culture and history. Beginning with a comparison of The Emperor and the Assassin and Hero, students study how
Chinese history is interpreted from two divergent points of view and representative of key Confucian and Daoism concepts. A study of Ang Lee’s films offer the opportunity to investigate how a Taiwan-born, American director has been able to reshape and recondition both Chinese and American cultural icons. Prerequisite: H390.

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 focuses 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 encourages students to broadly synthesize their learning and to deeply reflect on their intellectual understanding of the human condition. Offered spring semester. Prerequisites: 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 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 also gain experience critiquing other student research papers. Offered fall semester. Prerequisite: 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. Offered spring semester. 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.
The faculty of the Department of Interdisciplinary Studies provide students with the opportunity to engage in learning from an interdisciplinary perspective. Faculty of the department are trained in a number of academic disciplines and by their teaching contribute to the common experience of the Saint Mary’s students in the Lasallian Core Traditions and the Lasallian Honors Program. Faculty of the department seek to help students acquire and refine the knowledge and skills needed to describe, evaluate, and respond appropriately as individuals and as members of society to our current condition. Members of the IDS department encourage processes of inquiry, interpretation, and analysis that join together the complex spiritual, social, aesthetic, and historical traditions and issues that shape our futures. Faculty help students develop an ethical framework for lifelong decision-making in the Christian tradition.

No major or minor program is offered by the Department of Interdisciplinary Studies
International Studies

Philip R. Hull, Ph.D., 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 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 develop into internationally aware citizens who understand, value, and contribute to our rapidly changing world.
- To provide experiences that help students 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.

SMU Program

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 Valência Kierlin Theatre Program. 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 present day; power and personalities: MacMillan, Thatcher; on-going problems: devolution, Northern Ireland, European Union; and influence of the media.

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:

112
International Studies

Business:
- MG410 International Management

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

Affiliated Programs

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

Restriction of Institutional Aid
Students enrolled at Saint Mary’s and attending an approved affiliated study abroad program are restricted in the type and amount of institutional aid they can apply to program costs. Please contact the Director of Study Abroad to discuss program fees and financial aid to discuss financial aid.

The Center for Cross-Cultural Study (CC-CS)
CC-CS provides students with a true cross-cultural exchange by inviting them to expand their world-view through quality cultural and language immersion programs. CC-CS offers semester-long and summer programs in Seville and Alicante, Spain, and Córdoba, Argentina. 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): Since 1969, CC-CS’s Seville program has maintained a strong dedication to academic integrity and an emphasis on the personal growth of the student. 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 cultural events 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 find CC-CS in Alicante to be a highly immersive and integrated study abroad experience.
Consortium Institute of Management and Business Analysis (CIMBA)
Paderno del Grappa, Italy (fall, spring, or summer semesters): The 13-week semester program offers undergraduate students the experience of learning abroad while taking a variety of high-quality courses in business, economics, communication studies, journalism and Italian. Courses are taught in English and emphasize current international trends. CIMBA, which espouses a distinctive program philosophy that combines traditional classroom teaching with mentoring and experiential learning activities to help develop decision-making and problem-solving skills, is affiliated with the University of Iowa. A 4-week summer program is also available.

Study Abroad, Italy (SAI)
Florence, Italy (spring semester): students study in Florence at the Florence University of the Arts (FUA) while living in apartment-style housing. The university is located in the city’s historic center, where students are surrounded by beautiful Renaissance art and architecture. With a population of 500,000, Florence offers all the excitement and amenities of a large city while its proximity to the Tuscan hills allows for trips to the Italian countryside. At the university students are able to take up to 15 credits, choosing from a wide selection of courses in the liberal arts, science, and business and economics. All students are required to enroll in Italian language courses as part of their program.

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
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.

Academic Exchange Program (fall or spring semester): students participate in regular courses offered by Universidad La Salle. All classes are taught in Spanish. Students live with host families.

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. Participation must be approved by the chair of the modern/classical languages department and requires at least two semesters of Spanish and adequate proficiency in Spanish. Students live with host families.

Higher Education Consortium for Urban Affairs (HECUA)
HECUA is an organization of 20 liberal arts colleges, universities and associations dedicated to education for social justice. It provides off-campus study programs that address the most pressing issues in our neighborhoods, nations, and world. Overseas study opportunities are available in Northern Ireland, Ecuador, Norway and Poland. Students, faculty and practitioners engage in learning that generates knowledge and tools for social transformation and community building.
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 whether the EU adequately addresses the human dimensions of globalization. Scandinavia and Poland are 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 five-six weeks after completing a minimum of ten 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 Sydney, 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.
Internship 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 are as follows unless specific departmental guidelines have been established: three credits graded; remaining credits are graded 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 and Field Exploration

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 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.hecua.org.
Internships and Field Exploration

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
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID160</td>
<td>Artscore</td>
<td>2</td>
</tr>
<tr>
<td>LCT140</td>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>LCT225</td>
<td>Perspectives on the Good Human Life</td>
<td>3</td>
</tr>
</tbody>
</table>

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 course explores 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.

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?

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 well. In the spirit of LaSalle’s commitment to serving others and his recognition of the value of those less fortunate, this course challenge students to examine how their own pursuit of the good life 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.
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 eight 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: educated, compassionate, and engaged in their local and global communities. To facilitate a successful transition to Saint Mary's University, emphasis is placed on developing critical academic skills and attitudes, learning about our Lasallian mission and Winona's natural environment, and forming a community of honors students. Students encounter foundational heroic myths and sacred narratives from several cultural traditions, including those unique to the Upper Mississippi River region and to Lasallian education. The life of Saint John Baptist de La Salle, the epic poems Gilgamesh and Homer's Iliad, selected books from the Hebrew scriptures, and other texts both ancient and modern, serve as points of departure for understanding our intellectual, environmental, and spiritual traditions. This course also includes an Artscore component; students' attendance at several performances at Page Theatre allows the students to reflect on the nature and value of music, theatre, dance, and visual art in human culture.

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
Lasallian Honors Program

writing assignments is to 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 accompanies 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 texts honored by Eastern traditions, which may include the Bhagavad Gita, the Buddhist Scriptures, the Confucian Analects, the Tao Te Ching, the koans used by the Zen Buddhist tradition, and the Koran. An experiential tutorial in Eastern practices is designed to enrich students' appreciation of the role of meditation, yoga, self-cultivation, and aesthetic expression within the intellectual and spiritual traditions of the East.

LH405  Modernity in Dialogue with Catholicism  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 17th-century Western philosophy, but that took hold in many disparate fields in the 19th and 20th centuries as a Modern worldview. One alternative worldview that has both embraced and challenged aspects of Modernity is Catholicism. This course explores the works and impacts of major thinkers of that world-transforming intellectual movement called Modernity in dialogue with Catholic responses to those thinkers. Through reading, writing, and seminar discussion, the course challenges students to uncover what Modernity means, what Catholicism means, and what synergies and antagonisms between the two worldviews are offering the most fruitful edges for further growth of both. Such discoveries should provide a critical understanding of contemporary culture and provoke consideration of how one can live more thoughtful and responsible lives as scholars and servants in our postmodern world.
LH455  Lasallian Honors 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 Thomas Merton, and short stories by a variety of American authors. The course includes a service-learning component, in which students work 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.
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 and Statistics

Mathematics Core:
A. All of the following:
   M151 Calculus I
   M152 Calculus II
   M251 Calculus III
   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 + 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. 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 course work

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
   - 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 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 is not 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 is not granted for both this course and M100. Offered fall semester. 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. Offered spring semester. 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. Offered fall semester. Prerequisite: mathematics competency.
M115 College Algebra
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.

M116 College Trigonometry
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
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
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 is not granted for this course and M308 or M309. Prerequisites: M115 and M116, or departmental placement.

M152 Calculus II
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.

M251 Calculus III
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. Offered fall semester. Prerequisite: minimum grade of C in M152.

M252 Linear Algebra
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 eigenvectors. Offered spring semester. Prerequisite: minimum grade of C in M152.

M301 Foundations of Advanced Mathematics
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 quantifies and predicates; sets; relations; equivalence relations and partitions; order relations; functions and their properties; and complex numbers. A junior assessment test is administered as part of this course. Offered fall semester. Prerequisite: M251 (may be concurrent).
### 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 is not granted for both this course and M151 or M309. Offered in alternate spring semesters. Prerequisites: minimum grade of B in M100/M102; 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 is not granted for both this course and M151 or M308. Offered in alternate spring semesters. Prerequisite: minimum grade of B in M100/M102.

### 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.

### M315 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.

### 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. Offered in alternate spring semesters. 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. Offered spring semester. Prerequisite: 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>M344</td>
<td>Applied Mathematics</td>
<td>3</td>
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<td></td>
<td>This course serves physics major as well as those mathematics major whose area of interest is analysis. Topics include: Fourier series, the complex numbers, analytic functions, and derivatives and integrals of complex functions. Other topics may include Laurent series and residues, partial differential equations and boundary value problems. Prerequisites: M251 and M252.</td>
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</tr>
<tr>
<td>M348</td>
<td>Complex Analysis</td>
<td>3</td>
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<td></td>
<td>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.</td>
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</tr>
<tr>
<td>M350-359</td>
<td>Special Topics</td>
<td>3</td>
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<tr>
<td></td>
<td>Special topics in mathematics may be offered depending on student interest.</td>
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</tr>
<tr>
<td>M361</td>
<td>Operations Research</td>
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<td></td>
<td>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, queuing theory, Markovian decision processes, and decision theory. Offered in alternate spring semesters. Prerequisites: M252 and M332.</td>
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</tr>
<tr>
<td>M401</td>
<td>Abstract Algebra</td>
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<td></td>
<td>This course provides an introduction to algebraic structures. Topics include: groups, subgroups, quotient groups, group homomorphisms, rings, ideals, and fields. Offered in alternate spring semesters. Prerequisites: M251, M252, and M301.</td>
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</tr>
<tr>
<td>M408</td>
<td>Topics in Mathematics</td>
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<td></td>
<td>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. Offered in alternate spring semesters. Prerequisites: M109 and elementary education major.</td>
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<tr>
<td>M411</td>
<td>Introduction to Analysis</td>
<td>3</td>
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<td></td>
<td>This course provides a rigorous treatment of topics in calculus. Topics include: sequences, functions, limits, continuity, derivatives, and integration. Offered in alternate spring semesters. Prerequisites: M251, M252, and M301.</td>
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<tr>
<td>M491</td>
<td>Senior Seminar</td>
<td>2</td>
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<tr>
<td></td>
<td>This course consists of student presentations from mathematics, mathematical modeling, mathematics education, or statistics. Each student chooses 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 is administered as part of this course. Offered spring semester. Prerequisite: senior mathematics major.</td>
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<tr>
<td>M496/497</td>
<td>Mathematics Internship</td>
<td>1–17</td>
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<td>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.</td>
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</tbody>
</table>
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 takes 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 is used to perform the calculations for many applications, and correspondingly an emphasis is placed on interpreting the results of statistical procedures. Credit is not 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 makes significant use of appropriate technology. Topics in this course are treated at a higher mathematical level than they are treated in ST132. Credit is not granted for this course and any of the following: BU215, or B392 or ST132. Offered fall semester. 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 are analyzed using appropriate technology. Prerequisites: M251, M332, and ST232.

ST373  Design of Experiments  3 credits
This course provides an introduction to the principles of the design of experiments from a statistical perspective. Topics include: Analysis of variance, covariance, randomization, completely randomized, randomized block, Latin-square, factorial, response surface methods and other designs. Prerequisites: M152 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. Prerequisites: 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
Dorothy Diehl, 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 are 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 earns 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, Civili-zation/Culture, Phonetics/Diction;
• Continuing their studies in graduate school should take Advanced Composition, Advanced Con-versation, Civilization/Culture, three different period/area literature courses, and acquire a working knowledge of another foreign language; or
Modern/Classical Languages

• 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):
Students must take 27 upper division credits to complete a major. Students may enter the program of study for a major in French at any level.
A. All of the following:
   F141  Beginning Conversational French I
   F142  Beginning Conversational French II
   F241  Intermediate Conversational French I
   F242  Intermediate Conversational French II
   F306  Advanced French Composition
   8 additional upper-division courses

At least one semester of study-abroad is strongly suggested any time after completion of F242. Courses taken abroad 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 endorsement 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.

Students must take 27 upper division credits to complete a major. Students may enter the program of study for a major in French at any level.
A. All of the following:
   F141  Beginning Conversational French I
   F142  Beginning Conversational French II
   F241  Intermediate Conversational French I
   F242  Intermediate Conversational French II
   F305  Advanced French Conversation
   F306  Advanced French Composition
   F331  French Civilization/Culture
   F332  Francophone Societies
   5 additional upper-division courses
B. Required education course work

A study abroad or significant domestic experience in a French language environment is required. Study abroad can be completed anytime after completion of F242. Courses taken abroad count toward the major with approval of the department chair.

Spanish Major (minimum of 27 credits):
Students must take 27 upper division credits to complete a major. Students may enter the program of study for a major in Spanish at any level.
A. All of the following:

- SP141 Beginning Conversational Spanish I
- SP142 Beginning Conversational Spanish II
- SP241 Intermediate Conversational Spanish I
- SP242 Intermediate Conversational Spanish II
- SP306 Advanced Spanish Composition
- 8 additional upper-division courses

At least one semester of study-abroad is strongly suggested any time after completion of SP242. Courses taken abroad 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 endorsement 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.

