

**SAINT MARY'S UNIVERSITY OF MINNESOTA**  
**Undergraduate College Catalog**  
**Winona Campus**  
**2016–2017**

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, Ext. 1700  
admissions@smumn.edu  
www.smumn.edu

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**SCHOOLS OF GRADUATE AND PROFESSIONAL PROGRAMS**

For information on programs:  
612-728-5100 or 866-437-2788, Ext. 5138  
tcadmission@smumn.edu

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

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

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

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

# Mission



## Mission

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

## Vision

Grounded in its Lasallian Catholic identity, Saint Mary's University of Minnesota is a nationally ranked transformational and innovative university with a global footprint. Saint Mary's graduates gain the advanced knowledge, skills and critical-thinking abilities necessary to be lifelong learners, successful workers, good neighbors and ethical citizens that ensure Saint Mary's standing as a well-known top-tier national university preparing tomorrow's leaders.

*Approved by Board of Trustees  
October 5, 2012*

# The University

## **SAINT MARY'S UNIVERSITY OF MINNESOTA: A 21ST-CENTURY UNIVERSITY**

Saint Mary's University of Minnesota is a dynamic and transformational learning community that provides a person-centered educational experience grounded in excellent teaching and engaged interactive student learning. At the heart of a Saint Mary's education is the development of meaningful relationships that help the individual learner realize and achieve their potential in a trusting and respectful environment. In this way, we prepare graduates with the advanced knowledge, skills and critical-thinking abilities necessary to be lifelong learners, successful workers, good neighbors and ethical citizens.

We are a **comprehensive university** that offers an innovative combination of liberal education and professional preparation, such that our graduates prosper in today's knowledge economy and are prepared to meet the challenges of the 21st century. We provide relevant, engaging personal and online learning experiences, and research opportunities supported by a community of educators in order to ignite the potential of each learner. We prepare our graduates richly for the responsibilities and challenges they face as global citizens—citizens whose judgments, decisions and actions will profoundly affect the decency, integrity and sustainability of the human family and our global environment.

We are a **Catholic university** that prepares graduates with a distinctive identity in fidelity to the Church's mission in service of the Good News of the Gospel and with a world vision rooted in the Catholic intellectual tradition: a belief in the presence of the divine in all created reality; an appreciation of and thirst for truth and knowledge; an understanding of the unity of faith and reason; a profound reverence for the self, the other and all of creation; a respect for all human life and protection of the vulnerable; the celebration of community and sacrament; a commitment to the issues of peace, justice, solidarity and human equality; and a desire to serve the common good.

We are a **Lasallian Catholic university** that is a living expression of the vision of John Baptist de La Salle, inspirational 17th-century educational innovator, patron saint of teachers and founder of the De La Salle Christian Brothers: excellent quality education; respect for the dignity of all individuals; inclusive and participatory community; interiority; accessibility; civility; innovation; belief in the presence of a benevolent God; an ecumenical and inter-religious openness; solidarity with the poor; and advocacy for those suffering from injustices. We do this as a proud partner with 1,000 schools, agencies and universities that constitute the worldwide Lasallian educational network.

Understanding the complex and evolving nature of higher education in the 21st century, Saint Mary's University is committed to addressing present-day challenges by striving to remain affordable for the families of our students and through distinctiveness in structure and fluidity in operation. Consequently, we function with a number of strong, innovative and complementary units.

The **residential undergraduate College** unit—nestled in the extraordinarily beautiful natural environment of Winona and comprised of the schools of humanities and sciences, arts, education, business, and of a seminary for clergy formation—integrates a four-year undergraduate education rooted in the liberal arts and complemented by a dynamic residential community experience that allows learners to cultivate and refine their intellectual, spiritual and professional capacities for mature leadership. Our commitment to relevant liberal education encompasses knowledge of human cultures and the natural world; hones the skills of critical thinking, analytic reasoning, creativity and effective written and oral communication; and prepares graduates for work, life, future scholarship and ethical lives of service.

The **undergraduate bachelor's completion** unit of the Schools of Graduate and Professional Programs—in the greater Twin Cities area of Minnesota—recognizes and honors prior educational and life experience, assures an engaging, affordable and accessible learning delivery model, and opens for students successful pathways for career advancement, career transition and graduate education.

The **master's and doctoral degrees** unit of the Schools of Graduate and Professional Programs—an established leader in flexible and adaptable scheduling and delivery models in each of its schools of business and technology, education, and health and human services—assures accessible and affordable quality private graduate education in the Twin Cities and throughout Minnesota and Wisconsin; provides relevant, rigorous and relational academic experiences for adult learners through an integration of practical, professional and ethical education offered in dynamic and caring environments; and utilizes industry and community partnerships and a primarily part-time cadre of competent faculty practitioners to deliver programs grounded in the principles of collaborative team-building, commitment to innovation, intercultural competence and practical applied opportunities to integrate scholarship in a real-world context.

The **international academic initiatives** unit makes operational—both in Kenya and in Jamaica—the university’s commitment to strategic global institutional relationships that respond to the expressed educational needs of underserved Lasallian and Catholic populations around the world.

Together and by association each unit of the university— the undergraduate residential College, the adult-oriented undergraduate bachelor’s completion program, the graduate studies programs of the Schools of Graduate and Professional Programs, and the international academic initiatives—strives to meet learners where they are and to provide them with opportunities for growth in knowledge, professional preparation and personal transformation. In these ways, Saint Mary’s has provided students various and flexible learning options and has remained nimble enough to adjust methods as needs and desires change.

Consequently, enriched by the Lasallian Catholic heritage, Saint Mary’s University of Minnesota proudly awakens, nurtures and empowers learners to ethical lives of service and leadership, strives to transform society one learner at a time, and graduates students who have over the years consistently been successful and risen to levels of leadership in the fields of business, health and human services, government, church and education.

This is who we are—a transformational and innovative national university with a global footprint. Our 100-year story of success is an extraordinary one, and we remain committed to providing the transformative education needed for our day and time as a modern American university in the Lasallian Catholic tradition.

#### **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  
D.B.A. Doctor of Business Administration  
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 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 school 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.

A relevant and rigorous education produces graduates who seek to deepen and expand their discipline knowledge and skills to develop through critical thinking by:

- framing vital questions clearly;
- evaluating relevant information and its sources;

- demonstrating respectful engagement with others' ideas, behaviors and beliefs;
- assessing the congruence between personal norms and ethical principles;
- applying diverse frames of reference to decisions and actions;
- resolving issues based on evidence weighed against relevant criteria;
- developing a subject, including relevance, logic, grasp of subject, and depth of discussion; and
- communicating with clarity and coherence.

This is the intellectual and emphatic foundation for leading ethical lives of service and leadership.

### **Accreditation and Certification**

Saint Mary's University of Minnesota is accredited by the Higher Learning Commission.

The Higher Learning Commission  
 230 South LaSalle Street, Suite 7-500  
 Chicago, IL 60604-1411  
 800-621-7440  
[www.hlcommission.org](http://www.hlcommission.org)

Saint Mary's University of Minnesota is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes 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.

Saint Mary's University of Minnesota has been approved and is legally authorized to do business in the state of Wisconsin as a private postsecondary school, subject to the provisions of 38.50 Wisconsin Statutes, and all administrative rules adopted pursuant to statutes. Approval included only those programs and those locations specifically approved by the Board.

