SAINT MARY’S UNIVERSITY OF MINNESOTA

Undergraduate College Catalog
Winona Campus
2011–2013

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

SCHOOLS OF GRADUATE & PROFESSIONAL PROGRAMS

For information on programs offered at the Twin Cities campus:
(612) 728-5100 or (866) 437-2788, Ext. 1700 tc-admission@smumn.edu

For information on programs offered at the Rochester Center:
(507) 285-1410 or (877) 768-4545 tc-admission@smumn.edu

For information on the Geographic Information Science, Institute in Pastoral Ministries, Master of Business Administration, Philanthropy and Development, and Special Education programs offered at the Winona campus:
(507) 457-7500 or (800) 635-5987, Ext. 7500 gradschool@smumn.edu

M.Ed. Teaching & Learning:
(507) 457-6615 or (800) 273-6075 med@smumn.edu

M. A. Instruction: (800) 635-5987, Ext. 6622

Responsive Teaching Graduate Certificate
(877) 218-4755

Graduate Professional Development for Educators:
877-218-4755 GPDE@smumn.edu

Professional Development Initiatives:
(877) 218-4755 pdi@smumn.edu

Best Practices Academy:
(877) 218-4755 bpa@smumn.edu

COVER PHOTO
The Saint Mary's University of Minnesota Winona campus is situated among the majestic bluffs of the Mississippi River Valley.
CONTENTS

Mission. ................................................................. 3
The University ....................................................... 4
Admission ............................................................... 7
Fees ................................................................. 9
Financial Aid ......................................................... 11
Scholarships ......................................................... 14
Registration and Academic Records ......................... 16
Academic Policies and Procedures ......................... 27
Learning in the Lasallian Tradition: the Academic Curriculum .... 34
Academic Resources ................................................ 39
Co-Learning in the Lasallian Tradition: Student Life ............. 42
Undergraduate Departments and Programs .................. 46
Institutes ............................................................ 224
Graduate and Professional Programs ....................... 226
Roster ............................................................. 229
Calendar ............................................................ 244
Index ................................................................. 246

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 advance notice to students. This catalog should not be read as a guarantee of the classes or courses set out herein.

Printed in Canada
<table>
<thead>
<tr>
<th>Academic Advising</th>
<th>218</th>
<th>Dance</th>
<th>205</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Credit</td>
<td>16</td>
<td>Dean's List</td>
<td>27</td>
</tr>
<tr>
<td>Academic Dishonesty</td>
<td>29</td>
<td>Degree Requirements</td>
<td>34</td>
</tr>
<tr>
<td>Academic Penalties</td>
<td>27</td>
<td>Degrees</td>
<td>4</td>
</tr>
<tr>
<td>Academic Reinstatement</td>
<td>28</td>
<td>De LaSalle Language Institute</td>
<td>89</td>
</tr>
<tr>
<td>Academic Skills Center</td>
<td>39</td>
<td>Department Honors</td>
<td>27</td>
</tr>
<tr>
<td>Active Military Duty</td>
<td>18</td>
<td>Disability Services</td>
<td>40</td>
</tr>
<tr>
<td>Accounting</td>
<td>67</td>
<td>Disruptive Behavior</td>
<td>28</td>
</tr>
<tr>
<td>Accreditation</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission</td>
<td>7</td>
<td>Education</td>
<td>91</td>
</tr>
<tr>
<td>Advanced Placement (AP)</td>
<td>23</td>
<td>Electronic Publishing</td>
<td>189</td>
</tr>
<tr>
<td>Advanced Placement (SMU)</td>
<td>23</td>
<td>Elementary Education</td>
<td>93</td>
</tr>
<tr>
<td>Allied Health Programs</td>
<td>6, 55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>46</td>
<td>English</td>
<td>101</td>
</tr>
<tr>
<td>Art Studio (major)</td>
<td>46</td>
<td>Entrepreneurship Management</td>
<td>68</td>
</tr>
<tr>
<td>Athletics</td>
<td>43</td>
<td>Environmental Biology</td>
<td>54</td>
</tr>
<tr>
<td>Auditing Courses</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biochemistry</td>
<td>78</td>
<td>Field Exploration</td>
<td>39, 122</td>
</tr>
<tr>
<td>Biology</td>
<td>52</td>
<td>Final Examinations</td>
<td>31, 244</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>229</td>
<td>Financial Aid</td>
<td>11</td>
</tr>
<tr>
<td>Business</td>
<td>67</td>
<td>French</td>
<td>137</td>
</tr>
<tr>
<td>Calendar</td>
<td>224</td>
<td>General Education</td>
<td>34</td>
</tr>
<tr>
<td>Catalog Policy</td>
<td>2</td>
<td>GeoSpatial Services</td>
<td>224</td>
</tr>
<tr>
<td>Campus Ministry</td>
<td>42</td>
<td>Global Studies</td>
<td>183</td>
</tr>
<tr>
<td>Career Services</td>
<td>39</td>
<td>Grade Point Average</td>
<td>21</td>
</tr>
<tr>
<td>Change of Grade</td>
<td>20</td>
<td>Grade Reports</td>
<td>19</td>
</tr>
<tr>
<td>Chemistry</td>
<td>77</td>
<td>Grade Values</td>
<td>21</td>
</tr>
<tr>
<td>Chemistry Science Education</td>
<td>77</td>
<td>Graduate &amp; Professional Programs</td>
<td>226</td>
</tr>
<tr>
<td>Christ the Teacher Institute for Education</td>
<td>224</td>
<td>Graduate Registration</td>
<td>17</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>30</td>
<td>Graduation Rate</td>
<td>6</td>
</tr>
<tr>
<td>Classification of Students</td>
<td>16</td>
<td>Graduation Requirements</td>
<td>34</td>
</tr>
<tr>
<td>Coaching Courses</td>
<td>159</td>
<td>Graphic Design</td>
<td>46</td>
</tr>
<tr>
<td>College-Level Exam Program (CLEP)</td>
<td>24</td>
<td>Hendrickson Institute for Ethical Leadership</td>
<td>224</td>
</tr>
<tr>
<td>Computer Science</td>
<td>84</td>
<td>History</td>
<td>109</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>25</td>
<td>History/Social Studies (major)</td>
<td>110</td>
</tr>
<tr>
<td>Content Areas</td>
<td>35</td>
<td>Honors at Graduation</td>
<td>27</td>
</tr>
<tr>
<td>Copyright Law</td>
<td>31</td>
<td>Human Resource Management</td>
<td>69</td>
</tr>
<tr>
<td>Cores</td>
<td>34</td>
<td>Human Research</td>
<td>32</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>43</td>
<td>Human Services</td>
<td>186</td>
</tr>
<tr>
<td>Course Load</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Numbering</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Registration</td>
<td>17</td>
<td>Immaculate Heart of Mary Seminary</td>
<td>161, 175</td>
</tr>
<tr>
<td>Course Repeats</td>
<td>18</td>
<td>Incomplete Grades</td>
<td>20</td>
</tr>
<tr>
<td>Course Substitution/Waiver</td>
<td>31</td>
<td>Independent Study</td>
<td>31</td>
</tr>
<tr>
<td>Course Withdrawal</td>
<td>18</td>
<td>Individualized Major</td>
<td>38</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>22</td>
<td>Institutes</td>
<td>224</td>
</tr>
<tr>
<td>Credit for Experiential Learning (CEL)</td>
<td>22</td>
<td>International Baccalaureate (IB)</td>
<td>24</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>183</td>
<td>International Business</td>
<td>69</td>
</tr>
<tr>
<td>Cytogenetic Technology</td>
<td>56</td>
<td>International Student Admission</td>
<td>8</td>
</tr>
<tr>
<td>Cytotechnology</td>
<td>56</td>
<td>International Studies</td>
<td>118</td>
</tr>
<tr>
<td>Course</td>
<td>Page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internships</td>
<td>122</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>190</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>137</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lasallian Core Traditions Program</td>
<td>124</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lasallian Honors Program</td>
<td>126</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Sciences Education</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature with Writing Emphasis</td>
<td>103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liturgical Music (major)</td>
<td>146</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Majors</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major or minor after degree</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maryknoll Institute of African Studies</td>
<td>225</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass Communication</td>
<td>189</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>129</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>130</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Initial Requirement</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Technology</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military Duty</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Statement</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern/Classical Languages</td>
<td>137</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multidisciplinary Minors</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>145</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>146</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Industry</td>
<td>148</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Performance (major)</td>
<td>148</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuclear Medicine Technology</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Communication Requirement</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PACC</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass/No Credit Option</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pastoral &amp;Youth Ministry</td>
<td>216</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pastoral Studies</td>
<td>220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Path to Academic Success (PASS)</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Development</td>
<td>159</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>161</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education/Lifestyle</td>
<td>166</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education Requirement</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>167</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics Science Education</td>
<td>169</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plagiarism</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>195</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Secondary Enrollment Option (PSEO)</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Chemical Engineering</td>
<td>79, 174</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Dentistry</td>
<td>79, 174</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Law</td>
<td>175</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Medicine</td>
<td>174</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Physical Therapy</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Theology</td>
<td>175</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mission

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

Mission Statement

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

• The College integrates undergraduate education in the liberal arts with a residential experience to challenge and support students in their intellectual, spiritual, personal, and professional development.

• The Schools of Graduate and Professional Programs provides relevant and rigorous academic experiences for adult learners through an integration of practical, professional, and ethical education offered in dynamic and caring environments

• Enterprising outreach and consulting programs provide a wide range of services that promote individual growth and organizational development.

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

Vision

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

Approved by Board of Trustees, May 7, 2004
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 highly ranked in the National Survey of Student Engagement, which shows undergraduate satisfaction with a distinctive and superior college experience.

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 56 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, Oakdale 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
230 South LaSalle Street
Suite 7-500
Chicago, IL 60604-1411
(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 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)

Non-discrimination Statement
Saint Mary's University of Minnesota adheres to the principle that all persons have equal opportunity and access to admissions, 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. The following has been designated to handle inquiries regarding the university’s nondiscrimination policies:
  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 website at www.smumn.edu/studentrighttoknow.
SAINT MARY’S UNIVERSITY

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, Ext. 1700

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 admissions administration. 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 admission interview with appropriate staff.

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)
- 4 units of academic electives (religion, philosophy, or additional units of math, science, etc.)
- 2 units of language

APPLICATION PROCEDURE
Applicants must forward the following items to the office of admission:
1. Saint Mary’s University Application for Undergraduate Admission or Common Application
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 (optional)
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 admissions office. 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. Saint Mary’s has a residency requirement of 60 semester hours.

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.

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 transcripts, 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. The admissions office will gain approval from appropriate departments before readmission is granted.
TUITION AND FEES
Tuition, room and board, and fees for academic year 2011/12 are listed below; unless otherwise indicated, the fees listed cover both the fall and spring semesters.

$ 26,750  Comprehensive tuition (12-18 credits)
$  7,150  Room & board
$  330  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
$ 480  Additional room & board to live in Pines OR Hillside Residence Halls
$ 2,000  PASS Program
$ 895  Tuition per credit (below 12; over 18)
$ 447  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 (12% APR) 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 2011-2012 academic year aid package is based upon the income for the 2010 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 Direct loans, federal and state work study. Information about the various financial aid programs available through Saint Mary's University (need-based or merit awards) is available upon request from the admission or financial aid offices.

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

1. Calculate the percentage of the term completed (\( \frac{\text{# days completed}}{\text{# days in semester}} \times 100 \)). If greater than 60%, then no return of financial aid is required. If less than or equal to 60%, then proceed to step #2.
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 warning 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. Students should contact admissions 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
Harry J. Welch, Jr. Scholarship
Richard T. Wojcik ’60 Ethics in Business Scholarship

Endowed
James F. Bachmeier ’66 Memorial Scholarship
Alfred J. Bambenek Scholarship
Archbishop Binz Scholarship
Greg Brosig ’81 Memorial Scholarship
Mark Carey ’67 Memorial Scholarship
Christian Brothers Scholarship
Jerome W. Clark Memorial Scholarship
Class of 1954 Anniversary Scholarship
Class of 1957 Billings - Hickey Scholarship
Class of 1959 Scholarship
Class of 2005 Endowed Scholarship
Clifford-Hayes Endowed Scholarship
James ’69 and Marianne Coogan First-Generation Initiative 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 ’57 Scholarship
Clayton J. and Helen Dooley and Anthony and Irene Drovota Scholarship
Paul ’50 and Elaine Drack Family Scholarship
Brother Raphael Erler ’38 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. Floedstrom ’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, Jr. ’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
Oris & Evelyn Johnson-Jerry & Delilah Keenan Families Scholarship
Kelly Family Scholarship
Knights of Columbus Owatonna Council No. 945 Scholarship
David Kuhn ’80 Memorial Scholarship
Gerald ’63 and Lucia Labonte Scholarship
Lanoga Corporation Scholarship
Anton and Mary Ledworowski Scholarship
Thomas J. Linder ’81 Memorial Scholarship
Anne Locher ’97 Memorial Scholarship
Brother J. Raymond Long ’43 Scholarship
Brother Urban Lucken ’35 Scholarship
L. W. Mack ’66 Scholarship Fund
Paul T. Madigan ’55 Scholarship
Scholarships

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
Lottia Murbach Scholarship
Jack Nankivil Memorial Scholarship
Ochrymowycz Family Foreign Language Scholarship
Officer Denis O’Leary Scholarship
Joseph C. and Marie F. Page Memorial Scholarship
Gerald ’62 and Patricia Papenfuss Scholarship
John F. and Christine E. Parmer/John C. and Carolyn Noonan Parmer Scholarship
Phi Mu Alpha Sinfonia/Kevin P. O’Connell ’73 Scholarship
Brother Alphonsus Pluth ’39 Endowed Scholarship
Dominic and Rosina Polizzotto Memorial Scholarship
Robert J. Reardon Memorial Scholarship
Jean A. Joyce Regan Endowed Scholarship
Regan Sisters Scholarship
Douglas and Ruth Reardon Scholarship
Brother I. Basil Rothweiler Scholarship
Helen C. Semler Scholarship
Brother Charles Severin Scholarship
Sieve Family Scholarship
St. Jude Alumini 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 Wittgen Endowed Scholarship
Lawrence J. Wlazik ’73 Scholarship
Robert M. Woods Memorial Scholarship
James R. Young ’73 Memorial Scholarship

Annual
Charles and Ellora Alliss Educational Foundation Scholarship
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
John Paulson Jazz Scholarship
Regan Family Scholarship
The Rotary Club of Winona Service Above Self Scholarship
Rural Haiti Scholarship
Rwandan Student 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
Galileo Pooled Scholarship Fund
B.C. Gamble and P.W. Skogmo 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
UPS Foundation Scholarship
U.S. Bank Foundation Scholarship
Wells Fargo Foundation Minnesota Scholarship
Xcel Energy Foundation Scholarship
REGISTRATION AND ACADEMIC RECORDS

Academic Year
The undergraduate College academic calendar is divided into three semesters: the fall semester extends from late August until mid-December, the spring semester extends from mid-January until mid-May, and the summer semester extends 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 three-credit course will meet for 50 minutes three times a week, or 75 minutes two times a week or 150 minutes once a week.

Classification of Students
- 0-23 earned credits: First-Year
- 24-55 earned credits: Sophomore
- 56-86 earned credits: Junior
- 87+ earned credits: Senior

Course Load
The usual 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.

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

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

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

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

Department specific guidelines are maintained in the Office of the Vice President for Academic Affairs.
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.

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.

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. Graduate students pay the graduate tuition rate and are responsible for any course fees.

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 Withdrawal
A student must withdraw from a course for which the student is registered but does not plan to attend or complete. 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. A student may withdraw from a semester-length course up to the 12th week of the semester. 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. Withdrawal dates for short courses may also be obtained in the registrar’s office.
2. Students are limited to 18 credits of course withdrawals (W) during the time they are in residence at SMU pursuing a bachelor degree.
3. 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 their first semester are allowed to drop PD111 second semester.

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 office of 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 grade. If the student does not complete the course work within six months of his/her return to the university, the incomplete grade 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.

Withdrawal from the University
Students intending to withdraw from the university must complete a withdrawal form and have an exit interview with staff in the academic advising office. The following are policies regarding withdrawal from Saint Mary’s.
Registration and Academic Records

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 withdraw.
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.

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.

Pass/No Credit Option
Students may elect to take courses normally offered for a letter grade under the P/NC credit grading option. In such courses, the student receives either the grade of P for pass or NC for no credit. A grade of P is equivalent to a grade of C or higher. A grade of NC is equivalent to a grade of CD or lower. The following restrictions govern the use of this option:
1. A student may take no more than two such courses in any one semester and no more than eight courses in the total academic program.
2. General education courses or major/minor courses, with the exception of AP, IB, CLEP, field explorations or internships, cannot be taken P/NC without the approval of the office 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.

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 office of 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 academic warnings and penalties will apply, even though a new semester has already begun. Requests for an extension must be made to the office of 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 office of 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 office of 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 office of 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 office of the vice president for academic affairs may assign a grade of P (pass) or W (withdrawal). The office of the vice president for academic affairs may not change the grade in a manner other than as specified above.

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>
</tr>
<tr>
<td>BC</td>
<td>2.500</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>CD</td>
<td>1.500</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>Minimal Pass</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
<td>Failure</td>
</tr>
</tbody>
</table>
Registration and Academic Records

I   Incomplete
P   Pass (A, AB, B, BC, C)
NC  No Credit (CD, D, F)
AU  Audit
W   Withdrawal
X   Unauthorized withdrawal which computes as F in GPA

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

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 courses(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.
Registration and Academic Records

• Courses taken as upper division at the transfer institution will count as upper division credits at Saint Mary's even if a comparable Saint Mary's course is lower division. Courses taken as lower division at the transfer institution will count as lower division credits at Saint Mary's even if a comparable Saint Mary's course is upper division.

• The Saint Mary's registrar's office must receive an official transcript from the issuing institution. An official transcript is 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

Saint Mary’s University cannot control the acceptance of transfer credit by another college or university and not all credits are transferable. If a student intends to transfer Saint Mary’s credit to another institution, the student should contact that institution prior to beginning the course.

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.

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.

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) offers dual enrollment college credit to qualified secondary students in their participating high schools. These courses follow university approved syllabi and are taught by approved instructors in collaboration with SMU content area faculty members. For more specific information regarding PACC, including lists of participating high schools, available courses and instructions for registration, please visit the website at www.smumn.edu/pacc.

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 or books. Students who enroll in courses with a course fee will be billed at the beginning of the semester and are responsible to pay for those course fees. 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 or independent study courses. PSEO students must maintain a 3.000 cumulative GPA at Saint Mary’s University to be eligible to return for subsequent semesters.

Saint Mary’s University Advanced Placement
Incoming first-year students who choose not to participate in any of the above-mentioned advanced placement programs may apply directly to the appropriate department at Saint Mary’s University for advance credit through examination; students may receive up to a maximum of eight semester credits. The student should apply for advance credit at the time of matriculation and no later than the end of the first semester of attendance at SMU. A fee is charged for some examinations.

Students who complete one semester of study in French or Spanish with a final grade of at least B, will earn two 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 AP program, s/he may receive four 100-level credits. A maximum of eight credits may be earned through the AP program and/or SMU AP program.

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 chemistry 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>3</td>
<td>Elective credits</td>
</tr>
<tr>
<td>French Language</td>
<td>4</td>
<td>F141 Beginning Conversational 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>EC262 Macroeconomics</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>3</td>
<td>EC261 Microeconomics</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 physics 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 Conversational 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</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 art department</td>
</tr>
<tr>
<td>Studio Art 3-D Design</td>
<td>3</td>
<td>Determined by art department</td>
</tr>
<tr>
<td>U.S. Government &amp; Politics</td>
<td>3</td>
<td>PS102 American National Government</td>
</tr>
<tr>
<td>United States History</td>
<td>3</td>
<td>either H113 U.S. History to 1865 or H114 U.S. History since 1865</td>
</tr>
</tbody>
</table>
## Registration and Academic Records

### 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>
<tr>
<td>Analyzing &amp; Interpreting Literature</td>
<td>3</td>
<td>E175 Introduction to Literature</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>B110 Botany &amp; Zoology I (no lab)</td>
</tr>
<tr>
<td>Calculus</td>
<td>4</td>
<td>M151 Calculus I</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>Determined by chemistry department</td>
</tr>
<tr>
<td>College Algebra</td>
<td>0</td>
<td>NA; placement only</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>0</td>
<td>NA; placement only</td>
</tr>
<tr>
<td>English Composition with essay</td>
<td>3</td>
<td>E120 English Composition</td>
</tr>
<tr>
<td>English Composition without essay</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>English Literature</td>
<td>3</td>
<td>E175 Introduction to Literature</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>3</td>
<td>AC222 Concepts of Accounting</td>
</tr>
<tr>
<td>French, Level I</td>
<td>4</td>
<td>F141 Beginning Conversational French I</td>
</tr>
<tr>
<td>French, Level II</td>
<td>4</td>
<td>F142 Beginning Conversational French II</td>
</tr>
<tr>
<td>Freshman College Composition</td>
<td>0</td>
<td>NA; no credit</td>
</tr>
<tr>
<td>German, Level I</td>
<td>4</td>
<td>Elective credits</td>
</tr>
<tr>
<td>German, Level II</td>
<td>4</td>
<td>Elective credits</td>
</tr>
<tr>
<td>History/U.S. 1865-Present</td>
<td>3</td>
<td>H114 U.S. History since 1865</td>
</tr>
<tr>
<td>History/U.S. Early</td>
<td>3</td>
<td>H113 U.S. History to 1865 Colonization-1877</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>3</td>
<td>PY211 Developmental Psychology</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
<td>Elective credits</td>
</tr>
<tr>
<td>Info Systems &amp; Computer Ap</td>
<td>3</td>
<td>Elective credits</td>
</tr>
<tr>
<td>Intro Business Law</td>
<td>3</td>
<td>BU312 Business Law I</td>
</tr>
<tr>
<td>Intro Educational Psychology</td>
<td>3</td>
<td>Elective credits</td>
</tr>
<tr>
<td>Intro Psychology</td>
<td>3</td>
<td>PY111 General Psychology</td>
</tr>
<tr>
<td>Intro Sociology</td>
<td>3</td>
<td>S110 Sociological Imagination</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3</td>
<td>Elective credits</td>
</tr>
<tr>
<td>Precalculus</td>
<td>0</td>
<td>NA; placement only</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>EC262 Principles of Macroeconomics</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>3</td>
<td>MG219 Principles of Management</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>3</td>
<td>MK217 Principles of Marketing</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>3</td>
<td>EC261 Principles of Microeconomics</td>
</tr>
<tr>
<td>Social Sciences &amp; History</td>
<td>3</td>
<td>Elective credits</td>
</tr>
<tr>
<td>Spanish, Level I</td>
<td>4</td>
<td>SP141 Beginning Conversational Spanish I</td>
</tr>
<tr>
<td>Spanish, Level II</td>
<td>4</td>
<td>SP142 Beginning Conversational Spanish II</td>
</tr>
<tr>
<td>Western Civ. I Ancient Near East-1648</td>
<td>3</td>
<td>H111 Global History to 1500</td>
</tr>
<tr>
<td>Western Civ. II 1648-Present</td>
<td>3</td>
<td>H112 Global History since 1500</td>
</tr>
</tbody>
</table>

### 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.
### IB Course

<table>
<thead>
<tr>
<th>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 chemistry department</td>
</tr>
<tr>
<td>Classical Languages</td>
<td>3</td>
<td>Elective credits</td>
</tr>
<tr>
<td>Computer Sciences</td>
<td>3 or 4</td>
<td>Determined by computer science 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 business 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>
<tr>
<td>Hebrew</td>
<td>3</td>
<td>Elective credits</td>
</tr>
<tr>
<td>History of Africa</td>
<td>3</td>
<td>Elective credits</td>
</tr>
<tr>
<td>History of the Americas</td>
<td>3</td>
<td>Elective credits</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>3</td>
<td>Elective credits</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</td>
<td>4</td>
<td>F141 Beginning Conversational French</td>
</tr>
<tr>
<td>&amp; Standard Level)</td>
<td></td>
<td>Elective credits</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>Elective credits</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 Conversational Spanish I</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 or 4</td>
<td>Determined by mathematics 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 social science 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 art department</td>
</tr>
</tbody>
</table>

### Official Transcript

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.

### Official Notices

Official notices are sent via e-mail and/or distributed to student mailboxes in the Toner Student Center. When a notice is communicated to students in either of these ways, it has been officially communicated. Students should check their SMU e-mail accounts and their campus mail boxes often so they do not miss official notices.

### 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
Registration and Academic Records

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 it 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.

• 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.
ACADEMIC POLICIES & PROCEDURES

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 nine 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.

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 if the current level of performance continues.
Academic Policies and Procedures

**Academic Probation**
A full-time student is placed on academic probation if the cumulative GPA is:
1. below 1.600 at end of first semester;
2. below 1.750 at end of second semester;
3. below 1.900 at end of third semester; or
4. below 2.000 at end of any subsequent semester.

Students must improve their GPA in the following semester to above the probation level 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 be 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 office of the vice president for academic affairs that readmission is appropriate and the vice president agrees, 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.

**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 office of 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 office of 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 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, and self-plagiarism (turning in for new credit your own work from a previous class without authorization).

- **Fabrication** is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. Examples include: the citation of information not taken from the source indicated; submission in a lab report of falsified, invented or fictitious data; 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 misrepresented 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.

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 office of 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 office of 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 office of 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.

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.
- 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.
  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 director of academic advising, 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.

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. Post Secondary Enrollment Option (PSEO) students are not eligible for independent study courses. 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 adjust 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.

Copyright Law
Copyright is a form is protection provided by the laws of the United States (title 17, U.S. Code) to the creators of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other 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 original work, to distribute the work to the public, to perform or display the work publicly, and, for sound recordings, to perform the work publicly by means of digital or audio transmission.
Academic Policies and Procedures

All employees and students of Saint Mary's University must conduct their activities, including, but not limited to, any research or writing activities, in such a fashion as to meet and comply with all the requirements of U.S. copyright laws. Violations of copyright laws could subject a student or employee to civil and criminal penalties as well as disciplinary action under university policies.