A. All of the following:

- SP141 Beginning Conversational Spanish I
- SP142 Beginning Conversational Spanish II
- SP241 Intermediate Conversational Spanish I
- SP242 Intermediate Conversational Spanish II
- SP305 Advanced Spanish Conversation
- SP306 Advanced Spanish Composition
- SP331 Civilization/Culture Spain
- SP332 Civilization/Culture Latin America
- 5 additional upper-division courses

B. 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 varies according to level of placement.

A. The following course:

- F306 Advanced French Composition

B. 18 additional credits

**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 varies according to level of placement.

A. The following course:

- SP306 Advanced Spanish Composition

B. 18 additional credits

**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 fall semester.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>F142</td>
<td>Beginning Conversational French II</td>
<td>4</td>
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<tr>
<td></td>
<td>A continuation of F141. Offered spring semester. Prerequisite: F141 or equivalent.</td>
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<tr>
<td>F241</td>
<td>Intermediate Conversational French I</td>
<td>4</td>
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<td></td>
<td>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. Offered fall semester. Prerequisite: F142 or equivalent.</td>
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<tr>
<td>F242</td>
<td>Intermediate Conversational French II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A continuation of F241. Offered spring semester. Prerequisite: F241 or equivalent.</td>
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<tr>
<td>F305</td>
<td>Advanced French Conversation</td>
<td>3</td>
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<td></td>
<td>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 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. Required for education majors to satisfy state certification requirements for an endorsement in French. Prerequisite: F242 or equivalent.</td>
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<tr>
<td>F306</td>
<td>Advanced French Composition</td>
<td>3</td>
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<td></td>
<td>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 work toward a more sophisticated and idiomatic use of the French language. Required for education majors to satisfy state certification requirements for an endorsement in French. Prerequisite: F242 or equivalent.</td>
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<tr>
<td>F321</td>
<td>French Phonetics and Diction</td>
<td>3</td>
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<td></td>
<td>This course is an introduction to French linguistics and phonetics with the goal of perfecting pronunciation. Students learn the French phonetic alphabet, the classification of sounds, accent, intonation, syntax, and diction. Recommended for education majors to satisfy state certification requirements for an endorsement in French. Offered at irregular intervals as student interest dictates. Prerequisite: F242 or equivalent.</td>
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<tr>
<td>F322</td>
<td>French for Business</td>
<td>3</td>
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<td></td>
<td>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. Offered at irregular intervals as student interest dictates. Prerequisite: F242 or equivalent.</td>
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<tr>
<td>F331</td>
<td>French Civilization/Culture</td>
<td>3</td>
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<td></td>
<td>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. This course is required for education majors to satisfy state certification requirements for an endorsement in French. Prerequisite: F242 or equivalent.</td>
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<tr>
<td>F332</td>
<td>Francophone Societies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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”. This course is required for education majors to satisfy state certification requirements for an endorsement in French. Prerequisite: F242 or equivalent.</td>
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</tbody>
</table>
F410-414  Special Topics  3 credits
The topics for these courses vary according to the needs and interests of the students. Prerequisite: F242.

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.

F444  French/Francophone Short Story  3 credits
This course is a thematic introduction to 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.

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.

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.

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.

GK141  Basic Greek I  3 credits
This course is an introduction to the Greek language, emphasizing 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.

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: consent of the instructor.

HB102  Introduction to Hebrew II  3 credits
This course is a continuation of HB101. Prerequisite: HB101.

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. Offered fall semester. Prerequisite: recommendation from the IHM Seminary rector or consent of the instructor.
L102  Introduction to Latin II  3 credits
This course is a continuation of L101. Offered spring semester. Prerequisite: L101 or recommendation from the IHM Seminary rector.

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. Offered fall semester. 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. Offered spring semester. Prerequisite: L141 or equivalent.

L241  Ecclesiastical Latin  3 credits
This course offers selections of the Church’s Latin from the first century until the present. Material read includes passages from the Old and New Testaments including some Psalms and other prayers in the Bible. The course also covers examples of modern Church Latin including the Novus Ordo and papal writings. Prerequisite: L142.

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 fall semester.

SP142  Beginning Conversational Spanish II  4 credits
A continuation of SP141. Offered spring semester. Prerequisite: SP141 or equivalent.

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. Offered fall semester. Prerequisite: SP142 or equivalent.

SP242  Intermediate Conversational Spanish II  4 credits
A continuation of SP241. Offered spring semester. Prerequisite: SP241 or equivalent.

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 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. This course is required for education majors to satisfy state certification requirements for an endorsement 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 work toward a more sophisticated and idiomatic use of the Spanish language. This course is required...
for education majors to satisfy state certification requirements for an endorsement in Spanish. Offered spring semester. 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 learn the Spanish phonetic alphabet, the classification of sounds, accent, intonation, syntax, and diction. Recommended for education majors to satisfy state certification requirements for an endorsement in Spanish. Offered at irregular intervals as student interest dictates. Prerequisite: SP242 or equivalent.

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. Offered at irregular intervals as student interest dictates. Prerequisite: SP242 or equivalent.

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 an endorsement in Spanish. Offered every other spring semester. 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 an endorsement in Spanish. Offered every other spring semester. Prerequisite: SP242 or equivalent.

SP410-414 Special Topics 3 credits
The topics for these courses vary according to the needs and interests of the students. Prerequisite: SP242.

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.

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.

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.

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: SP242. (Rev. 9/3/09)
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 liturgical music, music, music performance (all wind instruments, keyboard and composition), music education (K–12 Classroom and Vocal or K–12 Classroom and Instrumental), and music industry (either music business or music technology). 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 demonstrate knowledge of music history, including western music, world music and contemporary musical styles.
• Music majors demonstrate analytical skills in the areas of music theory and aural skills, analysis of music from all historical periods, and develop skills and understanding in conducting, arranging, improvisation and technology.
• Music majors 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:
Liturgical Music
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 liturgical music, music, music education, and music performance majors.
A. Music Core:

MU125Keyboard Musicianship I
MU126Keyboard Musicianship II
MU130Music Fundamentals I*
MU131Music Fundamentals II*
MU150Experiencing Music
MU160Music Theory I
MU165Music Theory II
MU170Ear Training I
MU175Ear Training II
MU260Music Theory III
MU270Ear Training III
MU299Sophomore Review
MU300Electronic Music & MIDI
MU341Music History I
MU342Music History II
MU382Conducting
MU383Arranging

B. Performance Studies:
Applied Lessons: minimum of seven semesters of private lessons taken for credit 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.

Liturgical Music (61-63 credits + Theology of Ministry minor):
The liturgical music major prepares students to pursue a career as a lay music minister in a parish or similar setting. The major is offered collaboratively between the music and theology departments. The program includes a specially designed theology of ministry minor, which gives students a solid foundation for lay ministry employing the musical skills and knowledge learned in the music core and associated music courses.

A.-B. Music Core:
C. Minimum of 4 credits of internship:
MU496Music Internship
MU497Music Internship

D. The following courses:
MU343History of Liturgical Music (Rev. 9/3/09)
MU344Hymnology

E. Theology of Ministry Minor required (see Theology section)

Other recommended courses:
MU360Analysis of 20th-Century Music
MU365Counterpoint
MU374Vocal Pedagogy
MU375Vocal Literature

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. Minimum of six 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
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
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 licensure application. 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)
Music

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

G. The following courses:
   MU374 Vocal Pedagogy
   MU375 Vocal Literature

H. Required education course work

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
   MU368 Keyboard Literature (Rev. 9/3/09)

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, Elektra 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 gain an understanding and working knowledge of basic recording techniques as well as learning how to do live sound. Students in this program 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*
- 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. Performance Studies:

- **Applied Lessons:** minimum of seven semesters of private lessons taken for credit 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.

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.-C. Music Industry Core

D. All of the following:
AC222  Accounting Concepts
MG219  Principles of Management
MK217  Principles of Marketing
MU450  Arts Administration: Theory & Practice

E. Six credits:
   MU496/497 Music Industry Internship

**Technology Track:**
A.-C. Music Industry Core
D. All of the following (either MU298 or MU496/97):
   - 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
   - MU496/497 Internship
   - 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 taken for credit in major performing instrument
E. 6 semesters of ensembles

*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 are accepted by audition.

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.

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 small 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. Offered spring semester. Prerequisites: MU300 or equivalent experience and concurrent with MT303.

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. Offered spring semester. Prerequisites: MU300 or equivalent experience and concurrent with MT302.

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. Offered fall semester. Prerequisites: MT302 and MU300; concurrent with MT311.

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. Offered fall semester. This course 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. Offered spring semester. 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
Music communications industries. This course includes 2 track stereo recording, multi track recording, and an examination of how acoustics can effect recording. Offered spring semester.

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. Offered fall semester. Prerequisites: MT320 and MT321; concurrent with MT331.

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 encounter in their careers. Offered fall semester. This course 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. Offered spring semester. Prerequisites: MT310 and MT311; concurrent with MT340.

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. Offered spring semester.

MU115  Choir Tour  0 credits

MU116  Jazz Tour  0 credits

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. Offered in alternate fall semesters. Prerequisite: 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 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. Offered in alternate spring semesters. Prerequisites: 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. Offered fall semester.

MU131  Music Fundamentals II  1 credit
This is a continuation of Music Fundamentals I. Offered fall semester. Prerequisite: MU130.

MU150  Experiencing Music  3 credits
This course is designed to stimulate interest in and enjoyment of music from its beginnings through medieval, renaissance, baroque, classical, romantic, and 20th century styles, including various styles 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. Offered spring semester. Prerequisites: MU130 and MU131.

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. Offered fall semester. Prerequisite: MU160.

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, scales, triads, sight-singing and one voice melodic and rhythmic dictations. Offered spring semester.

MU171  Piano Class  3 credits
This course provides a basic introduction to music and the keyboard. Students learn to read music in treble and bass clefs, become familiar with basic music vocabulary and symbols, and develop keyboard skills. Students also study the history of piano music and piano playing in order to deepen their understanding of the instrument.

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. Offered fall semester. Prerequisite: MU170.

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 are covered. Recommended for Music Education majors.

MU240  Percussion Methods  2 credits
Offered in alternate fall semesters.

MU241  Brass Methods  2 credits
Offered in alternate spring semesters.

MU242  Woodwind Methods  2 credits
Offered in alternate fall semesters.

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. Offered in alternate spring semesters.

MU255  Jazz History  3 credits
This course examines unique Western and non-Western aspects of jazz and its relationship to the
Music

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. Offered in alternate spring semesters.

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. Offered spring semester. Prerequisite: MU165.

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. Offered spring semester. Prerequisite: MU175.

MU299 Sophomore Review 0 credits
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. Offered fall semester.

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. Offered in alternate fall semesters. Prerequisites: MU130 or equivalent and MU150.

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. Offered in alternate spring semesters. Prerequisites: MU341.

MU343 History of Liturgical Music 3 credits
This course examines the roots of Christian liturgical music, beginning with Jewish temple worship, and tracing the development of liturgical music in the early Christian church, the Western and Eastern (orthodox) branches of the church, and the diversification of musical styles in worship associated with the Protestant Reformation, the Counter Reformation and Council of Trent, and the high art of church music in the Baroque, Classical and Romantic periods. Sections of the course are also devoted to Gospel music, Charismatic music, and various African and Popular influences on present-day liturgical music. It is assumed that the student have a basic understanding of music theory. It is recommended, but not required, that students have taken both Music History I and II (MU 341 and 342), with the first of these being particularly helpful. Prerequisite: MU150.

MU344 Hymnology 3 credits
Hymnology is the scholarly study of religious song, or the hymn, in its many aspects, with
particular focus on choral and congregational song. It may be more or less clearly distinguished from hymnody, the creation and practice of such song. Hymnologists study the history and origins of hymns and of traditions of sung worship, the biographies of the those who have written hymns that have passed into choral or congregational use, the interrelationships between text and tune, the historical processes (both folk and redactional) that have changed hymn texts (and sometimes tunes) over time, and the sociopolitical, theological and aesthetic arguments concerning various styles of sung worship. Prerequisite: MU150.

**MU360 20th Century Analysis** 2 credits
This course examines significant compositional trends of the 20th century. Topics covered include atonality, dodecaphonic music, serialism, and set theory. Offered in alternate spring semesters. Prerequisite: MU260.

**MU365 Counterpoint** 2 credits
This course examines specific counterpoint techniques as practiced by J.S. Bach and later composers of the 18th century. Offered in alternate spring semesters. Prerequisite: MU260.

**MU366 Piano Pedagogy** 3 credits
This course is designed to prepare music majors to become successful piano teachers. It includes demonstration and discussion of teaching techniques, methods, and material for group and individual instruction, focusing on the early to intermediate levels.

**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. Offered in alternate fall semesters. Prerequisites: 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. Offered in alternate spring semesters.

**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. Offered in alternate spring semesters. 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. Offered fall semester. Prerequisites: MU160 and MU300.

**MU390 Junior (Half) Recital** 1 credit
The half recital is required for music performance majors as a preparation for senior recital and
Music

for music education majors.

MU392 Music Business
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. Offered in alternate spring semesters.

MU429 Teaching Music K–6
This course content includes current methodologies, teaching strategies, procedures and resources specific to elementary and middle school music teaching. Offered in alternate fall semesters.

MU430 Teaching Music 7–12
This course includes resources, methodology, strategies, and procedures for meeting problems specific to teaching music at the middle and secondary level. Offered in alternate spring semesters.

MU449 Seminar
Selected topics in world music, instrumental and vocal literature, pedagogy, and technology.

MU450 Arts Administration: Theory and Practice
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. Offered in alternate
spring semesters. 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.

**MU496/497 Music Internship**
1-17 credits
The music internship is designed for liturgical music and music industry majors. Liturgical music majors complete at least four internship credits in a parish or campus liturgical setting, assisting with the planning and performance of music in worship. Music business majors complete six internship credits at off-campus sites. 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 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. Music majors and minors are required to take lessons for credit. Non-majors may only take lessons at the 100/200 levels.