Saint Mary's University of Minnesota has been approved to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. [www.nc-sara.org](http://www.nc-sara.org)

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); 11374 Strang Line Road, Lenexa, KS 66215; 913-631-3009; [www.iacbe.org](http://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 Teaching, Minnesota Department of Education, 1500 Highway 36 West, Roseville, MN 55113; 651-582-8739. [board.teaching@state.mn.us](mailto:board.teaching@state.mn.us)

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

- The Baccalaureate Degree Program in Nursing at Saint Mary's University of Minnesota is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036; 202-887-6791
- Board of School Administrators (BOSA), Minnesota Department of Education Building, 1500 Highway 36 West, Roseville, MN 55113; 651-582-8796
- Commission on Accreditation of Allied Health Education Programs, [www.caahep.org](http://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)
- The Master of Science in Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council for Higher Education

Accreditation and the U.S. Department of Education. Council on Accreditation of Nurse Anesthesia Educational Programs, 222 South Prospect Avenue, Park Ridge, IL 60068-4010; 847-692-7050;  
<http://home.coa.us.com/pages/default.aspx>

- The M.Ed. in Teaching and Learning, offered in Jamaica in collaboration with the Catholic College of Mandeville, is accredited by the University Council of Jamaica.
- Project Management Institute Global Accreditation Center for Project Management (GAC), [www.pmi.org](http://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 on the University regardless of race, color, creed, religion, national origin, gender, sexual orientation, disability, age, marital status, familial status, membership or activity in local human rights commission, or status with regard to public assistance.

The following position has been designated to handle inquiries regarding the University's nondiscrimination policies.

Equal Employment Opportunity Coordinator  
Saint Mary's University of Minnesota  
700 Terrace Heights #30  
Winona, MN 55987-1399  
507-457-1587

The Equal Employment Opportunity Coordinator 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/undergraduate-home/admission/student-right-to-know](http://www.smumn.edu/undergraduate-home/admission/student-right-to-know).

# Admission

## **ADMISSION**

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

Prospective applicants should direct requests for information to:

Office of Admission  
Saint Mary's University of Minnesota  
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 the Office of Admission. The applicant is then notified of the decision. Students who have been admitted are asked to confirm their attendance by sending a non-refundable \$300 deposit to the university. This deposit is credited to the student's account.

The pattern of high school college prep courses and performance, while not the sole criterion for acceptance, is of primary importance. 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' Saint Mary's University 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 mathematics, science, foreign 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 (online free)
2. \$25 non-refundable application fee (paper application)
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 the Saint Mary's University application or the Common Application which are free, or a paper copy of the Saint Mary's University application which requires a \$25 non-refundable application fee. An official transcript from each college/university attended and an official high school transcript must be forwarded to the Office of Admission. The transcript from the college most recently attended should give evidence of honorable withdrawal. Upon notification of admission, the transfer student will receive an evaluation of his/her previous college work. This evaluation will include the number of credits accepted in transfer and the

extent to which the student has satisfied Saint Mary's general education program. 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**

International undergraduate degree-seeking candidates for admission must forward the following documents to the Office of International Admission:

1. **Online Application Form**—The Saint Mary's University of Minnesota international undergraduate application or the Common Application
2. **Official Transcripts**
3. **Test Score Report- One of the following:**
  - **TOEFL (minimum score of 79ibt/550pbt), or IELTS (minimum score of 6.5)**
  - **Test score reports must not be more than two years old**
4. **Personal Essay**
5. **Letter(s) of Recommendation—(optional).**

Upon acceptance to Saint Mary's, the student will need to submit a confirmation deposit in the amount of U.S. \$300.00, proof of financial resources, and a copy of the passport identification page. Once these documents are received, the University will issue a Form I-20 to the student to use in applying for a student visa. The deposit is credited toward first-semester tuition.

### **English as a Second Language (ESL) Program Admission**

International ESL applicants must forward the following items to the office of International Admission:

1. **Online Saint Mary's University of Minnesota ESL Application Form**
2. **Official Transcripts**
3. **Financial Verification Document**
4. **Passport Identification Page(s)**

Upon acceptance to Saint Mary's, the student will need to submit a confirmation deposit in the amount of U.S. \$300.00. Once the deposit is received, the University will issue a Form I-20 to the student to use in applying for a student visa. The deposit is credited toward first-semester tuition.

### **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 the Saint Mary's University application or the Common Application which are free, or a paper copy of the Saint Mary's University application which requires a \$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 Office of Admission will gain approval from appropriate departments before readmission is granted.

# Tuition and Fees

## TUITION, ROOM, BOARD AND FEES

2016-2017

### Annual Fees

Tuition (12-18 credits per semester) \$32,060  
Room\*\* \$4,790  
Board \$3,770  
Activity fee \$165  
Laundry fee \$75  
Technology fee \$350

**Total - \$41,210**

\*\*Additional fee for the following residences:

Village Apts., Gilmore Creek Hall \$200

Pines Hall, Hillside Hall, LaSalle Hall  
and Brother Leopold Hall Doubles \$400

Brother Leopold Hall Singles and All Apts. \$600

### Additional Fees (if applicable)

Per credit instruction \$1,070  
Per credit audit \$535  
Foreign study fee:  
    London \$1,280  
    All others \$580  
Commencement fee \$190 (2016-2017 graduates)  
Late registration (per class) \$50 (after add/drop period)  
NSF / Returned check or ACH \$20

## PAYMENT PLANS AND PAYMENT AGREEMENT FORM

Saint Mary's offers two types of payment plans to assist your family: the standard payment plan and the 10-payment plan. You will indicate your choice of a payment plan on the Student Payment Agreement and Disclosure Statement Form. This form will be sent to confirmed students by the Business Office.

### STANDARD PAYMENT PLAN

Under the standard plan, payment for tuition, room, board, and fees (minus your financial aid award) is due at the beginning of each semester. Payment is due on August 5 for the first semester and January 5 for the second semester. Additional fees incurred in any given month (such as special course fees, study abroad fees, health service charges, vehicle charges, etc.) will come due on the 5th of following month.

### 10-PAYMENT PLAN

The monthly payment amount is calculated each semester by dividing charges for tuition, room, board, and fees (minus financial aid) into five equal payments. Semester one payments are due on the 5th of each month, July through November. Semester two payments are due on the 5th of each month, December through April. Additional fees incurred in any given month (such as special course fees, study abroad fees, health service charges, vehicle charges, etc.) will be added to the scheduled monthly payment due the following month.

## **STATEMENTS**

Tuition statements are emailed by the Business Office on or around the 11th of each month. Payment is due on the 5th of the following month. Statements are sent to students and anyone listed as a responsible party in their online FERPA acknowledgement form. If you do not receive a statement email, check if your spam filter is blocking the Business Office and contact them at **businessoffice@smumn.edu**.

## **ONLINE PAYMENTS**

Electronic payment of your tuition is optional but encouraged. Payments may be made online through the Saint Mary's website. Payments may be made via ACH transfer (electronic check) from your bank account with no fees attached. Payments made by credit card are subject to a 2.75% non-refundable fee.

## **STUDENT'S BILLING RIGHTS**

The student's billing rights can be found on our website at **smumn.edu/policies**.

# Financial Aid

## **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 enrollment management.

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](http://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.