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.

Declaring a Major
A major is a sequence of courses clustered within a particular discipline or set of disciplines, which includes both lower- and upper-division courses and which is offered by a department.

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 must achieve at least a 2.000 GPA in all courses taken in the department and major field at Saint Mary's University. Courses taken means all courses attempted, including those in which the student received grades of F or X.

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 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 interconnected communities.
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 each minor.

**Application for Graduation and Commencement**

Degrees are awarded in May, August, and December; there is one commencement ceremony in May. An application for graduation and commencement 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 application for graduation and commencement 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 end of the semester.

**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.
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 four semester credits of music ensembles toward the minimum graduation requirement of 122 semester credits;
8. Apply no more than four semester credits of 100 and 200-level music lessons toward the minimum graduation requirement of 122 semester credits;
9. Apply no more than four 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.

General Education

The Cores

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

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

Lasallian Core Traditions Program

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

**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.

**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.

<table>
<thead>
<tr>
<th>Aesthetics (AE)</th>
<th>H112</th>
<th>American-East Asian Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID160 and one course from:</td>
<td>H315</td>
<td>The Early Middle Ages</td>
</tr>
<tr>
<td>AR101 Art Appreciation</td>
<td>H321</td>
<td>The High Middle Ages</td>
</tr>
<tr>
<td>AR103 Art Foundations I</td>
<td>H322</td>
<td>Modern China</td>
</tr>
<tr>
<td>AR122 Drawing I</td>
<td>SP331</td>
<td>Civilization/Culture Spain</td>
</tr>
<tr>
<td>AR211 Ceramics</td>
<td>SP332</td>
<td>Civilization/Culture Latin America</td>
</tr>
<tr>
<td>AR260 Introduction to Italian Art and Culture</td>
<td>TA221</td>
<td>History of Theatre I: Origins-Renaissance</td>
</tr>
<tr>
<td>AR370 Philosophy of Art</td>
<td>TA321</td>
<td>History of Theatre II: Enlightenment-Romanticism</td>
</tr>
<tr>
<td>AR371 Art History I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU150 Experiencing Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU171 Piano Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU255 Jazz History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU341 Music History I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU342 Music History II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH370 Philosophy of Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA160 Theatre Appreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA302 Modern Movies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cultural Traditions (CT)**

<table>
<thead>
<tr>
<th>Faith Traditions One (FT1)</th>
<th>One course from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from:</td>
<td>TH112</td>
</tr>
<tr>
<td>AN300 Introduction to Anthropology</td>
<td>TH113</td>
</tr>
<tr>
<td>F331 French Civilization/Culture</td>
<td>TH114</td>
</tr>
<tr>
<td>F332 Francophone Societies</td>
<td>TH115</td>
</tr>
<tr>
<td>F447 La Littérature Engagée</td>
<td></td>
</tr>
<tr>
<td>GE305 Introduction to Geography</td>
<td></td>
</tr>
<tr>
<td>H111 Global History to 1500</td>
<td></td>
</tr>
<tr>
<td>H112 Global History Since 1500</td>
<td></td>
</tr>
<tr>
<td>H113 U.S. History to 1865</td>
<td></td>
</tr>
<tr>
<td>H114 U.S. History Since 1865</td>
<td></td>
</tr>
<tr>
<td>H151 American History for Education Majors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Systems (HS)</th>
<th>One course from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from:</td>
<td>CJ111</td>
</tr>
<tr>
<td>AN300 Introduction to Anthropology</td>
<td>EC261</td>
</tr>
<tr>
<td>F331 French Civilization/Culture</td>
<td>HS111</td>
</tr>
<tr>
<td>F332 Francophone Societies</td>
<td>MC111</td>
</tr>
<tr>
<td>F447 La Littérature Engagée</td>
<td>PS102</td>
</tr>
<tr>
<td>GE305 Introduction to Geography</td>
<td></td>
</tr>
<tr>
<td>H111 Global History to 1500</td>
<td></td>
</tr>
<tr>
<td>H112 Global History Since 1500</td>
<td></td>
</tr>
<tr>
<td>H113 U.S. History to 1865</td>
<td></td>
</tr>
<tr>
<td>H114 U.S. History Since 1865</td>
<td></td>
</tr>
<tr>
<td>H151 American History for Education Majors</td>
<td></td>
</tr>
</tbody>
</table>
Academic Curriculum

PS304 Political and Social Thought I
PS305 Political and Social Thought II
PY111 General Psychology
PY220 Abnormal Psychology
S110 Sociological Imagination
S304 Political and Social Thought I
S305 Political and Social Thought II

Literature (LI)
One course from:
E175 Introduction to Literature
E300 Dimensions of Literature
E333 Shakespeare
F443 French/Francophone Novel
F445 French/Francophone Theater
F446 French/Francophone Poetry
SP443 Medieval/Renaissance Spanish Literature
SP444 18th-20th Century Spanish Literature
SP445 Latin American Lit. through the 18th Century
SP446 19th-20th Century Latin American Literature

Moral Traditions (MT)
One course from:
PH202 Philosophy in Our World
PH305 Health Care Ethics
PH343 Contemporary Ethical Issues
PH345 Philosophy of the 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 with Laboratory
B120 Botany & Zoo. II & B121 Botany & Zoo. II Lab.
B210 Current Scientific Issues
B350 Heredity and Society
C110 World of Materials with Laboratory
P111 The Earth and the Solar System
P113 Physics of Sound and Music
P121 Astronomy: The Stars and Beyond
P155 Foundations of Physics

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 Mathematical Concepts II: Geometry
M149 Calculus with Precalculus II
M151 Calculus I
ST132 Reasoning with Statistics
ST232 Introduction 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 or Saint Mary's 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
AR371 Art History I
AR461 Art Seminar I
B412 Molecular Biology with Laboratory
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 and Monetary Issues
ED301 School and Society
F306 Advanced French Composition
H270 Historical Thinking
H370 Research and Writing
H470 Senior Thesis I
H471 Senior Thesis II
LCT225 Perspectives on the Good Human Life
LH405 Modernity in Dialogue with Catholicism
M491 Senior Seminar
MC201 Reporting I
MC301 Reporting II
MC331 Reporting Governmental Affairs
MG315 Entrepreneurship
MG336 Human Resource Management
MK371 Professional Selling and Sales Management
MU341 Music History I
MU392 Music Business
P390 Advanced Laboratory I
PH402 Senior Thesis
PS242 Logic of Analysis

36
PS317  International Political Economy
PS342  Field Methods
PY370  Personality Psychology
PY490  Research: Data Collection
PY498  Internship Integration
S250   Logic of Analysis
S350   Field Methods
SP306  Advanced Spanish Composition
TA475  Dramatic Theory and Research
TH400  Christology

B. E220 Argumentative and Research Writing and one additional upper division course chosen from:
AC428  Advanced Accounting
AR371  Art History I
AR461  Art Seminar I
B412   Molecular Biology with Laboratory
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 and Monetary Issues
ED301  School and Society
F306   Advanced French Composition
H370   Research and Writing
H470   Senior Thesis I
H471   Senior Thesis II
lh405  Modernity in Dialogue with Catholicism
M491   Senior Seminar
MC301  Reporting II
MC331  Reporting Governmental Affairs
MG315  Entrepreneurship
MG336  Human Resource Management
MK371  Professional Selling and Sales Management
MU341  Music History I
MU392  Music Business
P390   Advanced Laboratory I
PH402  Senior Thesis
PS317  International Political Economy
PS342  Field Methods
PY370  Personality Psychology
PY490  Research: Data Collection
PY498  Internship Integration
S350   Field Methods
SP306  Advanced Spanish Composition
TA475  Dramatic Theory and Research
TH400  Christology

Oral Communication Requirement
Complete two courses coded for oral communication; either:
TA101 Oral Communications and LCT140 First-Year Seminar or
LH105 Origins of Human Thought and Culture and
LH455 Lasallian Honors Capstone

Critical Thinking Requirement
The Critical Thinking Requirement is satisfied within the major.

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

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, history, mathematics and statistics, modern/classical languages, music, and physics.

School of Humanities & Sciences
Biology Department
Biology
Biology Clinical Laboratory Science/Medical Technology
Biology Cytogenetic Technology
Biology Cytotechnology
Biology Nuclear Medicine Technology
Biology Pre-Physical Therapy
Environmental Biology
Life Sciences Education
Chemistry Department
Biochemistry
Chemistry
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.
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.

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.

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
Academic Resources

students in developing a general perspective of life/work planning, as well as evaluating and effectively implementing specific job search strategies.

Some of the many services and resources available through career services are:
• Self-assessment tools to assist with choosing a major and developing career plans
• Information on majors and careers
• Resume, cover letter, and interviewing workshops and informational handouts
• Career and job fairs
• Career Exploration class (PD101)
• Job Search Strategies class (PD201)
• Opportunities to meet and network with SMU alumni
• Career development events
• Listings of full-time and part-time job openings
• Graduate school and professional school information
• Individual appointments

Students are encouraged to visit career services staff early in their college career to develop the most effective career path. Questions regarding career services should be directed to the director of career services.

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 accommodations. The disability services coordinator in consultation with appropriate faculty members, as necessary, will determine the specific academic accommodations 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 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.

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.

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.
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.

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 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 director of student activities, leadership 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, International Showcase, 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 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.
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 diversify 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

Minor offered:
Art

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 major 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 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, graphic design students 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 InDesign.

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
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
Art 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. Prerequisite: 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 aesthetics of graphic
design. This course is taught on the computer using the most widely used software applications in
publishing and printing. Prerequisite: AR103.

**AR304 Typography**  
3 credits  
Typography is a study of the design and intelligent use and layout of the characters of our alphabet.  
The course 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: AR303.

**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. 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, CDs 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, 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. Recommended: AR371.

AR380-389  Special Topics in Art  1-4 credits
Designed to permit instruction in specialized fields of art, explore new topics and utilize the expertise of the faculty and other resource persons.

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. Recommended: AR371.

AR410  Web Design  3 credits
Web Design is a study of both the technical and design aspects of web and multimedia design. It is an introduction to HTML, ActionScript, HTML forms, CSS (cascading style sheets), and the current versions of Adobe Dreamweaver, Flash, and Fireworks. Images are manipulated and prepared in Photoshop. Students also learn how to create image galleries, design, and organize information for ease of navigation, and learn what makes a website into an effective communication or marketing tool. Prerequisites: AR122 and AR303.

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.

AR475-480  Special Topics in Art  1-4 credits
AR496/497  Art Internship  1-17 credits
An off-campus internship may be arranged for qualified students with graphic design studios, independent artists, or publishing or printing companies.
Biology

Philip A. Cochran, Ph.D., Chair

The goal of the biology department is to promote the discovery and transmission of biological knowledge. The department is committed to teaching and to 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, pharmacy, 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 Health Majors:

Biology Clinical Laboratory Science/Medical Technology
Biology Cytogenetic Technology
Biology Cytotechnology
Biology Nuclear Medicine Technology
Biology Pre-Physical Therapy
Minors Offered:
Biology
Environmental Biology

Biology Core:
All of the following (either M148 and M149 or M151):
B110 Botany and Zoology I
B111 Botany and Zoology I Laboratory
B120 Botany and Zoology II
B121 Botany and Zoology II Laboratory
C131 General Chemistry I
C133 General Chemistry I Laboratory
C321 Organic Chemistry I
C323 Organic Chemistry I Laboratory
M148 Precalculus with Calculus I
M149 Precalculus with Calculus II
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 with Laboratory
B310 Genetics with Laboratory
B311 Cell Biology with Laboratory
B313 Physiology with Laboratory
B392 Biometrics
B409 Biochemistry with Laboratory
B412 Molecular Biology with Laboratory
B492 Experimental Planning
B493 Research and Thesis
P201 Introductory Physics I
P202 Introductory Physics I Laboratory

Recommended elective courses:
B305 Human Anatomy with Laboratory
B322 Developmental Biology
B340 Limnology with Laboratory
B434 Microbiology with Laboratory
B435 Immunology with Laboratory
B450 Radiation Biology
B479 Environmental Toxicology with Laboratory
C142 General Chemistry II*
C144 General Chemistry II Laboratory*
C322 Organic Chemistry II with Laboratory*
CS102 Introduction to Computer Applications
P211 Introductory Physics II*
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 with Laboratory
   B310 Genetics with Laboratory
   B315 GIS Theory & Application with Laboratory
   B323 Plant Communities & Taxonomy with Laboratory
   B340 Limnology with Laboratory
   B392 Biometrics
   B460 Sustainable Resource Management
   B461 Environmental Seminar
C. One of the following:
   B313 Physiology with Laboratory
   B380 Earth Science with Laboratory
   B434 Microbiology with Laboratory
D. One of the following:
   B384 Pollution Ecology with Laboratory
   B385 Freshwater Ecology with Laboratory
E. Section E or F
   B494 Environmental Experience (off campus)
F. Section E or F
   All of the following:
   B492 Experimental Planning
   B493 Research and Thesis

Recommended elective courses:
   B371 Ornithology with Laboratory
   B465 Herpetology with Laboratory
   B475 Ichthyology with Laboratory
   B490 Fisheries Biology with Laboratory
   B491 Wildlife Ecology and Management with Laboratory
   C142 General Chemistry II
   C144 General Chemistry II Laboratory
   C322 Organic Chemistry II with Laboratory
   P201 Introductory Physics I
   P202 Introductory Physics I Laboratory
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 Laboratory
B120 Botany and Zoology II
B121 Botany and Zoology II Laboratory
B301 Ecology with Laboratory
B305 Human Anatomy with Laboratory
B310 Genetics with Laboratory
B311 Cell Biology with Laboratory
B313 Physiology with Laboratory
B434 Microbiology with Laboratory
B492 Experimental Planning
B493 Biology Research and Thesis
C131 General Chemistry I
C133 General Chemistry I Laboratory
C142 General Chemistry II
C144 General Chemistry II Laboratory
M151 Calculus I
P111 The Earth in the Solar System
P201 Introductory Physics I
P202 Introductory Physics I Laboratory
P211 Introductory Physics II
P212 Introductory Physics II Laboratory

B. Required education course work

Recommended elective courses:

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

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
   - B412 Molecular Biology
   - 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, B305, or B434):
   - B301 Ecology
   - B305 Human Anatomy
   - B434 Microbiology
   - B492 Experimental Planning
   - B493 Research and Thesis

Recommended elective courses; an asterisk (\(\ast\)) indicates courses that may be especially helpful:
   - B306 Medical Terminology
   - B409 Biochemistry
   - B450 Radiation Biology
   - C322 Organic Chemistry II\(\ast\)

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 Cytotechnology Major (59 credits):**
The cytotechnology program is a four-year program designed to provide the student with a bachelor of arts degree with a major in biology cytotechnology. Saint Mary's University is affiliated with the cytotechnology training program at the Mayo School of Health 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
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
   B409 Biochemistry*
   B412 Molecular Biology
   B450 Radiation Biology

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. Of these 90 credits, 30 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*
   - B409 Biochemistry*
   - B412 Molecular Biology
   - B450 Radiation Biology

**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. Of these 90 credits, 30 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 D 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  
   CS102  Introduction to Computer Applications  
   P201  Introductory Physics I  
   P202  Introductory Physics I Lab  
   P211  Introductory Physics II  
   P212  Introductory Physics II Lab  
   P250  Radiation Physics  
C. One of the following:  
   PH305  Health Care Ethics  
   PH343  Contemporary Ethical Issues  
   PH346  Ethical Issues in Science  
D. Section D or E  
   Clinical Training (minimum 32 semester credits)  
E. Section D or E  
   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  
   B409  Biochemistry  
   B412  Molecular Biology  
   B435  Immunology*  
   C322  Organic Chemistry II  
   CO156  CPR/AED for the Professional Rescuer and First Aid  

**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
   - CS102 Introduction to Computer Applications
   - P201 Introductory Physics I
   - P202 Introductory Physics I Lab
   - P211 Introductory Physics II
   - P212 Introductory Physics II Lab

C. 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
   - CO156 CPR/AED for the Professional Rescuer and First Aid
   - 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. Thirteen 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. Thirteen additional credits, which may not include courses specifically designed for non-science majors.

**Department Courses**

**B105 Environmental Biology with Laboratory**
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 with Laboratory  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 with Laboratory  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 with Laboratory  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 with Laboratory  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).

B313  Physiology with Laboratory  4 credits
This course explores the functions of the body systems of humans. The interrelationships of organsystems 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 with Laboratory  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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B322</td>
<td>Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of mostly animal development from genetic and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>molecular perspectives. A brief account of embryology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>is followed by gametogenesis, fertilization, embryogenesis,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and organogenesis. All topics are covered with emphasis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>upon differentiation. Class meets weekly for three hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of lecture/discussion. Offered in alternate spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>semesters. Prerequisites: B110/111, B120/121, and B310.</td>
<td></td>
</tr>
<tr>
<td>B323</td>
<td>Plant Communities and Taxonomy with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A course that combines collection and identification of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>local terrestrial and aquatic plants with a survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and analysis of plant communities. Two lectures and one</td>
<td></td>
</tr>
<tr>
<td></td>
<td>laboratory period or field trip per week. Offered fall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>semester. Prerequisites: B110/111, B120/121 and B301.</td>
<td></td>
</tr>
<tr>
<td>B340</td>
<td>Limnology with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Lecture emphasis is placed on physical and chemical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>principles and their interpretation. Attention is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>given to taxonomy, adaptations, distributions and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>abundance of organisms. Lab and field studies must</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emphasize techniques and aquatic environmental</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assessment. Three hours of lecture/discussions and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>one three-hour lab/field study weekly. Offered spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>semester. Prerequisite: B301.</td>
<td></td>
</tr>
<tr>
<td>B350</td>
<td>Heredity and Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course is open to non-biology majors only. In-depth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>coverage and discussion of topics that show how many of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the contemporary social problems are related to the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>basic concepts of heredity. Some of the relevant bio-social</td>
<td></td>
</tr>
<tr>
<td></td>
<td>problems considered are human reproduction, carcinogens,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mutagens, genetic syndromes, chromosome abnormalities,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>aging, inbreeding, the genetic basis of behavior, genetic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>engineering, genetic screening, genetic counseling, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bioethics. The course meets for three lectures weekly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered spring semester.</td>
<td></td>
</tr>
<tr>
<td>B370</td>
<td>International Experience in Field Biology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course involves the study of the ecology of another</td>
<td></td>
</tr>
<tr>
<td></td>
<td>country. A series of lectures on natural history,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ecological communities and environmental issues is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>followed by a guided study tour to allow students to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>observe firsthand the landscapes, culture and wildlife of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the region. This course is offered in the summer only. A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>travel fee for the study tour is required. Prerequisite:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B301.</td>
<td></td>
</tr>
<tr>
<td>B371</td>
<td>Ornithology with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course examines birds from aspects of ecology,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>behavior, taxonomy, physiology, and identification.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two one-hour lecture/discussion sessions and one three-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hour lab/field trip each week. Offered in alternate fall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>semesters. Prerequisite: B301.</td>
<td></td>
</tr>
<tr>
<td>B375</td>
<td>Natural History Field Trip</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>This course combines lectures and a study tour to examine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>geological features and ecological communities in a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>selected region within the continental U.S.A. that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>is accessible during a 7-10 day trip (e.g., the Ozark</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mountains or the Everglades). The class may stay at</td>
<td></td>
</tr>
<tr>
<td></td>
<td>campgrounds or other rustic accommodations during the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>trip. A travel fee for the study tour is required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite: B301.</td>
<td></td>
</tr>
<tr>
<td>B380</td>
<td>Earth Science with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This lecture and lab course introduces students to the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Earth's dynamic systems. An overview of physical geology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>is first presented. The class then examines specific</td>
<td></td>
</tr>
<tr>
<td></td>
<td>processes of erosion, transport and deposition and the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>resultant land forms that are produced. Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>geomorphological processes are also discussed. Throughout</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emphasis is placed on the inter-relatedness of these</td>
<td></td>
</tr>
<tr>
<td></td>
<td>processes, and how they may impact and be altered by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>humans. Two lectures and one three-hour lab per week.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered in alternate fall semesters.</td>
<td></td>
</tr>
<tr>
<td>B384</td>
<td>Pollution Ecology with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course involves an examination of major pollutants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and their sources; ecological, health, and economic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>effects; and control technology. Class sessions emphasize</td>
<td></td>
</tr>
<tr>
<td></td>
<td>industry, transportation, agriculture</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

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

**B409 Biochemistry with Laboratory** 4 credits
The principal 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).

**B412 Molecular Biology with Laboratory** 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. Offered fall semester. Also offered as C412. Prerequisites: B110/111, B120/121, B310, B311 and C321 (B311 and C321 may be concurrent with consent of instructor).

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

**B435 Immunology with Laboratory** 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. Prerequisites: B110/111, B120/121, and C321. Recommended: B310, B311, B412.

**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. Prerequisites: B110/111 and B120/121. B310 is strongly recommended.
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 with Laboratory  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 with Laboratory  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 with Laboratory  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 with Laboratory  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 with Laboratory  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
Biology

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

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

Minors Offered:
Accounting
Economics
Entrepreneurship
General Business
Sport Business

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
Business

MG219 Principles of Management
MK217 Principles of Marketing
PH362 Business Ethics

B. Mathematics: one of the following (either M148 and 149 or M151):
M145 Finite Mathematics
M148 Precalculus with Calculus I
M149 Precalculus with Calculus II
M151 Calculus I

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:
   BU345 Entrepreneurial Finance for Small Businesses
   MG315 Entrepreneurship
   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
An internship or a course approved by the department chair and department advisor.

**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 resource management 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, Finance, and Monetary Issues
   - MG337 Sport Project Management
   - MG410 International Management
   An internship or a course approved by the department chair and department advisor.

**International Business Major (51 credits):**
The international business major is designed to prepare students for international careers with domestic, multinational, and foreign business concerns. A grounding in general business concepts is combined with advanced study of issues affecting the global marketplace. Course work emphasizes understanding of cultural diversity, international business practices, and unique problems associated with operating a multinational business in a cross-cultural context. Study abroad and proficiency in at least two languages are highly desirable for this major.

A. and B. Business Core
C. All of the following:
   - EC440 International Trade, Finance, and Monetary Issues
   - MG410 International Management
   - MK430 International Marketing
D. Six additional credits approved by the department chair and 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 Entrepreneurship
   - MK333 Sport Marketing
   - MK360 Consumer Behavior
   - MK430 International Marketing
Sports 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:
   BU469 Business Capstone Project
   MG315 Entrepreneurship
   MG409 Production and Operations Management
   MK371 Professional Selling and Sales Management
   MK372 Advertising and Promotion
   MK411 Marketing Research
   An internship or a course approved by the department chair and department advisor.

Accounting Minor (18 credits):
A. All of the following:
   AC222 Accounting Concepts
   AC223 Financial Accounting Principles
   AC221 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 Entrepreneurship
   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
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
   - MK217 Principles of Marketing
   - MK333 Sport Marketing

The entrepreneurship, general business or sport business minors are not allowed with any business major.

Department Courses

AC222 Accounting Concepts 3 credits
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 3 credits
This course is a study of financial accounting practices including information gathering, processing, recording, and reporting. Topics include the accounting cycle, current assets and liabilities, noncurrent assets and liabilities, equity, revenues, and expenses. Prerequisite: AC222.

AC320 Federal Tax 3 credits
Recommended for all business majors, this course considers income tax concepts and income tax law as it applies to individuals and corporations. Prerequisites: AC222 and M145.

AC321 Intermediate Accounting I 3 credits
A comprehensive study of selected financial accounting topics, the course considers financial statements, short-term receivables and payables, inventories, plant assets, intangible assets, depreciation, current liabilities, contingencies and long-term liabilities. Similarities and differences between U.S. generally accepted accounting principles and international financial reporting standards are considered throughout the course. Prerequisites: AC222 and M145.

AC322 Intermediate Accounting II 3 credits
A continuation of AC321, this course involves a study of financial accounting in the areas of stockholders’ equity, revenues, taxes, pensions, leases, statement of cash flows, financial statement analysis and full disclosure. Prerequisite: AC321.

AC324 Cost Accounting 3 credits
The systems of cost accounting are studied as they apply to both manufacturing and service organizations. Topics include job order and process cost systems, budgeting, and other selected accounting topics which are used in management decision-making. Prerequisites: AC222 and M145.

AC325 Accounting Information Systems 3 credits
Systems consist of methods and procedures established by management for accomplishing and documenting business tasks. This course covers the systems created and monitored by management in order to provide reasonable assurance that company operations are effective and efficient, financial
Business reporting methods are reliable, and the company is complying with laws and regulations pertaining to it. Prerequisite: AC321.

AC426 Auditing 3 credits
This course is designed to provide the student with a basic understanding of audit theory and practice. Emphasis is placed on applying audit theories and procedures in the examination of an organization's financial statements by a certified public accountant. Prerequisites: AC322 and AC325.

AC427 Governmental and Not-For-Profit Accounting 3 credits
The course covers accounting and financial reporting issues of governmental agencies at the local and state levels, federal government agencies, and the federal government as a whole. Non-governmental, not-for-profit organizations which must demonstrate accountability for financial and operational performance to providers of their resources are also examined. Prerequisite: AC321.

AC428 Advanced Accounting 3 credits
The course includes a study of business combinations, a survey of international accounting, and partnership accounting. Prerequisite: AC322.

AC460-469 Special Topics in Accounting 1-3 credits
The topics for these courses vary according to the needs and interests of accounting majors. Topics may include corporate taxation, accounting theory, computer applications, and forensic accounting.

AC496/497 Internship: Accounting 1-17 credits
An opportunity for qualified juniors or seniors to participate in a field experience under the guidance and supervision of competent professionals.

BU215 Business Statistics 3 credits
Statistical techniques which are commonly used in all areas of business are studied. Topics include descriptive statistics, probability and probability distributions, hypothesis testing, regression, and 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 granted for this course and any of the following: B392, ST132 or ST232.

BU285 International Business Environment 3 credits
An introduction to the international business environment, including cultures, ethics, economics, geography, and legal systems, associated with our global society. The course serves as a foundation for international business majors and as a survey course for other business majors. Prerequisite: mathematics competency.