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.

<table>
<thead>
<tr>
<th>Major or minor</th>
<th>Initial Placement</th>
<th>Minimum Graduation Proficiency</th>
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<tbody>
<tr>
<td>Liturgical Music</td>
<td>100 level</td>
<td>300 level</td>
</tr>
<tr>
<td>Music</td>
<td>100 level</td>
<td>300 level</td>
</tr>
<tr>
<td>Music Education</td>
<td>200 or 300 level</td>
<td>300 level</td>
</tr>
<tr>
<td>Music Industry</td>
<td>100 level</td>
<td>200 level</td>
</tr>
<tr>
<td>Music Performance</td>
<td>300 level</td>
<td>400 level</td>
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<tr>
<td>Music minor</td>
<td>100 level</td>
<td>200 level</td>
</tr>
<tr>
<td>Non-Music majors</td>
<td>100 level</td>
<td>none</td>
</tr>
<tr>
<td>MUL100/200/300/400</td>
<td>Popular Guitar</td>
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<tr>
<td>MUL101/201/301/401</td>
<td>Classical Guitar</td>
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<td>MUL102/202/302/402</td>
<td>Bass Guitar</td>
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<tr>
<td>MUL104/204/304/404</td>
<td>Piano and Jazz Piano</td>
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<tr>
<td>MUL105/205/305/405</td>
<td>Organ</td>
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<tr>
<td>MUL108/208/308/408</td>
<td>Voice</td>
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## Music

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MUL109/209/309/409</td>
<td>Voice Coaching</td>
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<tr>
<td>MUL110/210/310/410</td>
<td>Saxophone</td>
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<tr>
<td>MUL111/211/311/411</td>
<td>Flute/Piccolo</td>
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<tr>
<td>MUL112/212/312/412</td>
<td>Oboe</td>
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<tr>
<td>MUL113/213/313/413</td>
<td>Clarinet</td>
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<tr>
<td>MUL114/214/331/414</td>
<td>Bassoon</td>
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<td>MUL115/215/315/415</td>
<td>Violin/Viola</td>
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<tr>
<td>MUL116/216/316/416</td>
<td>Cello/Bass</td>
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<td>MUL118/218/318/418</td>
<td>Percussion</td>
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<td>MUL120/220/320/420</td>
<td>Trumpet</td>
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<td>MUL121/221/321/421</td>
<td>Trombone/Euphonium</td>
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<tr>
<td>MUL122/222/322/422</td>
<td>Horn</td>
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<td>MUL123/223/323/423</td>
<td>Tuba</td>
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<tr>
<td>MUL124/224/324/424</td>
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<tr>
<td>MUL125/225/325/425</td>
<td>Composition</td>
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<tr>
<td>MUL126/226</td>
<td>Jazz Improvisation</td>
</tr>
</tbody>
</table>
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
This 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 discover their particular skills, values, interests, and abilities through the use of various assessment tools. Various research and information gathering techniques are utilized. Graded pass/fail.

PD108 College Study Skills 1 credit
This course is designed to equip students with the tools and strategies that 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 learn to apply effective reading strategies to their university course work. Graded pass/fail. Offered spring semester only.

PD110 College Reading and Study Skills 2 credits
This course is designed to equip students with the tools and strategies that 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. Offered fall semester only. Students may not earn credit for both PD110 and PD116.

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 develop study and reading strategies for each of the courses they are enrolled in. The instructor monitors the student’s progress in each class and help the student assess the effectiveness of the study strategies that they applied to each course. Offered spring semester only. Prerequisites: 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 contributes 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.
PD201  Job Search Strategies  1 credit
This course covers 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 students so that they are equipped to conduct a self-directed job search. Graded pass/fail.

Coaching Courses
Shawn McMahon, 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 develop a master/seasonal plan for their sport including daily practice plans. Pre-season, in-season, and post-season topics are 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 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 learn to apply reinforcement principles and motivational techniques to enhance sport performance. Students 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 observes and practices many of the responsibilities and tasks involved in coaching. Graded pass/fail.
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 are 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 (43 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
PH360 Epistemology
Philosophy

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 (37 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.

PH345 Philosophy of the Person is strongly recommended.

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
Philosophy

and second year students who want a serious introduction to philosophy and enjoy rigorous philosophical conversation.

**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 gain an appreciation for the major texts, themes and problems that have shaped the Western philosophical tradition. Students 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: PH253.

**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 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 begins with a thorough examination of the foundations of natural law ethics and consequentialist ethics. The instructor links those theories of morality with explicit assumptions regarding human nature. Central texts in the course are Saint Thomas Aquinas’ *Prima Secundae* and John Stewart Mill's *Utilitarianism*.

**PH305 Health Care Ethics** 3 credits
This course provides 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 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 examines 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.
Philosophy

PH345 Philosophy of the Person
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; 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
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
In this course, the third of four history of philosophy courses students study the major philosophical movements of the early modern period beginning with the rise of inductive natural science. Students 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. Prerequisites: PH253 and PH254.

PH358 History of 19th and 20th Century Philosophy: Hegel – Wittgenstein
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
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 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
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
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. Offered fall semester.

PH380–389 Special Topics: Philosophy
These courses 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.

PH400  Metaphysics  3 credits
This course examines critically the classic and contemporary concepts of being-in-the-world, its causes, its effects, and its modalities and relations.

PH402  Senior Thesis  3 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 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 also serves as a preparation for the future study of Aquinas’s theology; accordingly, there is 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, include the following seminars: PH450 Plato, PH451 Aristotle, PH452 Augustine, PH455 Kant, and PH456 Kierkegaard.
Physical Education/Lifestyle

Shawn McMahon, 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 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 intercollegiate 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
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
PE185 Walk/Run/Bike
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 help students understand that structure and those particles and forces, and appreciate and apply 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 presents to students a broad survey of the interconnected concepts of classical and twentieth-century physics, and develop in students an array of problem-solving skills appropriate to and involving those concepts.

All students in physics classes should gain an appreciation of science as a human and creative endeavor, acquire and be able to apply skills of quantitative reasoning, and understand science’s distinctive disciplinary methodology, with its emphasis on experimentation and open communication. Science majors in physics courses should in addition master foundational physics principles and analytical methods, learn experimental techniques to test physical models, and be able to apply these principles, methods, and techniques to their own professions. Physics majors should add to these goals an introduction to the abstract models and advanced experimental techniques used in the study of physics as a profession, to provide a groundwork for their future study or careers.

Through knowledge of these concepts and acquisition of these skills, students then are 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, do research, undertake graduate study, 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

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
   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

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

Recommended electives:
   CS110 Computer Science I
   CS111 Computer Science I Lab
   M341 Differential Equations
   P344 Mathematical Methods for Science
   P380 Quantum Mechanics I

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

C. One of the following:
   P311 Optics
   P340 Classical Mechanics
   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
   P344 Mathematical Methods for Science

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
   P410 Physics Directed Research

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 course work

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 to 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 natural history of the Earth are 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 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.). Offered every spring. Prerequisite: mathematics competency.

**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. Offered in alternate fall semesters. Prerequisite: mathematics competency.

**P121 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 includes some use of the telescope. Offered fall semester. Prerequisite: mathematics competency.

**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 hours of lecture and one two-hour lab per week. Offered every spring and in alternate fall semesters. Prerequisite: mathematics competency.

**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 is not be granted for this course and P201. Prerequisites: 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 is not be granted for this course and P202. Co-requisite: P180.
P201  Introductory Physics I
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. Offered fall semester. Prerequisites: M151 (may be
concurrent) and concurrent with P202.

P202  Introductory Physics I Laboratory
One three-hour laboratory is held each week covering topics studied in the lectures. Offered fall
semester. Concurrent with P201.

P211  Introductory Physics II
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. Offered
spring semester. Prerequisites: P201/202; concurrent with P212.

P212  Introductory Physics II Laboratory
One three-hour laboratory is held each week covering topics studied in the lectures. Offered
spring semester. Concurrent with P211.

P250  Introduction to Radiation Physics
The course includes the study of radioactive decay (the interactions of ionizing radiation with
matter), characteristics of alpha, beta, and gamma radiation, nuclear instrumentation, dose
calculations and dosimetry, production and use of x-rays, nuclear statistics, and radiation safety.
Two one hour lectures and one three hour laboratory each week. Offered spring semester. Prerequisites: P211/212 (may be concurrent).

P304  Introduction to Modern Physics
This course considers atomic and nuclear physics and studies 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 examined. Students meet for three lectures and one
three-hour lab per week. Offered in alternate fall semesters. Prerequisites: M152 and P211/212.

P311  Optics
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.

P314  Digital Systems
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 involves 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. Offered in alternate fall semesters. Prerequisites: P211/212.

P340  Classical Mechanics
This course is an analytical study of Newtonian mechanics, including the harmonic oscillator, central force motion, non-linear oscillators, and an introduction to the Lagrangian formulation. Offered in alternate spring semesters. Prerequisites: M152 and P201/202.
P344 *Mathematical Methods for Science* 3 credits
This course serves physics major as well as those mathematics major whose area of interest is analysis. Topics include: Fourier series, the complex numbers, analytic functions, and derivatives and integrals of complex functions. Other topics may include Laurent series and residues, partial differential equations and boundary value problems. Prerequisites: M251 and M252.

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 use vector calculus to a great degree, so students also are exposed to working with a variety of vector operators. Offered in alternate spring semesters. Prerequisites: M251 and P211/212.

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 are 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) is covered. Peripheral interface devices are studied along with some wired logic circuits. Students gain experience through the use of microprocessor simulators and hardware implementations. Offered in alternate spring semesters. Prerequisite: P314.

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. Offered in alternate fall semesters. Prerequisites: M252 and P304.

P390 *Advanced Laboratory I, II* 1 credit each
This course is generally taken during the senior year, although it may be taken earlier. Students either submit a project to be explored or constructed, perform a series of measurements and subsequent data analysis on an already-existing apparatus, or undertake a computational or theoretical project under the guidance of the laboratory instructor. The project must include a significant writing component. Prerequisites: minimum junior standing and P304.

P410 *Physics Directed Research* 2 credits
This course is intended for all physics majors; it is recommended for majors in physics science education. It may be taken in addition to or in place of P390 Advanced Laboratory. Its purpose is to provide students an opportunity to explore a topic in physics in depth over a period of at least one semester under the guidance of a member of the physics faculty, and thereby demonstrate understanding of a particular concept or focused set of concepts at the advanced undergraduate level. It is also intended to give students project-based experience in experimental design, record-keeping, and scientific writing. Prerequisites: minimum junior standing and P304.

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 leads 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 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
Lawrence Price, J.C.L., Advisor
The successful study and practice of law requires both language mastery and the ability to understand abstract concepts. There is no pre-law major per se, but students interested in studying law are encouraged to take those courses which promote complex analysis and clarity of communication. Traditional pre-law courses are usually language intensive, such as courses in English, philosophy, or history. Political science and business administration courses are also helpful because these subjects often provide the context for many legal issues. Furthermore, courses which stress technical mastery such as math and science courses can also be beneficial. In general, students should take courses which require extensive written work and promote the development of clear analysis. Please contact the pre-law advisor if there are other questions.

Pre-Theology
Immaculate Heart of Mary Seminary
Very Rev. Andrew Beerman, Rector, Advisor
The Immaculate Heart of Mary Seminary is owned and operated by the Diocese of Winona as a college 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 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.
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. In order 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, collaborative research labs, field explorations, internships and/or a thesis. Based on the areas selected, potential fields of application include clinical, counseling, school and education, health psychology, community psychology, law, criminal justice, pastoral ministry, 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 in an applied context; 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: those planning on attending a graduate or professional school in psychology or a related field; those whose occupation or profession requires knowledge of psychology (for example, teachers, social workers, counselors, physicians and allied health workers, business, criminal justice, and personnel workers); 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.

The department provides graduating seniors the opportunity to qualify for departmental honors. These honors are to inspire and reward students who have completed outstanding work within the department. Minimum standards are a 3.700 department and major field GPA and a 3.300 cumulative GPA. A senior paper and public presentation are required; these are judged to be of superior quality by a committee of departmental faculty. Departmental distinction is reserved for students who perform academically at the top level of all graduates from the department.
Psychology

A psychology major is appropriate for a wide variety of careers. The members of the department assist any student in course selection and/or thesis support suited for both personal interest and career advancement.

Major Offered:
Psychology

Psychology Major (minimum 40 credits):
A. All of the following;
   - PY111 General Psychology
   - PY211 Developmental Psychology
   - PY220 Abnormal Psychology
   - PY270 Multicultural Psychology: Understanding Our Diverse Communities
   - 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. The following or section D:
   - PY489 Thesis Planning
   - PY490 Research: Data Collection
   - PY491 Thesis
D. The following or section C:
   - PY488 Internship Planning
   - PY496/497 Internship: Psychology
   - PY498 Internship Integration
E. Seven credits chosen from:
   - PY300 Collaborative Research I
   - PY306-309 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, friendship, youth ministry, school, neighborhood, sports, health care, and social services. 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 disorder, 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.

PY270  Multicultural Psychology: Understanding Our Diverse Communities  3 credits
This course examines culture’s influence on human behavior with particular emphasis on multiculturalism in a global Lasallian context. Primary significance is on bridging core values of Lasallian heritages and mission with traditional and contemporary theories in cross-cultural psychology. Particular attention is devoted to discovering how the contributions of Saint John Baptist de La Salle can be utilized to enhance your understanding of teaching and learning and the ways that culture impacts the dynamic interplay among family, friendship, emotions, language, education, spirituality and personality. Prerequisites: psychology majors: PY111; non-declared and/or non-psychology majors: an introductory course in Human Systems.