Student status and financial aid eligibility may be affected if a course is repeated more than once after credit is earned. For questions regarding this issue, please contact the office of financial aid.

All correspondence should be directed to:

Financial Aid Office  
Saint Mary's University of Minnesota  
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 ( $\# \text{ days completed} / \# \text{ days in semester} \times 100$ ). 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 Student Success Center. 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 amount (if any) of financial aid that must be returned to the program accounts.

### **Satisfactory Academic Progress**

Financial aid eligibility is based on satisfactory academic progress (SAP) standards that Saint Mary's University of Minnesota is required by the U.S. Department of Education to establish, publish and apply. The financial aid office measures academic performance and enforces SAP standards to ensure that financial aid recipients progress toward completion of their degree. Students who fail to meet these standards become ineligible to receive financial aid until compliant with all of the requirements detailed in this policy.

To demonstrate satisfactory academic progress, a student's academic performance must meet two main SAP components. The first is a qualitative component, represented by grade point average (GPA). The second is a quantitative component measured by credit completion (the ratio between attempted and completed credits) and the maximum timeframe to complete the degree or certificate program.

The complete policy is available online at:  
[www.smumn.edu/undergraduate-home/tuition-financial-aid/policies-paperwork](http://www.smumn.edu/undergraduate-home/tuition-financial-aid/policies-paperwork).

### **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](http://www.smumn.edu/loans).

# Scholarships

## **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 are assigned to eligible students by the financial aid office. 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. Incoming students should contact admissions for information about available scholarships.

## **UNDERGRADUATE SCHOLARSHIPS University Funded**

College of Saint Teresa Alumni Children Scholarship  
Dean's Scholarship  
Heffron Scholarship  
Presidential Scholarship  
Saint Cecilia Music Scholarship  
Saint Luke Art Scholarship  
Saint Mary's University Alumni Children Scholarship  
Trustee 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 1960 Scholarship  
Class of 1961 Scholarship  
Class of 1985 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 '37 Scholarship  
 Clayton J. and Helen Dooley and Anthony and Irene Drvota 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. Flodstrom '64 Memorial Scholarship  
 Frankard Scholarship  
 Herbert Garvin Scholarship  
 Jul Gernes '61 Memorial Scholarship  
 Sister Giovanni Scholarship  
 Raymond H. Groble, Jr. '39 Endowed Memorial Scholarship  
 Monsignor Julius C. Haun Scholarship  
 John M. and Louise V. Healy Memorial Scholarship  
 William Randolph Hearst Foundation Scholarship  
 William L. Hedrick, 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  
 Orris and Evelyn Johnson–Jerry and 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  
 Monsignor Roy E. Leterski Endowed Scholarship  
 Anne Locher '97 Memorial Scholarship  
 Brother J. Raymond Long '43 Scholarship  
 Daniel E. '47 and Veronica M. Lucas Legacy Scholarship  
 Brother Urban Lucken '35 Scholarship  
 L.W. Mack '66 Scholarship Fund  
 Paul T. Madigan '55 Scholarship  
 Lt. Thomas F. Meagher, C.P.D. Scholarship  
 Brother Finbar McMullen 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 Robinson Scholarship  
 Brother I. Basil Rothweiler Scholarship  
 Helen C. Semler Scholarship

Brother Charles Severin Scholarship  
Sieve Family Scholarship  
St. Jude Alumni Scholarship  
Kenneth R. Sirinek, M.D., Ph.D. '65 Endowed Scholarship  
Timothy L. Stapleton '95 Memorial Scholarship  
Maurice Joseph Sullivan Memorial Scholarship  
Tozer Scholarship  
Brother Ambrose Trusk '43 Chemistry Scholarship  
Christopher Anthony Van Horn Memorial Scholarship  
Frank and Helen Walsh Memorial Scholarship Fund  
Brother Laurence Walther Memorial Endowed Scholarship  
Wasie Foundation Scholarship  
Wells Fargo Bank (Winona) Scholarship  
Peter F. Wentink '68 Memorial Scholarship  
Ken Wiltgen Endowed Scholarship  
Lawrence J. Wlazik '73 Scholarship  
Robert M. Woods Memorial Scholarship  
James R. Young '73 Memorial Scholarship

**Annual**

Charles and Ellora Alliss Educational Foundation Scholarship  
Annexstad Family Foundation Scholarship  
Christian Brothers Scholarship  
Cristo Rey Alumni Scholarship  
First Women of Saint Mary's Annual Scholarship  
Friends of Nativity Jesuit Middle School and Notre Dame Middle School Scholarship  
Gostomski Family Foundation Scholarship  
Monsignor Roy E. Literski Scholarship  
Paula Ann Maniscalco Scholarship  
Martin Scholarship  
John Paulson Jazz Scholarship  
Regan Family Scholarship  
The Rotary Club of Winona Service Above Self Scholarship  
Dr. Phil Cochran Memorial Undergraduate Faculty Scholarship  
Drs. Michael and Patricia Sommerville Scholarship  
Stanton Family Scholarship  
Susan Ann Wall '97 Memorial Scholarship  
Vicki Kleist Memorial Theatre Scholarship

**Minnesota Private College Fund Scholarships (Annual)**

Access and Equity Pooled Scholarship Fund  
Buuck Family Foundation 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

## REGISTRATION AND ACADEMIC RECORDS

### Academic Year

The undergraduate College academic calendar is divided into three semesters: the fall semester extends from late August to mid-December, the spring semester extends from mid-January to 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. For every credit hour, a minimum of two hours of preparation per week outside of class time is expected. There are also blended courses where the contact hours may be reduced, but additional online and/or mobile components are required. In blended courses where the contact hours are decreased, the outside of class time expectations will increase to be the equivalent of a face-to-face contact credit hour.

### Classification of Students

0–23 earned credits First-Year  
24–55 earned credits Sophomore  
56–86 earned credits Junior  
87+ earned credits Senior

Transfer students' classification will be based on the number of accepted transferable credits and designated as one of the four classifications indicated above.

### 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 dean of student success and the dean of the school in which the student's major is housed. 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 (Saint Mary's University/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; 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.

Lower-division courses at Saint Mary's University are intended to provide an introduction or general study in an area or discipline. Characteristics for coding lower-division courses at Saint Mary's University include:

- Introducing basic language, terminology, concepts, techniques/methodology, and ways of thinking/learning within a discipline.
- Providing breadth or general knowledge in the context of a relatively broad survey of topics.
- Developing essential skills, attitudes, and practices important in many different areas or disciplines.

Upper-division courses at Saint Mary's University are intended for advanced study in an area or discipline and are not generally available to first-year students. Characteristics for coding upper-division courses at Saint Mary's University include:

- Specializing in the language, terminology, concepts, techniques/methodology, and ways of thinking/learning to develop specific intellectual and professional abilities within a discipline.
- Providing in-depth study of a discipline's theories and methods, as well as understandings of the applications and limitations of those theories.
- Integrating across multiple topics to recognize deeper, predictable patterns and to recognize relative values of different approaches, investigating potential biases, viewpoints, and/or intentions within the scholarship underlying the discipline.

## **Course Registration**

Initial registration and subsequent changes 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.

## **Instructional Technology**

Examples of instructional technology used at Saint Mary's University of Minnesota include Tegrity, Blackboard, and Google Apps.