BU312 Business Law I 3 credits
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.

BU341 Corporate Finance 3 credits
The goal of corporate financial management is to maximize the wealth of the stockholders. Decisions regarding risk and return, the management of current assets and current liabilities, and capital budgeting are examined in view of this goal. Students are also introduced to the stock market and other financial institutions and systems. Prerequisites: AC222 and either EC261 or EC262.

BU345 Entrepreneurial Finance for Small Business 3 credits
This course examines the financial aspects of opening and operating a small business. Special attention
is paid to financial analysis, budgeting, forecasting, and capital budgeting. The course focuses on sole
proprietorships, partnerships, and small private corporations. Prerequisites: CS102 and MG315.

BU413  Business Law II  3 credits
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
An opportunity for qualified juniors or seniors to participate in a field experience under the guidance
and supervision of competent professionals.

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.
### Business

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC368</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Students study the stock markets, bond markets, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>commodity markets. The course emphasizes both</td>
<td></td>
</tr>
<tr>
<td></td>
<td>personal investing and professional opportunities as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>investment counselors. Prerequisites: BU341 and M145.</td>
<td></td>
</tr>
<tr>
<td>EC440</td>
<td>International Trade, Finance and Monetary Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An intermediate course examining the forces which</td>
<td></td>
</tr>
<tr>
<td></td>
<td>determine the competitive conditions and trade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>patterns in the global economy. Representative topics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are monetary issues, balance of payments, capital</td>
<td></td>
</tr>
<tr>
<td></td>
<td>movements and capital markets. Prerequisites: BU285</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and BU341.</td>
<td></td>
</tr>
<tr>
<td>EC460-469</td>
<td>Advanced Special Topics in Economics and Finance</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>The topics for these courses vary according to the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>needs and interests of students. Topics may include</td>
<td></td>
</tr>
<tr>
<td></td>
<td>economic problems, trade in balance, international</td>
<td></td>
</tr>
<tr>
<td></td>
<td>economics, quantitative economics, international</td>
<td></td>
</tr>
<tr>
<td></td>
<td>finance and more advanced investment topics.</td>
<td></td>
</tr>
<tr>
<td>MG219</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This first course in management stresses an</td>
<td></td>
</tr>
<tr>
<td></td>
<td>understanding of the management functions as an</td>
<td></td>
</tr>
<tr>
<td></td>
<td>integral part of the business organization. Attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>is given to planning, leading, organizing, controlling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and other aspects of the managerial process. Prereq-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>uisite: mathematics competency.</td>
<td></td>
</tr>
<tr>
<td>MG315</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course examines management practices unique to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the small business environment and also provides a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>first look and overview of entrepreneurship. Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>work examines the importance of entrepreneurship to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>market economies; other topics include developing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ideas for new business ventures, formation and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>financing of new business ventures, and managing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>growth through the early years of operation. In</td>
<td></td>
</tr>
<tr>
<td></td>
<td>addition, students write a detailed business plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>based upon an idea of their choosing. Prerequisites:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC222, M145, MG219, and MK217; consent of instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for non-departmental majors.</td>
<td></td>
</tr>
<tr>
<td>MG317</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course examines the opening and operation of a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>small business. The course explore the dimensions and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elements of small business management; concepts,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>methodologies, strategies, and structures. Upon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>completion of the course, the student is able to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>apply management, marketing, finance techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to successfully manage a small business. During the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>semester, the student has the opportunity to work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with a simulation, case studies, or a small business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>owner. Prerequisite: MG315.</td>
<td></td>
</tr>
<tr>
<td>MG332</td>
<td>Sport Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course offers a foundation of sport management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>concepts, skills and techniques. The course also</td>
<td></td>
</tr>
<tr>
<td></td>
<td>focuses on the area of leadership. Students develop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>their leadership, decision-making, organization, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>management skills for their role in sport</td>
<td></td>
</tr>
<tr>
<td></td>
<td>administration. Topics to be discussed include</td>
<td></td>
</tr>
<tr>
<td></td>
<td>program development, leadership development,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conflict resolution, facility management, fiscal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>management, liability and risk management, and public</td>
<td></td>
</tr>
<tr>
<td></td>
<td>relations. Prerequisite: MG219.</td>
<td></td>
</tr>
<tr>
<td>MG334</td>
<td>Sport Facilities and Event Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The course provides a strategic business perspective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of sport and facility management. It includes the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>essentials of facility planning, design, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>construction in addition to facility operations,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>systems, and maintenance. The course addresses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>financial and legal issues involved in managing a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sport or entertainment facility. Prerequisites: AC222</td>
<td></td>
</tr>
<tr>
<td></td>
<td>, MG219, and MK217.</td>
<td></td>
</tr>
<tr>
<td>MG335</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course aids student understanding of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>individual, team, and organizational processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>through direct application and analysis of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>organizational models and practices. Student learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>focuses on the behavior of people at work: acting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>alone or in teams, in different managerial roles, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>managing organizational processes. Prerequisites:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M145 and MG219.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MG336</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MG337</td>
<td>Sport Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MG409</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MG410</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>MG465</td>
<td>Seminar: Advanced Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MG466-474</td>
<td>Special Topics in Management</td>
<td>1-3</td>
</tr>
<tr>
<td>MG496/497</td>
<td>Internship: Management</td>
<td>1-17</td>
</tr>
<tr>
<td>MK217</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK333</td>
<td>Sport Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

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.

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.

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.

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.

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.

An opportunity for qualified juniors or seniors to participate in a field experience under the guidance and supervision of competent professionals.

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.

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, researching, and predicting the behavior of the consumer are presented. Application of consumer behavior theories and techniques to business and marketing situations are explored and discussed. Prerequisite: MK217.

MK371  Professional Selling and Sales Management  3 credits
The selling component of this course involves learning selling concepts and the communications skills needed to apply them. Topics include prospecting, approaching the customer, determining customer wants and needs, making the sales presentation, overcoming objections, and closing the sale. The management component of the course involves the recruiting and hiring, training, determining sales territories, sales forecasting, compensation and motivation, and control over the sales force. Prerequisite: MK217.

MK372  Advertising and Promotions  3 credits
This course examines the role of advertising and promotions in influencing target markets. Topics include planning an 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. A simulation is used to present marketing problems and situations requiring students to apply principles and concepts to real-world problems. Prerequisites: Senior status, BU341, M145 and 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
An opportunity for qualified juniors or seniors to participate in a field experience under the guidance and supervision of competent professionals.
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

Minor Offered:
Chemistry

Chemistry Core:
All of the following (either M148 & M149 or M151):

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C131</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>C133</td>
<td>General Chemistry I Laboratory</td>
</tr>
<tr>
<td>C142</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>C144</td>
<td>General Chemistry II Laborary</td>
</tr>
</tbody>
</table>
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 molecular 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 Laboratory
   B120 Botany and Zoology II
   B121 Botany and Zoology II Laboratory
   C409 Biochemistry with Laboratory
   C412 Molecular Biology with Laboratory
C. One additional course from the following list (more are highly recommended):
   B310 Genetics with Laboratory
   B311 Cell Biology with Laboratory
   B434 Microbiology with Laboratory
   C332 Physical Chemistry II with Laboratory
   C441 Analytical Chemistry II with Laboratory

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 with Laboratory
   - C451 Inorganic Chemistry with Laboratory
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 with Laboratory
   - C451 Inorganic Chemistry with Laboratory
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 Laboratory
   - B120 Botany and Zoology II
   - B121 Botany and Zoology II Laboratory
   - 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 (either M148 & M149 or M151):

- **C131 General Chemistry I**
- **C133 General Chemistry I Laboratory**
- **C142 General Chemistry II**
- **C144 General Chemistry II Laboratory**
- **C321 Organic Chemistry I**
- **C322 Organic Chemistry II with Laboratory**
- **C323 Organic Chemistry I Laboratory**
- **C341 Analytical Chemistry I with Laboratory**
- **M148 Precalculus with Calculus I**
- **M149 Precalculus with Calculus II**
- **M151 Calculus I**
- **P201 Introduction to Physics I**
- **P202 Introduction to Physics I Laboratory**

**Department Courses**

**C110 World of Materials with Laboratory** 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. Offered every semester.

**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. Prerequisites: M149, or grade of C or better in M148 with concurrent enrollment in M149, or M151 placement; 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: minimum grade of C in 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. Prerequisites: minimum grade of C in C131/133 and concurrent with C142.
C321 Organic Chemistry I
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. Prerequisites: C131/133 and C142/144; concurrent with C323.

C322 Organic Chemistry II with Laboratory
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
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. Offered fall semester. Prerequisites: C131/133 and C142/44; concurrent with C321.

C331 Physical Chemistry I with Laboratory
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 with Laboratory
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 with Laboratory
This course introduces the student to the methods of quantitative analysis. Topics include: measurement uncertainty, statistical analysis of data, aqueous solution equilibria, titrimetry, electrochemistry, molecular spectroscopy (UV-visible and fluorescence), and chromatography. Offered fall semester. Prerequisites: C142/144 and C322.

C400-405 Special Topics in Chemistry
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. Offered as needed.

C409 Biochemistry with Laboratory
The principal 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/C323, and C322 (or concurrently with consent of instructor).

**C412 Molecular Biology with Laboratory**
3 credits
An analysis of the regulation of cellular metabolism at the molecular level is the core of this study. The major themes include 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. Offered fall semester. Also offered as B412. Prerequisites: B110/111, B120/121, C321, and C409.

**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. Offered spring semester as needed. 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. Offered as needed. Prerequisite: C332.

**C441 Analytical Chemistry II with Laboratory**
4 credits
This course explores the theory and applications of chemical instrumentation. Topics include instrumental noise, atomic spectroscopy (FAA, FAE, ICP), molecular spectroscopy (UV-visible, IR, fluorescence, NMR), mass spectrometry, chromatography, as well as selected advanced spectroscopic techniques. The laboratory emphasizes the collection, analysis and interpretation of quantitative data in real world applications. Offered spring semester. 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 C445-447 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 ongoing 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 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.
Chemistry

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 is given at an undergraduate research symposium or its equivalent. Offered spring semester. Prerequisite: C446.

C448 Chemistry Research: Experience II 1 credit
This course is a continuation of C446 Chemistry Research: Experience for students who wish to carry out a more extensive research project. Prerequisite: C446.

C451 Inorganic Chemistry with Laboratory 4 credits
This course investigates atomic structure, periodic properties, symmetry and group theory, molecular orbital theory, chemical bonding, coordination compounds, ligand field theory, reaction kinetics and mechanisms. Special topics include materials chemistry with an emphasis on solid state structures and theory, and bioinorganic chemistry focusing on the impact of metal ions in biological processes. The lab component serves to emphasize the lecture material while showing the wide variety of chemistry, techniques, and instrumentation that are considered inorganic. Topics such as main group chemistry, coordination chemistry, organometallic chemistry, materials chemistry, and more are included. Prerequisite: C332 (or concurrent with consent of instructor).

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. Offered as needed. Prerequisites: C322 and C331 (or concurrently with consent of instructor).
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 developing ethical and professional leaders who are skilled in the art and craft of software construction and practiced in critical thinking and abstract problem solving.

The department supports one major, software development, and participates in an interdisciplinary minor in scientific computing. The software development major follows a 3-1 educational model, three years of intense course work plus one year of supervised project work. The supervised project work may include an internship with regional partners.

The software development major emphasizes the acquisition of software design and development skills through a project-based curriculum. From a platform constructed on fundamental computing concepts and problem-solving skills stressed in the first year of study, the curriculum builds to a senior capstone practicum experience involving the student in the complete lifecycle of software development. The practicum is a year-long endeavor, either of the student's own design or in conjunction with an ongoing group project. The department strives to engage students with outside partners in the computing industry as well as on-campus partners such as the GeoSpatial Services and the Kabara Institute for Entrepreneurial Studies.

The software development major concentrates on the skills, technologies and practices necessary to become a successful software artisan. Though students use cutting edge software development technologies, the curriculum focuses on the concepts and principles embodied by those technologies that persist over time.

**General Department Goals**

Students develop:
- Proficiency in core computing skills;
- Project-based software development experience;
- Development of software design and architectural skills leading to the construction of quality software;
- Engagement in the entire lifecycle of the software development process; 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:**

Software Development

The computer science department also supports and staffs the scientific computing minor.

**Software Development Major (50 credits):**

The software development major emphasizes the acquisition of software design and development skills through a project-based curriculum. The major follows a 3-1 educational model, three years of course work followed by a year of real world project work.

A. All of the following:

- CS101  Computer Science Fundamentals
- CS110  Computer Science I: Introduction to Programming
- CS111  Computer Science I Laboratory
Computer Science

CS210  Computer Science II: Advanced Programming and Data Structures
CS220  Discrete Mathematics
CS301  Computers and Society
CS320  Computer Science III: Software Design and Testing
CS355  Database Management Systems
CS380  Web Systems
CS400  Programming Paradigms, Theory and Translation
CS415  Systems Software and Hardware Interface
CS485  Software Development Practice I
CS490  Software Development Practice II

B. Two courses from the following list of electives:
   CS288  Programming the Mobile Device I
   CS388  Programming the Mobile Device II
   CS397  Computing for Good
   CS390-397  Special Topics in Computer Science

Department Courses
CS101  Computer Science Fundamentals  3 credits
This course provides a foundation in computing and algorithmic principles. Students are introduced to the basic conceptual building blocks of computer hardware and software systems. The tools and principles of algorithmic problem solving and systems design are explored. In the second half of the semester, students gain experience with simple programming challenges. Offered fall semester. Prerequisite: mathematics competency.

CS102  Business Computer Applications  3 credits
This course provides in-depth coverage of Microsoft Excel and Access in the context of business applications. Excel topics include formulas and functions, charting, large datasets, pivot tables and what-if analysis. Access topics include relational database concepts, database design, basic query construction, and report generation. This course combines on-line and hands-on learning. Prerequisite: AC222 for business majors.

CS106  Introduction to Programming for Sciences  3 credits
This course teaches introductory programming within a problem solving framework applicable to the sciences. The course emphasizes technical programming, introductory data storage techniques, and the processing of scientific data. There is an emphasis on designing and writing correct code using an easy to learn scientific programming language such as Python. Advanced excel spreadsheet concepts will be taught and utilized during the programming process. Prerequisite: mathematics competency.

CS110  Computer Science I  3 credits
Introduction to Programming
This course introduces students to the practice of software development. Students learn the fundamentals of programming, algorithm development, and basic design principles. Offered spring semester. Prerequisite: CS101; concurrent with CS111.

CS111  Computer Science I Laboratory  1 credit
The laboratory course complements CS110 by using programming exercises to reinforce concepts and practices covered in CS110 lectures. Offered spring semester. Prerequisite: CS101; concurrent with CS110.

CS210  Computer Science II  4 credits
Advanced Programming and Data Structures
This course is a continuation of CS110/111. CS210 expands on the programming techniques covered in CS1, adding discussion of recursion and data structures such as lists, stacks, queues, balanced trees, graphs and heaps. Specific algorithms that use these structures efficiently and general algorithm
Computer Science

techniques and their analysis are also covered. Class lab time is used to reinforce concepts and practices covered in lectures. Offered fall semester. Prerequisite: grade of C or better in CS110/111.

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 fall semester. Prerequisite: mathematics competency.

CS288 Programming the Mobile Device I 3 credits
This course exposes students to software development on a mobile platform. Topics include performance and usability issues on hand-held devices, application portability, tools for mobile development and web protocols for mobile programming. After covering the basics of mobile development, the student will build their own mobile application. Prerequisite: grade of C or better in CS210

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. This course is part of the College's Intensive Writing Program and satisfies the upper-level writing requirements for computer science majors. Offered fall semester. Prerequisite: E120 or equivalent.

CS325 Computer Science III Software Design and Testing 4 credits
This third course in the three semester programming sequence emphasizes the principle and practices of software design and testing which result in quality software. Object-oriented design is covered in conjunction with refactoring, unit testing and continuous integration. This class highlights the connection between software design and software reliability. Class lab time is used to introduce new concepts and explore ones described during lecture. Offered spring semester. Prerequisites: grade of C or better in CS210 and CS220 and concurrently with CS325.

CS355 Database Management Systems 3 credits
A study of fundamental database management systems. Course topics include: data modeling, database design and structured query language (SQL), transaction management, data integrity and security. Object-relational mapping techniques and technologies will also be covered. Offered spring semester. Co-requisite: CS325.

CS356 Introduction to Scientific Computing 3 credits
A course designed to provide undergraduates students with the basic computational tools and techniques needed for their study in science and mathematics. Students learn by doing projects that solve problems in physical sciences and mathematics using symbolic and compiled languages with visualization. By use of the Sage problem-solving environment and the Python programming language, the students learn programming and numerical analysis in parallel with scientific problem solving. Also offered as M356 and P356. Prerequisites: CS106, M251, M252, and ST232.

CS380 Web Systems Analysis, Design, and Implementation 3 credits
This course introduces students to the design and implementation of web applications. Using n-tier architectures as a starting point, students learn the concepts and practices involved in the development of dynamic and stateful web applications integrated with a database system. Both server-side and
client-side web technologies are discussed. Offered fall semester. Prerequisites: grade of C or better in CS355 and CS325.

**CS388  Programming the Mobile Device II** 3 credits
This course builds on CS288, while exploring the networking, telephony, location-based services offered by the mobile platform. The application started in CS288 may be continued in this class. Prerequisite: grade of C or better in CS288.

**CS390-397  Special Topics in Computer Science** 1-4 credits
Designed to permit instruction in specialized fields of computer science, explore new topics and utilize the expertise of the faculty and other resource persons. Topics include (but not limited to): simulation and modeling; cryptography and network security; human factors; and advanced data structures and algorithms. Prerequisite: CS325.

**CS400  Programming Paradigms, Theory and Translation** 4 credits
This course introduces the formal study of programming language syntax, data types, and control structures; methods of executing higher-level constructs at run-time; and, data structures and algorithms used in compilation and interpretation. Laboratory work emphasizes acquisition of skill in a variety of programming paradigms. Offered fall semester. Prerequisite: grade of C grade or better in CS325.

**CS415  Systems Software and Hardware Interface** 4 credits
This course provides an introduction to computer hardware organization, systems programming and the hardware/software interface. Students learn the basic combinational and sequential logic components of computer processors along with their functional organization and operation. Students also learn how systems software such as operating systems, assemblers, linkers and loaders interact with hardware to in order to run application programs. Students apply their learning by writing and/or modifying systems code. Offered spring semester. Prerequisite: grade of C or better in CS325.

**CS456  Scientific Computing Project** 1 credit
This course provides an introduction to computer hardware organization, systems programming and the hardware/software interface. Students learn the basic combinational and sequential logic components of computer processors along with their functional organization and operation. Students also learn how systems software such as operating systems, assemblers, linkers and loaders interact with hardware to in order to run application programs. Students apply their learning by writing and/or modifying systems code. Offered spring semester. Prerequisite: grade of C or better in CS325.

**CS485  Systems Development Practice I** 4-6 credits
This course is the first semester course of a two semester project experience wherein students apply the principles of design and development learned in earlier courses toward the implementation of a large-scale software system. Working in teams, students explore software life-cycle models, software development methodologies, software revision control, and project management as applied to a real world project. Offered fall semester. Prerequisites: senior status, department major, and grade of C or better in CS335, CS380, and CS410.

**CS490  Systems Development Practice II** 4-6 credits
A continuation of CS485. Prerequisite: CS485

**CS496/97  Internship** 3 credits
An opportunity for qualified juniors or seniors to participate in an internship under the guidance and supervision of competent professionals. Credit offered under this course listing involves internships in the computer science field but not directly related to the goals of the senior year practicum experience in software development.
Computer Science
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 conversation at a level necessary for success in a college setting. The ELB Program prepares minority-language students to use the English language at a level that 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 may 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 2.000 on 4.000 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 focuses 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 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 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; and
- Hold a strong foundation in the disciplines in which one will be teaching.

The School of Education prepares teachers for licensure in the following certification areas: elementary education (grades K-6) in which students may also add a grades 5-8 endorsement, and secondary education (grades 5-12), and 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, Ext. 8833.

Completion of course work in Saint Mary’s University of Minnesota’s Teacher Education Program 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 Minnesota Teacher Licensure Exam (MTLE);
- A minimum 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 after 10 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. Students seeking the optional middle level endorsement must complete a four week student teaching experience at the middle school level in the discipline in which they seek licensure.

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):**
- Communication Arts and Literature
- General Science
- Mathematics
- Social Studies
- World Language and Culture: Spanish K-8

**Secondary Education:**
- Chemistry Science Education (grades 5-12)
- English Education (grades 5-12)
- Life Sciences Education (grades 5-12)
- Mathematics Education (grades 5-12)
Education

Music Education (either Classroom & Instrumental or Classroom & Vocal tracks) (grades K-12)
Physics Science Education (grades 9-12)
Social Studies Education (grades 5-12)
World Language and Culture: Spanish (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: communication arts and literature, general science, mathematics, social studies, or world language and culture: Spanish (K-8). Advising note to students taking a general science endorsement: please see substitution courses.

A. All of the following:
   B120        Botany & Zoology II
   B121        Botany & Zoology II Lab
   H151        American History for Education Majors
   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 LCT140 and TA101 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 first and sophomore years:
   ED250       Human Relations, Cultural Diversity and Indian Cultures
   ED301       School and Society
   ED302       Substance Abuse Prevention and Community Health
   ED306       Learning and Development
   ED307       Educational Technology

D. The following education courses to be completed 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       Advanced Literacy Methods for Diverse Learners K-8

E. The following education courses to be completed senior year:
   ED450       Nature of the Exceptional Child K-8
   ED470       Student Teaching: Elementary
   ED490       Professional Capstone Experience: Portfolio Assessment

Communication Arts and Literature Endorsement for Grades 5-8:
F. The following courses:
   E220        Argumentative and Research Writing
   E250        Literary Imagination
   E295        Practical Grammar
Education

E302  An American Conflict: The Individual vs Society
E325  Advanced Essay Writing
ED385  Adolescent Literature
MC111  Introduction to Media Communication
One additional literature course numbered above E302

General Science Endorsement for Grades 5-8:
A. The following substitutions should be made (either M148 and M149 or M151):
   M148  Calculus with Precalculus I
   M149  Calculus with Precalculus II in place of M108
   M151  Calculus I in place of M108
   P201  Introductory Physics I in place of P155
   P202  Introductory Physics I Laboratory in place of P155
   ST132  Reasoning with Statistics in place of M109
F. The following courses:
   B110  Botany & Zoology I
   B111  Botany & Zoology I Laboratory
   C131  General Chemistry I
   C133  General Chemistry I Laboratory
   C142  Chemistry II
   C144  Chemistry II Lab
   P211  Introductory Physics II
   P212  Introductory Physics II Laboratory

Mathematics Endorsement for Grades 5-8:
F. The following courses (either M148/149, or M151):
   M148  Calculus with Precalculus I
   M149  Calculus with Precalculus II
   M151  Calculus I
   M408  Topics in Mathematical Education
   ST132  Reasoning with Statistics

Social Studies Endorsement for Grades 5-8:
F. The following courses:
   AN300  Anthropology
   EC261  Principles of Microeconomics
   GE305  Introduction to Geography
   H111  Global History to 1500
   H112  Global History from 1500
   PY211  Developmental Psychology

World Language and Culture: Spanish Endorsement for Grades K-8:
Students who wish to pursue a minor in Spanish for teaching purposes must take at least 21 credits in Spanish, plus the prescribed education courses. All students seeking K-8 licensure in world language 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  World Languages & Cultural Methods: Grades K-12
   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 of Spain  
SP332  Civilization/Culture of Latin America

Study abroad or significant domestic experience in a Spanish language environment is required.

**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, history, mathematics and statistics, modern/classical languages, music, and physics) for a listing of the courses required for teaching a particular discipline in grades 5-12.

In addition, the following courses are required.

A. The following:
   - ED250  Human Relations, Cultural Diversity and Indian Cultures
   - PY111  General Psychology

B. Either LCT140 and TA101 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 courses to be completed sophomore year:
   - ED301  School and Society
   - ED302  Substance Abuse Prevention and Community Health
   - ED306  Learning and Development
   - ED307  Educational Technology

D. The following courses to be completed junior year:
   - ED350  Curriculum and Instruction: Grades 5–12
   - ED360  Reading: Grades 5–12
   - ED370  Educational Measurement and Assessment Grades 5-12

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

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

G. Secondary English Education majors only:
   - ED385  Adolescent Literature

Candidates for K-12 certification must complete significant school experiences at elementary, middle school and high school levels including clinicals and student teaching.

**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.
ED101  Strategic Academic Reading  2 credits
Strategic Academic Reading is designed to help students acquire critical reading and vocabulary skills for success in their disciplinary and general education course work. Students master college-level comprehension skills by reading for deeper understanding and retention, developing the habit of referring to other sources for specific word meanings, and mastering research-validated individual and group study strategies for enhancing reading comprehension and academic success.

ED102  Integrating Academic Reading and Writing  2 credits
Students explore the integration of reading and writing strategies through the study of memoirs, culture-based readings, and content texts. This course is designed to help students develop the ability to articulate an effective thesis statement, identify supporting evidence in readings, and write in clear, grammatically correct language through comparing and contrasting the voices of minority writers in American society. Prerequisites: E105 or E120.

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 as 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 extracurricular 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  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 statute for obtaining a teaching license. Offered fall semester. Prerequisite: concurrent with ED301.

ED306  Learning and Development  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: ED301 and concurrent with ED307.

ED307 Educational Technology  
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.

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.

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**  
2 credits  
This course emphasizes 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**  
6 credits  
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**  
**Curriculum and Instruction: 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 K-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 K 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.