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.

PY291-297  Special Topics in Psychology  1 credit
These courses are designed to provide an opportunity to survey and discuss current trends and meet special need of students. Often the course includes both a theoretical and experimental emphasis. Topics vary from year to year depending on student and faculty interest. Prerequisites vary; consent of instructor is required.

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. Graded P/NC. Prerequisites: PY111 and consent of the instructor and chair.

PY299  Collaborative Research I  1 credit
In this course, student join a research team to explore an on-going research question. Each student is involved in literature review, hypothesis generation, research design, data collection, data analysis, and interpretation. Students join the team at whatever stage the project is at. Each student experiences all stages of the research process, but at times these are not in the order described above, and may not include each step of the research in any given semester. Prerequisites: PY111 and consent of the instructor. Graded pass/no credit.
Psychology

PY300-302  Collaborative Research II-IV  1 credit
In this course, students continue with a research team to explore an on-going research question. Each student is involved in literature review, hypothesis generation, research design, data collection, data analysis, and interpretation. Students join the team at whatever stage the project is at. Each student experiences all stages of the research process, but at times these are not in the order described above. Over the course of a project, students gain all of these skills but may not gain all skills in a given semester. Students are expected to demonstrate gains in leadership, skills, synthesis, and writing in each subsequent semester of collaborative research. Prerequisites: PY299 and consent of the instructor. Graded pass/no credit.

PY305  Learning and Cognition  4 credits
Learning and cognition engages 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.

PY306-309 Special Topics in Psychology  1 credit
These courses are designed to provide an opportunity to survey and discuss current trends and meet special need of students. Often the course includes both a theoretical and experimental emphasis. Topics vary from year to year depending on student and faculty interest. Prerequisites vary; consent of instructor is required.

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. Prerequisites: PY111, PY290, and either PY211 or PY220.

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 data sets 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 commination 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.

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, PY305, and PY310.

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 specialty groups. Some hands-on experience with basic skills in individual and group formats are supervised and required. Prerequisites: PY220 and PY370.

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. Prerequisites: PY111, PY220, PY290, and PY370. Recommended: PY410.

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. Prerequisites: PY111 and consent of faculty.

PY488 Internship Planning 1 credit
This course are taken the semester before a student does an internship. Students are 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 meet with department faculty for an interview, prepares self goals and objectives and creates a bibliography representative of the partitive experience. Students meet individually and in groups with the instructor. Prerequisites: junior standing, PY211, PY220, PY305, PY310, PY290/311. Graded pass/no credit.

PY489 Thesis Planning 1 credit
This course is 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. Prerequisites: PY290/311 and junior standing. Graded pass/no credit.
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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. Prerequisites: 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.

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.
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;
• 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, 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 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 are used to assess student application and comprehension of a women's perspective on the subject matter.
Women in the Lasallian Honors Program who complete general education requirements in the Lasallian Honors Program meet the requirements for the institute.

Program Courses

**STI115  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 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.

**STI215  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 introduces students in the Saint Teresa Leadership and Service Institute to a deeper and more comprehensive understanding of what it means to be a leader. Offered in the fall semester.

**STI315  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 is presented. Student work focuses 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. Offered in the spring semester.
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 various elements of society, as described in the major descriptions 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 Communication 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 the 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:
• 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;
• Posses the skills necessary to think clearly, independently, and critically about the fundamental issues in criminal justice; and
• Posses 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
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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.

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
   - 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 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.
CJ452  Victimology  3 credits
This course examines 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 are required to do individual research. A criminal justice faculty member supervises 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 are 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 requires students to complete an in-depth paper based on a student's experience in a criminal justice internship. The research paper requires students to review scholarly research on a topic related to their internship, and discuss the relationship between scholarly research and their internship experience. All assignments leading up to the completion of the paper requires students to apply academic knowledge to real world settings.

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 for graduate study in related fields.

General Goals for Learning
Students:
• Understand the interactive nature of persons and their environments;
• Be able to select, plan, implement, and evaluate interventions designed to improve daily life, and promote human well-being;
• Possess the range of communication and information management skills necessary for various professional human services roles; 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, and 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 complete at least 400 hours of related service work through volunteering, service learning, field experience and internships, and to achieve basic Spanish language proficiency.

**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, and substance abuse. Students complete 25 hours of service in an assigned local human services agency outside of class for the laboratory component of the course. Offered fall semester.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HS211</td>
<td>Interviewing and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HS298</td>
<td>Field Exploration</td>
<td>1–3</td>
</tr>
<tr>
<td>HS306</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>HS352</td>
<td>Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>HS450</td>
<td>Macro Assessment and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>HS465–475</td>
<td>Seminars in Human Services</td>
<td>1–4</td>
</tr>
<tr>
<td>HS489</td>
<td>Thesis Development</td>
<td>1</td>
</tr>
<tr>
<td>HS490</td>
<td>Research in Human Services</td>
<td>2</td>
</tr>
<tr>
<td>HS495</td>
<td>Internship Preparation</td>
<td>0-1</td>
</tr>
</tbody>
</table>
HS496/497 Human Services Internship 1–17 credits
This off-campus experience 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 offered with 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:
• Are 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;
• Are able to understand the effects of the mass media on individuals and society, and be conversant in ethical implications of media practices; and
• Are 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).
Social 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.

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.
A. Mass Communication Core
B. All of the following:
   MC230 Principles of PR
   MC301 Reporting II
   MC314 PR Writing
   MC400 PR Research
   MC443 Case Studies in Public Relations
C. Three credits selected from the following:
   AR344 Photo Digital Imaging
   AR403 Graphic Design II
   CS102 Introduction to Computer Applications
   MC298 Field Exploration
   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
Program 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. Offered spring semester only. 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. Offered spring semester only. 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. Offered fall semester only. Prerequisites: MC111, MC201.

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. Offered spring semester only. 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.

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. Offered fall semester only. 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. Offered spring semester only. Prerequisites: MC111, MC201, and MC301.
**MC400  Public Relations Research**  3 credits
This course provides students with an understanding of terms and applications of both quantitative and qualitative public relations research, measurement and evaluation. Students 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. Offered fall semester only. Prerequisites: MC230 and ST132.

**MC410  Media Law**  3 credits
This course provides students with an understanding of legal and ethical issues involving print and broadcast media and the Internet, including libel, obscenity, invasion of privacy, shielding of sources, freedom of the press, copyright, and government regulation. This course must be taken in the junior or senior year. Offered fall semester only. Prerequisites: MC111 and MC201.

**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 communication materials for various media are planned and prepared. Offered spring semester only. 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. Offered fall semester only. 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, are offered on the basis of student and faculty interest and availability of appropriate faculty to teach those courses.

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**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:
- 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 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
   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
TH1300 Christianity in a Global Context

H. History: six electives 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
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

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.

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 PS332–339)
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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AN300</td>
<td>Intro to Anthropology</td>
</tr>
<tr>
<td>GE305</td>
<td>Geography</td>
</tr>
<tr>
<td>H125</td>
<td>Europe and the World</td>
</tr>
<tr>
<td>PS313</td>
<td>International Relations</td>
</tr>
<tr>
<td>PS320</td>
<td>Comparative Politics</td>
</tr>
</tbody>
</table>

B. One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU215</td>
<td>Business Statistics</td>
</tr>
<tr>
<td>ST132</td>
<td>Intro to Statistics</td>
</tr>
</tbody>
</table>

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.

A. All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PS102</td>
<td>American National Government</td>
</tr>
<tr>
<td>PS242</td>
<td>Logic of Analysis</td>
</tr>
<tr>
<td>PS342</td>
<td>Field Methods</td>
</tr>
<tr>
<td>ST132</td>
<td>Reasoning with Statistics</td>
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</table>

B. Six credits upper-division electives.

### Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS102</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>PS242</td>
<td>Logic of Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PS250</td>
<td>Fundamentals of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PS304</td>
<td>Political and Social Thought I</td>
<td>4</td>
</tr>
<tr>
<td>PS305</td>
<td>Political and Social Thought II</td>
<td>4</td>
</tr>
</tbody>
</table>

**PS102 American National Government**

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**

This course examines the major social science 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**

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**

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**

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 course examines the basic structures of the international system including: 1) states, nations, transnationals, international organizations, diplomacy, etc.; 2) global issues including: war/peace, deterrence, arms control, political economy, trade, human rights, peace-keeping, etc.; and, 3) global ideas: 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. Students apply this knowledge in a United Nations simulation.

**PS314 American Foreign Policy**  
3 credits  
This course studies the ideas, 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  
This course examines how different types of countries, i.e. established democracies, transitioning nations, and non-democracies, are governed. The course examines first the broader trends and concepts about political systems and then engages in more in-depth case studies on a number of countries representing different regions, colonial and post-colonial experiences, levels of economic development, and government types.

**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 are 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 vary according to faculty and student interest.

**PS342 Field Methods** 4 credits
This course offers a working experience in the purpose and tools of qualitative field methods. The course covers rapport, methods of observation, field notes, data coding and analysis, ethnography, focus groups and interviews, as well as an introduction to quasi-experimentation. Offered fall semester. Prerequisite: PS242/S250. Also offered as S350.

**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 is 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 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 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:
- Develop what C. Wright Mills called a "sociological imagination";
- Are able to differentiate and apply the three dominant sociological paradigms; and
- Are able to examine social reality from a scientific perspective.

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

Social Science
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.

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
H230 Ancient World
H321 Early Middle Ages
H322 High Middle Ages
LCT375 Global Issues
PS102 American National Government
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. Required education course work

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
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
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 is examined in this course.

S250 Logic of Analysis
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 covers topics such 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.

S298 Field Exploration
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
The study of deviant behavior as it relates to the definition of crime, crime statistics, theories of crime causation, and crime typologies are treated. The course covers topics such 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
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
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
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. Offered spring semester.

S350 Field Methods
This course offers a working experience in the purpose and tools of qualitative field methods. The course covers rapport, methods of observation, field notes, data coding and analysis,
ethnography, focus groups and interviews, as well as an introduction to quasi-experimentation. Offered fall semester. Prerequisite: PS242/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 is examined. Prerequisite: S110.

S400–405  Sociology Seminars  1–3 credits
Specialized courses in particular areas of interest. Prerequisite: consent of department.

S407  Social and Political Movements  3 credits
This course examines 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: PS102 or 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 is included. Prerequisite: S110.

S450  Understanding Demography  3 credits
This course provides the student with an introduction to the science of population. It examines 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 examines 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 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.
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 and consent of department chair.
The department of theatre and dance seeks to foster an understanding and appreciation of the theatre arts and dance that is consonant with the mission of Saint Mary's University. The department provides students with the opportunity to develop pre-professional theatre skills in performance, musical theatre, design, production, and management. The department expects students to be able to attain entry level positions in theatre around the country as well as entrance to graduate level studies, if they choose. 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. Within the theatre major, students may choose one of four areas in which to focus: performance studies, musical theatre, technical theatre, and theatre management.

General Department Goals
Engaging in the department’s curriculum or productions facilitates 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.

The department produces four theatre productions and two dance productions on the Winona campus annually as well as one theatre production in London each fall. There is a variety of other performance and design/technical opportunities including student directed scenes, one acts, and graduation projects. Students are also encouraged to participate in the technical aspects of the Page Professional Series which brings to campus several professional performing companies and artist each year. Eligible students are invited to join Alpha Psi Omega, a national theatre honors society.

Stefannie Valéncia 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:

- Attending classes in theatre as well as courses focusing on broader enrichment;
- Attending numerous performances in London’s West End, Off-West End, and Fringe theatres;
- Fully mounting a student production in a London theatre;
- Studying at Dublin’s renowned Gaiety School of acting; and
- Traveling to various sites in the United Kingdom as well as additional travel in Europe.

Major Offered:
Theatre

Scholarships
The Lillian Davis Hogan Scholarships are endowed four-year renewable scholarships for bachelor degree-seeking student intending to major in theatre arts.
Theatre and Dance

Theatre Department Honors at Graduation
Theatre offers graduating seniors the opportunity to qualify for departmental honors. These honors are to inspire and reward students who have completed outstanding work within the department. The criteria for department honors are a 3.700 department and major field GPA and a 3.300 cumulative GPA. A senior paper and public presentation or similar creative experience judged to be of superior quality by a committee of departmental faculty is also required. Departmental distinction is reserved for students who perform academically at the top level of all graduates from the department.

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 to 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 Naturalism to the Present
   TA475 Dramatic Theory and Research
B. Two semesters of theatre production from:
   TA111-114 Theatre Production
C. Two semesters of theatre production from:
   TA311-314 Theatre Production
D. One theatre seminar from:
   TA476-489 Seminars in Theatre
E. Students must complete a minimum of three credits in design/technical theatre from:
   TA270 Scene Design
   TA275 Lighting Design
   TA280 Costume Design
F. Students must complete an additional minimum of two credits in design/technical theatre from additional credits in Section E or from the following:
   TA242-249 Special Topics in Theatre
G. One dance course taken for 0-2 credits.
H. Additional theatre elective credits so total major credits equals a minimum of 48 credits.

Students who choose an area of focus should refer to the department handbook for detailed fouryear plans outlining additional course options in:
- Performance studies: acting, directing, voice and movement, dance, voice, and psychology;
- Musical theatre: acting, voice and movement, singing for the stage, dance, music theory, piano, music ensembles, musical theatre history;
- Technical; theatre: scenic design, lighting design, costume design, theatre crafts, studio art, stage management; and
- Theatre management: stage management, arts administration, accounting, marketing, business management, and graphic design.