### **Tegrity**

Tegrity is formally described as a lecture capture tool which allows faculty to produce streaming media of lectures, provide test review sessions, share guest speakers, and develop "how-to" videos for students. Tegrity is commonly used to support blended, and face-to-face learning experiences such as flipped classroom instruction and summer online courses.

Tegrity is a software-based solution allowing faculty and students to record video, audio, and screen activity on a computer. Recordings are available 24/7 allowing students enrolled in the course the ability to stream content on their computer or mobile device. Additional features include the ability to create notes and bookmark recordings, search across multiple course recordings, as well as slow down or increase the speed of playback of recordings. Students also have the ability to record material for feedback and review which might include draft presentations, interviewing classmates, or peer review of homework assignments. Annotation tools are also available during the recording process.

### **Blackboard**

Blackboard is a Web-based learning management system (LMS) designed to support online, blended and face-to-face course needs. Blackboard provides many types of tools and features for enriching the learning experience. Professors can to post grades, create announcements, upload course materials, as well as construct collaborative online discussion and group activities. Students can retrieve course documents, turn in assignments electronically, participate in blogs, wikis, journals, and discussion boards, email classmates, and review grades including completed tests and assignments.

### **Google Apps**

Google Apps for Education round out the educational technology toolkit at Saint Mary's University. Providing common features like Gmail, chat, hangouts, and calendar scheduling but also opening up collaborative online expectations with the use of word documents, spreadsheets, presentations, forms, websites, and file storage. For faculty and student, the use of the Google tools may include eportfolio development and documentation, group writing and review of a paper, shared course or project folders, as well as data collection and data analysis through quantitative and qualitative surveys features.

## **Overlapping Courses Policy and Approval Procedure**

In extraordinary circumstances, it may be possible for students to register for two courses that are offered at the same time. For this request to be considered, a student must have a minimum cumulative GPA of 3.000 and the signatures and comments from both course instructors, his or her advisor, and department chair. The student must submit the completed Overlapping Course Approval Form to the office of the academic deans in which the courses are housed for final approval. Forms can be obtained from the Registrar's office and must be completed before the end of the add/drop period of the semester in which the student wishes to take the courses.

## **Saint Mary's University/WSU Cooperative Program**

Saint Mary's University 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 Saint Mary's University/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. A Saint Mary's student must be registered full-time at Saint Mary's University to enroll in the cooperative program at Winona State University.
3. No more than half of the academic load may be taken at Winona State University.
4. A Saint Mary's student may only major in a field available at Saint Mary's University.
5. Course substitutions in a major field require the permission of the Saint Mary's University department chair at the home institution. Courses in a student's major that are taken at Winona State University will count toward the total required for graduation. A course substitution form must be completed if courses will fulfill major or general education requirements.

6. Most courses at WSU are open to Saint Mary's University students provided prerequisites are met and space is available.
7. Requests for exceptions to the above guidelines must be secured from the student's major academic dean.

Courses taken at WSU are not included in the student's GPA. Tuition is paid only to Saint Mary's University. The student will be required to pay for special course or lab fees at WSU. To register in the program, a student must fill out an intercollegiate registration form, available from the registrar's office. Upon receipt of the registration permit, an eligible student then presents it to the WSU registrar during its regular registration period. A Saint Mary's University student may obtain library privileges at the WSU library by presenting his/her Saint Mary's University 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 zero 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 or F 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. All repeated courses remain on the transcript, however, the highest grade received is the course grade used when the cumulative GPA is calculated.

### **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 an F or NC.

### **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. A grade(s) from courses repeated at other institutions will not replace grade(s) for courses taken at Saint Mary's University. Select courses may be repeated for credit. See course descriptions.

### **Course Withdrawal**

After the change of registration period (refer to the calendar on page 186), a student may withdraw from a semester-length course(s) by submitting the approved course withdrawal form to the registrar's office. It is the student's responsibility to withdraw from a course for which the student is registered but does not plan to attend. When a student withdraws from a course, the student will receive a grade of W. Failure to withdraw from a course a student is not attending will result in a grade of F. Appropriate consideration should be given prior to a course withdrawal since it may affect student enrollment status, financial aid status or other considerations.

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 from the registrar's office. Withdrawal dates for short courses may also be obtained in the registrar's office.

### **Course Incompletion for Active Military Duty**

Students called to active military duty prior to the completion of a semester have the following options. They must indicate in writing to the registrar, 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 Student Success Center. 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.

### **Withdrawal from the University**

Federal law requires institutions and/or the student to return the portion of your financial aid that is considered UNEARNED, called Return to Title IV. This policy applies only when during the term, the 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, but may result in reduction in Institutional or State aid. Returning of Federal aid must be done within 45 days of the student's withdrawal. The following example illustrates how the policy works:

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

2. Determine the percentage of Federal financial aid EARNED by multiplying the total amount of Federal financial aid received for the term by the percentage in step #1. You are permitted to keep this amount in your student account.
3. Determine the amount of UNEARNED Federal financial aid that must be returned to financial aid programs accounts by subtracting the amount of EARNED Federal 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:
  - a. Unsubsidized Direct Stafford Loan
  - b. Subsidized Direct Stafford Loan
  - c. Federal Perkins Loan
  - d. Federal PLUS Loan
  - e. Federal Pell Grant
  - f. Federal Supplemental Educational Opportunity Grant (SEOG)
  - g. Federal TEACH Grant
  - h. Iraq/Afghanistan Service Grant

It is possible, depending on the date of withdrawal, to have no refund of tuition and fees, although part of the Federal 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.

If, when the Financial Aid Office is completing the Return to Title IV worksheet, it may be determined that additional aid could have been disbursed to the student and/or parent. A post-withdrawal disbursement will be offered in writing to the student or parent. The student or parent will have 30 days from the date the notice is sent to respond. The notice will include if any of the post-withdrawal disbursement will be used to reduce a student's current tuition bill.

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 your financial aid, they 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.

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

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

### **Withdrawal from the University**

Students who are considering withdrawal from the university should come to the Student Success Center (70 Griffin Hall) to discuss their circumstances and to learn about the withdrawal process. The process includes completion of an online survey, an exit interview, and a withdrawal form that includes obtaining signatures from a number of offices on campus. Once the withdrawal form is completed, the form is returned to the Student Success Center. The Office of the Registrar will withdraw the student and the Business Office will calculate the refund (if any) of tuition, room, board and fees. The Financial Aid Office will determine if federal financial aid needs to be returned.

### **Withdrawal Date**

The withdrawal date is the date you complete the exit survey. If you fail to withdraw officially, the withdrawal date will become the midpoint of the term, unless the institution can document a later date. In certain circumstances if an earlier date of last academic activity is determined, this date may be used in the calculation of "earned" federal aid.

### **Institutional and State Refund Policy**

The Return of Title IV policy, cited above, only considers federal aid. Saint Mary's is also required to determine if any institutional, state or private financial aid must be returned if you completely withdraw. Saint Mary's offers pro-rated tuition refunds and on-campus room refunds through the sixth week of classes. Board will be refunded through twelve weeks. If you withdraw during a period of time that allows for a refund of tuition, a portion or all of your institutional, state and/or private funding may be reduced or cancelled. If you receive a 100 percent refund on all courses for a particular term, all institutional, state and private funding must be returned to the appropriate aid program(s). If your institutional refund was not used to fully repay the Return of Title IV aid, a proportional share of the remaining institutional refund must be returned to the appropriate non-federal aid program(s).