ED450  Nature of the Exceptional Child 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 begin to assume the role of teacher in an actual classroom setting, gradually becoming fully responsible for planning, organizing, and teaching lessons, maintaining a conducive learning environment, and becoming acquainted with school routines and practices. The pre-service teacher is expected to demonstrate development of professional dispositions of a well organized, effective, and reflective instructor. Students 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 begin to assume the role of teacher in an actual classroom setting, gradually becoming fully responsible for planning, organizing, and teaching lessons, maintaining a conducive learning environment, and becoming acquainted with school routines and practices. The pre-service teacher is expected to demonstrate development of professional dispositions of a well organized, effective, and reflective instructor. Students 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 and success beyond the entry-level job. 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 understanding and insight;
• Write effectively in academic and professional genres;
• Do research efficiently and honestly;
• Understand the significance of writers 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 facility as readers and writers not only helps them succeed and advance professionally, but also, by allowing them to engage with the cultural discourse surrounding them, contributes 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, assess, and make use of research done through a variety of media.

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 some piece of their work 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

The English department also supports and staffs the Medieval and Renaissance studies minor.
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:
   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 from Beginnings through Milton
   E330-331 British Literature from the "Long Eighteenth Century"
   E351-352 British Literature from the Victorian and Modern Eras

D. One 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 representative study of British and American literature, other literatures written in English, and world 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 excellent preparation for graduate or professional programs in English, law, journalism, and business.

A. All of the following:
   E220 Argumentative and Research Writing
   E250 Literary Imagination
   E333 Shakespeare
   E452 Critical Approaches to Literature
   E490 Senior Thesis

B. Two American literature courses, one each from the following periods:
   E302-303 American Literature from its Beginnings to 1914
   E306-307 American Literature Since 1914

C. Three British literature courses, one each from the following periods:
   E315-316 Early British Literature from Beginnings through Milton
English

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 literature with 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 three-credit internship:
   E497

English Minor (18 credits):
Eighteen 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

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 in alternate fall semesters. Prerequisite: E250.

E303 Imagining Nature in Early American Literature 3 credits
This course focuses on the relationship between the American literary imagination and nature. It examines how early American romantic, naturalistic, and modernist authors 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 this pervasive cultural theme. Offered in alternate fall semesters. Prerequisite: E250.

E306 American Dreamers 3 credits
This course focuses on the theme of identity in American literature since the start of the 20th century and, in particular, on those authors and texts that explore the topic of identity in relation to the American dream. Students read and discuss a variety of American literary texts that embody varying perspectives on this relationship. These perspectives include, but are not limited to, the following: gender, ethnicity, sexual identity, geographical location, and religious affiliation. Offered in alternate spring semesters. 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. Offered in alternate spring semesters. Prerequisite: E250.

E308 Early British Literature: 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: 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**

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**

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 literary short fiction for an audience. 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**

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**

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**

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**

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**

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.
E340-345  Special Topics in English
1-4 credits
Designed to permit instruction in specialized fields of English, explore new topics and utilize the expertise of the faculty and other resource persons.

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, we 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 explore literature from around the world with a focus on how identities, perspectives, and values are shaped by geographical and cultural circumstances. We look particularly at literary dialogues and confrontations between the Western European tradition and writers from other cultures, especially Russian and African, from the 19th century to today. 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, and learn to situate their own readings of literary works in a theoretically informed critical conversation. The course investigates the contributions, methodologies, and assumptions associated with key figures in literary and cultural studies. Offered spring semester. Prerequisite: E250.

E470-479 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.

E4907 Internship 3 credits
An opportunity for qualified juniors or seniors to participate in a field experience under the guidance and supervision of competent professionals.
History
Richard Tristano, 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. As such, it seeks to instill in students a thirst for lifelong learning; a commitment to participation in the civic culture of a democratic society; an appreciation for context and contingency; an inclination towards critical thinking and an appreciation for evidence in making judgments; and the ability to communicate those judgments and other ideas.

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 and history/social studies 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.

Through the social studies education major, the history faculty as scholar-teachers and in cooperation with the School of Education contribute to the formation of elementary and secondary school teachers through the instruction of history content and academic advising.

General Department Goals
Students demonstrate a strong foundation in historical thinking by successfully completing the history or history/social studies majors, whose goals are:

• To develop students’ ability to think historically, that is, to use historical methods in analyzing problems;
• To develop students’ ability to critically read and analyze historical works (secondary sources);
• To develop students’ ability to find and interpret historical evidence (primary sources);
• To develop students’ ability to construct an evidence-based interpretation of the past and communicate it effectively both in writing and orally; and
• To develop students’ ability to navigate from the academic world of the university to the world of work, professional development, and lifelong learning.

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. Students who are planning to attend graduate school are strongly advised to pursue language study.

History Department Distinction & Awards
The history department grants departmental distinction to graduating seniors who have earned a department GPA of 3.700 or higher, a cumulative GPA of 3.300 or higher, and at least an A/B in H461 Historical Research and Writing II. Departmental distinction is reserved for students majoring in history, history/social studies, or social studies education who perform academically at the top level of all graduates from the department.
The history department 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.

**Majors Offered:**
- History
- History/Social Studies
- Social Studies Education

**Minor Offered:**
- History

The history department also supports and staffs the Medieval and Renaissance studies minor.

**History Major (37 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:
- H111 Global History to 1500
- H112 Global History since 1500
- H270 Historical Thinking
- H370 Research & Writing
- H470 Senior Thesis I
- H471 Senior Thesis II
- H472 The History Professional

B. Seven additional history courses:
- Three courses in American history, two of which must be upper-division
- Two courses in European history
- One course in non-Western history
- One upper-division history elective

**History/Social Studies Major (54-55 credits):**
The history/social studies 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 and provides a second option for students seeking licensure. 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 the university.

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
History

PY211  Developmental Psychology
S110  Sociological Imagination

B. One of the following:
   ST132  Reasoning with Statistics
   ST232  Introduction to Statistics

C. All of the following core history courses:
   H111  Global History to 1500
   H112  Global History since 1500
   H113  U.S. History to 1865
   H114  U.S. History since 1865
   H270  Historical Thinking
   H370  Research & Writing
   H470  Senior Thesis I
   H471  Senior Thesis II
   H472  The History Professional

D. Four additional upper-division history courses:
   Two courses in American history
   One course in European history
   One course in non-Western history

Social Studies Education Major: (50-52 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 studies 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
   H111  Global History to 1500
   H112  Global History since 1500
   H113  U.S. History to 1865
   H114  U.S. History since 1865
   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. One of the following courses:
   H270  Historical Thinking
   PS242  Logic of Analysis
   S250  Logic of Analysis

D. Two upper-division history
E. Two upper-division courses in sociology and/or political science
F. Required education course work (40 credits)

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
History

course work required of them as they work toward certification at the university.

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

H111  Global History to 1500  3 credits
This course is an introduction to world history from the origins of civilization to 1500. The course focuses on the societies and cultures of Eurasia: Southwest Asia (the Middle East), India, Persia, China, Greece and Rome, Europe, and Africa, and the Americas. Major themes include the founding and development of the world’s great religions; political ideas, institutions and practices; law and legal institutions; society and economy; war, conquest and empire; the encounters between cultures; and the richness and diversity of human experience and aspiration in the foundational eras of the world’s civilizations. The course also is an introduction to the discipline of history and to the skills of critical reading, critical analysis, and effective communication.

H112  Global History Since 1500  3 credits
This course is an introduction to global history since 1500. It focuses on the development of the major societies of Europe, the Americas, Africa and Asia and also on the interactions between these societies, including trade, colonization, biological exchange, migration, the spread of technology, world war and genocide. The course also is an introduction to the discipline of history and to the skills of critical reading, critical analysis, and effective communication.

H113  U.S. History to 1865  3 credits
This course offers an introductory survey of the multi-cultural history of the United States from the earliest human settlement around 13,000 B.C. to the end of the Civil War in 1865. It introduces students to the diversity of peoples that came to inhabit North America, such as Native Americans, early colonizers from a variety of European nations, slaves from Africa, and the various waves of immigrants that enriched the American population prior to the Civil War. It introduces students to the various historical periods historians recognize, such as the pre-Columbian era, the Colonial period, the era of the American Revolution, the Early Republic, antebellum America, and the era of sectional conflict and the Civil War. The course also introduces students to many of the people, voices, ideas, beliefs, events, and larger historical developments that shaped American history. And it emphasizes the tension that has existed throughout American history between, on the one hand, the forces that work to create a single, unified country out this multiplicity of cultures, and, on the other hand, the forces that threaten to undermine and tear apart the great republican experiment that is the United States.

H114  U.S. History Since 1865  3 credits
This course is the second half of the American history survey from the Civil War through the early 21st Century. Lectures, readings and class activities will supply both a broad pattern of change over time as well as specific analyses of significant events and people. In class discussions and writing analysis student will be encouraged to think critically about the history of the United States in terms of nationhood and peoples’ experiences.

H151  American History for Education Majors  3 credits
This course serves as an overview of American history for elementary education majors. It is organized around the social studies standard defined by the Minnesota Department of Education, and as such stresses, in the context of United States and Minnesota history, (1) concepts of the ways human beings
view themselves in and over time, and (2) concepts of people, places, and environments. The course pays special attention to the various periods into which historians divide American history; the racial, ethnic, religious, and cultural diversity that has marked American society throughout its history; the creation and development of the United States' political and economic institutions; the role the United States has played in the world; and the ways in which changing interpretations of their own history has shaped Americans' understanding of their identity. Offered spring semester. Class is available only for elementary education.

H270  **Historical Thinking**  
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. The course also focuses on close readings of one or more 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 the nature of the historical discipline. There are no prerequisites for this course, but completion of a college level history course is recommended.

H298  **Field Exploration**  
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**  
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  **From the Constitution to the Civil War**  
The writing and ratification of the Constitution are among the United States' proudest historical achievements, while the American Civil War was the Constitution's greatest test. The purpose of this course is to provide students with an in-depth understanding of the developments and debates that led to the writing and ratification of the Constitution, the developments of the early national and antebellum periods that fostered greater unity among Americans, and the divisive issues and developments of the 1850s and 1860s that tore the nation apart yet ultimately affirmed the national unity envisioned by the Constitution. The course covers a diversity of social, political, cultural, intellectual and economic topics from the period between 1783 and 1865, such as the development of state constitutions, the development and spread of slavery, the market revolution, the growth of democracy, westward expansion and the removal of Native Americans, early reform movements, growing sectional conflict, and the Civil War. 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**  
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, and media 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.
H367  Europe in the Era of World War 1914-1945  3 credits
This course is an introduction to Europe's "thirty year crisis," from the outbreak of World War I in 1914 to the end of World War II in 1945. Europe's period of progress and optimism was shattered by the "Great War" in 1914. Four years of violence created the crucible out of which the monster of fascism arose. This led to an even larger war only twenty years later. During WWII, mass slaughter became commonplace, from the Nazi Holocaust to the Allies' strategic bombing campaigns, which targeted civilian populations. Using a variety of sources, the course examines the big picture of great power confrontations, but also how the wars were experienced by individuals.

H368  Contemporary Europe  3 credits
This course is an introduction to the history of both Western and Eastern Europe since 1945, starting with the post-war recovery, and ending with the paradox of Europe in recent years, during which Europeans have been moving toward integration (the European Union) while at the same time experiencing inter-ethnic warfare (the Balkan wars). The course 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.

H370  Research and Writing  3 credits
This is a junior-level course required for those intending to major in history or history/social science. It is also recommended but not required for those intending to minor in history, and for those who are social science education majors. It serves as an introduction to the critical thinking skills and dispositions used by historians as well as some of the basic research techniques employed by historians in research papers. The course requires students engage in their own research and writing, but focus on a broad topic of the instructor's choosing that will enable the instructor to introduce students to various source bases, research methods, argument strategies, and theories/epistemologies that may inform their senior theses. Students are encouraged to start developing their senior thesis projects, especially as a way of transferring the knowledge gained from studying the course's topic to a topic of their own choosing so it can dovetail with the senior thesis course. Prerequisite: H270.

H380  Imperial Russia  3 credits
This course is an introduction to the political, social, economic and cultural history of the Russian Empire from its origins to the fall of the Romanovs. The course emphasizes the crisis of the old regime between the period of the Great Reforms of the 1860s and the revolution of 1917. In addition to works by historians, this course uses a variety of primary sources, including memoirs, manifestos, letters, and also works of literature by such authors as Aksakov, Turgenev and Tolstoy. The course seeks to lay a basis for understanding the Bolshevik experiment of the 20th century, as well as Russia's contemporary struggle to define its identity after the collapse of the Soviet state.

H381  Revolutionary and Post-Revolutionary Russia  3 credits
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.

H390  Modern China  3 credits
This is a survey of Chinese history from the rise of the Qing Dynasty in the mid-17th century to the protest and repression of 1989. It discusses some of the main social, economic, cultural, political, and intellectual features of the "traditional" Chinese world the first Qing emperors ruled. It also covers the way this world changed as China experienced a series of convulsive events, including both threats from
abroad and domestic rebellions and revolutions.

**H391 Chinese and Chinese-American Films as Cultural Makers** 3 credits
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.

**H470 Senior Thesis I** 2 credits
This course guides history and history/social science majors through the research and writing of their senior theses. It builds on H270 and H370 as it guides students through the finalization of their research topic, the formulation of an argumentative thesis, the identification of relevant primary sources and secondary literature, the proper application of relevant research methods, the proper usage of Chicago Manual of Style annotation and bibliography, and the writing and organization of a thirty-page research paper. Prerequisites: H270, H370, and senior History or History/Social Studies majors; co-requisite: H471.

**H471 Senior Thesis II** 1 credit
Students who take this course work closely and individually with their senior thesis project director while simultaneously taking H470 with their fellow history and history/social science majors. Together with the project director, students will finalize their research topic, formulate an argumentative thesis, identify relevant primary sources and secondary literature, apply relevant research methods, properly use Chicago Manual of Style annotation and bibliography, and write a thirty-page research paper. Prerequisites: H270, H370, and senior History or History/Social Studies majors; co-requisite: H470.

**H472 The History Professional** 1 credit
This course prepares graduating history and history/social science seniors for presenting their senior theses at the annual Student History Research Symposium (required) and any other symposia or conferences at which they seek to present their work; improving their senior theses should they wish to do so, especially if they seek to publish it; writing a resume and developing job interview skills that properly reflect the skills and accomplishments particular to a history or history/social science major; understanding the various career paths history and history/social science majors can take. Prerequisites: H270, H370, H470, H471, and senior History or History/Social Studies majors.

**H496/497 Internship** 1-17 credits
This course provides supervised “hands on” work experiences at institutions such as historic sites, museums, and state or national historical societies.
International Studies
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 Valéncia 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:
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

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 volcanoes, 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.

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 and Melbourne, Australia; Shanghai, Republic of China, London, Ormskirk, and Oxford, England; Aix-en-Provence and Avignon, France; Dublin and Galway, Ireland; Rome, Italy; Cuernavaca, Mexico; Cape Town, South Africa; and Madrid, Spain. Tuition and housing rates vary across programs.
Internships and Field Exploration

Internship and Field Exploration Programs
Jackie Baker, M.S., Director

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

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

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

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

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

Students must have completed a minimum of 56 credit hours, have a minimum 2.000 cumulative GPA, and a minimum 2.000 major GPA to participate in an internship. Internships are taken through the department in which the student’s major is offered. Students may earn 1-17 credits in an internship, with a maximum of 17 credits for any combination of internship and field exploration experiences. The number of internship credits for which a student registers is based on a number of factors including departmental curriculum requirements, duration of the internship and the intern's time commitment, a student’s concurrent course load, the number of elective credits desired, and the credits previously earned through experiential education. The distribution between graded and ungraded internship credits 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 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 Career Services and Internships Office or www.hecua.org.

**Washington Center Internship Program**

The Washington Center Internship Program combines real-world work experience with academic learning in a unique environment that fosters success and achievement. For one semester, students can work and earn college credits in their chosen academic field in the heart of the nation’s capitol, Washington, D.C. Internships can be arranged in government agencies or in private non-profit organizations and are available for all majors. For additional information visit the Career Services and Internships Office or www.twc.edu.

Questions regarding internships should be directed to the director of internships.
Lasallian Core Traditions Program
Gregory Sobolewski, Ph. D., Associate Vice-President – Academic Affairs

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>ID160</th>
<th>Artscore</th>
<th>2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LCT140</th>
<th>First-Year Seminar</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LCT225</th>
<th>Perspectives on the Good Human Life</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Perspectives on the good human life, taken in the sophomore year, moves beyond the first year seminar focus of self-identity to explore various historical and contemporary perspectives on living life well. In the spirit of LaSalle's commitment to serving others and his recognition of the value of those less fortunate, this course 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.</td>
<td></td>
</tr>
</tbody>
</table>
Lasallian Core Traditions Program

**LCT375 Global Issues**
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**
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 organizations in the community; 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 Theater 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 seminar introduces students to great texts from the Western Classical era, beginning with Greek epic, drama, and philosophy and continuing through representative texts of the Roman Empire and early Christianity. Selected texts may include Homer's Odyssey, plays by Aeschylus or Euripides, a dialogue of Plato, Virgil's Aeneid, Ovid's Metamorphoses, one of the four gospels, and Augustine’s
Confessions or Boethius’ Consolation of Philosophy. The seminar format and writing assignments help provide students with a critical understanding of the ancient works that have been central to the development of our Western intellectual tradition. Additionally, students will be introduced to elements of Greek and Roman culture, such as the Greek language and the Roman art of memory.

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  Science, Politics, and the Place of the Individual in Culture and Cosmos  4 credits
In this course, students encounter some of the works of Early Modern and Enlightenment thinkers, including Galileo, Descartes, Newton, Locke, and Rousseau. These writers represent a major transitional period in Western civilization: a move away from classical culture and its authorities, a split between philosophy and what would come to be called science, an embrace of the view of the human person as an individual, an emphasis on experience and experiment. The course ends with a close reading and discussion of Dostoevsky’s The Brothers Karamazov as one critique of the implications of the emerging tradition of Western Humanism. Students also continue to engage in service learning as they explore the tension between abstract ideas and concrete realities evident in much of the work of these authors.

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 it? 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 understand 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 might exist between the two. 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.
Kevin Dennis, Ph.D., Chair

The focus of the department of mathematics and statistics is to create an environment for the appreciation and understanding of two important branches of knowledge in the liberal arts: mathematics and statistics.

Specifically, it provides students guided opportunities to develop powers of logical thought and critical analysis together with an orientation for mathematical and statistical modeling in applications. Culturally, the department aims to demonstrate the precision, beauty, and power of mathematics and statistics, their systematic organization, symbolic clarity and exact reasoning, and their capacity for yielding generalizations and predictions from data submitted to mathematical and statistical laws. Departmental courses are designed to provide an appropriate mathematical or statistical experience for students whether they are majoring in the department, taking courses to complement another major, or taking courses in the general education program.

General Department Goals
The overarching goals of the department are to help students to:
• Communicate about and with mathematics and statistics in oral and written formats;
• Understand and use mathematical and statistical theory and techniques to analyze and solve problems; and
• Translate real-world problems into mathematical situations and then apply mathematics and/or statistics to solve the problems.

As part of the university advising program, the department makes recommendations for each first-year 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 endorsement 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

Minors Offered:
Mathematics
Statistics

The mathematics and statistics department also supports and staffs the scientific computing minor.
Mathematics and Statistics

Calculus Core:
A. All of the following (either M148 & M149 or M151):
   M148 Calculus with Precalculus I
   M149 Calculus with Precalculus II
   M151 Calculus I
   M152 Calculus II
   M251 Calculus III

Mathematics Core:
B. All of the following:
   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. Calculus Core
B. Mathematics Core
C. Four additional upper-division courses. At least three of these must be in mathematics or statistics (may not be M408). The fourth may be in another field using mathematics with the approval of the major advisor and the department chair.
D. Either CS106 or CS110 & CS111:
   CS106 Intro Computing for Science
   CS110 Computer Science I
   CS111 Computer Science I Lab

Mathematics Education Major (45 credits + education course work):
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. Calculus Core
B. Mathematics Core
C. Both of the following:
   M321 Modern Geometry
   M361 Operations Research
D. Two additional upper-division courses in mathematics or statistics (may not be M408).
E. Either CS106 or CS110 & CS111:
   CS106 Intro Computing for Science
   CS110 Computer Science I
   CS111 Computer Science I Lab
F. Required education course work

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. Calculus Core
B. Both of the following:
   M252 Linear Algebra
   ST232 Introduction to Statistics
C. Two upper-division mathematics courses; M332 is recommended (may not be M408).
Statistics Minor (22 credits):
The statistics minor is designed to give students a good introduction to the application and theory of statistics.

A. Calculus Core
B. Both of the following:
   - 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 M148 and M149 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 M148 and M149 and need a good review of algebra. 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.

M145  Finite Mathematics  3 credits
This course provides an introduction to noncalculus mathematical modeling methods prevalent in business. Topics include: matrix methods, systems of linear equations and inequalities, linear programming by the geometric method and by the simplex method, and the mathematics of finance. Prerequisite: mathematics competency.

M148  Calculus with Precalculus I  4 credits
This course, followed by M149, provides a two-semester sequence that covers the material of a traditional Calculus I course along with built-in coverage of precalculus topics. Topics in M148 include: solving equations, functions, classes of functions (polynomial, rational, algebraic, exponential, logarithmic), right triangle trigonometry, angle measure, limits and continuity, derivatives, rules for derivatives. Credit is not granted for this course and M151 or courses equivalent to college algebra and
Mathematics and Statistics

college trigonometry. Prerequisite: mathematics competency satisfied.

**M149  Calculus with Precalculus II**  
4 credits  
This course completes the two-semester sequence that begins with M148, and together with M148 provides a two-semester sequence that covers the material of a traditional Calculus I course along with built-in coverage of precalculus topics. Topics in M149 include: trigonometric and inverse trigonometric functions, rules for derivatives, applications of derivatives, and definite and indefinite integrals. Credit is not granted for this course and M151. Prerequisite: M148.

**M151  Calculus I**  
4 credits  
This course provides an introduction to the differential and integral calculus. Topics include: the concepts of function, limit, continuity, derivative, definite and indefinite integrals, and an introduction to transcendental functions. Credit is not granted for this course and M148 and M149. Prerequisites: departmental placement or courses equivalent to college algebra and college trigonometry.

**M152  Calculus II**  
4 credits  
This course is a continuation of M151. Some of the topics of M151 are revisited at a higher mathematical level. Topics include: limits, differentiation, applications of the definite integral, inverse trigonometric functions, techniques of integration, improper integrals, indeterminate forms, numerical methods for integration and approximation, curves in the plane given parametrically, polar coordinates, and vectors in 2-space and 3-space. Prerequisite: Minimum grade of C in either M149 or M151 or departmental placement.

**M251  Calculus III**  
4 credits  
This course continues the development of Calculus from M151 and M152. Topics include: sequences and series, conic sections, and differentiation and integration of functions of several variables. Offered fall semester. Prerequisite: Minimum grade of C in M152.

**M252  Linear Algebra**  
4 credits  
This course provides an introduction to techniques and applications of linear algebra. Topics include: systems of linear equations, matrices, determinants, Euclidean n-space, real vector spaces, basis and dimension, linear transformations, inner products, and eigenvalues and eigenvectors. Offered spring semester. Prerequisite: Minimum grade of C in M152.

**M301  Foundations of Advanced Mathematics**  
2 credits  
This course looks at topics central to further study in mathematics. Topics include symbolic logic, especially as it applies to mathematical proof; methods of mathematical proof such as direct proof, indirect proof, proof by induction; use and meaning of mathematical 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).

**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: CS106 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 CS106 or CS110/111, and M251, M252.

M344  Applied Mathematics  3 credits
This course serves physics majors as well as those mathematics majors 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.

M348  Complex Analysis  3 credits
This course provides an introduction to the theory of functions of one complex variable. Topics include: the complex numbers, the complex derivative, analytic functions, power series, complex integration, Cauchy’s Theorem and Cauchy’s Integral Formula, Laurent series, and residues and poles. Prerequisite: M251.

M350-359  Special Topics  3 credits
Special topics in mathematics may be offered depending on student interest.

M361  Operations Research  3 credits
This course is required for the mathematics education major, providing an introduction to techniques and applications of operations research. Topics include: linear programming, game theory, queuing theory, Markovian decision processes, and decision theory. Offered in alternate spring semesters. Prerequisites: M252 and M332.

M401  Abstract Algebra  3 credits
This course provides an introduction to algebraic structures. Topics include: groups, subgroups, quotient groups, group homomorphisms, rings, ideals, and fields. Offered in alternate spring semesters. Prerequisites: M251, M252, and M301.

M408  Topics in Mathematics  3 credits
This course is designed to strengthen the mathematical background of students in elementary education. It is required for the endorsement 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>M411</td>
<td>Introduction to Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>M491</td>
<td>Senior Seminar</td>
<td>2 credits</td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>M496/497</td>
<td>Mathematics Internship</td>
<td>1-17 credits</td>
</tr>
<tr>
<td></td>
<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>
<td></td>
</tr>
<tr>
<td>ST132</td>
<td>Reasoning with Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>ST232</td>
<td>Introduction to Statistics</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>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 is 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, B392 or ST132. Offered fall semester. Prerequisite: departmental placement or minimum C grade in M148.</td>
<td></td>
</tr>
<tr>
<td>ST350-359</td>
<td>Special Topics</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Selected topics in statistics may be offered depending on student interest.</td>
<td></td>
</tr>
<tr>
<td>ST371</td>
<td>Applied Regression Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>ST373</td>
<td>Design of Experiments</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>ST431</td>
<td>Mathematical Statistics I</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
|             | 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 language, literature, and cultures of the Hispanic world. 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 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 Spanish in its spoken and written forms. All Spanish courses are conducted in the target language. One-hundred and two-hundred level courses are four-credit courses and 300- and 400-level courses are three-credit courses. A full complement of courses for a Spanish major or minor is available on the Winona campus. The modern/classical languages department also offers a wide variety of Spanish courses that contribute to the General Education Curriculum in the Literature and Cultural Traditions content areas, as well as a writing intensive course in Spanish.

General Department Goals
Upon completion of their studies, majors are 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.

Additionally, the department offers courses in French, Greek, Hebrew, and Latin. Beginning and intermediate Latin is taught each year while Greek and Hebrew are offered in alternate years. Intermediate and advanced level French courses are offered as student interest demands. Students wishing to take additional courses in French will be advised and directed to programs offered abroad by major universities with which Saint Mary’s has an affiliation.