Dance Minor (21 credits):
The dance minor complements the current performing arts major and provides opportunities for students in other majors. The dance minor offers courses in dance techniques, dance history, dance composition, nutrition, voice and movement, and anatomy and kinesiology.
A. All of the following courses:
   DA280 Anatomy and Kinesiology for the Performing Artist
   DA370 Dance Composition
   DA380 Dance History
   PE165 Nutrition

B. Two credits from:
   DA230 Modern II
   DA330 Modern III
   DA430 Modern IV

C. Two credits from:
   DA240 Ballet II
   DA340 Ballet III
   DA440 Ballet IV
   DA450 Ballet V

D. Four credits of tap or jazz dance:
   DA110 Tap I
   DA120 Jazz I
   DA210 Tap II
   DA220 Jazz II
   DA310 Tap III
   DA320 Jazz III
   DA410 Tap IV
   DA420 Jazz IV

E. Five elective dance credits

Note: The minor cannot include more than 4 credits of tap dance and not more than 4 credits of jazz dance.

Saint Mary’s Irish dance track is the only university-associated program in the country which prepares experienced Irish dancers for the certification needed to teach Irish dance. The track provides the information and experience necessary for dancers to prepare to take the T.C.R.G. (teacher certification) exam for Irish Dance. The exam consists of both written and performance sections based on thirty ceili dances; nine set dances; and steps at various levels of difficulty of the jig, reel, hornpipe, slip jig, single jig, and treble jig. In addition, candidates must be able to recognize over thirty set dance tunes, naming them, citing the time signature, and giving the number of bars of music in the step and in the set of each piece. Candidates must also demonstrate their ability to teach a group of dancers anything which the examining board asks them to teach, from basic solo steps to intricate set dances, from figure dances to any of the thirty ceili dances found in Ar Rinci Foirne: Thirty Popular Ceili Dances.

Students who do not chose to pursue the T.C.R.G. receive a comprehensive, broad-based perspective of Irish dance. All the pieces they learned in their past dance training come together with new information to form a complete Irish dance experience.

The Irish dance component may be chosen as the electives in a dance minor or as courses taken separately from the minor.

Theatre Arts Minor (20 credits):
The theatre arts minor is ideal for the student who wants to enhance his/her education by obtaining additional skills which are in high demand with today’s employers: creative thinking skills, problem-solving, verbal and nonverbal communication skills, and confidence and experience in public speaking. This minor is also ideal for education majors.
A. The following courses:
   TA100 Script Analysis
   TA180 Theatre Crafts
B. Six credits of upper-division theatre courses
C. Two of the following:
   TA221 History of Theatre I: Origins to the Renaissance
   TA321 History of Theatre II: Enlightenment to Romanticism
   TA359 The Development of the American musical
   TA421 History of Theatre III: Realism to the Present
D. Two credits of theatre production from:
   TA111-114 Theatre Production

Theatre Courses
TA100 Script Analysis 3 credits
Through the examination of a variety of plays from different eras and aesthetics, students learn methodologies from Aristotle to modern performance theory in order to critically and theoretically analyze a script for potential production. This course includes an introduction to theatre research and writing methods, and serves as a foundation for other major courses in theatre. Offered fall semester.

TA101 Oral Communication 3 credits
This course prepares students to make effective informative and persuasive presentations incorporating audio-visual enhancements, 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 theatrical performance, and provides a knowledge and appreciation of theatre as a process of fostering creative expression. Offered spring semester.

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 scenery, lighting, and costumes. A materials fee is required. Offered fall semester.

TA221 History of Theatre I: Origins to the Renaissance 3 credits
This course, the first in a three-course sequence examining theatre within its historical context as a socially constructed mode of artistic and cultural expression, considers the history, dramatic
literature, dramatic criticism, and theory of pre-literate ritual cultures, Ancient Greece and Rome, the Middle Ages in Europe, Asia, and India, and the European Renaissance. Offered fall semester.

**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. Offered fall semester.

**TA242–244 and 246-249 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.

**TA245 Production Laboratory**  
0-1 credit  
This course is designed to provide students the opportunity to apply learned techniques and theories to a particular role onstage or crew assignment offstage for a ‘main-stage’ production. Students apply and further develop their production knowledge and skills by applying them to practical, real life situations. Everything from play analysis, performance techniques, technical skills, critical thinking, and self discipline is practiced. Registration for this course is mandatory for any student involved in an SMU theatre or dance production either onstage or behind the scenes. Students may register for 0 or 1 credit but no more than four (4) credits may be applied toward the total graduation requirements of 122 credits or the theatre major.

**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. Offered in alternate spring semesters.

**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 providing flexibility and versatility. Throughout the course students explore voice and movement as they are connected with psychological and emotional impulses. Prerequisites: TA100 and TA155. Offered spring semester.

**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. Offered fall semester. Prerequisites: TA100 and TA180.

**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. Offered in alternate spring semesters. Prerequisites: TA100 and TA180.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA280</td>
<td>Costume Design</td>
<td>3</td>
<td>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. Offered in alternate spring semesters. Prerequisites: TA100 and TA180.</td>
</tr>
<tr>
<td>TA301</td>
<td>Theatre in London</td>
<td>3</td>
<td>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. Offered fall semester.</td>
</tr>
<tr>
<td>TA302</td>
<td>Modern Movies</td>
<td>3</td>
<td>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. Offered fall semester.</td>
</tr>
<tr>
<td>TA311-314</td>
<td>Theatre Production</td>
<td>1</td>
<td>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.</td>
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<tr>
<td>TA321</td>
<td>History of Theatre II: Enlightenment to Romanticism</td>
<td>3</td>
<td>The second in a three course sequence examining theatre within its historical context as a socially constructed mode of artistic and cultural expression, this particular course investigates the history, dramatic literature, dramatic criticism, and theory of the 17th, 18th, and 19th centuries with an emphasis on Baroque Europe, the aesthetics of Enlightenment and Romanticism, opera, and the development of theatre in the United States. Offered spring semester.</td>
</tr>
<tr>
<td>TA325</td>
<td>Career Development</td>
<td>1</td>
<td>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 may be invited. Offered spring semester.</td>
</tr>
<tr>
<td>TA330</td>
<td>Dublin Theatre Workshop</td>
<td>0-1</td>
<td>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. Offered fall semester.</td>
</tr>
<tr>
<td>TA336</td>
<td>Regional Theatre Tour</td>
<td>1</td>
<td>Students attend one or more plays at the Guthrie or other professional Twin Cities theatres, or theatres in the LaCrosse and Rochester areas; Chicago and New York are also regional options. Discussions are held following the plays. An additional fee is required.</td>
</tr>
</tbody>
</table>
TA340 Directing II 3 credits
Consideration of more complex directorial issues, including advanced actor coaching, working with production managers, achieving style and unity, and dramatic criticism. Student direct scenes for thrust and arena stages. The course is also designed to hone communication skills necessary for effective collaboration in the director/designer relationship such as how to develop, create, and research a concept and vision. Directing of classroom scenes is required as well as the directing of a one-act play to be performed for an audience. Offered in alternate spring semesters. 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 is explored through specific writing assignments. The culminating work is a short one-act play written by the students.

TA355 Advanced Acting 3 credits
This course provides for the study of various acting styles found in the genres of realism, comedy, and tragedy. Periods of study include Elizabethan, Restoration, French Neo-classic, Victorian, and/or Early American. Work is focused on researching the background and demands of each period and style and to include this work in more intense scene and monologue work. Offered in alternate spring semesters. Prerequisites: TA100, TA155, TA260.

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. Offered fall semester. 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. Offered fall semester. Prerequisite: majors or minors.

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 be incorporated into departmental activities when possible. Consent of department required.
TA421  History of Theatre III: Realism and Naturalism to the Present  3 credits
This course is the third in a three-course sequence examining theatre within its historical context as a socially constructed mode of artistic and cultural expression with an emphasis on international theatre. Among the topics contemplated in this particular course are the contributions of Ibsen, Chekhov, and Stanislavsky; Theatre Libre, Bertolt Brecht, and Samuel Beckett; the theatre of cruelty, political theatre, the rise of Broadway, emerging world theatres, performance art, and contemporary theory. Offered in alternate spring semesters. Prerequisite: TA321.

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. Offered in alternate spring semesters. 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. Offered fall semester. 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 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. Offered spring semester.

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 project is presented to the department faculty and staff for a formal oral evaluation. Prerequisite: consent of chair.

Dance Courses
DA110  Tap I  0 or 2 credits
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 is required.

DA120  Jazz I  0 or 2 credits
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.

DA130  Modern I  0 or 2 credits
This is an introductory course in modern dance technique. Students learn a blend of techniques including fall and recovery, and contraction and release. No dance experience necessary.
DA140  Ballet I  0 or 2 credits
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.

DA161  Irish Ceili Book I  0 or 1 credit
This course introduces students to ceili dances which form part of the Irish dance tradition. Ceili dances are social, group dances intended for general participation. A few basic dance steps are learned which become the foundation for numerous group dances. The ceili dances found in Part 1 of *Ar Rinci Foirne* are covered. No dance experience is required; the Ceili courses may be taken in any order as there are no prerequisites for any Ceili courses. Graded pass/no credit.

DA162  Irish Ceili Book II  0 or 1 credit
This course introduces students to ceili dances which form part of the Irish dance tradition. Ceili dances are social, group dances intended for general participation. A few basic dance steps are learned which become the foundation for numerous group dances. The ceili dances found in Part 2 of *Ar Rinci Foirne* are covered. No dance experience is required; the Ceili courses may be taken in any order as there are no prerequisites for any Ceili courses. Graded pass/no credit.

DA163  Irish Ceili Book III  0 or 1 credit
This course introduces students to ceili dances which form part of the Irish dance tradition. Ceili dances are social, group dances intended for general participation. A few basic dance steps are learned which become the foundation for numerous group dances. The ceili dances found in Part 3 of *Ar Rinci Foirne* are covered. No dance experience is required; the Ceili courses may be taken in any order as there are no prerequisites for any Ceili courses. Graded pass/no credit.

DA210  Tap II  0 or 2 credits
This course continues to build students' knowledge of tap terminology and offers an intermediate level of tap technique. Prerequisites: DA110 and consent of instructor.

DA220  Jazz II  0 or 2 credits
This course continues to work toward building the vocabulary of jazz technique, isolations, and extended rhythmical phrasing. Prerequisites: DA120 and consent of instructor.

DA230  Modern II  0 or 2 credits
This course continues to build students' modern dance technique. Students are introduced to the principles of improvisation. Blend of techniques including fall and recovery, and contraction and release. Prerequisites: DA130 and consent of instructor.

DA240  Ballet II  0 or 2 credits
The course builds the beginning ballet vocabulary, furthering the acquisition of placement and technique, ballet terminology, and ballet as an art form. Prerequisites: DA140 and consent of instructor.

DA250–259 Special Topics in Dance  1-3 credits
This course deals with specialized topics, including those relevant to the dancer or choreographer. Topics may include: Ballroom Dance, Men's Class, Fosse, Jerome Robbins Choreographic Approach, Classical or Contemporary Repertory, Clogging, Pilates/Yoga, Dance Fitness, etc. Prerequisite: consent of instructor.

DA261  Irish Traditional Sets & Music  0 or 1 credit
This course covers the seven traditional set dances in the Irish dance canon: St. Patrick's Day, Garden of Daisies, The Blackbird, Job of Journeywork, King of the Fairies, Three Sea Captains, and Jockey to the Fair. The course is intended for experienced Irish dancers who plan to pursue
preparation for the T.C.R.G. exam. In addition to actual dances, set dance music is studied as well. The music from approximately eight other set pieces are studied along with the seven traditional sets. Consent of instructor required.

DA262 Irish Solo Sets & Music 0 or 1 credit
This course covers a variety of solo set dances in the Irish dance canon which are not considered traditional sets. The course is intended for experienced Irish dancers who plan to pursue preparation for the T.C.R.G. exam. In addition to actual dances, set dance music is studied as well. The music from approximately fifteen set pieces are studied along with the required number of set dances. Consent of instructor required.

DA270 Musical Theatre Dance 0-1 credit
This course is designed to enhance students’ understanding of and ability to perform dances of the modern American musical stage. Students learn techniques and styles of contemporary dance as it is specifically applied to the musical theatre stage, emphasizing theatre dance styles from the 1920s to the present. The course also encompasses research of the styles of major musical theatre choreographers and performers noteworthy for their musical dance innovations. Prerequisite: one of the following: DA110, DA120, DA130, DA140.

DA280 Anatomy and Kinesiology for the Performing Artist 3 credits
This course explores the human body and how it functions in relation to the performer’s body. Students learn through readings, lectures, class discussions, and in-class projects. There is a special focus on muscular and skeletal systems, prevention and care of injuries, and conditioning.

DA310 Tap III 2 credits
This course offers an intermediate level of tap dance technique. Students are introduced to syncopation and performance styles, and continue to build a strong tap dance vocabulary. Prerequisites: DA210 and consent of instructor.

DA320 Jazz III 2 credits
This course offers an intermediate level of jazz dance technique. Students are introduced to rhythmical phrasing and continue to build a strong jazz dance vocabulary. Prerequisites: DA220 and consent of instructor.

DA330 Modern III 2 credits
This course provides an intermediate level of modern dance technique and vocabulary furthering the exploration of improvisation. Prerequisites: DA230 and consent of instructor.

DA340 Ballet III 2 credits
An intermediate level of classical ballet, concentrating on extended vocabulary and the advancement of technique. Prerequisites: DA240 and consent of instructor.

DA361 Irish Dance Pedagogy and Application I 1 credit
This course prepares students and gives them the necessary tools for teaching Irish dance. Students are taught techniques for establishing an effective class environment as well as teaching techniques. Additionally, the appropriate progression for introducing various dances is covered. Students are actively engaged in student teaching. Intended for experienced Irish dancers; consent of instructor required.