### **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 designated deadline as indicated 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.

### **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 for P/NC without the approval of the office of the academic dean from the student's declared major or the dean of student success if no major has been declared.
3. The option is not available to first-semester first-year students or transfer students in their first semester at Saint Mary's.
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 indicate the grading option on the add/drop card signed by the instructor and turned in to the registrar's office. Students intending to take a course as a P/NC option may change from P/NC to a letter grade by submitting the add/drop card by the end of the first week of the semester. For short session courses see the dates listed on the bulletin board by the registrar's office for specific dates each term.

### **Grade Reports**

Mid-term and final grades are available to students online through their online account.

### **Incomplete Grades**

The incomplete "I" may be given by an instructor only when the student is passing the course and an event occurs that is beyond the student's control (i.e., hospitalization, death in the immediate family, etc.) that precludes the student from completing the required work. A student or care giver must request an "I" grade. The assignment of an incomplete grade must be approved by the office of the academic dean from the school of the student's declared major or from the dean of student success if no major has been declared.

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 completed and the "I" grade replaced by a letter 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 academic dean from the school of the student's declared major or from the dean of student success if no major has been declared, 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 a grade of F or NC 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 handled by the registrar and appropriate designations will be made to the student's record.

### **Grade Appeal Process**

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 department chair of the course. The chair will attempt to mediate the matter with the student and the instructor. If the matter is not resolved through the intervention of the chair, the student may appeal to the dean where the course is housed.

Grades earned as a result of the academic dishonesty policy cannot be further appealed.

### **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:

<b>Grade</b>	<b>Grade Pts.</b>	<b>Achievement Level</b>
A	4.000	Excellent
AB	3.500	
B	3.000	Very Good
BC	2.500	
C	2.000	Satisfactory
CD	1.500	
D	1.000	Minimal Pass
F	0.000	Failure
I		Incomplete
P		Pass (A, AB, B, BC, C)
NC		No Credit (CD, D, F)
AU		Audit
W		Withdrawal

### **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 and indicated on official transcripts from other regionally accredited institutions.
- Credits completed from U.S. nationally accredited institutions only after individual evaluation by the transfer committee, composed of the dean of student success 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 an Saint Mary's University degree program. In addition, the student must provide a transcript in the native language, along with a transcript that has been evaluated by a recognized evaluation service from the United States. The international student is responsible for any fees related to this service.
- Original AP, CLEP and IB scores must be submitted to Saint Mary's University directly from the organization awarding such credits; see the catalog sections on AP, CLEP and IB for specific credits and course equivalencies.
- Original DSST score reports must be submitted to Saint Mary's University directly from Prometric. A determination will be made once the transcript has been evaluated.
- Internships and practicum experiences that are included on a transcript from a regionally accredited institution will be accepted for transfer to Saint Mary's University.

- Credits earned at regionally accredited vocational or technical institutions may transfer in as determined by the registrar on a case-by-case basis
- 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.
- American Council on Education credit recommendations will be evaluated by the registrar on a case-by-case basis.

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

- Credit by exam or credit for experiential learning 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.
- Clinical experiences.
- Retroactive language credits.
- Credits for duplicate courses where credit has been earned at Saint Mary's.
- 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 and completed the required credits for that program. 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.
- Saint Mary's University has articulation agreements with some higher education institutions. For current articulation agreements, please go to [www.smumn.edu/undergraduate-home/admission/transfer-students](http://www.smumn.edu/undergraduate-home/admission/transfer-students) to review how courses will transfer. In order for these courses to transfer, a grade of C or higher must be achieved.
- Students with less than 24 transferable credits must complete all Lasallian Core Traditions courses.
- Students who have 24 or more transferable credits are responsible for completing three Lasallian Core Traditions courses (LCT225, 375, and 475). Please note that in the case where a high school student took college level courses (PSEO, AP, IB, etc.) that student is required to take all Lasallian Core Traditions or Lasallian Honors courses.
- 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 Saint Mary's University PE requirements; however the course(s) will transfer in at 0 credit.
- Quarter hour credits transfer in at the following rate: a quarter hour is equivalent to 2/3 of a semester hour.
- Students are required to complete 60 semester credits at Saint Mary's University. Transferring in more than 62 credits may increase the total number of credits a student will need for graduation.
- Credits for military education are awarded via recommendations of the American Council on Education (ACE). These credits may be used for general electives. To receive an evaluation of courses taken through the Army, Navy, Marines, or Coast Guard, a student must request that the official transcript be mailed to Saint Mary's University. Please see the [Minnesota Veterans Licensure Certification website](#). These credits do not apply toward the 62 credits required from a regionally accredited institution.
- To receive an evaluation of courses taken through the Air Force, students must request a transcript from the Community College of the Air Force. Military credits from the Community College of the Air Force do apply toward the 62 credits required from a regionally accredited institution.
- Courses taken as upper division at the transfer institution will count as upper division credits at Saint Mary's University even if a comparable Saint Mary's University course is lower division. Courses taken as lower division at the transfer institution will count as lower division credits at Saint Mary's University even if a comparable Saint Mary's University course is upper division.
- The Saint Mary's University 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 is mailed directly from the issuing institution to:

Registrar  
 Saint Mary's University of Minnesota  
 700 Terrace Heights #37  
 Winona, MN 55987-1399

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, and taking such an exam does not replace a previously earned grade, and will not remove the old grade from being calculated in the student's GPA. A maximum of 15 credits may be earned in this manner. Credit by Examination credits will be billed at per-credit charge.

### **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 Student Success Center. 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 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 Saint Mary's University of Minnesota 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](http://www.smumn.edu/pacc).

### **Post Secondary Enrollment Option (PSEO)**

Minnesota law allows high school juniors 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.

Any student who has not taken the ACT but meets the GPA requirements must take the Math and English placement exams when they come in for their interview. If they do not place into E120/E220 or pass M100/M102, they will not be admitted into PSEO

The ACT composite score must be a 23 or higher **with** 21 Math (500 SAT) and 19 English (461 SAT) subscores. If composite is met but subscores are not, students can take our Math and/or English placement exams to prove they meet our initial math and writing requirements.

Any student who receives a grade of "C" or lower in any course will not be allowed to continue in the PSEO 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.