All students who have taken Spanish or French in high school must take a 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 two 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 in Spanish and as elective credit in either language 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 sponsors one extracurricular organization. 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.

It is suggested that students interested in:

• A professional career should take Advanced Conversation, Civilization/Culture, and Spanish for Business;
• Teaching Spanish should take Advanced Composition, Advanced Conversation, Civilization/Culture, Phonetics/Diction;
• Continuing their studies in graduate school should take Advanced Composition, Advanced Conversation, Civilization/Culture, three different period/area literature courses, and acquire a working knowledge of another foreign language; or
• 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.
Modern/Classical Languages

**Majors Offered:**
- Spanish
- Spanish Education

**Minor Offered:**
- Spanish

**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
- Eight 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 School of Education 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
- Five additional upper-division courses

B. Required education course work

**Spanish Minor (21 credits):**
Twenty-one 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. Eighteen additional credits
Modern/Classical Languages

Department Courses

F241 Intermediate Conversational French I 4 credits
This course uses an intensified conversational approach to build vocabulary, to review grammar, and to introduce the student to selected readings dealing with Francophone literature, culture, and civilization. Offered fall semester. Prerequisite: F142 or equivalent.

F242 Intermediate Conversational French II 4 credits
A continuation of F241. Offered spring semester. Prerequisite: F241 or equivalent.

F305 Advanced French Conversation 3 credits
This course provides the oral practice and vocabulary necessary to move from simply describing the physical world toward a broader and more sophisticated use of the language. The students 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. Prerequisite: F242 or equivalent.

F306 Advanced French Composition 3 credits
This course offers intensive practice in the refinement of writing skills and vocabulary building through a variety of readings, exercises, and numerous writing activities. The students work toward a more sophisticated and idiomatic use of the French language. Prerequisite: F242 or equivalent.

F331 French Civilization/Culture 3 credits
This course is an initiation to French culture across the ages. The students study the political, social, artistic and intellectual evolution of France through a series of texts, images, and videos. Prerequisite: F242 or equivalent.

F332 Francophone Societies 3 credits
This course is an initiation to the diversity of the Francophone world. Through a series of texts and videos the students address five important social and cultural themes: 1) the definition of "francophone," 2) colonialism, 3) national identity, 4) religion and traditions, and 5) immigration and the future of "francophone." Offered every other spring semester. Prerequisite: F242 or equivalent.

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 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.

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.
Modern/Classical Languages

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 oral presentation skills 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
Modern/Classical Languages

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.

**SP496/497 Internship in Spanish** 1-17 credits
The Medieval and Renaissance studies minor offers students interested in these periods the opportunity to pursue a multidisciplinary course of study through the three core perspectives of history, literature, and philosophy. Required courses may also be counted, with some important limitations, toward major and general education requirements. Qualified students from all academic disciplines are welcome to explore the minor program. Successful completion of the minor will enhance awareness of disciplinary perspectives and the skills to integrate them in meaningful interdisciplinary ways.

**General Goals**
- The minor promotes multidisciplinary and interdisciplinary studies of the period from later Antiquity to the middle of the seventeenth century.
- The minor seeks to advance the study of the Middle Ages and the Renaissance by offering an environment for academic exchange.
- The minor organizes, sponsors, and co-sponsors seminars to assist students, faculty, and the larger community in acquiring a deeper understanding of issues rooted in the past that continue to resonate in our contemporary world. These seminars consist of presentations, colloquia, and conferences open to all.

**Medieval and Renaissance Studies Minor (21 credits):**

A. Both of the following philosophy courses:
   - PH253 History of Ancient Philosophy: Thales-Aristotle
   - PH254 History of Medieval Philosophy: Augustine–Ockham

B. Two of the following literature courses:
   - E315 Early British Literature I: Christianity and its Others
   - E316 Early British Literature II: From Romance to Epic
   - E333 Shakespeare
   - SP443 Medieval/Renaissance Spanish Literature

C. Two of the following history courses:
   - H321 The Early Middle Ages
   - H322 The High Middle Ages
   - H332 The Renaissance

D. The following course:
   - MR400 Minor Integration

E. Seminars:
   - Required attendance at three Medieval and Renaissance faculty seminar presentations and completion of a seminar essay.

**Course**

**MR400 Minor Integration**

1 credit

Students research and write an integrative paper based on some common feature(s) of Medieval and/or Renaissance culture encountered in their coursework. Students make presentations to faculty and peers based on their paper. Students must complete at least 13 credits of the minor and at least one course in each of areas A, B, and C before taking this course.

Note: Students are allowed to count two courses toward both their major and the Medieval and Renaissance studies minor regardless whether the course is specifically required for both, an exemption from university policy.
Multidisciplinary Minors

Scientific Computing
Robyn Wangberg, Ph.D., Supervisor

The multidisciplinary minor in scientific computing is a natural complement to the curriculum for majors in the natural and physical sciences, mathematics, and computer science. Focused study in the area of scientific computation enriches learning in any of these disciplines, adding an applied emphasis and stressing the cross-fertilization of research methods across disciplines.

The advancement of science in many fields is becoming less discipline-specific, and nowhere is this more apparent than in the common tools used for challenging computational problems. For instance, the modeling, visualization and simulation of large-scale nonlinear systems are common to many fields of science and applied mathematics. A multidisciplinary minor in scientific computation provides students with a valuable, intellectually challenging experience and marketable skills applicable in many fields. The minor will help to stimulate collaboration and exchange among faculty in the sciences. The three departments responsible for staffing the minor are computer science, mathematics, and physics. This minor may be extended to include chemistry and/or biology in the future.

Scientific Computing Minor (22-23 credits)
A. Required Core
   CS106 Introduction to Programming for Sciences
   CS/M/P356 Introduction to Scientific Computing
   CS/M/P456 Scientific Computing Project
   M252 Linear Algebra
   M/P344 Applied Mathematics/Mathematics Methods for Science
   ST232 Introduction to Statistics

B. Two of the following courses:
   M310 Combinatorics and Graph Theory
   M315 Number Theory
   M341 Differential Equations
   M342 Numerical Analysis
   M361 Operations Research
   P340 Classical Mechanics
   P360 Electricity and Magnetism
   P370 Microcontroller Organization and Architecture
   P380 Quantum Mechanics
   ST371 Applied Regression Analysis
   ST373 Design of Experiments
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, music ministry, 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 first 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

Minor Offered:
Music
Music Core Requirements: common to liturgical music, music, music education, and music performance majors.

A. Music Core:

- MU125 Keyboard Musicianship I
- MU126 Keyboard Musicianship II
- MU130 Music Fundamentals I*
- MU131 Music Fundamentals II*
- MU150 Experiencing Music
- MU160 Music Theory I
- MU165 Music Theory II
- MU170 Ear Training I
- MU175 Ear Training II
- MU260 Music Theory III
- MU270 Ear Training III
- MU299 Sophomore Review
- MU300 Electronic Music & MIDI
- MU341 Music History I
- MU342 Music History II
- MU382 Conducting
- MU383 Arranging

B. Performance Studies:

Applied Lessons: minimum of seven semesters of private lessons 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.

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 B.A. in music and the Master of Arts in Instruction degree leading to teaching licensure, the B.A. 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
Music

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 one 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)
   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 one 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

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
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 Techniques
   MU448  Form and Analysis

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 La Crosse, WI; Leithold’s Music in La Crosse, 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 physics 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 La Crosse, WI, owned and operated by Grammy-winner Brett Huus.

**Music Industry Core:**
A. All of the following:

- MU104 World Drum Ensemble
- MU130 Music Fundamentals I*
- MU131 Music Fundamentals II*
- MU150 Experiencing Music
- MU160 Music Theory I
- MU170 Ear Training I
- MU299 Sophomore Review
- MUJ300 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
- Three elective business credits

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
- 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
Music

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT330</td>
<td>Advanced Applications of Audio Post Production &amp; Sound Design</td>
</tr>
<tr>
<td>MT331</td>
<td>Advanced Applications of Audio Post Production &amp; Sound Design Lab</td>
</tr>
<tr>
<td>MT340</td>
<td>Fundamentals of Live Audio Production</td>
</tr>
<tr>
<td>MT341</td>
<td>Fundamentals of Live Audio Production Lab</td>
</tr>
<tr>
<td>P113</td>
<td>The Physics of Sound and Music</td>
</tr>
</tbody>
</table>

E. Three credits from:
- MT298     Field Exploration
- MU496/497 Internship

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 Office of Admission for information about 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. Four semesters of private instruction taken for credit in major performing instrument

E. Six 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.

- **World Drum Ensemble**
  - Course Code: MUE104/105/106/107/108
  - Credit: 0-1
  - Description: 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.

- **Concert Band**
  - Course Code: MUE111/112/113/114
  - Credit: 0-1
  - Description: 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.

- **Chamber Ensembles**
  - Course Code: MUE115/116/117/118/119
  - Credit: 0-1
  - Description: 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 MUE312/313/314/315/316.
MUE120/121/122/123/124  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.

MUE125/126/127/128/129  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.

MUE130/131/132/133/134  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.

MUE200/201/202/203/204  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.

MUE205/206/207/208/209  Orchestra  0-1 credits
Chamber Orchestra studies and performs a wide variety of challenging literature, fostering the musical growth of its members.

MUE300/301/302/303/304  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.

MUE305/306/307/308/309  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.

MUE312/313/314/315/316  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.

MUE320/321/322/323/324  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. Prerequisite: 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 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. Offered spring semester. Prerequisite: must be taken concurrently with MT340.
MU125  Keyboard Musicianship I  2 credits
This course is an introduction to the keyboard for music majors with limited keyboard background. Emphasis is on functional skills such as reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and repertoire. A grade of "C" or higher in both the final exam and course are required to fulfill the piano proficiency requirement. 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
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. Classroom and lab components are both integral to this course. 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.
### Music

**MU175  Ear Training II**  2 credits  
This 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. Classroom and lab components are both integral to this course. 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.

**MU245  Jazz History**  3 credits  
This course examines unique Western and non-Western aspects of jazz and its relationship to the Afro-American culture. It is intended to give students an introduction to various styles of jazz from its beginning in the early 1900s to the present. Students study the cultural context of jazz, what to listen for and some basic aspects of how it is performed. 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. Concepts covered include: augmented 6th chords, enharmonicism, altered dominants, sonata form, and the breakdown of tonality. 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 credit  
A comprehensive review of transcripts, a portfolio of work, and a juried performance examination normally occurring during the second semester of the sophomore year.

**MU300  Introduction to Electronic Music & MIDI**  2 credits
This course is intended to give students an introduction to the history of electronic music, MIDI applications including computer interfacing, and provide an introduction to music scoring, editing, recording and printing music using computers, music education software and music resources on the internet. 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. Prerequisite: 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 Techniques**  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.

**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.
Music

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, or 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 for Music Education majors.

MU392 Music Business 3 credits
A series of guest presenters representing diverse fields within the music business offers insight as to their work in the music industry. This course provides an overview of some basic aspects of the music business including: copyright and publishing, music merchandising, some aspects of licensing, career management and promotion, networking and influences of technology. Offered in alternate spring semesters.

MU429 Teaching Music K-6 3 credits
This course content includes current methodologies, teaching strategies, procedures and resources specific to elementary and middle school music teaching. Offered in alternate fall semesters.

MU430 Teaching Music 7-12 3 credits
This course includes resources, methodology, strategies, and procedures for meeting problems specific to teaching music at the middle and secondary level. Offered in alternate spring semesters.

MU448 Form and Analysis 2 credits
This course examines specific formal techniques used from 1700 to the 20th Century. All principle forms are studied, including Fugue, Sonata, Rondo and Sonata Rondo. In addition, the Lorenz method of analyzing bow forms used in the formal construction of 19th and early 20th Century music are explored in detail. Prerequisite: MU260.

MU449 Seminar 1-2 credits
Selected topics in world music, instrumental and vocal literature, pedagogy, and technology.

MU450 Arts Administration: Theory and Practice 3 credits
This course is designed to introduce students to the field of arts administration as it applies to the performing arts, visual arts, and arts services organizations. Arts explored include management models,
marketing, development, finances and facilities management and planning. Students apply knowledge in these areas to an arts organization which they create in class. The course culminates with the students presenting their projects in executive session. 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 Career Services and Internships Office in their junior year.

**Applied Music (Private Instruction)**
0-1 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 18 credit load. Non-music majors may only take half-hour lessons. Music majors and minors are required to take lessons for credit.

Students may take only two semesters of lessons at each level and all students will start at the 100-level. The following table lists typical initial placement and minimum graduation proficiency levels. All levels of lessons are offered for one thirty-minute lesson per week or 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>
</tr>
</thead>
<tbody>
<tr>
<td>Liturgical Music</td>
<td>half-hour lesson</td>
<td>hour lesson</td>
</tr>
<tr>
<td>Music</td>
<td>half-hour lesson</td>
<td>half-hour lesson</td>
</tr>
<tr>
<td>Music Education</td>
<td>half-hour lesson</td>
<td>half-hour lesson</td>
</tr>
<tr>
<td>Music Industry</td>
<td>half-hour lesson</td>
<td>half-hour lesson</td>
</tr>
<tr>
<td>Music Performance</td>
<td>half-hour lesson</td>
<td>half-hour lesson</td>
</tr>
<tr>
<td>Music minor</td>
<td>half-hour lesson</td>
<td>half-hour lesson</td>
</tr>
<tr>
<td>Non-Music majors</td>
<td>half-hour lesson</td>
<td>none</td>
</tr>
<tr>
<td>MUL100/200/300/400</td>
<td>Popular Guitar</td>
<td></td>
</tr>
<tr>
<td>MUL101/201/301/401</td>
<td>Classical Guitar</td>
<td></td>
</tr>
<tr>
<td>MUL102/202/302/402</td>
<td>Bass Guitar</td>
<td></td>
</tr>
<tr>
<td>MUL104/204/304/404</td>
<td>Piano and Jazz Piano</td>
<td></td>
</tr>
<tr>
<td>MUL105/205/305/405</td>
<td>Organ</td>
<td></td>
</tr>
<tr>
<td>MUL108/208/308/408</td>
<td>Voice</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>MUL109/209/309/409</td>
<td>Voice Coaching</td>
<td></td>
</tr>
<tr>
<td>MUL110/210/310/410</td>
<td>Saxophone</td>
<td></td>
</tr>
<tr>
<td>MUL111/211/311/411</td>
<td>Flute/Piccolo</td>
<td></td>
</tr>
<tr>
<td>MUL112/212/312/412</td>
<td>Oboe</td>
<td></td>
</tr>
<tr>
<td>MUL113/213/313/413</td>
<td>Clarinet</td>
<td></td>
</tr>
<tr>
<td>MUL114/214/331/414</td>
<td>Bassoon</td>
<td></td>
</tr>
<tr>
<td>MUL115/215/315/415</td>
<td>Violin/Viola</td>
<td></td>
</tr>
<tr>
<td>MUL116/216/316/416</td>
<td>Cello/Bass</td>
<td></td>
</tr>
<tr>
<td>MUL118/218/318/418</td>
<td>Percussion</td>
<td></td>
</tr>
<tr>
<td>MUL120/220/320/420</td>
<td>Trumpet</td>
<td></td>
</tr>
<tr>
<td>MUL121/221/321/421</td>
<td>Trombone/Euphonium</td>
<td></td>
</tr>
<tr>
<td>MUL122/222/322/422</td>
<td>Horn</td>
<td></td>
</tr>
<tr>
<td>MUL123/223/323/423</td>
<td>Tuba</td>
<td></td>
</tr>
<tr>
<td>MUL124/224/324/424</td>
<td>Recorder</td>
<td></td>
</tr>
<tr>
<td>MUL125/225/325/425</td>
<td>Composition</td>
<td></td>
</tr>
<tr>
<td>MUL126/226/326/426</td>
<td>Jazz Improvisation</td>
<td></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 to 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 enables 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD201</td>
<td>Job Search Strategies</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>This course covers the techniques necessary to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conduct a successful job search, from targeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>potential employers to effectively utilizing the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;tools&quot; of the process: resumes, cover letters,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>portfolios, and interviews. The emphasis is to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>empower students so that they are equipped to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conduct a self-directed job search. Graded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pass/fail.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Coaching Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Shawn McMahon, M.A., Coordinator</strong></td>
<td></td>
</tr>
<tr>
<td>CO151</td>
<td>Sports Science</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>Basic physiological and mechanical aspects of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sport are presented to provide the student with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the skill necessary to analyze human performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in a variety of athletic activities. The course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>is designed to enhance coaching effectiveness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and athletic performance by increasing student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>understanding of exercise physiology, biomechanics,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and kinesiology. A background in human anatomy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and physiology is recommended.</td>
<td></td>
</tr>
<tr>
<td>CO152</td>
<td>Theory of Coaching</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>This introductory course is designed to explore</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the fundamentals of coaching while laying the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>foundation for practical application at the junior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>high, high school or college level. In addition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to establishing a coaching philosophy, students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>develop a master/seasonal plan for their sport</td>
<td></td>
</tr>
<tr>
<td></td>
<td>including daily practice plans. Pre-season, in-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>season, and post-season topics are explored.</td>
<td></td>
</tr>
<tr>
<td>CO153</td>
<td>Prevention and Care of Athletic Injuries</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>This lecture and laboratory course focuses on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the prevention, etiology, recognition, initial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>treatment, and rehabilitation of specific</td>
<td></td>
</tr>
<tr>
<td></td>
<td>athletic injuries and illnesses. Students identify</td>
<td></td>
</tr>
<tr>
<td></td>
<td>common signs and symptoms associated with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>athletic injuries and develop taping and wrapping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>skills to prevent re-injury. A background in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>human anatomy is strongly recommended. Prerequisite:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CO156.</td>
<td></td>
</tr>
<tr>
<td>CO154</td>
<td>Psychology of Coaching</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>This course explores the psychological parameters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>which influence behavior and performance in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sports. This is an introductory course into the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>world of sport psychology and positive team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>building in which students learn to apply</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reinforcement principles and motivational</td>
<td></td>
</tr>
<tr>
<td></td>
<td>techniques to enhance sport performance. Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>evaluate their communication skills and leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>style.</td>
<td></td>
</tr>
<tr>
<td>CO155</td>
<td>Field Exploration: Coaching</td>
<td>1-3 credits</td>
</tr>
<tr>
<td></td>
<td>This course provides an opportunity to observe,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and in many cases, contribute to the coaching of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a junior high, senior high, or college/university</td>
<td></td>
</tr>
<tr>
<td></td>
<td>athletic team. Under the guidance and direction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of a mentor coach, the student coach observes and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>practices many of the responsibilities and tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>involved in coaching. Graded pass/fail.</td>
<td></td>
</tr>
<tr>
<td>CO156</td>
<td>CPR/AED for the Professional Rescuer and First</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>Aid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed to prepare students as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Red Cross professional rescuers, those</td>
<td></td>
</tr>
<tr>
<td></td>
<td>whose duty to act in cases of breathing or cardiac</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emergencies. Completion of this course authorizes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the student as an American Red Cross for the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Rescuer for one year and fulfills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>most CPR/AED requirements for health professionals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and lifeguard certification programs.</td>
<td></td>
</tr>
</tbody>
</table>
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

Minor Offered:
Philosophy

The philosophy department also supports and staffs the Medieval and Renaissance studies minor.

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
Philosophy

PH345  Philosophy of the Person
PH355  History of Modern Philosophy
PH358  History of 19th and 20th Century Philosophy
PH360  Epistemology
PH400  Metaphysics
PH402  Senior Thesis
PH410  The Philosophy of Saint Thomas Aquinas

B. Two additional philosophy courses.

C. Required seminary courses (these 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.
Philosophy

PH202 Philosophy in Our World 3 credits
This general education course gives students the opportunity to read a major philosophical work, Plato's Republic, and to discuss issues raised by the text that relate to our world. Such issues include justice, artistic expression and censorship, ethical conduct, the role of women in society, the best form of government, family, work, freedom, and responsibility. The course is for first and second year students who want a serious introduction to philosophy and enjoy rigorous philosophical conversation.

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.
PH345 Philosophy of the Person 3 credits
This course critically examines some of the most influential conceptions of the human person (e.g., the Platonic, the Aristotelian-Thomistic, the Judeo-Christian, the Hobbesian and that of other modern thinkers). It considers such fundamental issues as the existence and nature of the human soul; whether human beings are innately good, innately evil, both or neither; in what sense, if any, human beings are rational; and the nature and basis of human freedom.

PH346 Ethical Issues in the Sciences 3 credits
This course provides non-science as well as science majors the opportunity to examine key issues in the sciences in the light of major ethical theories. Among the issues to be examined are: abuses and uses of nuclear energy, behavior control and psychosurgery, chemical wastes and the environment, computerized files of personal information, computerization and depersonalization, experimentation with human subjects and animals, genetic engineering and screening, reproductive techniques, organ transplants, physician-patient relationships, and euthanasia.

PH355 History of Modern Philosophy: Bacon - Kant 4 credits
In this course, the third of four history of philosophy courses 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 4 credits
This course, the fourth of four history of philosophy courses, is an examination of the post-Kantian philosophy focusing on selected major movements of the 19th and 20th centuries, such as idealism, phenomenology, existentialism, and British analytic and ordinary language philosophy. Readings may include Hegel, Kierkegaard, Nietzsche, Husserl, Heidegger, James, Foucault, Wittgenstein, Ryle, and John Paul II, among others. Prerequisite: PH355.

PH360 Epistemology 3 credits
Epistemology is the study of how it is that humans come to know themselves and the world we inhabit. This course is a survey of theories of knowledge that span the western tradition from the Greeks to the present day. Issues raised include the definitions of certainty and truth, the reliability of sense knowledge, the way in which we know ourselves and others, as well as other related issues raised by our authors.

PH362 Business Ethics 3 credits
The course examines critically the major ethical or moral theories that are at the basis of decision-making in the complex area of contemporary behavior we know as “the business world.” It is recommended for business majors.

PH370 Philosophy of Art 3 credits
This interdisciplinary course explores the relationship between philosophy of art or aesthetics and developments in art history. The course involves a study of traditional and contemporary theories of art, an examination of selected figures and movements in art history, and an analysis of the vital interrelationship between the two disciplines of philosophy and art. Also offered as AR370. Offered fall semester.

PH380-389 Special Topics: Philosophy 3 credits
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 physical education courses at Saint Mary's is to improve students’ quality of life through the promotion and development of physical fitness and wellness. Courses emphasize skill development, rules of play, and the health benefits associated with regular activity. A variety of offerings in physical education allow students to pursue fitness and health in numerous ways while integrating wellness throughout their lives.

Upon successful completion of a physical education course, students will:
• Recognize the relationship of physical activity to quality of life;
• Develop increased knowledge and familiarity with the activity;
• Understand central concepts, rules, and etiquette associated with the activity; and
• Be able to include the activity as part of a regular wellness program into the future.

As a requirement for graduation, students must complete two physical education classes. Courses 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 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:
Physics
Physics with an Engineering Science Emphasis
Physics with a Life Science Emphasis
Physics Science Education
Minor Offered:
Physics

The physics department also supports and staffs the scientific computing minor.

Physics Core:
A. All of the following courses
(Either M148 & M149 or M151):
- C131 General Chemistry I
- C133 General Chemistry I Laboratory
- C142 General Chemistry II
- C144 General Chemistry II Laboratory
- M148 Precalculus w/ Calculus I
- M149 Precalculus w/ Calculus II
- M151 Calculus I
- M152 Calculus II
- M251 Calculus III
- P201 Introductory Physics I
- P202 Introductory Physics I Laboratory
- P211 Introductory Physics II
- P212 Introductory Physics II Laboratory
- P304 Introduction to Modern Physics

Physics Major (58 credits):
This program is intended for students who wish to pursue graduate studies in physics, astronomy, or a related field; or for those who desire a liberal-arts approach to a technical field for future work in law, medicine, or secondary education.

A. Physics Core
B. All of the following:
- C331 Physical Chemistry I with Laboratory
- M252 Linear Algebra
- P314 Digital Systems with Laboratory
- P340 Classical Mechanics
- P344 Mathematical Methods for Science
- P360 Electricity & Magnetism I
- P380 Quantum Mechanics I
- P410 Physics Directed Research

Physics with an Engineering Science Emphasis Major (53-54 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:
- CS106 Introduction to Programming for Sciences
- M252 Linear Algebra
- P314 Digital Systems with Laboratory
- P340 Classical Mechanics
- P390 Advanced Laboratory
Physics

C. Two of the following:
   P344 Mathematical Methods for Science
   P360 Electricity & Magnetism I
   P370 Microcontroller Organization & Architecture with Laboratory
   P380 Quantum Mechanics I

Recommended electives:
   CS356 Introduction to Scientific Computing
   M341 Differential Equations

Physics with a Life Science Emphasis Major (66-68 credits):
This program is intended for students interested in eventually pursuing a graduate program in medical physics, health physics, nuclear medicine technology, bioengineering, or a related field. It is also an excellent major for students wishing to enter medical school.

A. Physics Core
B. All of the following courses:
   B110 Botany & Zoology I
   B111 Botany & Zoology I Laboratory
   B120 Botany & Zoology II
   B121 Botany & Zoology II Laboratory
   C321 Organic Chemistry I
   C323 Organic Chemistry I Laboratory
   M252 Linear Algebra
   P314 Digital Systems with Laboratory
   P340 Classical Mechanics
   P390 Advanced Laboratory
C. Three of the following courses:
   B310 Genetics with Laboratory
   B311 Cell Biology with Laboratory
   B313 Physiology with Laboratory
   B409 Biochemistry with Laboratory
   B450 Radiation Biology

Recommended electives:
   C322 Organic Chemistry II with Laboratory
   CS106 Introduction to Programming for Sciences
   M341 Differential Equations
   P344 Mathematical Methods for Science
   P380 Quantum Mechanics I

Physics Science Education Major (61-63 + education coursework):
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 Laboratory
   B120 Botany & Zoology II
   B121 Botany & Zoology II Laboratory
   C331 Physical Chemistry I with Laboratory
Physics

P111 Earth and the Solar System
P340 Classical Mechanics
P410 Physics Directed Research
C. Three of the following (either P314 or P315 and either C332 or P380):
   C332 Physical Chemistry II with Laboratory
   P314 Digital Systems with Laboratory
   P315 Electronic Circuits (at WSU)
   P344 Mathematical Methods for Science
   P360 Electricity & Magnetism I
   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 Laboratory
   P211 Introductory Physics II
   P212 Introductory Physics II Laboratory
   P304 Introduction to Modern Physics with Laboratory
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.
Physics

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, 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 will not be granted for this course and P201. Prerequisites: high school algebra, geometry, and trigonometry. Co-requisite: P181.