DA362 Irish Dance Pedagogy and Application II 1 credit
This course prepares students and gives them the necessary tools for teaching Irish dance. Students are taught techniques for establishing an effective class environment as well as teaching techniques.
Theatre and Dance

techniques. Additionally, the appropriate progression for introducing various dances is covered. Students are actively engaged in student teaching. Intended for experienced Irish dancers; consent of instructor required.

DA370 Dance Composition 2 credits
This course explores basic choreographic methods with an emphasis placed on improvisation as a vehicle to creating movement phrases. Students also learn through readings, lectures, class discussions, and in-class projects. Prerequisites: level II or higher dance technique class and/or consent of instructor.

DA380 Dance History 3 credits
This course provides an in-depth survey of the history of concert dance forms, including ballet, modern dance, jazz dance and tap dance. Discussion, assignments and text provide background concerning the influences of social and world dance on these ever-changing dance forms. A research paper is a requirement for this course. Prerequisite: E120 English Composition.

DA410 Tap IV 2 credits
This course provides an advanced level of rhythm tap with a strong concentration on technique, syncopation and performance styles, including the exploration of improvisation and choreography. Prerequisites: DA310 and consent of instructor.

DA420 Jazz IV 2 credits
An advanced level of jazz dance providing the continuation of strong techniques as well as developing artistry and performance qualities through the exploration of choreography. Prerequisites: DA320 and consent of instructor.

DA430 Modern IV 2 credits
This course provides an advanced level of modern dance technique with a strong concentration on improvisation, choreograph and artistry. Prerequisites: DA330 and consent of instructor.

DA440 Ballet IV 2 credits
A fast intermediate level of classical ballet, providing the continuation of placement and technique. Prerequisites: DA330 and consent of instructor.

DA450 Ballet V 2 credits
An advanced level of classical ballet, providing the continuation of placement and technique while focusing on artistry. This course includes the opportunity to study pointe technique. Prerequisites: DA440 and consent of instructor.

DA470 Dance Pedagogy and Application 3 credits
This course is designed to prepare the dancer for teaching jobs outside of school. Students understand the appropriate progression of dance levels, criteria for promotion and how to design a balanced class within this progression. Students are introduced to the various professional associations for teachers of dance and are exposed to literature on the teaching of dance.

DA499 Graduation Project 1-3 credits
This course allows students to apply compositional concepts, principles of choreographic structure, critical thinking and coordination skills in the development of a final dance project. This is a capstone course for dance minors only.
Theology
Judith K. Schaefer, OP, Ph.D., Chair

Theology is the academic discipline defined as “faith seeking understanding.” Courses in theology increase the intellectual horizons and personal awareness of all students at our Lasallian Catholic university. Through dialogue, the department emphasizes development of thoughtful convictions about relationships between God and persons, especially as discovered in and through Roman Catholic perspectives. The three theology major programs prepare students for advanced theological study and/or for pastoral and educational ministries in the Church. The two minors in theology promote an increased awareness of the Christian vision of life and preparation for service in ministry.

General Department Goals
Students in theology courses:
• 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.

The theology department recognizes and honors outstanding work of graduating seniors within the department. Departmental distinction is reserved for students with a department and major field GPA of 3.700 and a cumulative GPA of 3.300 who present a senior paper or presentation judged to be of superior quality by a committee of departmental faculty.

Majors Offered:
Pastoral and Youth Ministry
Religious Education
Theology

Theology Core (36 credits):
TH209 Foundations of Catholic Theology
TH210 Introduction to the Old Testament
TH220 Introduction to the New Testament
TH250 Christian View of the Human Person
TH300 Christianity in Global Context
TH310 Principles of Sacraments and Liturgy
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 theological disciplines.
Theology

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:
   ED250 Human Relations, Cultural Diversity and Indian Cultures
   ED301 School and Society
   ED302 Substance Abuse Prevention and Community Health
   ED306 Learning, Development, and Exceptionality
   ED307 Educational Technology
   ED350 Philosophy, Curriculum and Methods: Grades 5-12
   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 pursue graduate theological study, do research in theology or religion, and/or pursue graduate studies in the liberal arts.

A. Theology Core
B. Twelve credits from the following courses (L101 or L141; L102 or L142):
   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 interests.

A. The following course:
   TH209 Foundations of Catholic Theology
B. Fifteen additional theology credits
Theology of Ministry Minor (21 credits):

Students may pursue a theology of ministry minor in order to provide theological foundations for ministry in a variety of Church-related positions. Students enrolled in the liturgical music major are required to concurrently pursue this minor.

A. One of the following Faith Traditions One courses:
   - TH112 History of the Bible
   - TH113 Bible and Belief
   - TH114 Religions of the Book
   - TH115 Mystery of Salvation

B. One of the following Faith Traditions Two courses:
   - TH250 Christian View of the Human Person
   - TH260 Catholic Doctrine and Interpretation
   - TH300 Christianity in a Global Context
   - TH350 Introduction to Catholic Moral Theology

C. All of the following:
   - TH209 Foundations of Catholic Theology
   - TH210 Introduction to the Old Testament
   - TH220 Introduction to the New Testament
   - TH310 Principles of Sacraments and Liturgy
   - TH410 Theology of Ministry

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 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*. Offered fall semester. Prerequisite: IHM seminarian.
Theology

TH209  Foundations of Catholic Theology  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 are 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. Offered fall semester. Prerequisite: TH112, TH113, TH114, or TH115.

TH220  Introduction to the New Testament  3 credits
Students survey examples from 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. Offered spring semester. Prerequisite: TH210.

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 is 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 God, the creation of the cosmos and humanity, sin, grace, salvation, sanctification, and sacramental imagination. Students 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.

TH280  Latin American Catholics  3 credits
This course addresses the demographic reality of an expanding Latina/o presence in the Roman Catholic church, both worldwide and within the United States. Specifically, topics covered are: the dynamics of Latina/o migration Jesus’ attitudes and behaviors towards the marginalized; Mayan Catholic faith expressions; the U.S. Catholic Church’s response to the Latina/o Catholic presence; and an appreciation of the one baptism that bonds us with our sisters and brothers in faith. This is an *in situ*, student-centered course. Students are expected to complete the prerequisite course work before coming to Guatemala and, while in Guatemala, to actively participate in all course related activities.

TH281-290  Special Topics  1-3 credits

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.

TH310  Principles of Sacraments and Liturgy  3 credits
Students consider the history, theology, and practice of Christian sacramental life as they address the questions of ritual, celebration, and worship. The course also examines general principles of liturgy and ritual, as well as guidelines for planning and implementing pastorally effective liturgy. Offered in alternate fall semesters. Prerequisite: TH209 (may be concurrent).

TH345  Catholic Social Teaching  3 credits
This course acquaints 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 engage both primary and secondary literature and examine how Christians critically think through social issues. A service learning component is offered. Offered in alternate spring semesters. 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. Offered in alternate fall semesters. 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 consider theological and pastoral thought from the 20th and 21st centuries. Special attention is paid to ecclesiological innovations concerning lay and clerical leadership, the local and universal Church, and the universal call to holiness and justice. Offered in alternate spring semesters. Prerequisite: TH115 or TH209.

TH380-390  Special Topics  1-3 credits

TH398  Catechesis and Faith Formation  3 credits
Students understand, apply, and evaluate theoretical and practical approaches to catechesis, adult faith formation, and teaching theology. Theoretical and practical elements are 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 also allows students to develop basic skills according to their interests within the spectrum of faith formation opportunities within the Church. Offered in alternate spring semesters. Prerequisite: TH209.

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. The course treats 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. Offered in alternate fall semesters. Prerequisite: TH209.

TH410  Theology of Pastoral Ministry  3 credits
Students with theology majors and minors 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 encourages the development of perspectives and skills necessary for effective ministry in one or more of these settings, and involves field experience within a variety of pastoral settings. Offered fall semester. Prerequisite: Ordinarily concurrent with TH496/497.

TH420-429  Seminars in Theology  1-3 credits

TH460  Seminar in Youth Ministry  3 credits
Pastoral and youth ministry majors examine the theological and practical dimensions of youth ministry. Particular attention is 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. Offered in alternate spring semesters. Prerequisite: Ordinarily concurrent with TH410.

TH475  Senior Seminar  3 credits
Majors 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 approximates graduate-level study of classical and contemporary perspectives that are doctrinal, academic, and/or pastoral. Offered spring semester. Prerequisite: junior or senior majors in the theology department.

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.

Certificate in Pastoral Studies
Since 1998, Saint Mary’s University of Minnesota, in partnership with the Institute of Lay Ministry, Diocese of Winona has offered students in the Institute of Lay Ministry, Diocese of Winona, the ability to register for undergraduate credit through Saint Mary’s University for classes taken within the Institute. Ministry formation requirements and hiring practices at the local level, have made it necessary for lay ecclesial ministers in the Catholic Church to be able to demonstrate specific accomplishment of academic and pastoral training through certification of formal study and praxis. Saint Mary’s University now offers a Certificate in Pastoral Studies.

The certificate is designed to provide current and future ministers within the Roman Catholic Church accredited theological and pastoral training. Enrollment for undergraduate credit is optional to participation in the Institute of Lay Ministry; however only those students enrolled for undergraduate credit are eligible for the certificate.
Year One
THEO117  Scriptural Foundations
THEO132  Church History
THEO170  Pastoral Theology and the Practice of Ministry I

Year Two
THEO145  Vocation and the Call to Ministry
THEO165  Foundational Theology I
THEO175  Foundational Theology II
THEO180  Pastoral Theology and the Practice of Ministry II

Year Three
THEO181  Prayer and Spiritual Foundations for Ministry
THEO182  Moral Theology and Catholic Social Ethics
THEO183  Pastoral Theology and the Practice of Ministry III
THEO184  Sacramental and Liturgical Theology

Year Four
THEO190  Ministry Internship I
THEO191  Ministry Internship II
THEO192  Capstone I
THEO193  Capstone II

THEO117  Scriptural Foundations  1 credit
This course provides students with a general introduction to scripture study and provides a broad
overview of the major themes and content of the Old and New Testaments. This course helps
students to gain a basic, theological understanding of: the meaning and function of revelation,
inspiration, historical development, and literary criticism in the writing and study of Scripture;
the primary themes and basic concepts present in Scripture (e.g., covenant, kingdom, creation,
salvation, etc.); and the role and use of Scripture in catechesis, prayer, and theological reflection.

THEO132  Church History  1 credit
This course includes the study of the church’s mission and ministry throughout history. It is
designed to provide students with a broad understanding of the church’s development historically,
and to highlight significant events and persons central to understanding this development. This
course provides students with a historical context for understanding the development of Church
teaching and tradition; examines the Church’s place within the broader cultural and social
contexts of its history; and explores the historical background and significance of the Second
Vatican Council within the life of the Church.

THEO145  Vocation and the Call to Ministry  1 credit
This course assists students in exploring the Christian understanding of vocation, particularly in
the context of the laity, and considers the Church’s teaching on the call of the laity to discipleship
and to ministry following the Second Vatican Council. Students reflect on the callings and
commitments experienced in their lives in relation to their work, relationships, and faith. The
process of discerning one’s personal vocation, and the spiritual practices that support such
discernment, is examined.

THEO165  Foundational Theology I  1 credit
This course provides students with a broad overview of foundational Catholic doctrines and
beliefs, their bases in Scripture, and their historical development within the Church. This course
helps students gain a basic, theological understanding of God’s self-revelation in creation,
Scripture, and the person of Jesus; the basic principles of Christian anthropology (e.g., nature,
grace, sin, redemption); the historical and faith dimensions of the life, mission, death, and resurrection of Jesus Christ; and the Christian doctrine of the Trinity.

THEO170  Pastoral Theology and the Practice of Ministry I  1 credit
This course assists students in understanding themselves as persons and ministers, and in developing personal and pastoral skills which support effective and faith-filled ministry, and which foster healthy and constructive ministry relationships. Students are first invited to reflect on their own personalities and personal development, and then to relate these insights to their ministry exploring areas such as communication and listening skills, conflict management and confrontation, consensus-building, and group process and collaborative skills.

THEO175  Foundational Theology II  1 credit
This course continues the work begun in THEO170 Foundational Theology I in providing students with a broad overview of foundational Catholic doctrines and beliefs, their bases in Scripture, and their historical development within the Church. This course helps students to gain a basic, theological understanding of the nature and mission of the Church; the history and foundations of Christian spirituality; the Church’s teaching on, and devotional practices relating to, Mary; and the place of canon law in the Church’s life.

THEO180  Pastoral Theology and Practice of Ministry II  1 credit
This course provides students with a basic understanding of the dynamics of spiritual growth and how to support and nurture such growth. The first session examines how a person’s faith may change and develop over the adult life cycle. In this context, the relationship between spiritual growth and pastoral care is considered. The second session explores two means of nurturing faith and spiritual development: theological reflection – a process of relating faith to our life experiences; and spiritual direction – the sharing of one’s spiritual journey with a trained spiritual guide.

THEO181  Prayer and Spiritual Foundations for Ministry  1 credit
This course provides students with a reflection on, and exploration of, the essential and central role that individual and communal prayer and ongoing spiritual formation have in the lives of lay ministers in the church. Students are led in examining the question: How can I, as a lay minister, come to an ever deeper awareness and experience of God’s redeeming activity at work in my life – through prayer, discernment, and spiritual formation – and then integrate this awareness and experience into my ministry?

THEO182  Moral Theology and Catholic Social Ethics  1 credit
This course provides students with an introduction to the church’s teaching tradition in the areas of moral theology and social ethics. The scriptural, theological, and philosophical foundations and principles for Catholic moral teaching, conscience formation, and decision-making is examined, especially with a view to applying this teaching in a pastoral context. The development of the church’s social teaching tradition is also be explored as it relates moral principles to the common good and to issues affecting the broader needs and well-being of the community.