AP Course	Score of 3	Score of 4	Score of 5
Art History	3 credits of AR101 Art Appreciation		
Biology	No Credit	4 credits of B120/121 Botany and Zoology II and Lab	
Calculus AB	4 credits of M151 Calculus I		
Calculus BC	4 credits of M151 Calculus I and 4 credits of M152 Calculus II		
Chemistry	No Credit	4 credits of C131/133 General Chemistry I and Lab	
Chinese Language and Culture	3 elective credits		
Comp. Government and Politics	3 credits of PS320 Comparative Politics		
Computer Science A	4 credits of CS110/111 Computer Science I and Lab		
English Language/Composition	3 credits of E120 English Composition		
English Literature/Composition	3 credits of E175 Introduction to Literature		
Environmental Science	3 credits of B105 Environmental Biology		
European History	No Credit	3 elective History credits	
French Language	3 elective credits		
German Language	3 elective credits		
Human Geography	3 elective credits		
Japanese Language and Culture	3 elective credits		
Latin: Virgil	3 elective credits		
Macroeconomics	3 credits of EC262 Macroeconomics		
Microeconomics	3 credits of EC261 Microeconomics		
Music Theory	3 credits of MU160 Music Theory I		
Physics B	No Credit	3 credits of P155 Foundation of Physics	
Physics C	No Credit	4 credits of P201/202 Introductory Physics I and Lab	
Psychology	No Credit	3 credits of PY111 General Psychology	
Spanish Language	4 Spanish Language credits		
Spanish Literature	3 elective Spanish credits		
Statistics	3 credits of ST132 Reasoning with Statistics		
Studio Art	3 credits of AR122 Drawing I		
Studio Art 2-D Design	3 elective Art credits, submit portfolio for further review		
Studio Art 3-D Design	3 elective Art credits, submit portfolio for further review		
U.S. Government and Politics	3 credits of PS102 American National Government		
United States History	No Credit	3 elective History credits	

**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 French, German or Spanish language to earn credit.

<b>CLEP Exam</b>	<b>Number of Credits</b>	<b>Saint Mary's University Course Equivalency</b>
American Government	3	PS102 American National Government
American Literature	3	E175 Introduction to Literature
Analyzing and Interpreting Literature	3	E175 Introduction to Literature
Biology	3	B110 Botany and Zoology I (no lab)
Calculus	4	M151 Calculus I
Chemistry	4	Determined by chemistry department
College Algebra	0	NA; placement only
College Mathematics	0	NA; placement only
English Composition with essay	3	E120 English Composition
English Composition without essay	0	NA
English Literature	3	E175 Introduction to Literature
Financial Accounting	3	AC222 Concepts of Accounting
French, Level I	3	Elective credits
French, Level II	3	Elective credits
Freshman College Composition	0	NA; no credits
German, Level I	3	Elective credits
German, Level II	3	Elective credits
History/U.S. 1865-Present	3	H114 U.S. History since 1865
History/U.S. early	3	H113 U.S. History to 1865
Human Growth and Development	3	PY211 Developmental Psychology
Humanities	3	Elective credits
Info Systems and Computer Ap	3	Elective credits
Intro Business Law	3	B312 Business Law I
Intro Educational Psychology	3	Elective credits
Intro Psychology	3	PY111 General Psychology
Intro Sociology	3	S110 Sociological Imagination
Natural Sciences	3	Elective credits
Precalculus	0	NA; placement only
Principles of Macroeconomics	3	EC262 Principles of Macroeconomics
Principles of Management	3	MG219 Principles of Management
Principles of Marketing	3	MK217 Principles of Marketing
Principles of Microeconomics	3	EC261 Principles of Microeconomics
Social Sciences and History	3	Elective credits
Spanish, Level I	4	SP101 Beginning Conversational Spanish I
Spanish, Level II	4	SP102 Beginning Conversational Spanish II
Western Civ. I Ancient Near East-1648	3	H111 Global History to 1500
Western Civ. II 1648-Present	3	H112 Global History since 1500

### 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.

IB Course Equivalency	Number of Credits	Saint Mary's University Course Equivalency
Biology	4	B110/111 Botany and Zoology I and Lab
Business Management	3	AC222 Accounting Concepts
Chemistry	4	Determined by chemistry department
Classical Languages	3	Elective credits
Computer Sciences	3 or 4	Determined by computer science department
Dance	1	One PE requirement
Design Technology	3	Elective credits
Economics	3	Determined by business department
Environmental Systems	3	Elective credits
Geography	3	Elective credits
History of Africa	3	Elective credits
History of the Americas	3	Elective credits
History of Asia and the NE	3	Elective credits
History of Europe	3	Elective credits
History of the Islamic World	3	Elective credits
Info Tech in Global Society	3	Elective credits
Language A English A1	3	E120 English Composition
French	3	Elective credits
German	3	Elective credits
Hebrew	3	Elective credits
Japanese	3	Elective credits
Mandarin	3	Elective credits
Russina	3	Elective credits
Spanish	4	SP101 Beginning Conversational Spanish I
Mathematics	3 or 4	Determined by mathematics department
Music	2	MU130/131 Music Fundamentals I and II
Philosophy	3	Elective credits
Physics	3	P155 Foundations of Physics
Psychology	3	PY111 General Psychology
Social Anthropology	3	Determined by social science department
Theatre Arts	3	TA160 Theatre Appreciation
Theory of Knowledge	3	Elective credits
Visual Arts	3	Determined by art department

### 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 or there are holds restricting the release of transcripts.

### 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 Saint Mary's University of Minnesota 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.

- 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 records that are viewable include only the documents that were created at Saint Mary's University. The student should submit to the registrar, dean, head of the academic

department, or other appropriate official a written request that identifies the record(s) he/she wishes to inspect. The registrar 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 not to 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 student 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; state of residence; gender; major field of study; classification as a first-year student, sophomore, junior, senior 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; and 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 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 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.

### **Student Complaint Policy and Procedure**

Saint Mary's University of Minnesota (SMUMN) is committed to respecting all members of our university community and providing a quality educational experience for all students. The objective of the Student Complaint Policy and Procedure is to ensure that the concerns and complaints of undergraduate or graduate students are addressed fairly and are resolved promptly. Complaints related to this policy are usually the result of behavior that the student feels is unjust, inequitable, or creates an unnecessary hardship.

Students may file complaints if they believe a problem is not governed by SMUMN other complaint or appeal procedures. Many of the other complaint policies may be found in the SMUMN Student Handbooks and Catalogues. If there is a question regarding which appeal or complaint procedure is the most appropriate, students should contact the Associate Vice President for Enrollment Management and Student Services (School of Graduate and Professional Programs) or the Dean of Students (College). After consulting with the student, the Associate Vice President of the Dean or their representatives will direct the student to the most appropriate procedure.

### **Procedure**

Whenever possible, students are encouraged to seek an informal resolution of the matter directly with the faculty or individual(s) involved. Often a complaint can be resolved in this way. However, if an informal approach is neither successful nor advisable, the student should use the following procedure:

- A student complaint form should be submitted to the Associate Vice President for Enrollment Management and Student Services or the Dean of Students. It should contain (at a minimum) the date and time of the alleged conflict or action, the reason(s) for the complaint, a summary of the complaint, a list of other persons who may provide information and any appropriate documentation. The student must also include the resolution or outcome he or she is seeking. The complaint must be submitted within ten (10) business days of the alleged conflict or action.
- Upon receipt of a completed form, a conference will take place with the student and the Associate Vice President for Enrollment Management and Student Services or the Dean of Students or their designees.
- The Associate Vice President for Enrollment Management and Student Services or the Dean of Students or their designees will notify appropriate persons and request any information or documentation needed to resolve the complaint.
- The Associate Vice President for Enrollment Management and Student Services or the Dean of Students or their designees may attempt to resolve the complaint by encouraging discussion between the student(s) and the faculty member/administrator or by taking the appropriate action to resolve complaint.
- A review of the complaint with the supervisor(s) or others in the line of supervision may be used when deemed appropriate and beneficial to the process.
- All relative documentation and possible outcomes must be submitted by the student or other appropriate persons within ten (10) business days of the date the complaint is filed.
- When possible, the final resolution (or a finding of “unresolved”) will be filed in the Dean of Students office or the Student Services Office within fifteen (15) business days of the date the complaint is filed. If there are circumstances requiring an extension of this deadline, the staff member assigned to the complaint will notify the parties involved.
- If the student is not satisfied with the outcome of the complaint, a committee will be appointed to review the information and render a final decision. The committee will consist of representatives appointed by the Vice President for the Schools of Graduate and Professional Programs, the Vice President for Academic Affairs (College), and the Vice President for Student Life. Their decision will be final.