P181  College Physics Laboratory  1 credit
This one three-hour laboratory is held each week to address topics covered in P180 lecture. Credit will not be granted for this course and P202. Co-requisite: P180.

P201  Introductory Physics I  3 credits
This course is the first half of a two-semester introductory, calculus-based, physics course for all students planning to enter one of the scientific professions. It covers the fundamental principles of mechanics, oscillations, and fluid mechanics. Offered fall semester. Prerequisites: M149 or M151 (M151 may be concurrent) and concurrent with P202.

P202  Introductory Physics I Laboratory  1 credit
One three-hour laboratory is held each week covering topics studied in the lectures. Offered fall semester. Concurrent with P201.

P211  Introductory Physics II  3 credits
This course is the second half of a two-semester introductory, calculus-based, physics course for all students planning to enter one of the scientific professions. It covers the fundamental principles of waves, physical and geometrical optics, and electricity and magnetism. Offered spring semester. Prerequisites: P201/202; concurrent with P212.

P212  Introductory Physics II Laboratory  1 credit
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  3 credits
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. Offered in alternate spring semesters. Prerequisites: P211/212 (may be concurrent).

P304  Introduction to Modern Physics with Laboratory  4 credits
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.

P314  Digital Systems with Laboratory  4 credits
This is a course on digital electronics and its applications in modern electronic instrumentation. Emphasis is placed on gaining experience with the use of individual digital integrated circuits and programmable arrays. The course covers Boolean algebra, simple gates, combinational and sequential logic circuits, counters, shift registers, state machines, astable multivibrators, encoding, decoding,
Physics

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** 3 credits
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 majors as well as those mathematics majors whose area of interest is analysis. Topics include: Fourier series, 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. Offered in alternate spring semesters. Prerequisites: M251 and M252.

**P356 Introduction to Scientific Computing** 3 credits
A course designed to provide undergraduates students with the basic computational tools and techniques needed for their study in science and mathematics. Students learn by doing projects that solve problems in physical sciences and mathematics using symbolic and compiled languages with visualization. By use of the Sage problem-solving environment and the Python programming language, the students learn programming and numerical analysis in parallel with scientific problem solving. Also offered as CS356 and M356. Prerequisites: CS106, M251, M252, and ST232.

**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 uses 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 with Laboratory** 4 credits
The course covers the PIC18F4520 and Arduino microcontrollers as a paradigmatic microprocessor; other devices may be used as well. 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: CS106 and 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/P391 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.

P456  Scientific Computing Project  1 credit
This course is required for all Scientific Computing minors. Its purpose is to provide students the opportunity to develop a research project or participate in an ongoing research project under direction of a faculty advisor. The project must combine scientific computing tools and techniques with a substantive scientific or engineering problem. It is also intended to give students experience in experimental design, recordkeeping, and scientific writing. Also offered as CS456 and M456. Prerequisites: consent of both the faculty advisor and the minor supervisor, and CS/M/P 356.
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
Randy Krainock, 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
   C321/323 Organic Chemistry I
   C322 Organic Chemistry II
   P201/202 Introductory Physics I
   P211/212 Introductory Physics II

B. Required philosophy/theology courses
   (Either PH343 or TH350):
   PH343 Contemporary Ethical Issues
   PH346 Ethical Issues: Sciences
   TH350 Catholic Moral Theology
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.D., 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. Admission to law school requires early application and the taking of the Law School Admission Test (LSAT) by February of the student's senior year at the latest. For students with a serious interest in the study of law, there is the possibility of an independent study course or an internship. 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 who already possess a baccalaureate degree come to Immaculate Heart of Mary. These men generally are in residence for two years, during which time they complete their philosophy and theology requirements.
Psychology

Jay D. Mutter, Ph.D., Chair

The discipline of psychology focuses on the study of the individual person. Psychologists study processes and identify principles to help us understand events and experiences within individuals as well as our interactions with others and the world. 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 five 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;
• Develop written communication, oral communication, problem-solving and critical thinking skills and apply them to the study of psychology; and
• Demonstrate and promote ethical behavior in all aspects of the science and practice of psychology.

The psychology department has its own chapter of the Psi Chi, the International 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.

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.

Psychology Department Distinction
Distinction is an honor that can be achieved by students majoring in psychology who have demonstrated exceptionally high quality work leading up to and including a major capstone paper, presentation, and portfolio. According to university policy, students must earn at least a 3.700 major GPA and 3.300 cumulative GPA. Students must also submit an outstanding internship integration or
thesis paper (a grade of A) and public presentation, according to a scheduled outline published annually by the department.

**Major Offered:**
Psychology

**Minor Offered:**
Psychology

**Psychology Major (minimum 40 credits):**
A. All of the following:
   - PY111 General Psychology
   - PY211 Developmental Psychology
   - PY220 Abnormal Psychology
   - PY290 Experimental Psychology and Statistics
   - PY305 Learning and Cognition
   - PY310 Social Psychology
   - PY340 Biopsychology
   - PY370 Personality Psychology

B. One of the following:
   - ST132 Reasoning Statistics
   - ST232 Introduction to Statistics

C. 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:
   - PY270 Multicultural Psychology: Understanding Our Diverse Communities
   - PY300 Collaborative Research II
   - PY306-309 Special Topics in Psychology
   - PY410 Individual/Group Counseling
   - PY426 Clinical Psychology and Testing
   - PY470-479 Seminars in Psychology

Psychology Minor (20 credits):
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 our 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, students 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. Graded pass/no credit. Prerequisites: PY111 and consent of the instructor.

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 for PY300, PY300 for PY301, PY301 for PY302, and consent of the instructor.

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 course 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. Perquisites 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.

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. Prerequisites: PY111. Recommend PY211 and PY220.

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. Prerequisite: PY220. Recommended: PY370.
Psychology

PY426 Clinical Psychology and Testing  4 credits
This course is designed to cover the issues relevant to clinical psychology with an emphasis on clinical assessment. The course focuses on several primary areas such as diagnosis, conducting intake interviews, conducting mental status exams, and writing intake reports. Ability, personality, and projective tests are investigated. Students learn how to create, critique, and administer a test. Prerequisites: PY111, PY220, PY311, 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 is 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. Students meet with department faculty for an interview, prepare self goals and objectives and create a resume, and conduct a literature review relevant to the chosen site. Students meet individually and in groups with the instructor. Graded pass/no credit. Prerequisites: junior standing, PY211, PY220, PY290, PY305, and PY310.

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. Graded pass/no credit. Prerequisites: PY290 and junior standing. Recommend PY313 and PY314.

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. Graded pass/no credit. Prerequisites: PY290 and PY489. Recommend: PY313 and PY314.

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, including an extensive literature review, and make a formal presentation. Independent research is emphasized in consultation with the instructor and an advisor. Prerequisites: PY290, PY489, and PY490.

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. Three credits may be letter graded and the remaining credits are graded pass/no credit. Prerequisites: completion of the psychology core, course work appropriate to the internship, PY488, and approval from the internship director and chair. PY410 is recommended.

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. An extensive literature review is conducted, including theoretical and empirical studies. Students make a formal public presentation based on their paper and internship. Graded pass/no credit. Prerequisites: PY488 and PY496/497.
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 throughout history, the Saint Teresa Institute fosters, within an academic setting, a spiritual, social, and cultural environment through which the leadership potential of women is nurtured in a community that celebrates personal integrity, excellence, joy, 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.
The social science department houses the following programs: criminal justice, human services, mass communication, 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
- 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
  - Sociology

**Minors Offered:**
- Criminal Justice
- Electronic Publishing
- Global Studies
- Journalism
- Political Science
- Public Relations
- 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 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;
- Possess the skills necessary to think clearly, independently, and critically about the fundamental issues in criminal justice; and
- Possess the foundations necessary for professional careers in the criminal justice fields, successful graduate study, or law school.
Social Science

Criminal Justice Major (46 credits plus 1-17 credit internship):
The criminal justice major is intended to provide an overview of criminal justice institutions, the causes of crime, and issues relating to social control. The major is structured around a core of criminal justice courses on such topics as law enforcement, the judicial process, drugs and crime, and correctional processes. The course of study consists of a general overview of the components of the criminal justice system with the overall goal of exposing students to a wide variety of academic disciplines: human services, political science, psychology, and sociology.

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

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. Prerequisite: CJ111

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: CJ111 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
Social Science

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.

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: PS342/S350.

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.
Social Science

General Goals for Learning
Students:
• Understand the interactive nature of persons and their environments;
• Are 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):
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. The human services curriculum prepares generalists who have knowledge and skills necessary to work with a variety of vulnerable populations such as the elderly, children, persons with mental illness, persons with disabilities, and victims of violence.

A. Practice Core: All of the following:
   HS111 Introduction to Human Services
   HS211 Interviewing and Assessment
   HS306 Case Management

B. Research Core: three courses; either PY290 or S250:
   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
   HS496/497 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.

HS211  Interviewing and Assessment  3 credits
Students practice and demonstrate skills for intentional attending, development of therapeutic rapport, culturally competent interviewing and assessment, and solution-focused intervention planning. Offered spring semester. Prerequisite: HS111.

HS298  Field Exploration  1-3 credits
Students complete field work in approved human services programs related to individual interests; arranged with the assistance of the academic advisor. Prerequisite: HS211.

HS306  Case Management  3 credits
Case management is a vital professional skill. In this course students apply informal and formal assessment strategies to family units, identify and document problems in daily living as experienced by various populations, practice decision-making regarding ethical dilemmas, and document generalist case management services using professional practice standards. This course is also appropriate for psychology or criminal justice/corrections track majors. Offered spring semester. Prerequisite: HS211 or PY410.

HS352  Public Policy  4 credits
This course is devoted to a thorough review, analysis and evaluation of public welfare policy and at least one other topic. These topics may include but are not limited to the following: health care, environmental regulations, energy; consolidation of federal programs; affirmative action, etc. Special emphasis is given to the formulation, adoption, implementation, impact, and evaluation of public policy. Also offered as PS370.

HS450  Macro Assessment and Evaluation  4 credits
In this course students apply quantitative and qualitative research methods in the assessment of community or program functioning, the development and evaluation of human services-related programs, and decision-making regarding the allocation of resources in response to social problems. Prerequisite: PS342/S350.

HS465-475  Seminars in Human Services  1-4 credits
Specialized courses are offered in areas of particular interest to students and faculty. Examples include adoption, career and vocational development, immigration, substance abuse, and welfare reform.

HS489  Thesis Development  1 credit
In this course a student begins work on the thesis requirement. The student is expected to select a relevant topic, review relevant scholarly literature and design a research project independently with mentoring by the academic advisor. Prerequisites: completion of research core of the major and consent of the academic advisor.

HS490  Research in Human Services  2 credits
In this course the student is expected to complete the research project designed in HS489. The student develops the project independently with mentoring by the academic advisor. Prerequisite: HS489.

HS495  Internship Preparation  0-1 credits
Taken the semester before the student completes an internship, students work individually and as a group to evaluate internship readiness; identify possible internship sites; initiate interviews with prospective internship supervisors; review the literature about the population to be served; and develop learning contracts for secured internship sites. Students must meet university internship eligibility requirements. Graded pass/no credit. Prerequisites: completion of HS111, HS211 and HS306.
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: HS496/497.

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). 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 Governmental 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 I
   MC230  Principles of PR
   MC314  PR Writing
   MC400  PR Research
   MC443  Case studies in Public Relations
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 communication 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 and 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. 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 communication 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.

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 (38-39 credits + language and either study abroad or internship 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
   H112 Global History Since 1500
   PS313 International Politics
   PS320 Comparative Politics

B. One of the following:
   BU215 Business Statistics
   ST132 Reasoning with Statistics
   ST232 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 one course from each of E, F, G & H (either H311 or PS314, not both):
   LCT375 Global Issues
   PS314 American Foreign Relations
   PS315-6 and PS18-19 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 one 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 one course from E, F, G & H:
   AR371 Art History I
   AR372 Art History II
   E373 Postcolonial Fictions
   E381 Adventures of the Writer in World Literature
   E383 Geographies of Identity
   F331 French Civilization/Culture
   F332 Francophone Societies
   F443 French/Francophone Novel
   F444 French/Francophone Short Story
   F445 French/Francophone Theatre
   F447 La Litterature Engagée
   H391 Chinese & Chinese-American Films as Cultural Markers
   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
   TA321 History of Theatre II: Enlightenment to Romanticism
   TA421 History of Theatre III: Realism & Naturalism to the Present
   TH270 Christianity in a Global Context
H. History: six electives courses totaling 18 credits from E, F, G & H with a minimum of one 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 Revolutionary and Post-Revolutionary Russia
- H390 Modern China

I. Both of the following:
- GS489 Thesis Development
- GS490 Research in Global Studies

**Political Science Major (42-43 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

B. One of the following:

- BU215 Business Statistics
- ST132 Reasoning with Statistics
- ST232 Intro to Statistics

**American/International Politics Track:**

A. & B. Political Science Core

C. Six credits International & Comparative Government (courses numbered PS314-329 excluding PS320)

D. Six credits American Government & Law (courses numbered PS332-339)

E. One political science seminar

**Public Administration/Public Policy Track:**

A. & B. Political Science Core

C. The following course:

- PS250 Fundamentals of Public Administration

D. One of the following:

- PS352 Planning, Budgeting, and Control
- PS353 Public Personnel Administration

E. Six credits Public Policy & Public Administration from the following:

- PS370 Public Policy
- PS371-379 Topics in Public Policy and Administration
- PS373 Terrorism

F. One public administration seminar
Global Studies Minor (17-19 credits)
A. All of the following:
   - AN300 Intro to Anthropology
   - GE305 Geography
   - H112 Global History Since 1500
   - PS313 International Politics
   - PS320 Comparative Politics
B. One of the following:
   - BU215 Business Statistics
   - ST132 Intro to Statistics
   - ST232 Intro to Statistics
C. Language Requirement: one year or equivalent of college level modern language.

Political Science Minor (20 credits):
Completion of the four political science common core courses as listed, plus six 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:
   - PS102 American National Government
   - PS242 Logic of Analysis
   - PS342 Field Methods
   - ST132 Reasoning with Statistics
B. Six credits upper-division electives.

Program Courses
GS489 Thesis Development 1 credit
Students choose a topic and design the research project required of Global Studies majors. The course is conducted primarily on an independent basis in consultation with the global studies coordinator. Prerequisite: approval of the global studies coordinator. Junior or senior status.

GS490 Research in Global Studies 2 credits
Students complete the original research project required of Global Studies majors. Prerequisite: GS489 (may be concurrent).

PS102 American National Government 3 credits
A basic course on the nature and purpose of our U.S. political system; includes the Constitution, institutions, processes and persons that combine to form our federal government. The student is exposed to a variety of approaches to political study.

PS242 Logic of Analysis 4 credits
This course examines the major 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 3 credits
An overview of the field of public administration, the course includes the development and growth of public administration, organization theory, personnel administration, leadership, budgeting, administrative law, and public policy.
PS304  Political and Social Thought I  4 credits
This course is devoted to an interdisciplinary examination of fundamental questions regarding the nature of man, politics and social relations. Values, ideas and practice as gleaned from the theories and writings of major thinkers from the 14th through early 20th centuries are explored. Special focus is directed toward ideas of Khadun, Machiavelli, Locke, and Durkheim. Other theorists such as Marx, Weber and Gandhi are also considered. Also offered as S304. Prerequisite: either PS102 or S110.

PS305  Political and Social Thought II  4 credits
This course is devoted to an interdisciplinary examination of fundamental questions regarding the nature of man, politics and social relations. Values, ideas, and priorities as gleaned from the theories and writings of major thinkers from the late 19th and 20th centuries are explored. Special focus is directed toward ideas from the Federalists, Economic Interventionist and Social Elitists. Other topics are selected based on student and instructor interests. Also offered as S305.

PS306-312  Topics in Political Theory  3 credits
Courses in this section are devoted to a thorough review, analysis, and evaluation of topics and methods that are relevant to the current study of political theory. Topics may include but are not limited to the following: American political thought, critical theory, feminist theory, post-modern, and deconstruction.

PS313  International Politics  3 credits
This 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. Also offered as S350. Prerequisite: PS242/S250.

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

Students receive 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.

**Social Science Major (45-49 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. Four of the following courses:

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

B. Both of the following courses:

- H113 U.S. History to 1865
- H114 U.S. History Since 1865

C. One of the following courses:

- ST132 Reasoning with Statistics
- ST232 Introduction to Statistics

D. The following course:

- S250 Logic of Analysis

E. Six additional upper-division courses selected from two programs or departments in this major.

F. Section F or G.

The following courses:

- S489 Thesis Development
- S490 Research in Sociology

G. Section F or G.

The following courses; minimum six credit internship:

- S496/497 Internship
- S498 Internship Integration
Sociology Major (36-40 credits):
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; minimum six credit internship:
   S496/497 Internship
   S498 Internship Integration

Sociology Minor (21 credits):
A. All of the following:
   S110 Sociological Imagination
   S250 Logic of Analysis
   S304 Political and Social Thought I
   S350 Field Methods

B. Six additional credits in sociology selected in consultation with the student’s advisor.

Program Courses:
AN300 Introduction to Anthropology 3 credits
A general introduction to the study of human culture. Topics: anthropology as an academic discipline, nature of human language, human culture, history of anthropological thought, and human social organizations.

GE305 Introduction to Geography 3 credits
A general introduction to the study of geography, with special emphasis on linking geography’s basic concepts to the realms and major regions of the world.

S110 Sociological Imagination 3 credits
The nature and foundations of society and the individual, the main forces that strengthen and weaken social groups and the conditions that transform social life is examined in this course.

S250 Logic of Analysis 4 credits
This course examines the major sociological perspectives in conjunction with an instruction in the logic and procedures of gathering information about social phenomena. The course covers topics such as: the logic of the scientific method, research design, hypotheses formation, theory and methods of scaling, and research analysis. Also offered as PS242. Prerequisites: S110 and either ST132 or ST232.

S298 Field Exploration 1-3 credits
A field exploration in sociology involves supervised field work in particular areas of the student’s interest. The student is expected to commit at least ten hours per week to the field exploration experience (varies according to the number of credits assigned to the field exploration).
S301 Crime and Delinquency
3 credits
The study of deviant behavior as it relates to the definition of crime, crime statistics, theories of crime causation, and crime typologies 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
4 credits
This course is devoted to an interdisciplinary examination of fundamental questions regarding the nature of man, politics and social relations. Values, ideas and practice as gleaned from the theories and writings of major thinkers from the 14th through early 20th centuries are explored. Special focus is directed toward ideas of Khadun, Machiavelli, Locke, and Durkheim. Other theorists, such as Marx, Weber and Gandhi are also considered. Also offered as PS304. Prerequisite: either PS102 or S110.

S305 Political and Social Thought II
4 credits
This course is devoted to an interdisciplinary examination of fundamental questions regarding the nature of man, politics and social relations. Values, ideas and priorities as gleaned from the theories and writings of major thinkers from the late 19th and 20th centuries are explored. Special focus is directed toward ideas from the Federalists, Economic Interventionist and Social Elitists. Other topics are selected based on student and instructor interests. Also offered as PS305. Prerequisite: S110.

S310-319 Topics in Sociology
1-4 credits
Selected topics in sociology may be offered depending on student and faculty interest.

S320 Children and the State
4 credits
This course focuses on the concept of youth in contemporary society in terms of their behaviors, roles, experiences, and treatment. It does so within the context of the evolution and structural development of two major social institutions: the child welfare and juvenile justice systems. The course uses a sociological framework to emphasize the social, economic, and political realities of childhood in American society. Offered spring semester.

S350 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. Also offered as PS342. Prerequisite: PS242/S250.

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.

S406 Environmental Sociology
3 credits
This seminar course examines the enduring conflict that exists between the biophysical realm and humanly produced environments. Topics may include, but are not limited to, the social construction of environmental problems, the treadmill of production and nature, rationalization and environmental problems, and environmental justice. Prerequisites: S110 and junior or senior status.
Social Science

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. Also offered as PS334. 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 the student starts on the thesis requirement for the social science and sociology majors. 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 social science and sociology majors. Prerequisite: S489.

S496/497  Sociology Internship  1–17 credits
This off-campus internship provides qualified juniors or seniors an opportunity to participate in field experience under the guidance and supervision of competent professionals. Prerequisite: consent of department chair.

S498  Internship Integration  1 credit
This in-depth paper, written under supervision of sociology faculty, involves an integration of theoretical and experience research related to the student’s social science or sociology internship. Prerequisites: minimum six-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 are 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 artists each year. Eligible students are invited to join Alpha Psi Omega, a national theatre honors society.

Stefannie Valencia 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 Arts

Minors Offered:
Dance
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 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 (49 credits):
A. All of the following:
   TA100 Script Analysis
   TA155 Introduction to Acting
   TA180 Theatre Crafts
   TA221 History of Theatre I: Origins through the Renaissance
   TA240 Directing I
   TA299 Career Development: Sophomore Review
   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
   TA425 Career Development II: Senior Portfolio
   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 three credits in design/technical theatre from additional credits in Section E or from the following:
   TA230 Electrics and Sound
   TA235 Drawing and Rendering
   TA242 Stage Make-up
   TA246-249 Special Topics in Theatre
   TA338 Design II

G. One dance course taken for 0-2 credits.
H. Additional theatre elective credits so total major credits equals a minimum of 49 credits.

Students who choose an area of focus should refer to the department handbook for detailed four-year plans outlining additional course options in:
- Performance studies: acting, directing, voice and movement, dance, voice, 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
• Theatre management: stage management, arts administration, accounting, marketing, business management, graphic design

**Dance Minor (21 credits):**
The dance minor complements the current theatre major and provides opportunities for students in other majors. The dance minor offers courses in dance techniques, dance history, dance composition, nutrition, dance pedagogy, 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 four credits of tap dance and not more than four 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 choose 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 and Dance

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
TA221 History of Theatre I: Origins through 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.

TA230 Electrics and Sound for Theatre 2 credits
This course provides the necessary hands-on learning required to work as a master electrician or sound operator in theatre specifically focusing on the venues at Saint Mary's. Students will learn to distinguish between various lighting instruments, cable, gel, and hookups and be able to hang the instruments, plug them in, dress the cable, gel and focus lighting instruments, and run the board. Students will also learn to set up the sound equipment (including speakers, microphones, monitors, and amplifiers) as well as run the sound board for live and recorded purposes. Offered spring semester. Prerequisites: TA100 and TA180.

TA235 Drawing and Rendering for Theatre 2 credits
This course provides the tools for the theatre designer to visualize ideas and would cover necessary techniques in drawing as relates to creating renderings for scenic and costume designs. The course includes still life, perspective, three dimensional modeling, composition, sketching, page formatting and placement, applying elements of design, figure drawing, architectural drawing, drawing light, and the use of various media. Offered spring semester. Prerequisites: TA100 and TA180.

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. Offered fall semester. Prerequisites: TA100 and TA180.

TA242 Stage Makeup 2 credits
This course explores the fundamental artistic and technical craft of the stage makeup artist. Through discussion, demonstration, projects, and image research students will define the scope of a makeup artist's job description and responsibilities. Students will learn to apply basic stage makeup as well as character and specialty makeup. No prerequisites. Theatre students will be encouraged to take this course in the freshman year so they can apply skills in Production Lab. Costume and lighting design students will want to take this course as well to make connects to the use of stage makeup and its influences to their crafts. Offered fall semester.

TA243 Stage Management 2 credits
This course introduces the student to the techniques and essential crafts of the theatrical stage manager. Through discussion, role play, script analysis and research, and the assembling of a prompt book, the scope of a professional stage manager’s job description and responsibilities will be explored. Areas covered include planning and organization, auditions, rehearsal rules, managing rehearsals, information distribution, preparing for tech and dress rehearsals, pre-performance activities, duties during performance, organizational structures, and human behavior within theatre. Offered alternating spring semesters.

TA245 Production Laboratory 0-1 credits
This course is designed to provide students the opportunity to apply learned techniques and theories to a particular role on-stage 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 on stage 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.

**TA246-249  Special Topics in Theatre** 1-3 credits
Courses dealing with specialized topics, including those relevant to the actor, director, designers, or other theatre practitioners. Prerequisite: consent of instructor.

**TA257  Singing for the Stage** 3 credits
This course is designed to integrate theatre and music. With an "on your feet" approach, students explore the relationship between acting and singing through structural analysis of the songs and lyrics, character development, and performance techniques. This course allows the development of the singing voice as an extension of speech as well as to physicalize the text. Audition techniques are explored. Prerequisites: TA100 and TA155.

**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. Offered spring semester. Prerequisites: TA100 and TA155.

**TA270  Scene Design** 3 credits
This course explores the essential crafts of the theatrical set designer. In a hands-on approach, students practice traditional sketching, painting, drafting, model-making and practical scenery construction methods. Study concentrates on process-orientated activity – developing one's personal vision and interpretive skills through script analysis, research techniques, spatial and production considerations and communication of ideas. 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.

**TA280  Costume Design** 3 credits
This course focuses on the history of clothing for the stage. Particular emphasis is placed on the costume design process from script to rendering, conceptual thought and communication, and techniques in the planning and building of a show. Offered in alternate spring semesters. Prerequisites: TA100 and TA180.

**TA299  Career Development I: Sophomore Review** 0 credits
Students are introduced to developing necessary materials and documentation for the academic and professional theatre portfolio. Topics include resumes, headshots, monologues, songs, design/tech portfolios, and the e-portfolio for their area of focus. Emphasis is placed on readying materials for the departmental sophomore review including writing the narrative statement of career goals, as well as preparing applications for summer theatre work. Prerequisite: sophomore theatre major or minor.