THEO183  Pastoral Theology and the Practice of Ministry III  2 credits
In this course, students reflect on their calling and vocation as lay leaders in the life of the Church. The first session explores the dynamics of leadership in relation to ministerial settings. It assists students in working effectively in church systems and structures (e.g., parish, diocese, etc.), and helps them to reflect on the gospel call to be “servant leaders” faithful to the example of Jesus. In the second session, students consider, reflect on, and enter into prayer concerning their baptismal call to discipleship, service, and ministry within the Church and in the broader society. Students also complete a ministry field experience as part of this course [see attached description.]
THEO184 Sacramental and Liturgical Theology  
This course provides students with an introduction to the theological and historical development of the sacramental, liturgical, and devotional life of the Church. Students gain an understanding of the Church as sacrament and the centrality of its sacramental life to its identity and mission, as well as an appreciation for the critical importance of Eucharistic liturgies to the life of the parish.

THEO190 Ministry Internship I  
This course addresses both the theological and practical dimensions of the tasks of ministering in different contexts, e.g., parish life, hospital chaplaincy, etc. The course encourages the development of perspectives and skills necessary for effective ministry through a formal internship in one or more of these settings.

THEO191 Ministry Internship II  
This course is a continuation of THEO190. Students complete 180 hours of supervised internship as central to THEO190 and THEO191.

THEO192 Capstone I  
This course is part one of a two-part series designed to help ministry students integrate their years of study and practice. Students write a ministerial biography charting their growth, development, change, and questioning. Through the development of a learning agreement, each student pursue further reading and reflection on an area or two of particular interest; this research results in a formal research paper and/or presentation to be shared with the class.

THEO193 Capstone II  
This course is part two of a two-part series designed to help ministry students integrate their years of study and practice. Through the development of a learning agreement, each student pursues further reading and reflection on an area or two of particular interest; this research results in a formal research paper and/or presentation to be shared with the class.
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 audit (a report from the registrar’s office 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.
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
Academic Enhancement Programs

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.

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.

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 the Registrar’s office. 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 Minnesota 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. PSEO students must maintain a 3.000 cumulative GPA at Saint Mary’s University to be eligible to return for subsequent semesters.
Academic Enhancement Programs

Students who enroll in courses with a course fee will be billed at the beginning of the semester; all other fees are waived.

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.

<table>
<thead>
<tr>
<th>AP Course</th>
<th># of credits</th>
<th>SMU Course Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3</td>
<td>AR101 Art Appreciation</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>B110/111 Botany &amp; Zoology I &amp; Lab</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4</td>
<td>M151 Calculus I</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>8</td>
<td>M151 Calculus I and M152 Calculus II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>Determined by department</td>
</tr>
<tr>
<td>Chinese Language &amp; Culture</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Comp. Government &amp; Politics</td>
<td>3</td>
<td>PS320 Comparative Politics</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4</td>
<td>CS110/111 Computer Science I Lab</td>
</tr>
<tr>
<td>English Language/Composition</td>
<td>3</td>
<td>E120 English Composition</td>
</tr>
<tr>
<td>English Literature/Composition</td>
<td>3</td>
<td>E175 Introduction to Literature</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
<td>B105 Environmental Biology</td>
</tr>
<tr>
<td>European History</td>
<td>4</td>
<td>H125 Europe &amp; the World</td>
</tr>
<tr>
<td>French Language</td>
<td>4</td>
<td>F141 Beginning Conv. French I</td>
</tr>
<tr>
<td>German Language</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Human Geography</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Japanese Language &amp; Culture</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Latin: Virgil</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>3</td>
<td>EC282 Macroeconomics</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>3</td>
<td>EC261 Microeconomics</td>
</tr>
<tr>
<td>Music Aural Subscore</td>
<td>2</td>
<td>MU170 Ear Training I</td>
</tr>
<tr>
<td>Music Theory</td>
<td>3</td>
<td>MU160 Music Theory I</td>
</tr>
<tr>
<td>Physics B</td>
<td>3</td>
<td>P155 Foundations of Physics</td>
</tr>
<tr>
<td>Physics C</td>
<td>3</td>
<td>Determined by department</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>PY111 General Psychology</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4</td>
<td>SP141 Beginning Conv. Spanish I</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>ST132 Reasoning with Statistics</td>
</tr>
<tr>
<td>Studio Art</td>
<td>3</td>
<td>AR122 Drawing I</td>
</tr>
<tr>
<td>Studio Art 2-D Design</td>
<td>3</td>
<td>Determined by department</td>
</tr>
<tr>
<td>Studio Art 3-D Design</td>
<td>3</td>
<td>Determined by department</td>
</tr>
<tr>
<td>U.S. Government &amp; Politics</td>
<td>3</td>
<td>PS102 American National Govt.</td>
</tr>
<tr>
<td>United States History</td>
<td>4</td>
<td>H150 The American Experience</td>
</tr>
<tr>
<td>World History</td>
<td>4</td>
<td>H125 Europe &amp; the World</td>
</tr>
</tbody>
</table>

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, 59 in the French language and 66 in the Spanish language to earn credit.

<table>
<thead>
<tr>
<th>CLEP Exam</th>
<th># of credits</th>
<th>SMU Course Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>3</td>
<td>PS102 American National Government</td>
</tr>
<tr>
<td>American Literature</td>
<td>3</td>
<td>E175 Introduction to Literature</td>
</tr>
</tbody>
</table>
Analyzing & Interpreting Literature 3  E175 Introduction to Literature
Biology     3  B110 Botany & Zoology I (no lab)
Calculus     4  M151 Calculus I
Chemistry    4  Determined by department
College Algebra 0  NA; placement only
College Mathematics 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
Financial Accounting 3  AC222 Concepts of Accounting
French, Level I 4  F141 Beginning Conv. French I
French, Level II 4  F142 Beginning Conv. French II
Freshman College Composition 0  NA; no credit
German, Level I 4  Elective Credits
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
Intro Business Law 3  Elective Credits
Intro Educational Psychology 3  PY111 General Psychology
Intro Psychology 3  S110 Sociological Imagination
Intro Sociology 3  Elective Credits
Natural Sciences 3  NA; placement only
Precalculus 0  EC262 Principles of Macroeconomics
Principles of Macroeconomics 3  MG219 Principles of Management
Principles of Management 3  MK217 Principles of Marketing
Principles of Marketing 3  EC261 Principles of Microeconomics
Principles of Microeconomics 3  Elective Credits
Social Sciences & History 3  SP141 Beginning Conv. Spanish I
Spanish, Level I 4  SP142 Beginning Conv. Spanish II
Spanish, Level II 4  Elective Credits
Western Civ. I Ancient Near East-1648 3  Elective Credits
Western Civ. II 1648-Present 3  Elective Credits

International Baccalaureate (IB) Credit
Students with International Baccalaureate (IB) 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.

<table>
<thead>
<tr>
<th>IB Course</th>
<th># of credits</th>
<th>SMU Course Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4</td>
<td>B110/111 Botany &amp; Zoology I &amp; Lab</td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>3</td>
<td>AC222 Accounting Concepts</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>Determined by department</td>
</tr>
<tr>
<td>Classical Languages</td>
<td>3</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>Computer Sciences</td>
<td>3 or 4</td>
<td>Determined by department</td>
</tr>
<tr>
<td>Dance</td>
<td>1</td>
<td>One PE requirement</td>
</tr>
<tr>
<td>Design Technology</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
<td>Determined by department</td>
</tr>
<tr>
<td>Environmental Systems</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
</tbody>
</table>
### Academic Enhancement Programs

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Africa</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>History of the Americas</td>
<td>4</td>
<td>H150 The American Experience</td>
</tr>
<tr>
<td>History of Asia &amp; the NE</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>History of Europe</td>
<td>4</td>
<td>H125 Europe &amp; the World</td>
</tr>
<tr>
<td>History of the Islamic World</td>
<td>3</td>
<td>Elective credits</td>
</tr>
<tr>
<td>Info Tech in Global Society</td>
<td>3</td>
<td>Elective credits</td>
</tr>
<tr>
<td>Language A English A1</td>
<td>3</td>
<td>E120 English Composition</td>
</tr>
<tr>
<td>Language B (both Higher Level &amp; Standard Level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>F141 Beginning Conv. French I</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Hebrew</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Japanese</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Mandarin</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Russian</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Spanish</td>
<td>4</td>
<td>SP141 Beginning Conv. Spanish I</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 or 4</td>
<td>Determined by department</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>MU130/131 Music Fundamentals I &amp; II</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
<td>P155 Foundations of Physics</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>PY111 General Psychology</td>
</tr>
<tr>
<td>Social Anthropology</td>
<td>3</td>
<td>Determined by department</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>3</td>
<td>TA160 Theatre Appreciation</td>
</tr>
<tr>
<td>Theory of Knowledge</td>
<td>3</td>
<td>Elective Credits</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>3</td>
<td>Determined by department</td>
</tr>
</tbody>
</table>

#### 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 8 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.

Students who complete one semester of study in French or Spanish with a final grade of at least B, will earn 2 credits for each class bypassed in the language sequence (courses numbered 141, 142, 241, 242). A maximum of 8 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 AP program, s/he may receive four 100-level credits. A maximum of 8 credits may be earned through the AP program and/or SMU AP program.

#### Program for Advanced College Credit (PACC)

Saint Mary’s University has developed alliances with many regional private high schools in the tri-state area of Minnesota, Wisconsin and Illinois. The Program for Advanced College Credit (PACC) allows qualified secondary students at participating schools to enroll in Saint Mary’s University courses taught in their own high schools. These courses follow approved syllabi and are taught by SMU adjunct instructors, with collaboration from full-time SMU 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.
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 of Saint 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 the online 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 80% 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 who are assigned a floor or wing, and 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, double and triple 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.
Student Life

Campus Ministry
The Office of Campus Ministry celebrates the image of God in each human person while inviting all to become the hands and feet of the Lasallian Catholic mission. Through faith, service and community the gospel message is taught, reflected upon and lived. Faith is brought to life through vibrant liturgies, thoughtful prayer and dynamic retreats. The core area of community nurtures the relationships on the Winona campus with Lasallian Collegians, social activities and providing opportunities for staff, faculty and students to meet outside of the classroom. As people of compassion and awareness, campus ministry dedicates time and talents to answer the needs in the Winona community, nation and globe. Service allows students to bring lessons learned in the classroom out to the real world to build their lived experiences and knowledge base.

Student leaders are the emphasis of Campus Ministry. As we appropriate the life and love of Jesus and Saint John Baptist de La Salle to the community of Saint Mary’s, we recognize the important roles students will take in churches and communities after graduation. Campus ministry depends on responsible and creative student leaders who minister to peers in each core area: faith, service and community. Campus ministry understands that the chance to walk with young adults on their faith journey is a privilege and seeks to challenge, rejoice and work for a community of understanding and justice.

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, sleep recreational choices and stress management) greatly affect the overall state of health and impact academic success. 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 regarding their health related concerns and choices. Services include treatment of minor illness and injury, case management of chronic health conditions, non-emergency health care, some laboratory testing, health and wellness education, referrals and certain medications. One full-time certified university health nurse and one part time registered nurse are in attendance during the academic year. A medical provider is available on campus several hours a 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 registration process, students are required to complete a health and immunization history and proof of insurance. Students who fail to comply with this requirement will not be able to register for classes in subsequent semesters. Students with medical disabilities requiring accommodation in housing or other areas of daily living should complete the disabilities request form. Student health will then assist the student in having these needs met. 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 the 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. International students (graduate and undergraduate) are required to purchase the university-provided policy each year.

Counseling Services
Counseling services promotes the psychological growth and mental health of SMU students through counseling, advocacy and education. Counseling services offers assessment, short-term
individual and group counseling, referrals, educational workshops and personal development classes, and consultation for concerned others. Students bring a wide variety of concerns to counseling services ranging from issues of a developmental nature to severe psychiatric illnesses such as mood disorders. Counseling services assists many students dealing with issues involving the use and abuse of alcohol and other drugs. Counseling services is prepared to work with the increasing number of students who have already received services at home from a psychologist or psychiatrist and, when feasible, will coordinate care with providers from their home community. Counseling services also coordinates care of students as needed with other SMU offices such as student health, student life, and disability services.

The most requested service from counseling services is one-to-one personal counseling. Personal counseling sessions are confidential; that is, information presented by clients is not released to others without the expressed consent of the client. Through honest self-reflection, supported by the respect, care, and expertise of the counseling staff, students are encouraged to awaken and grow in self-knowledge and self-management skills. Clients are assisted to address their immediate concerns so that they may maximize their success at the university and also develop problem-solving skills that they can use throughout their lifetime.

Student Activities

The extracurricular aspects of student life prove 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 Student 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 committees. 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 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 students participates in 21 varsity sports. Men compete in baseball, basketball, cross-country, golf, hockey, soccer, swimming/diving, tennis, indoor track and field, and outdoor track and field. Women compete in basketball, golf, cross-country, hockey, soccer, softball, swimming/diving, tennis, indoor track and field, outdoor track and field, 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 every student the chance to participate. Its goal is “an activity for everyone and everyone in an activity.” Intramural sports 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 with a Saint Mary’s University I.D. card. Also available in the game room is a 50-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.
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 that year-round. 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 E. McCabe, Executive Director
The Hendrickson Institute for Ethical Leadership is committed to developing aspiring and current leaders to lives of ethical leadership and service, and serves as a forum for exploration of ethical leadership issues. Through the tremendous generosity and vision of Dr. William ’39 and Jean Hendrickson, Saint Mary’s University of Minnesota offers a variety of leadership programs for the community, and administers scholarships that reward ethical behavior and good citizenship in high school and college students.