#### **Documentation**

A record of all complaints and their resolution will be documented and the records will be kept in the Dean of Students office on the Winona campus and the Student Services Office on the Twin Cities campus.

# Academic Policies and Procedures

## ACADEMIC POLICIES AND PROCEDURES

### Good Academic Standing

A non-transfer student in their first two semesters at Saint Mary's University is in good academic standing when the cumulative GPA is at or above a 1.8. A student in their second year and beyond is in good academic standing when their cumulative GPA is at or above a 2.0. Transfer students entering Saint Mary's University with more than 23 credits must maintain a minimum GPA of 2.0.

### Dean's List

Superior scholastic performance is recognized each semester by the publication of the Dean's List. Students qualify for the Dean's List by earning a semester grade point average of 3.600 or above with a minimum of 12 credits, at least 9 of which are on the A–F grading system, with no grade of CD, D, F, NC or I. Upon completion of any Incomplete (I) course, the Dean's List may be retroactively awarded if the all qualifications are met.

### 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 for all courses in the major, and for all courses taken at Saint Mary's University. Provided both 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 Saint Mary's University and must complete all requirements for graduation to be eligible for honors.

### Valedictorian and Salutatorian

The valedictorian of the graduating class is the student(s) with the highest GPA and the salutatorian of the graduating class is the student(s) with the second-highest GPA. If there is a tie for valedictorian, there will not be a salutatorian. The GPA used is the cumulative GPA for all Saint Mary's University courses. Students must complete at least 90 credits in academic residence at Saint Mary's University 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. Departmental honors are reserved for students who perform academically at the top level of all graduates from the department. Each department establishes criteria for department honors; minimum standards are a 3.700 major GPA and a 3.300 cumulative GPA. For information about a specific department's honors, consult that department's section of the catalog.

### Academic Warnings and Penalties

The academic warnings and penalties are academic jeopardy, academic probation, extended probation and academic dismissal. In order to support student success, all students with warnings will be monitored by staff in the Student Success Center.

### 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. A student on academic jeopardy must make an appointment with Student Success Center staff to implement an academic improvement plan. Students on academic jeopardy are considered in good standing, but are warned.

### Academic Probation

Academic probation indicates that a student's cumulative GPA is below 1.8 for non-transfer first-year students and 2.0 each term thereafter. A student on academic probation must demonstrate progress toward a cumulative GPA of 2.0. If a student shows improvement, but does not return to good standing, they may be placed on extended probation for an additional semester. Students not demonstrating improvement will be dismissed. A student on academic probation must make an appointment with Student Success Center staff to implement an academic improvement plan.

### Extended Probation

A student who is on academic probation may be placed on extended probation for one semester. If she or he has demonstrated improvement, but has not returned to good standing, a student on extended probation must make an appointment with Student Success Center staff to implement her or his academic improvement plan or face dismissal.

### **Academic Dismissal**

A student enrolled full-time at the beginning of the semester may be dismissed if:

- They fail to earn 6 credits by the end of the semester;
- Their GPA (semester or cumulative) is less than 1.000; or
- Cumulative GPA is at a probationary level for a second consecutive semester.

A student enrolled part-time at the beginning of the semester is dismissed 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 extended probation.

### **Appeal for Academic Reinstatement**

A student who has been dismissed for academic reasons may appeal for reinstatement in writing to the vice president for academic affairs (VPAA). If the VPAA approves the student's appeal, she/he may return to Saint Mary's University immediately and must meet with the Student Success Center staff to implement her/his academic improvement plan. If the appeal is denied, the student has the opportunity to reapply after one or more semesters have elapsed, and be considered for readmission through the readmission committee.

### **Standards of Classroom 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. Faculty maintain a safe and professional classroom environment that facilitates study, clarity of thought, focused attention, and fruitful dialogue in an atmosphere free from distraction and disorder. Students are expected to have high standards of behavior in the classroom and rules of reasonable behavior must be observed.

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. Prior to returning to class the student must meet with the instructor. 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) 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 dean of the school in which the course is housed 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 immediately, then the dean of students, and contact the dean of his/her school.

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 dean of the respective school where the course is housed, together with a description of the incident(s) and any intermediate warnings given to the student. The dean will work with the student and instructor to resolve the issue. Sanctions may include a grade penalty for the course reflecting missed work, dismissal from the course with a grade of F, up to dismissal from the university. If the issue is not resolved, the dean will refer the matter to the vice president for academic affairs.

### **Academic Integrity**

When one comes to Saint Mary's, one joins an academic community whose core values are fairness, mutual respect, trust, and honesty. To accomplish its mission to awaken, nurture and empower learners to ethical lives of service and leadership, the Saint Mary's community depends on the personal responsibility and integrity of all its members. Academic integrity should not be understood as merely following certain rules; rather, it is a way of acting based on shared values that lies at the heart of any academic endeavor. A commitment to academic integrity facilitates the pursuit of knowledge and understanding by providing a framework for the open, honest and respectful exchange of ideas and information. It fosters creativity and critical thinking; it allows students to develop the self-confidence that comes from acquiring academic skills; it provides correct information to

instructors so that they can give appropriate feedback in the essential relationship between students and teachers; and, ultimately, it ensures the integrity of the Saint Mary's degree.

### **Academic Dishonesty**

Students at Saint Mary's University are expected to maintain the highest standards of academic integrity. 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, lying 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; and the combination of passages from various sources presented as one's own thoughts or analysis.
- Cheating is an act or attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise that he/she has not mastered. Examples include: copying from another student's test; allowing another student to copy from a test paper; taking a test for someone else; collaborating during a test or assignment with another student by giving or receiving information without the instructor's permission; or using notes when disallowed.
- Lying is giving false or misleading information to gain an academic advantage such as requesting an extension on a quiz/exam, paper or other assignment or for missing a class.
- 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.

If an instructor has reason to believe a student has committed an act of academic dishonesty, an instructor should investigate the situation. 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, she/he must file an incident report with the dean of the respective school in which the alleged offense occurred. The incident report may include a suggested sanction: a failing grade for the assignment or the course; or in egregious circumstances, dismissal from the university.

Upon referral, the dean of the respective school will also investigate the charge of academic dishonesty. The student will be provided the opportunity to respond to the allegation. The dean will render judgment and impose sanctions. In cases where academic dishonesty has been established, and a failing grade has been assigned, the student may withdraw from the course but will be given a final grade of WF. A final appeal may be made to the vice president for academic affairs. No further appeal is possible.

### **Class Attendance**

Students are expected to attend all scheduled class sessions. Absence from any class session weakens the learning experience. The student should be aware that excessive absence for any reason may affect his or her course grade, course enrollment, eligibility for financial aid, and continued enrollment at Saint Mary's.

If a student must miss class for any reason, he or she must communicate with the instructor, in advance if possible. Consistent with federal financial aid requirements, instructors track attendance and refer to the Student Success Center (SSC) any student who does not attend a course within the first week of classes or who is absent for more than one full week without contact at any point during the term.