**TA301  Theatre in London** 3 credits
This course is offered during the London semester and is designed to introduce students to the various aspects of British theatre. The class attends at least eight performances throughout the semester, each
Theatre and Dance

one relating to some aspect of British theatre. Offered fall semester.

**TA302 Modern Movies** 3 credits
An introductory study of important contemporary films for students who wish to learn how to understand and evaluate popular cinema. Students are introduced to the history of film-making as well as basic film techniques. Movies are screened, discussed and evaluated in terms of content, style and intent. Students have the opportunity to react and formulate their own aesthetic preferences through a series of written and oral responses to the films seen. Offered spring semester.

**TA311-314 Theatre Production** 1 credit
An experiential course open to all students interested in a guided study of various theatrical arts in the context of a production atmosphere. Requirements of the course include a weekly three-hour lab, as well as the opportunity to perform a practical assignment on one production. For the theatre major, two credits at this level are required, but up to three may be taken. The course cannot be taken at the same time as Theatre Crafts or during the London semester. Graded pass/no credit.

**TA321 History of Theatre II: Enlightenment to Romanticism** 3 credits
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.

**TA330 Dublin Theatre Workshop** 0-1 credits
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. 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.

**TA336 Regional Theatre Tour** 1 credit
Students attend one or more plays within a particular region such as New York City, Chicago, the Twin Cities, or the Midwest. Discussions are held following the plays. An additional fee is required for tickets and transportation.

**TA338 Design II** 3 credits
This course is designed to develop advanced lighting, set, and costume design skills for the student who wishes to pursue design as a career or to advance to graduate school. Students will work on individual projects as well as collaborate on specific simulated real-life designs with full realization of their designs in renderings, models, plots, etc. Emphasis will also be placed on creating the design portfolio. Offered in alternate spring semesters. Prerequisites: TA100, TA180, TA235, and one of TA270, TA275, TA280 and consent of instructor.

**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. Prerequisites: TA240 and consent of instructor.
TA342-349  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 Workshop  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 and 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. Prerequisites: TA100 and TA155. Recommended: TA260.

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 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 spring semester. Prerequisite: TA321.

TA425  Career Development II: Senior Showcase  1 credit
This course helps students develop documents and materials relative to auditioning and interviewing for theatre related employment. Topics include resumes, head shots, monologues/songs, cold readings, design/tech portfolios, cover letters, call boards, graduate school/additional training, audition/interview
protocol, talent and casting agencies, film-TV-industrials, unions and organizations, living in a large city, and more. The course culminates with a senior showcase. Reserved for senior theatre majors and minors only. Offered fall semester.

**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 essay 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 necessary.

**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 credits
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
Theatre and Dance

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 credits  
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 credits  
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 student’s 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 and Music**  
0 or 1 credits  
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 and Music**  
0 or 1 credits  
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.
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. 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.

DA365  Musical Theatre Dance  2 credits
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 musical theatre, 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. Offered fall semester. Prerequisite: one of the following: DA210, DA220, DA230, DA240.

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.

**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 that strives to understand and interpret the faith of the Christian communion and to bring it to expression in language and symbol. Its content is divine revelation: i.e., sacred tradition, sacred texts, and inspired interpretation. In the spirit and tradition of scholasticism, theology is always in dialogue with other academic disciplines and human experience because Catholic Christianity holds that faith and reason, properly understood, work in harmony toward a greater understanding of God. Grounded in the Lasallian Catholic community, the theology department seeks to engage a community of learners in the ancient quest for meaning and truth, as those in faith continue to seek understanding (Anselm).

Department Goals
Courses offered in the theology department assist all students in attaining:
• An introductory knowledge of the Bible and an understanding of it as a primary source of God’s revelation;
• Recognition of the distinctive elements of the Roman Catholic tradition, and an understanding of the relationship between faiths, beliefs, moral and ethical behavior, and religious practice;
• Foundational comprehension and acquisition of skills, attitudes, and intellectual capacities involved in the engagement of faith and life; and
• An appreciative understanding of the relationship between theological study and its critical engagement with contemporary society.

General Education Course Outcomes
All undergraduate students in the Lasallian Core Traditions Program are required to complete two courses in the Faith Traditions Content Area (one in Faith Traditions I and one in Faith Traditions II) while students in the Lasallian Honors Program are required to complete one Faith Traditions I course. These courses enable the students to identify basic Catholic Christian beliefs and to articulate how these beliefs address contemporary issues and ways of thinking.

Faith Traditions I courses: TH112, TH113, TH114, and TH115 (TH115 for IHM Seminarians only)
Faith Traditions II courses: H333, TH250, TH260, and TH270

Students with a strong academic background in scripture can test out of Faith Traditions I by successful completion of the written exam. Students would then be required to take two Faith Traditions II courses.

Theology Major Course Outcomes
Students who major or minor in theology engage in advanced theological study that enables them to further understand the complexity and integrity of the Catholic theological tradition. Core courses in the major address theological areas such as systematic and moral theology, historical theology, biblical studies, and pastoral theology.

The theology department also provides opportunities for personal formation through the Spirituality for the Vineyard program. Majors and minors are invited to participate in the program as a means of personal and professional integration.

Academic excellence is rewarded by membership in Theta Alpha Kappa, the national honor society for theology and religion. Saint Mary’s University theology department 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

Minors Offered:
Theology
Theology of Ministry

Theology Core:
TH209 Methods in Catholic Theology
TH210 Introduction to the Old Testament
TH220 Introduction to the New Testament
TH250 Christian View of the Human Person
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
TH398 Catechesis and Faith Formation
TH400 Christology
TH475 Senior Seminar

Pastoral and Youth Ministry Major (45 credits):
The pastoral and youth ministry major is recommended for students seeking future ministry in parish or campus settings, and/or in church-related organizations.

A. Theology Core
B. All of the following courses:
   HS211 Interviewing and Assessment Lab
   TH410 Theology of Pastoral Ministry
   TH460 Seminar in Youth Ministry
   TH497 Internship in Pastoral or Youth 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 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 and Development
   ED307 Educational Technology
   ED350 Philosophy, Curriculum and Methods: Grades 5-12
   TH398 Catecheses and Faith Formation
   TH497 Internship in Pastoral Ministry: High School Student Teaching
Theology Major (45 credits):
The theology major is recommended for students with a general interest in theology and/or those intending to pursue graduate study, or a career teaching religion in a Catholic high school.

A. Theology Core
B. Twelve credits from the following courses:
   - GK141 Basic Greek I
   - GK142 Basic Greek II
   - HB101 Basic Hebrew I
   - L101 Introduction to Latin I
   - L102 Introduction to Latin II
   - 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 any major in the liberal arts, to further one’s knowledge of the human persons’ relationship to God, or for other personal interest.

A. The following course:
   - TH209 Methods in 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 I courses:
   - TH112 History of the Bible
   - TH113 Bible and Belief
   - TH114 Religions of the Book
B. One of the following Faith Traditions II courses:
   - TH250 Christian View of the Human Person
   - TH300 Christianity in a Global Context
C. All of the following:
   - TH209 Methods in 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 forms, historical contexts, and faithful heroes.

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
Theology

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 world views, for example, Hinduism and Buddhism.

TH115  The Mystery of Salvation  3 credits
The Christian 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 seminarians only.

TH209  Methods in 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: one of the following: TH112, TH113, TH114, or TH115 (may be concurrent).

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 of texts from the Pauline, Catholic and Pastoral Epistles, the Gospels and Acts; Hebrews and Revelation are also introduced. Working with the interpretive strategies gained in TH210 Introduction to Old Testament, students begin to assess the dynamics of interpretation through the completion of an exegetical paper. 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  Foundations in Catholic Theology  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.

TH270  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.

**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 Career Services & Internships Office. Sophomore status and permission of the department are required. Graded pass/no credit.

**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.

**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: TH115 or TH209.

**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.
Theology

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 to 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: TH115 or TH209.

TH410 Theology of Pastoral Ministry 3 credits
Theology majors and minors examine 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 theological perspectives and pastoral skills necessary for effective ministry in one or more of these settings.

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: TH209.

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 status in the theology department.

TH497 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 graded pass/no credit.

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  1 credit
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  2 credits
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  2 credits
This course is a continuation of THEO190. Students complete 180 hours of supervised internship as central to THEO190 and THEO191.

THEO192  Capstone I  1 credit
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  1 credit
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.
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
See page 89 of the catalog.

GeoSpatial Services
Barry Drazkowski, Executive Director
GeoSpatial Services (GSS) is a full-service provider of geographic information systems (GIS) development services and in the natural resource assessment services. GeoSpatial Services is a program of Saint Mary’s University, with operations on the Winona Campus, the University’s new Prairie Island Field Station, and on the main Minneapolis campus. 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 developed and grew is natural resources program through the National Park Service’s Natural Resource Condition Assessment Program. GSS is a recognized leader in providing the Park Service resource assessment services for National Parks. GSS has grown this program and is also providing the NPS climate change vulnerability assessments for resource areas.

The Hendrickson Institute for Ethical Leadership
Lindsay E. McCabe, Executive Director
The Hendrickson Institute for Ethical Leadership is committed to developing emerging and current leaders to live lives of ethical leadership and service, and serves as a forum for the exploration of ethical issues.

Through the tremendous generosity and vision of Bill ’39 and Jean Hendrickson, Saint Mary’s University of Minnesota created the Tomorrow’s Leaders University and High School Scholarship Programs: The “Tomorrow’s Leaders High School Scholarship Program” involves 60 schools in the Midwest and provides a post-secondary scholarship upon the completion of a leadership service project in the student’s community. The “Tomorrow’s Leadership University Scholarship” has 17 named and endowed scholarships to serve over 60 Saint Mary’s students. Students agree to commit to a lifestyle characterized by good character, scholarship and service to the community.

The Institute offers a variety of programming to develop creative, ethical and globally oriented leaders: The annual Hendrickson Forum recognizes ethical leaders with an annual award and features renowned speakers to address the Twin Cities community about topics related to ethical leadership, locally and around the globe. A partnership with the Minnesota Trade Office provides the opportunity for the Twin Cities and Saint Mary’s communities to attend programs that focus on international business, such as the export process and contract negotiation. The Under-Told Stories Project, featured on PBS, produces inter-
Institutes and Affiliate Programs

national journalism and engages Saint Mary’s students in courses, internships and mentoring opportunities for critical reflection on the world’s under-reported news stories. The Hendrickson Grants Program allows Saint Mary’s Schools of Graduate and Professional Program’s faculty, students and staff to enact proposals that promote ethical leadership, moral reflection and dialogue.

The Kabara Institute
Trevor Hall, Director
The Kabara Institute aims to incite a passion for entrepreneurial spirit in students across the university, regardless of their major field of study, to enhance the entrepreneurship program offerings at Saint Mary’s University by providing opportunities for students to interact with entrepreneurs and experience entrepreneurship first-hand, and to foster a greater understanding and appreciation of the importance of entrepreneurs and entrepreneurship in our society. The Kabara Institute provides students with the skills they need to be effective entrepreneurs in their chosen field of study by creating and supporting a culture of creativity and innovation that will positively contribute to the common good.

The Lasallian Teacher Immersion Program
Brother Patrick Conway, FSC, Ed.D., Director
The Lasallian Teacher Immersion Program (LTIP) is designed for college-age men who are discerning a career in education. The program is sponsored by the Midwest District of the Christian Brothers, Christian Brothers University, Lewis University, and St. Mary’s University of Minnesota. The nine-week experience includes living in community with the Christian Brothers and Lasallian Volunteers.

Students earn up to 11 credits in theology and education at four to five different Lasallian educational sites. The sites may include some or all of the following: La Salle Center and DeLaSalle at St. Matthews in St. Louis Missouri; Holy Family Catholic Worker in Kansas City, Missouri; San Miguel Middle School in Chicago, Illinois; and Ocean Tides School in Narragansett, Rhode Island.

Students eligible for LTIP must interview with the director of the program, have earned a minimum of 24 credits, and are entering their sophomore year.

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.

Saint Teresa Leadership and Service Institute for Women
Margaret Winters, Director
See page 181 of the catalog.
SCHOOLS OF GRADUATE AND PROFESSIONAL PROGRAMS
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, the Oakdale 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.
Graduate and Professional Programs

Schools of Graduate and Professional Program Offerings

Graduate Continuing Education
- Best Practices Academy
- Graduate Professional Development for Educators
- Professional Development Initiatives for Educators

Professional Certificates
- Geospatial
- Pastoral Ministries

Undergraduate Certificates
- Accounting
- Security Management
- Surgical Technology

Bachelor of Science Degree Completion
- B.S. Accounting
- B.S. Allied Healthcare
- 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. Psychology
- 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. 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. Lasallian Leadership
- M.A. Lasallian Studies
- M.A. Literacy Education
- M.A. Management
- M.A. Marriage & Family Therapy
- M.A. Organizational Leadership
- 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.S. Geographic Information Science
Graduate and Professional Programs

M.S. Information Technology Management
M.S. Nurse Anesthesia
M.S. Project Management

Graduate Certificate programs
Addiction Studies
Canon Law
Culturally Responsive Teaching
Geographic Information Science
Gifted & Talented Instruction
Instruction
K-12 Reading Teacher
Marriage & Family Therapy
Project Management

Specialist Degree
Ed.S. Educational Administration

Doctoral Degrees
Ed.D. Leadership
Psy.D. Counseling Psychology
ROSTER
BOARD OF TRUSTEES
(May 2011)

BROTHER GUSTAVO RAMIREZ BARBA, FSC, Bogotá, Colombia

MARY BURRICHTER, Winona, MN

BROTHER MICHAEL COLLINS, FSC, Minneapolis, MN

JAMES L. COOGAN, Hinsdale, IL
Vice Chair, Board of Trustees

MICHAEL G. DOUGHERTY, Apple Valley, MN

THOMAS E. DYER, Whitefish Bay, WI

MARILYN FROST, Winona, MN

KAREN GEORGE, Plymouth, MN

MICHAEL M. GOSTOMSKI, Winona, MN
Chair, Board of Trustees

WILLIAM HERZOG, Apple Valley, MN

MARK JACOBS, Winona, MN

LINDA A. KUCZMA, Chicago, IL

BROTHER WILLIAM MANN, FSC, Winona, MN
President, Saint Mary’s University of Minnesota

BROTHER MICHAEL MCKENERY, FSC, Providence, RI

PAUL MEYER, Phoenix, AZ

BROTHER FREDERICK MUELLER, FSC, Providence, RI

KAYE O’LEARY, Wayzata, MN

SALVATORE F. POLIZZOTTO, Naperville, IL

BROTHER DAVID POOS, FSC, St. Louis, MO

HAMID QURAISHI, Winona, MN

RICHARD J. REEDY, Sleepy Hollow, IL

MARY ANN REMICK, Rochester, MN

JOSEPH J. ROSS, Naperville, IL
Treasurer, Board of Trustees
Roster

TERRANCE RUSSELL, Minneapolis, MN
PATRICK A. SALVI, Waukegan, IL
BROTHER LARRY SCHATZ. FSC, Burr Ridge, IL
BROTHER ROBERT SCHIELER. FSC, Washington, D.C.
SANDRA SIMON, Chicago, IL
MICHAEL SLAGGIE, Winona, MN
JOHN SMARRELLI, JR., Memphis, TN
MARY ANN SMITH, Chicago, IL
WALTER E. SMITHE III, Itasca, IL
CELESTE L. SUCHOCKI, Valley View, OH
Secretary, Board of Trustees

Trustees Emeriti
LYLE DELWICHE, Clearwater, FL
THOMAS F. MEAGHER, Burr Ridge, IL
LORAS H. SIEVE, Edina, MN
DAVID THIES, Chanhassen, MN
BERNARD E. WAGNILD, Apple Valley, MN
UNIVERSITY ADMINISTRATION

Brother William Mann, FSC, President
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, Manila, Philippines, honoris causa

Dr. Donna Aronson, Vice President for Academic Affairs, the College
B.F.A., Virginia Commonwealth University; M.F.A., Ph.D., Florida State University.

James M. Bedtke, Vice President for the College
B.A., Winona State University; M.B.A., Saint Cloud State University

Marcel Dumestre, Vice President for the Schools of Graduate & Professional Programs
B.S., Florida State University; M.R.E., Loyola University; Ed.D., Vanderbilt University

Cynthia Marek, Vice President for Financial Affairs
B.S., M.B.A., Winona State University

Ann E. Merchlewitz, Executive Vice President & General Counsel; Equal Employment Opportunity Officer
B.A., Illinois College; M.A., Saint Mary’s University of Minnesota; J.D., University of Notre Dame Law School

Steven E. Titus, Senior Vice President for University Advancement
B.S., Southwest State University; J.D., Marquette University Law School; Ph.D., The University of Virginia

COLLEGE ADMINISTRATION

James M. Bedtke, Vice President for the College
B.A., Winona State University; M.B.A., Saint Cloud State University

Dr. Donna Aronson, Vice President for Academic Affairs, the College
B.F.A., Virginia Commonwealth University; M.F.A., Ph.D., Florida State University.

Christopher Kendall, Vice President of Student Life, the College
B.A., Saint Mary’s College; M.A., Saint Mary’s University of Minnesota

Anthony M. Piscitiello, Vice President for Admission & Financial Aid
B.A., M.A., Saint Mary’s College

OFFICE OF THE CHANCELLOR

Brother Louis DeThomasis, FSC, Chancellor
B.S.F.S., Georgetown University, The Edmond A. Walsh School of Foreign Service; Ph.D., The Union Institute & University; LL.D., Benedictine University, honoris causa; Ped.D., St. Thomas Aquinas College, honoris causa

IMMACULATE HEART OF MARY SEMINARY

Very Reverend Andrew Beerman, Rector
B.A., Saint Mary’s University of Minnesota; S.T.B., S.T.L., Pontifical University of St. Thomas Aquinas
WINONA CAMPUS OFFICES AND PERSONNEL

Academic Advising
Jill Weigel, Director
Kenneth McCullough, Assistant Director; Director of PASS
Donna Aronson, Vice President for Academic Affairs
Mark Barber, Associate Dean of Humanities
Michael Charron, Dean, School of the Arts
Philip Cochran, Associate Dean of Sciences, Mathematics, and Computer Science
Tracy Lehertz, University Dean for Institutional Effectiveness and Associate Dean of Off-Campus Programs
Thomas Marpe, Dean, School of Business
Valerie Robeson, Associate Dean of Social and Behavioral Sciences
Gregory Sobolewski, Associate Vice President for Academic Affairs
Scott Sorvaag, Dean, School of Education
Brother Paulos Welday Mesmer, FSC, Associate Dean, Education; Director, Christ the Teacher Institute for Education

Academic Skills Center
Joseph Dulak, Director, Tutor Coordinator
Melissa Dybas, Associate
Karen Hemker, Associate Director, Disability Services Coordinator

Admission
Anthony M. Piscitelli, Vice President for Admission
Brandi Defries, Director for Admission
Jessica De La Rosa, Admission Counselor
Suzanne Deranek, Associate Director for Admission
Maria Garza-Cienfuegos, Director for International Admission
Nicole Gerdes, Marketing and Special Events Coordinator
Aubrey Holinagel, Visit Coordinator
Neil Leibundguth, Admission Counselor/Visit Coordinator
Kenneth Pellegrini, Associate Dean for Admission
Joy Kelly Rockwell, Associate Director for Admission
Adam Stasica, Admission Counselor
Karen Sullivan, Associate Director for Admission, Transfer Coordinator
Kathryn Trnka, Assistant Director for Admission
Ryan Wockenfus, Admission Counselor

Allied Health Programs
Jeannine Minnerath, Director

Alumni Relations
Margaret Richtman, Assistant Vice President
Robert Fisher, Young Alumni & Student Relations Associate Director
Bridget McCoy, Centennial & Special Events Director

Athletics
Nicole Fennern, Athletic Director
Ward Berndt, Men’s and Women’s Cross-Country Coach; Assistant Track and Field Coach
Carolyn Bray, Assistant Softball Coach, Assistant Cardinal M-Club Director
Ryan Egan, Assistant Men’s Hockey Coach; Recruiting Coordinator
Jenna Freudenberg, Assistant Women’s Basketball Coach, Intramurals
Jeffrey Halberg, Men’s and Women’s Tennis Coach, Assistant Women’s Soccer Coach
Jeffrey Hefel, Faculty Athletic Representative
Patrick Jacobsen, Assistant Baseball Coach, Game Management, Fields Supervisor
Kevin Landrum, Assistant Men’s Basketball Coach, Assistant Men’s and Women’s Golf Coach, Instructor
Todd Landrum, Men’s Basketball Coach, Instructor
Michael Lester, Volleyball Coach; Assistant Athletic Director
Eric Lindquist, Aquatic Manager; Men's and Women's Swimming and Diving Coach
Terry Mannor, Head Women's Hockey Coach; Assistant Ice Arena Manager
Tennie McCabe, Assistant Women's Hockey Coach, Coordinator of Student-Athlete Well-Being
Mary McGaver, Assistant Athletic Trainer
Shawn McMahon, Track and Field Coach, Director of PE, Coordinator of Coaching Courses
Jennifer Miller, Softball Coach; Athletic Facilities Director
William Moore, Head Men's Hockey Coach; Director Cardinal M-Club
Donald Nadeau, Sports Information Director
Mandy Pearson, Head Women's Basketball Coach, Instructor
William Rossini, Assistant Athletic Trainer
Drew Taylor, Assistant Men's and Women's Soccer Coach
Tessa Wagnild, Assistant Volleyball Coach; Intramurals
Peter Watkins, Men's Soccer Coach; Instructor
Nicholas Winecke, Head Baseball Coach; Instructor
TBA, Head Athletic Trainer
TBA, Men's and Women's Golf Coach
TBA, Women's Soccer Coach

Bookstore
Donna White, Director

Buildings and Grounds
John Schollmeier, Director of Physical Plant

Business Office
Cynthia Marek, Vice President for Financial Affairs
David Ansell, Financial Analyst
Janelle Ansell, Controller
Kimberly Gibbs, Perkins Loan Coordinator/Graduate Collections
Bruce Greenwood, Director, Undergraduate Tuition and Collections

Campus Ministry
Dennis Gallagher, Dean
Christopher McClead, Co-Director
Lynn Streefland, Co-Director

Campus Safety
Andrea Essar, Director
Clinton Estle, Associate Director

Cardinal
Robert Conover, Moderator
Jackie Baker, Director

Center for International Students
Rebecca Vogel, Director

Chancellor
Brother Louis DeThomasis, FSC
Trisha Johnson, Supervisor

College Assessment
Thomas Mans, Director

Conference Center
Terrie Lueck, Director

Counseling Services
Ruth Mathews, Director
Ann Gibson, Counselor
TBA, Post Doctorate Counselor
TBA, Post Doctorate Counselor

Countdown to College
Jane Anderson, Director
Edith Galvez, Coordinator

De La Salle Language Institute
Rebecca Vogel, Director
Jane Cyrus, ESL Instructor
Molly Lohnes, ESL Specialist

Development
Dominic Lawrence, Assistant Vice President
Vickie Cada, Donor Relations Director
Diane Dockery, Corporate, Foundation & Government Support Associate Director
**Roster**

<table>
<thead>
<tr>
<th>Role / Department</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Lunde</td>
<td>Interim Director, Development Operations &amp; Prospect Research</td>
</tr>
<tr>
<td>Nicole Schroeder</td>
<td>Director, Saint Mary’s Fund</td>
</tr>
<tr>
<td>Joseph Sweeney</td>
<td>Senior Development Director-Chicago &amp; U.S.</td>
</tr>
<tr>
<td>Jennifer Teske</td>
<td>Saint Mary’s Fund Associate Director</td>
</tr>
<tr>
<td>Nancy Wiltgen</td>
<td>Senior Development Director-Planned Gifts</td>
</tr>
<tr>
<td>TBA</td>
<td>Director, Saint Mary’s Fund</td>
</tr>
<tr>
<td>Equal Employment Opportunity Officer</td>
<td>Genelle Groh Beck</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Jayne Wobig, Director</td>
</tr>
<tr>
<td></td>
<td>Dawn Speltz, Assistant Director</td>
</tr>
<tr>
<td></td>
<td>Tammy Vondrasek, Assistant Director</td>
</tr>
<tr>
<td>First Generation</td>
<td>Brother Edward Siderewicz, FSC, Director, Special Assistant to the President for First-Generation &amp; Lasallian Initiatives</td>
</tr>
<tr>
<td></td>
<td>Jane Anderson, Associate Director</td>
</tr>
<tr>
<td></td>
<td>Janet Willis, Literacy Specialist</td>
</tr>
<tr>
<td>Fitzgerald Library</td>
<td>Laura Oanes, Director</td>
</tr>
<tr>
<td></td>
<td>William Crozier, University Archivist</td>
</tr>
<tr>
<td></td>
<td>Carol Daul-Elhind, Instruction Librarian</td>
</tr>
<tr>
<td></td>
<td>Lauren Leighton, Serials Librarian</td>
</tr>
<tr>
<td></td>
<td>Lori Pesik, Technical Services Librarian</td>
</tr>
<tr>
<td></td>
<td>Rachel Thomas, Interlibrary Loan Librarian</td>
</tr>
<tr>
<td></td>
<td>Ruth Ann Torstenson, Reference Librarian</td>
</tr>
<tr>
<td>Food Service</td>
<td>Curt Coshenet, Director</td>
</tr>
<tr>
<td></td>
<td>TBA, Catering Director</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Genelle Groh Beck, Vice President</td>
</tr>
<tr>
<td>Immaculate Heart of Mary Seminary</td>
<td>Paul Wildenborg, Director/Payroll and Benefits</td>
</tr>
<tr>
<td>Institutional Effectiveness</td>
<td>Very Reverend Andrew Beermann, Rector</td>
</tr>
<tr>
<td>Institutional Research</td>
<td>Tracy Lehertz, University Dean for Institutional Effectiveness</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>Kara Wener, Institutional Researcher</td>
</tr>
<tr>
<td>Internships</td>
<td>Jason Spartz, Director</td>
</tr>
<tr>
<td>Intramurals</td>
<td>Jackie Baker, Director</td>
</tr>
<tr>
<td></td>
<td>Tessa Wagnild, Director and Assistant Volleyball Coach</td>
</tr>
<tr>
<td></td>
<td>Jenna Freudenberg, Assistant Director and Assistant Women’s Basketball Coach</td>
</tr>
<tr>
<td>Lillian Davis Hogan Galleries</td>
<td>Preston Lawing, Director</td>
</tr>
<tr>
<td>Marketing &amp; Communication</td>
<td>Robert Conover, Vice President</td>
</tr>
<tr>
<td></td>
<td>Denise Hamernik, Graphic Designer</td>
</tr>
<tr>
<td></td>
<td>Eric Heukeshoven, Web Resources Coordinator</td>
</tr>
<tr>
<td></td>
<td>Terri Lieder, Creative Director</td>
</tr>
<tr>
<td></td>
<td>Monta May, Director, Website &amp; Web Development</td>
</tr>
<tr>
<td></td>
<td>Donald Nadeau, Sports Information Director</td>
</tr>
<tr>
<td></td>
<td>Deborah Nahrgang, Communication Director</td>
</tr>
<tr>
<td></td>
<td>Adrianne Olson, Website Editor &amp; New Media Specialist</td>
</tr>
<tr>
<td>Minnesota Conservatory for the Arts at the Valencia Performing Arts Center Mission</td>
<td>Michael Charron, Dean, School of the Arts</td>
</tr>
<tr>
<td></td>
<td>Christine Martin, Managing Director</td>
</tr>
<tr>
<td></td>
<td>Tammy Schmidt, Artistic Director</td>
</tr>
<tr>
<td></td>
<td>Brother Lawrence Humphrey, Director of Mission</td>
</tr>
<tr>
<td>Path to Academic Success (PASS) Performance Center</td>
<td>Kenneth McCullough, Director</td>
</tr>
<tr>
<td></td>
<td>Michael Charron, Dean, School of the Arts</td>
</tr>
<tr>
<td></td>
<td>Kirsten Blake, Production Manager</td>
</tr>
</tbody>
</table>
Roster