The Hendrickson Institute for Ethical Leadership offers programs that target leaders and managers in every sector of the workforce. The Institute and Lurie Besikof Lapidus & Company, LLP sponsor a monthly breakfast series that focuses on dynamic leadership issues. The Institute sponsors the Business Owner’s Round Table to discuss issues of interest to entrepreneurial business owners. The annual Hendrickson Forum recognizes ethical local leaders, and features international keynote speakers to address issues of global ethical leadership.

Following the lead example of William and Jean Hendrickson, Saint Mary’s now offers 17 named, endowed scholarships as part of the Tomorrow’s Leaders family of scholarships. Along with the Hendricksons, other generous benefactors have funded scholarships which reward Saint Mary’s students for character, leadership, academic success and service.

Another initiative, the Tomorrow’s Leaders High School Scholarship Program, has worked with 60 high schools in the Midwest. The program provides incentive for exemplary high school students to complete leadership and service projects in their communities.

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 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 and biographical materials, 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 and Minneapolis. 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 variety of other industries and applications.

GSS is a strong partner with the U.S. 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
Margaret Winters, 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.
Saint Mary’s Schools of Graduate and Professional Programs (SGPP) has been a pioneer in “outreach 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 learners.

The SGPP creates 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, the Minnetonka 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 doctoral programs, 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, computer facilities and meeting space.

Additional information on programs offered by the SGPP can be found in the SGPP catalog.

Mandeville, Jamaica Campus
Saint Mary’s offers a graduate program in Education through the Catholic College of Mandeville in Jamaica.

Nairobi, Kenya Campus
The university 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

Graduate Continuing Education
Professional Development Initiatives

Professional Certificates
- Geospatial
- Pastoral Administration
- Pastoral Ministries
Graduate and Professional Programs

Undergraduate Certificates
- Accounting
- English Language Proficiency
- Security Management
- Surgical Technology

Bachelor of Science Degree Completion
- B.S. Accounting
- B.S. Business
- B.S. Human Resource Management
- B.S. Human Services
- B.S. Industrial Technology
- B.S. Information Technology
- B.S. Marketing
- B.S. Nursing
- B.S. Police Science
- B.S. Sales and Marketing
- B.S. Security Management

Master Degrees
- M.A. African Studies
- M.A. Arts and Cultural Management
- M.A. Counseling and Psychological Services
- M.A. Education
- M.A. Education (Catholic School Leadership)
- M.A. Educational Leadership
- 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. Special Education
- 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. Information Technology Management
- M.S. Nurse Anesthesia
- M.S. Nurse Anesthesia-MSA
Graduate and Professional Programs

Graduate Certificate programs
- Canon Law
- Geographic Information Science
- Geospatial Technology
- Gifted & Talented Instruction
- Instruction
- K-12 Reading Teacher
- Marriage & Family Therapy
- Play Therapy
- Project Management

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- Ed.D. Leadership
- Psy.D. Counseling Psychology
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- Michael Charron, Dean, School of the Arts
- Christine Martin, Managing Director
- Tammy Schmidt, Artistic Director
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<td>Toner Student Center</td>
<td>Darlene Paulson, Director of Toner Student</td>
</tr>
<tr>
<td>Writing Center</td>
<td>Peggy Johnson, Director</td>
</tr>
<tr>
<td>Women’s Issues</td>
<td>Teresa Schulz, Associate</td>
</tr>
<tr>
<td></td>
<td>Margaret Winters, Director</td>
</tr>
</tbody>
</table>
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

JEFFREY AMUNDSON, Assistant Professor of Psychology
B.A., University of Wisconsin-Stout; M.A., Ph.D., State University of New York at Binghamton

JANE ANDERSON, Dean of the 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; Director of Career Services
B.S., Winona State University; M.S., University of Wisconsin-La Crosse

MARK BARBER, Associate Professor of Philosophy
B.A., Saint Mary’s College of California; M.A., University of St. Thomas; Ph.D., Marquette University

ROSE BEAL, Assistant Professor of Theology
B.A., University of Virginia; M.A., Saint Mary’s Seminary and University; M.S., Joint Military Intelligence College; Ph.D., Catholic University of America

JUDI BECKER, Director of Program for Advanced College Credit (PACC); Lecturer of English
B.A., M.Ed., Winona State University

DEAN BECKMAN, Associate Professor of Social Science
B.A., Winona State University; M.S., Southern Illinois University at Edwardsville

JAMES M. BEDTKE, Vice President for the College; Vice President for Graduate and Professional Programs; Professor of Business
B.A., Winona State University; M.B.A., Saint Cloud State University

KIRSTIN BLAKE, Production Manager of Performance Center; Lecturer of Theatre and Dance
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 and Dance
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
PATRICIA CALTON, Assistant Professor of Interdisciplinary Studies  
B.A., University of Scranton; Ph.D., Marquette University

MICHAEL CHARRON, Dean of the School of the Arts; Professor of Theatre and Dance  
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

CAROL DAUL-ELHINDI, Instructional Services Librarian  
B.A., Winona State University; M.L.I.S., Dominican University

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

JANE CYRUS, Instructor, DeLaSalle Language Institute B.S., Winona State College

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, honoris causa; Ped.D., St. Thomas Aquinas College, 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 and Chair of Modern and Classical Languages  
B.A., Gettysburg College; M.A., Villanova University; Ph.D., University of Michigan

GARY DIOMANDES, Professor of Theatre and Dance; Director of London Study Abroad Program  
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

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
CASEY FINNERTY, Assistant Professor of Biology
A.B., The University of Chicago; Ph.D., Cornell University

KATHLEEN M. FLANAGAN, Associate Professor of Theatre and Dance
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, 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

ROBERT GORDON, Assistant Professor of Computer Science
A.B., University of Notre Dame; M.S., University of Illinois

DAVID HAJOGLOU, Computer Systems Administrator; Lecturer of Computer Science
B.A., University of Northern Colorado; M.S., Nova Southeastern University

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, Instructor of Music
B.A., University of Minnesota; M.S., Indiana University

JANET HEUKESHOVEN, Professor of Music
B.S., University of Minnesota; M.M., Boston Conservatory of Music; D.M.A., University of Wisconsin-Madison

BROTHER THOMAS HOUGE, FSC, Visiting Associate Professor of Theatre and Dance
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

PHILIP HULL, Director of Study Abroad; Career Services Associate
B.A., Luther College; M.A., Washington State University; Ph.D., University of Nebraska-Lincoln

TODD IVESON, Assistant Professor of Mathematics and Statistics
B.S., Mankato State University; M.S., Ph.D., Colorado State University
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., 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, Associate 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, Associate Professor of Social Science
B.A., University of Minnesota-Duluth; M.A., University of North Dakota; Ph.D., University of Nebraska-Omaha

SISTER CLARE KORTE, SSSF, Professor of Biology
B.A., Alverno College; M.A., Saint Mary’s College; D.A., University of North Dakota

RANDY KRAINOCK, Associate 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, University Dean for 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

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
B.A., Ed.D., Hamline University; M.A., University of Minnesota

DAVID LYNCH, Professor and Chair of Social Science
B.A., Iowa State University; M.A., Ph.D., University of California-Santa Barbara

BROTHER WILLIAM MANN, FSC, President; Professor of Interdisciplinary Studies
B.A., The Catholic University of America; M.A., State University of New York at Stony Brook;
M.A., Salve Regina University; D.Min., Colgate Rochester Divinity School; D.Hum., De La Salle
University, Manilla, Philippines, honoris causa

THOMAS C. 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, Professor of Biology
B.S., Upper Iowa University; Ph.D., University of Iowa

CHRISTOPHER MAYER, Technical Director of Performance Center; Lecturer of Theatre and
Dance
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; D.B.A., St.
Ambrose University

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, Professor of English  
B.A., University of Notre Dame; M.A., Ph.D., University of Missouri

MARIANN MILLER, Coordinator of Field Placements, School of Education  
B.S., College of Saint Teresa; M.Ed., University of Minnesota

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

JAIME MUELLER, Assistant Professor of Chemistry  
B.S., University of Wisconsin-Green Bay; Ph.D., University of Utah

JAY D. MUTTER, Professor and Chair of Psychology  
B.S., M.A., Central Michigan University; Ph.D., University of Malaya

JUDY MYERS, Associate Professor and Chair of Theatre and Dance  
B.A., University of Michigan; M.F.A., University of Arizona

REVEREND PAUL NIENABER, SJ, Associate 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., Nakai 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
LAURENCE PRICE, Assistant Professor of Business
B.A., J.D., The University of Miami

JOHN REED, Assistant Professor of Modern and Classical Languages
B.A., M.A., Ph.D., Purdue University

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.W., University of Wisconsin-Madison

JANE KELLEY RODEHEFFER, Professor of Interdisciplinary Studies
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, Assistant Professor of Education; Director, Master of Arts in Special Education
B.S., Winona State University; M.Ed., University of Mary Hardin-Baylor; Ed.D., Saint Mary's University of Minnesota

SISTER JUDITH SCHAFFER, OP, University Dean for University Affairs; Associate Professor and Chair of Theology
B.A., Northeastern Illinois University; M.P.S., Loyola University; M.Div., Aquinas Institute of Theology; Ph.D., Marquette University

STEVEN SCHILD, Associate Professor of Social Science
B.S., M.A., Winona State University; Ed.D., University of St. Thomas

TAMMY SCHMIDT, Assistant Professor of Theatre and Dance; Artistic Director, Minnesota Conservatory for the Arts
B.F.A., Texas Christian University; M.F.A., University of Oklahoma

JANA SCHREKKLER, Assistant Professor of Business
B.S., California State University-Bakersfield; M.A., The College of St. Scholastica

JANEL SCHULTZ, Associate Professor of Mathematics and Statistics
B.S., M.S., South Dakota State University; Ed.D., University of South Dakota

THERESA SCHULZ, Writing Center Associate, Lecturer of English B.A., College of Saint Teresa; M.S., Winona State University JANE CYRUS, Instructor, DeLaSalle Language Institute B.S., Winona State College

ELIZABETH SEEBACH, Assistant Professor of Psychology
A.B., Washington University; M.S., Ph.D., Vanderbilt University
Roster

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

KRISTEN SELLKE, Assistant Professor of Mathematics and Statistics
B.A., University of Minnesota-Morris; M.S., Ph.D., The University of Iowa

ANN SMITH, Associate Professor and Chair of Computer Science
B.A., Ohio Wesleyan University; B.A., M.S., Michigan Tech 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

KAREN SORVAAG, Assistant Professor of Education
B.A., Augustana College; M.A., South Dakota State University; Ed.D., Saint Mary’s University of Minnesota

SCOTT SORVAAG, Associate Professor and Chair of Education
B.A., Augustana College; M.A., University of South Dakota; Ed.D., Saint Mary’s University of Minnesota

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-La Crosse; 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

RACHEL THOMAS, Interim Director of Fitzgerald Library; Interlibrary Loan Librarian
B.A., University of Wisconsin-Eau Claire; M.L.I.S., College of St. Catherine

RUTH ANN TORSTENSON LeMASTERS, Reference Librarian
B.A., University of Minnesota; M.S., University of Wisconsin-La Crosse

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
REBECCA VOGEL, Director and Instructor, De La Salle Language Institute  
B.A., College of Saint Teresa; M.Ed., Saint Mary’s University of Minnesota

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

ROBYN WANGBERG, Assistant Professor of Physics  
B.A., Luther College; Ph.D., Oregon State University

JILL WEIGEL, Director of Academic Advising  
B.A., Winona State University; M.Ed., University of Minnesota

PAUL WEINER, Professor of Mathematics and Statistics  
B.A., Oberlin College; M.A., Indiana University; Ph.D., University of Notre Dame

SUSAN WINDLEY-DAOUST, Assistant Professor of Theology  
B.A., Mary Washington College; M.A., Ph.D., Vanderbilt University

MARGARET WINTERS, Director of Saint Teresa Leadership and Service Institute for Women;  
Director of Women’s Issues  
B.S., State University of New York at Brockport; M.Ed., University of Oklahoma
2009-2010
FALL SEMESTER
August 22    New students arrive
August 24    Registration adjust
August 25    Classes begin
August 31    Registration add/drop deadline
September 25-27    Family Weekend
October 10-13    Autumn recess
November 25-30    Thanksgiving recess
December 11-15    Final examinations

SPRING SEMESTER
January 5    Classes begin
January 11    Registration add/drop deadline
February 13-21    Winter recess
March 27-April 5    Easter recess
April 30-May 4    Final examinations
May 8    Commencement

2010-2011
FALL SEMESTER
August 28    New students arrive
August 30    Registration adjust
August 30    Classes begin
September 7    Registration add/drop deadline
October 1-3    Family Weekend
October 16-19    Autumn recess
November 24-29    Thanksgiving recess
December 17-21    Final examinations

SPRING SEMESTER
January 17    Classes begin
January 24    Registration add/drop deadline
March 5-13    Spring Recess
April 21-25    Easter recess
May 6-10    Final examinations
May 14    Commencement
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

- **387** Total admitted enrollees in the program(s)
- **77** Total number of student teachers
- **14** Number of full time SMU School of Education faculty supervising student teachers
- **1** Part-time education/full time institutional faculty supervising student teachers
- **6** Part-time non-institutional Education faculty supervising student teachers
- **21** Total number of faculty supervising student teachers
- **3.61** 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?

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<th>Required Minnesota Teacher Testing Results</th>
<th>Saint Mary’s University of Minnesota Results</th>
<th>Statewide Results</th>
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