Alice Flo, Costume Shop Manager
Patrick Grace, General Manager
Christopher Mayer, Technical Director
Tove Wiggs, Box Office Manager

President
Brother William Mann, FSC, President
Mary Becker, Executive Assistant to the President
Ann Merchlewitz, Executive Vice President and General Counsel
Sister Judy Schaefer, University Dean for University Affairs

Program for Advanced College Credit (PACC)
Judi Becker, Director

Registrar
Yunge Dutton, Registrar

Residence Life
Nikki Peters, Director
Brendan Dolan, Assistant Director

Saint Teresa Leadership & Service Institute for Women
Margaret Winters, Director

Student Activities
Laura Schmidt, Director
Christopher Kendall, Vice President

Student Life
Timothy Gossen, Dean of Students

Student Health Services
Angel Weisbrod, Director
Julie Buege, Staff Nurse

Study Abroad
Philip Hull, Director

Technology/Computer Center
Francis Speck, Director of Information Technology
Ryan Ballanger, Systems/Network Administrator
Sarah Bearbower, Information Technology Manager - Academic Systems
Brian Behling, Helpdesk Manager
Donald Cisewski, Multimedia Support Technician
Amanda Frost, Helpdesk Support Technician
Brother John Grover, FSC, Information Technology Manager - Administrative Computing

Study Abroad
Donald Grubb, Telecommunications Coordinator
Casey Ingvalson, Multimedia Technician
Heidi Johnson, Academic Support Technician
Kevin Kotlarz, Systems Programmer-Winona
Nathan Lloyd, Computer Programmer
Jeffrey Wieczorek, Academic Computing Support Technician

Toner Student Center
Darlene Paulson, Director of Toner Student Center

University Advancement
Steven Titus, Senior Vice President
Brother Edward Siderewicz, FSC, Special Assistant to the President, First-Generation & Lasallian Initiatives

Writing Center
Peggy Johnson, Director

Women’s Issues
Margaret Winters, Director
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).

JANE ANDERSON, Literacy Specialist, First Generation Initiative Program
B.A., College of Saint Teresa; M.A., Northeastern Illinois University; Ph.D., University of Minnesota

DONNA ARONSON, Vice President for Academic Affairs; Professor of Theatre and Dance
B.F.A., Virginia Commonwealth University; M.F.A., Ph.D., Florida State University

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

NANCY BACHLER, Senior Lecturer of Interdisciplinary Studies
B.A., Sarah Lawrence College; M.A., Middlebury College

JACKIE BAKER, Director of Internships; Director of Career Services
B.S., Winona State University; M.S., University of Wisconsin-La Crosse

MARK BARBER, Associate Dean for Humanities; 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 of the College; Professor of Business
B.A., Winona State University; M.B.A., Saint Cloud State University

MONI BERG-BINDER, Assistant Professor of Biology
B.S., University of Wisconsin-Stevens Point; Ph.D. candidate, University of Illinois at Urbana-Champaign

SAMUEL BJORNESTAD, Computer Science Systems Administrator; Lecturer of Computer Science
B.S., M.S., The University of South Dakota

KIRSTIN BLAKE, Production Manager of Performance Center; Lecturer of Theatre and Dance
B.S., Kennesaw State University; M.F.A., University of Southern Mississippi

BRET BODSGARD, Assistant Professor and Chair 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 Philosophy
B.A., University of Scranton; Ph.D., Marquette University

MARIO CASA DE CALVO, Assistant Professor of Psychology
B.A., University of Michigan; M.A., Ph.D., Texas Tech 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

ERIN MAE CLARK, Assistant Professor of English
B.A., Concordia University; M.A., Ph.D., Washington State University

PHILIP COCHRAN, Associate Dean for Mathematics and Sciences; Professor and Chair of Biology
B.A., Saint Mary’s College; M.S., University of Minnesota; Ph.D., University of Wisconsin-Madison

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

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, De La Salle Language Institute
B.S., Winona State University

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

YUNGE DUTTON, Registrar
B.S., University of Wisconsin-River Falls; M.A., Saint Mary’s University of Minnesota
Roster

MELISSA DYBAS, Academic Skills Center Associate, Writing Center Specialist  
B.A., Saint Mary’s University of Minnesota; M.A., Boston 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

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

JORGE GARCIA, Assistant Professor of Modern and Classical Languages  
B.A., M.S., Monterrey Institute of Technology and Higher Education; M.A., Universitat Pompeu; Ph.D., The University of Texas at Austin

GREGORY GAUT, Associate Professor of History  
B.A., Saint Mary’s College; J.D., William Mitchell College of Law; Ph.D., University of Minnesota

MALCOLM GOLD, Assistant Professor of Business  
B.A., University of Minnesota-Morris; M.S., Baylor University; Ph.D., University of Wisconsin-Madison

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

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 HOUDE, 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 IVERSON, 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

JOHN KERR, Associate Professor of English  
B.A., Truman State University; M.M.S., Ph.D., University of Notre Dame

NED KIRK, 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

RANDY KRAINOCK, Associate Professor of Biology  
B.A., D.V.M., University of Illinois; Ph.D., University of Iowa

ROGER KUGEL, Professor 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

TIMOTHY LACINE, Assistant Professor of Business  
B.S., M.B.A., University of Minnesota

JOSHUA LALLAMAN, Assistant Professor of Biology  
B.S., University of Wisconsin-Stevens Point; M.S., Central Michigan University; Ph.D. candidate, University of Missouri

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, Associate Professor of English  
B.A., University of Rochester; M.A., Ph.D., North Carolina at Chapel Hill

NATHAN LIEN, Assistant Professor of Chemistry  
B.A., Wartburg College; Ph.D., The University of Iowa
MOLLY LOHNES, ESL Specialist  
B.S., MATESL, Iowa State University

MELISSA LUEDTKE, Associate 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 Crozer Divinity School; D.Hum., De La Salle University, Manila, Philippines, honoris causa

THOMAS C. MANS, Professor of Social Science; Director of College Assessment  
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

KENNETH McCULLOUGH, Assistant Director of Academic Advising; Director, Program for Academic Success  
B.A., University of Delaware; M.F.A., University of Iowa

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; Director of Lasallian Honors Program  
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 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

LAURA OANES, Director of Fitzgerald Library  
B.S., Mankato State University; M.L.I.S., University of Wisconsin-Milwaukee

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 and Chair 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

LAWRENCE PRICE, Assistant Professor of Business  
B.A., J.D., The University of Miami; J.C.L, Catholic University of Leuven

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

KEVIN RICKERT, Associate 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, Associate Dean for Social and Behavioral Sciences; Assistant Professor of Social Science
B.A., Winona State University; M.S.W., University of Wisconsin-Madison

JAMES A. RODGERS, Professor of Social Science
B.A., Northwestern Oklahoma State University; M.A., D.A., Idaho State University

MATTHEW ROWLEY, Assistant Professor of Biology
B.A., Saint Mary’s College of Minnesota; Ph.D., University of Minnesota

BROTHER STEPHEN RUSYN, FSC, Professor of English
B.A., Catholic University; M.A., Ph.D., University of Rhode Island

SISTER JUDITH SCHAEFER, 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
B.F.A., Texas Christian University; M.F.A., University of Oklahoma

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

ELIZABETH SEEBACH, Associate Professor of Psychology
A.B., Washington University; M.S., Ph.D., Vanderbilt 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, Associate Vice President for Academic Affairs; Professor of Theology
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, Associate Professor of Education
B.A., Augustana College; M.A., South Dakota State University; Ed.D., Saint Mary’s University of Minnesota

SCOTT SORVAAG, Dean of the School of Education, Associate Professor and Chair of Education
B.A., Augustana College; M.A., University of South Dakota; Ed.D., 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, Interlibrary Loan Librarian
B.A., University of Wisconsin-Eau Claire; M.L.I.S., College of St. Catherine

RUTH 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 and Chair of History
B.A., Manhattan College; M.A., Ph.D., New York University

LISA TRUAX, Assistant Professor of Art and Design
B.A., Carthage College; M.F.A., Michigan State 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

JANET WILLIS, First Generation Initiative Program

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
B.S., State University of New York at Brockport; M.Ed., University of Oklahoma
Calendar

2011-2012
FALL SEMESTER
August 27   New students arrive
August 29   Registration adjust
August 29   Classes begin
September 6  Registration add/drop deadline
September 30-October 2  Family Weekend
October 15-18  Autumn recess
November 23-28  Thanksgiving recess
December 16-20  Final examinations

SPRING SEMESTER
January 16   Classes begin
January 23   Registration add/drop deadline
March 3-11   Spring recess
April 5-9   Easter recess
May 4-8   Final examinations
May 12   Commencement

2012-2013
FALL SEMESTER
August 25   New students arrive
August 27   Registration adjust
August 27   Classes begin
September 4   Registration add/drop deadline
October 1-3   Family Weekend
October 13-16   Autumn recess
November 21-26   Thanksgiving recess
December 14-18   Final examinations

SPRING SEMESTER
January 14   Classes begin
January 21   Registration add/drop deadline
March 2-10   Spring Recess
March 28-April 1   Easter recess
May 2-7   Final examinations
May 11   Commencement
Saint Mary’s University of Minnesota
HEA - Title II
2009-2010 Academic Year

Saint Mary’s University of Minnesota School of Education seeks to live its commitment to our institutional Lasallian mission. At the heart of our Lasallian mission is a commitment to providing high quality teacher preparation to our learners in the context of a personalized caring community. We are dedicated to creating a challenging climate of growth for all learners inclusive of diverse ethnic, racial, cultural backgrounds, and learners with special needs. Like the learners our teachers will surely serve, we seek to create a rich community of learners in our teacher preparation program focused on enhancing the abilities of all learners.

Saint Mary’s University of Minnesota School of Education
Teacher Preparation Program Information

<table>
<thead>
<tr>
<th></th>
<th>Total admitted enrollees in the program(s)</th>
<th>Total number of student teachers</th>
<th>Number of full time SMU School of Education faculty supervising student teachers</th>
<th>Part-time education/full time institutional faculty supervising student teachers</th>
<th>Part-time non-institutional Education faculty supervising student teachers</th>
<th>Total number of faculty supervising student teachers</th>
<th>Student to teacher ratio for student teaching supervision</th>
<th>Average number of supervised hours per week required in schools for student teachers</th>
<th>Undergraduate Program: Total number of weeks required in supervised student teaching</th>
<th>Graduate Program: Total number of weeks required in supervised student teaching</th>
<th>Undergraduate Program: Total number of hours spent in the supervised student teaching experience</th>
<th>Graduate Program: Total number of hours spent in the supervised student teaching experience</th>
<th>Is the program approved/accredited by the state?</th>
<th>Is the program designated as low performing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>171</td>
<td></td>
<td>83</td>
<td>11</td>
<td>0</td>
<td>10</td>
<td>21</td>
<td>4:1</td>
<td>40</td>
<td>15</td>
<td>15</td>
<td>600</td>
<td>600</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Required Minnesota Teacher Testing Results

<table>
<thead>
<tr>
<th>BASIC SKILLS</th>
<th>SAINT MARY’S UNIVERSITY OF MINNESOTA RESULTS</th>
<th>STATEWIDE RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Taking Assessment</td>
<td>Number Passing Assessment</td>
</tr>
<tr>
<td>PPST Reading</td>
<td>69</td>
<td>64</td>
</tr>
<tr>
<td>PPST Writing</td>
<td>68</td>
<td>67</td>
</tr>
<tr>
<td>PPST Mathematics</td>
<td>68</td>
<td>65</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Middle School English/Language Arts</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Middle School Mathematics</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>
## Index

<table>
<thead>
<tr>
<th>Academic Advising</th>
<th>218</th>
<th>Dance</th>
<th>205</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Credit</td>
<td>16</td>
<td>Dean's List</td>
<td>27</td>
</tr>
<tr>
<td>Academic Dishonesty</td>
<td>29</td>
<td>Degree Requirements</td>
<td>34</td>
</tr>
<tr>
<td>Academic Penalties</td>
<td>27</td>
<td>Degrees</td>
<td>4</td>
</tr>
<tr>
<td>Academic Reinstatement</td>
<td>28</td>
<td>De LaSalle Language Institute</td>
<td>89, 224</td>
</tr>
<tr>
<td>Academic Skills Center</td>
<td>39</td>
<td>Department Honors</td>
<td>27</td>
</tr>
<tr>
<td>Active Military Duty</td>
<td>18</td>
<td>Disability Services</td>
<td>40</td>
</tr>
<tr>
<td>Accounting</td>
<td>67</td>
<td>Disruptive Behavior</td>
<td>28</td>
</tr>
<tr>
<td>Accreditation</td>
<td>5</td>
<td>Education</td>
<td>91</td>
</tr>
<tr>
<td>Admission</td>
<td>7</td>
<td>English</td>
<td>101</td>
</tr>
<tr>
<td>Advanced Placement (AP)</td>
<td>23</td>
<td>Electronic Publishing</td>
<td>189</td>
</tr>
<tr>
<td>Advanced Placement (SMU)</td>
<td>23</td>
<td>Elementary Education</td>
<td>93</td>
</tr>
<tr>
<td>Allied Health Programs</td>
<td>6, 55</td>
<td>English Education</td>
<td>102</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>46</td>
<td>Entrepreneurship Management</td>
<td>68</td>
</tr>
<tr>
<td>Art Studio (major)</td>
<td>46</td>
<td>Environmental Biology</td>
<td>54</td>
</tr>
<tr>
<td>Athletics</td>
<td>43</td>
<td>Fees</td>
<td>9</td>
</tr>
<tr>
<td>Auditing Courses</td>
<td>19</td>
<td>Field Exploration</td>
<td>39, 122</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>78</td>
<td>Final Examinations</td>
<td>31, 244</td>
</tr>
<tr>
<td>Biology</td>
<td>52</td>
<td>Financial Aid</td>
<td>11</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>229</td>
<td>French</td>
<td>137</td>
</tr>
<tr>
<td>Business</td>
<td>67</td>
<td>General Education</td>
<td>34</td>
</tr>
<tr>
<td>Calendar</td>
<td>224</td>
<td>GeoSpatial Services</td>
<td>224</td>
</tr>
<tr>
<td>Catalog Policy</td>
<td>2</td>
<td>Global Studies</td>
<td>183</td>
</tr>
<tr>
<td>Campus Ministry</td>
<td>42</td>
<td>Grade Point Average</td>
<td>21</td>
</tr>
<tr>
<td>Career Services</td>
<td>39</td>
<td>Grade Reports</td>
<td>19</td>
</tr>
<tr>
<td>Change of Grade</td>
<td>20</td>
<td>Grade Values</td>
<td>21</td>
</tr>
<tr>
<td>Chemistry</td>
<td>77</td>
<td>Graduate Registration</td>
<td>17</td>
</tr>
<tr>
<td>Chemistry Science Education</td>
<td>77</td>
<td>Graduation Rate</td>
<td>6</td>
</tr>
<tr>
<td>Christ the Teacher Institute for Education</td>
<td>224</td>
<td>Graduation Requirements</td>
<td>34</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>30</td>
<td>Graphic Design</td>
<td>46</td>
</tr>
<tr>
<td>Classification of Students</td>
<td>16</td>
<td>Hendrickson Institute for Ethical Leadership</td>
<td>224</td>
</tr>
<tr>
<td>Coaching Courses</td>
<td>159</td>
<td>History</td>
<td>109</td>
</tr>
<tr>
<td>College-Level Exam Program (CLEP)</td>
<td>24</td>
<td>History/Social Studies (major)</td>
<td>110</td>
</tr>
<tr>
<td>Computer Science</td>
<td>84</td>
<td>Honors at Graduation</td>
<td>27</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>25</td>
<td>Human Resource Management</td>
<td>69</td>
</tr>
<tr>
<td>Content Areas</td>
<td>35</td>
<td>Human Research</td>
<td>32</td>
</tr>
<tr>
<td>Copyright Law</td>
<td>31</td>
<td>Human Services</td>
<td>186</td>
</tr>
<tr>
<td>Cores</td>
<td>34</td>
<td>Incomplete Grades</td>
<td>20</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>43</td>
<td>Independent Study</td>
<td>31</td>
</tr>
<tr>
<td>Course Load</td>
<td>16</td>
<td>Individualized Major</td>
<td>38</td>
</tr>
<tr>
<td>Course Numbering</td>
<td>16</td>
<td>Institutes</td>
<td>224</td>
</tr>
<tr>
<td>Course Registration</td>
<td>17</td>
<td>International Baccalaureate (IB)</td>
<td>24</td>
</tr>
<tr>
<td>Course Repeats</td>
<td>18</td>
<td>International Business</td>
<td>69</td>
</tr>
<tr>
<td>Course Substitution/Waiver</td>
<td>31</td>
<td>International Student Admission</td>
<td>8</td>
</tr>
<tr>
<td>Course Withdrawal</td>
<td>18</td>
<td>International Studies</td>
<td>118</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>22</td>
<td>Incomplete Grades</td>
<td>20</td>
</tr>
<tr>
<td>Credit for Experiential Learning (CEL)</td>
<td>22</td>
<td>Independent Study</td>
<td>31</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>183</td>
<td>Individualized Major</td>
<td>38</td>
</tr>
<tr>
<td>Cytogenetic Technology</td>
<td>56</td>
<td>Institutes</td>
<td>224</td>
</tr>
<tr>
<td>Cytotechnology</td>
<td>56</td>
<td>International Baccalaureate (IB)</td>
<td>24</td>
</tr>
</tbody>
</table>

246
<table>
<thead>
<tr>
<th>Entry</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>122</td>
</tr>
<tr>
<td>Journalism</td>
<td>190</td>
</tr>
<tr>
<td>Languages</td>
<td>137</td>
</tr>
<tr>
<td>Lasallian Core Traditions Program</td>
<td>124</td>
</tr>
<tr>
<td>Lasallian Honors Program</td>
<td>126</td>
</tr>
<tr>
<td>Life Sciences Education</td>
<td>52</td>
</tr>
<tr>
<td>Literature</td>
<td>102</td>
</tr>
<tr>
<td>Literature with Writing Emphasis</td>
<td>103</td>
</tr>
<tr>
<td>Liturgical Music (major)</td>
<td>146</td>
</tr>
<tr>
<td>Majors</td>
<td>37</td>
</tr>
<tr>
<td>Major or minor after degree</td>
<td>32</td>
</tr>
<tr>
<td>Marketing</td>
<td>69</td>
</tr>
<tr>
<td>Maryknoll Institute of African Studies</td>
<td>225</td>
</tr>
<tr>
<td>Mass Communication</td>
<td>189</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>129</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>130</td>
</tr>
<tr>
<td>Mathematics Initial Requirement</td>
<td>35</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>57</td>
</tr>
<tr>
<td>Military Duty</td>
<td>18</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>Modern/Classical Languages</td>
<td>137</td>
</tr>
<tr>
<td>Multidisciplinary Minors</td>
<td>32</td>
</tr>
<tr>
<td>Music</td>
<td>145</td>
</tr>
<tr>
<td>Music Education</td>
<td>146</td>
</tr>
<tr>
<td>Music Industry</td>
<td>148</td>
</tr>
<tr>
<td>Music Performance (major)</td>
<td>148</td>
</tr>
<tr>
<td>Nuclear Medicine Technology</td>
<td>58</td>
</tr>
<tr>
<td>Oral Communication Requirement</td>
<td>37</td>
</tr>
<tr>
<td>PACC</td>
<td>22</td>
</tr>
<tr>
<td>Pass/No Credit Option</td>
<td>19</td>
</tr>
<tr>
<td>Pastoral &amp;Youth Ministry</td>
<td>216</td>
</tr>
<tr>
<td>Pastoral Studies</td>
<td>220</td>
</tr>
<tr>
<td>Path to Academic Success (PASS)</td>
<td>41</td>
</tr>
<tr>
<td>Personal Development</td>
<td>159</td>
</tr>
<tr>
<td>Philosophy</td>
<td>161</td>
</tr>
<tr>
<td>Physical Education/Lifestyle</td>
<td>166</td>
</tr>
<tr>
<td>Physical Education Requirement</td>
<td>34</td>
</tr>
<tr>
<td>Physics</td>
<td>167</td>
</tr>
<tr>
<td>Physics Science Education</td>
<td>169</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>29</td>
</tr>
<tr>
<td>Political Science</td>
<td>195</td>
</tr>
<tr>
<td>Post Secondary Enrollment Option (PSEO)</td>
<td>22</td>
</tr>
<tr>
<td>Pre-Chemical Engineering</td>
<td>79, 174</td>
</tr>
<tr>
<td>Pre-Dentistry</td>
<td>79, 174</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>175</td>
</tr>
<tr>
<td>Pre-Medical Sciences</td>
<td>174</td>
</tr>
<tr>
<td>Pre-Physical Therapy</td>
<td>59</td>
</tr>
<tr>
<td>Pre-Theology</td>
<td>175</td>
</tr>
<tr>
<td>Pre-Veterinary Science</td>
<td>174</td>
</tr>
<tr>
<td>Program for Advanced College Credit (PACC)</td>
<td>22</td>
</tr>
<tr>
<td>Psychology</td>
<td>176</td>
</tr>
<tr>
<td>Public Relations</td>
<td>190</td>
</tr>
<tr>
<td>Readmission</td>
<td>8</td>
</tr>
<tr>
<td>Refund Policies</td>
<td>10</td>
</tr>
<tr>
<td>Religious Education</td>
<td>216</td>
</tr>
<tr>
<td>Repeating Courses</td>
<td>18</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>42</td>
</tr>
<tr>
<td>Residency Requirement, Credits</td>
<td>8</td>
</tr>
<tr>
<td>Roster</td>
<td>229</td>
</tr>
<tr>
<td>Saint Teresa Leadership &amp; Service Institute for Women</td>
<td>181</td>
</tr>
<tr>
<td>Salutatorian</td>
<td>27</td>
</tr>
<tr>
<td>Scholarships</td>
<td>14</td>
</tr>
<tr>
<td>Second Bachelor's Degree</td>
<td>33</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>92</td>
</tr>
<tr>
<td>Skills Requirements</td>
<td>36</td>
</tr>
<tr>
<td>SMU/WSU Cooperative Program</td>
<td>17</td>
</tr>
<tr>
<td>Social Science</td>
<td>183</td>
</tr>
<tr>
<td>Social Science (major)</td>
<td>199</td>
</tr>
<tr>
<td>Social Studies Education</td>
<td>94</td>
</tr>
<tr>
<td>Sociology</td>
<td>200</td>
</tr>
<tr>
<td>Spanish</td>
<td>138</td>
</tr>
<tr>
<td>Spanish Education</td>
<td>138</td>
</tr>
<tr>
<td>Sport Management</td>
<td>70</td>
</tr>
<tr>
<td>Stefanie Valencia Kierlin Theatrical Program in London</td>
<td>118, 203</td>
</tr>
<tr>
<td>Student Activities</td>
<td>44</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>43</td>
</tr>
<tr>
<td>Student Life</td>
<td>42</td>
</tr>
<tr>
<td>Student Senate</td>
<td>44</td>
</tr>
<tr>
<td>Theatre and Dance</td>
<td>203</td>
</tr>
<tr>
<td>Theology</td>
<td>215</td>
</tr>
<tr>
<td>Title II</td>
<td>92</td>
</tr>
<tr>
<td>Transcript of Credits</td>
<td>25</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>21</td>
</tr>
<tr>
<td>Transfer to another institution</td>
<td>21</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>8</td>
</tr>
<tr>
<td>Tuition</td>
<td>9</td>
</tr>
<tr>
<td>Tutoring</td>
<td>39</td>
</tr>
<tr>
<td>Valedictorian</td>
<td>27</td>
</tr>
<tr>
<td>Veterans</td>
<td>8</td>
</tr>
<tr>
<td>Withdrawal from the University</td>
<td>18</td>
</tr>
<tr>
<td>Withdrawal from Course</td>
<td>18</td>
</tr>
<tr>
<td>Writing Center</td>
<td>41</td>
</tr>
<tr>
<td>Written Communication Requirement</td>
<td>36</td>
</tr>
</tbody>
</table>