In cases of excessive absence in a class, the instructor may notify the SSC.

False representation of circumstances related to an absence constitutes academic dishonesty and will be addressed accordingly.

The instructor's policy on absences and how they are to be handled must be stated in the course syllabus and referred to during the first week of class.

The student is expected to adhere to the following procedures in case of an absence.

- Absences related to university-sponsored events, such as the following:
    - NCAA athletic competitions;
    - Artistic productions;
    - Professional meetings for student senators;
    - Events which promote specific programs at the university;
    - Events involving Immaculate Heart of Mary seminarians who have responsibilities in their dioceses;
    - Dean-approved activities required by one class that may result in an absence in a different class.
  - It is the student's responsibility to contact the instructor at least one class period prior to absence.
    - Exception: When the event necessitating the absence is rescheduled due to weather, students and sponsoring offices will notify instructors as soon as a rescheduled date is set, with a goal of providing information at least 18 hours prior to affected classes
  - The student is responsible for submitting before the absence any graded work due the day of the absence, unless otherwise arranged with the instructor.
  - The student will not lose participation points that are based solely on attendance.
  - The student will have the opportunity to make up work missed during the absence when it can be done by authentic, fair, and practical means.
  - An appropriate university office or official will notify any affected instructors of students who will be missing class for university-sponsored events.
- 
- For other reasonable absences, such as those due to the following:
    - Health;
    - Family emergency;
    - Funeral or memorial services for immediate family members;
    - Unavoidable duties (e.g., military service, emergency responder duty, resident assistant emergencies);
    - Faith observances beyond those noted on the academic calendar.
  - It is the student's responsibility to contact the instructor, prior to the absence if possible.
  - If contact with the instructor is not possible, the student may request that the SSC generate a notice of absence to his or her professors. For such a notice to be generated, the student will need to provide documentation to the SSC as required by the SSC.
  - The faculty member has the final decision on how to handle the absence and is encouraged to reach that final decision in consultation with the student.
  - If the absence is due to health, and the student will be missing more than one day of the same class or will be missing a test or quiz or will be late turning in a major paper or project, the student should call the Wellness Center and arrange for an appointment in order to discuss his or her concerns. This should occur at the time of the illness/health concern. The health professionals in the Wellness Center will then provide verification that this is a health related absence.
  - In the event the student is unable to be seen during the illness, seeks care off campus, or is hospitalized, the student should be in contact with professional staff in the Wellness Center regarding the health concern. Verification of a medical need for the absence will then be provided if appropriate. The student will be expected to provide documentation to the Wellness Center as required by the Center.

### **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, sign the form and obtain the signature of the appropriate dean, and return it to the registrar's office. Students may not handle these forms at any stage of the process.

### **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 four independent study projects (for a total of no more than 12 credits) during their undergraduate career. Students are limited to one such project (for a total of no more than 6 credits) in any given semester. 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 dean of the school in which the student's major is housed 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 give the examination to 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 of 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.

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 encourages research conducted by students, faculty, and staff. The College's Human Participants Review Board examines research that makes use of students, faculty or staff to ensure that projects are designed in an ethical and technically competent manner. The Board provides information for the proper development of research protocol, procedures to submit a proposal and criteria used for review. Projects subject to the Board's review may not begin until approval is granted by the Board. All research proposals originating from outside the College must be reviewed by Board.

For further information, please visit the Human Participants Review Board Blackboard site or contact a Board member.

### **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.

A student should declare their major by the end of their first semester and students must declare their major by the end of their first 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. 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 a major GPA of 2.000 or higher at Saint Mary's University. Courses "taken" is defined as all courses attempted, including those in which the student received grades of F.

### **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 a minor GPA of 2.000 or higher.

### **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 9 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 baccalaureate degree must apply to and be accepted by the Office of Admission. Transcripts will be evaluated at the time of admission to determine any course deficiencies. Applicants must 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;
- A minimum 2.000 cumulative GPA and a minimum 2.000 major GPA in courses taken for the second degree; and
- The completion of an additional course that fulfills the outcomes of the Lasallian Core Traditions program.

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 Completing Degree** 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 dean of student success 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: Academic Curriculum

## **LEARNING IN THE LASALLIAN TRADITION: ACADEMIC 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 major 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.
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. A maximum of 9 semester credits can be transferred to Saint Mary's University, after the student's final year, to complete degree requirements.
7. Apply no more than 4 semester credits of music ensembles toward the minimum graduation requirement of 122 semester credits.
8. Apply no more than 4 semester credits of 100 and 200-level music lessons toward the minimum graduation requirement of 122 semester credits.
9. Apply no more than 4 semester credits of TA175 R-P Lab I, TA185 C-P Lab I, DA175 R-P Lab I, TA375 R-P Lab II, TA385 R-P Lab II, DA375 R-P Lab II, TA385 R-P Lab II, DA375 R-P Lab II toward the minimum graduation requirement of 122 semester credits unless required for your major.
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.
13. Complete at least one major program.

### **General Education**

#### **The Cores**

Grounded in the liberal arts, the Catholic intellectual tradition, and the Lasallian heritage, the general education program at Saint Mary's University of Minnesota equips students with knowledge, skills and dispositions that complement their majors. Saint Mary's University's general education program prepares students to pursue with passion intersections and connections among disciplines; develop as informed citizens; act from a sense of social responsibility; and engage with a world of complexity, diversity and change.

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.

### **Content Areas**

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

### **Aesthetics (AE)**

#### **ID160 and one course from:**

AR101	Art Appreciation
AR103	Art Foundations I
AR122	Drawing I
AR165	Art, History, and Theology in the Italian Renaissance: A Travel Course
AR211	Ceramics
AR260	Introduction to Italian Art and Culture
AR360	Art History
AR370	Philosophy of Art
MU150	Experiencing Music
MU171	Piano Class
MU255	Jazz History
MU341	Music History I
MU342	Music History II
PH370	Philosophy of Art
SP414	Themes in Latin American Cinema
TA160	Theatre Appreciation
TA302	Modern Movies

#### **Cultural Traditions (CT) One course from:**

AN300	Introduction to Anthropology
DA380	Dance History
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
H151	American History for Education Majors
H315	American–East Asian Relations
H321	The Early Middle Ages
H322	The High Middle Ages
H335	American Environmental History
H390	Modern China
SP331	Civilization/Culture Spain
SP332	Civilization/Culture Latin America
TA322	Theatre History and Dramatic Literature to 1700
TA323	Theatre History and Dramatic Literature since 1700

**Faith Traditions One (FT1) One course from:**

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

**Faith Traditions Two (FT2) One course from:**

H333	The Reformation
TH250	Christian View of the Human Person
TH260	Foundations in Catholic Theology
TH270	Christianity in a Global Context

**Human Systems (HS) One course from:**

CJ111	Introduction to Criminal Justice
COM111	Introduction to Mass Communication
EC261	Principles of Microeconomics
HS111	Introduction to Human Services
PS102	American National Government
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:**

E170-180	Literary Genres
E300	Dimensions of Literature
E333	Shakespeare
E360	Literature on Location
SP401	Medieval/Renaissance Spanish Literature
SP402	18th–20th Century Spanish Literature
SP403	Latin American Literature Through the 18th Century
SP404	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 Lab
B110	Botany and Zoology I and B111 Botany and Zoology I Lab
B120	Botany and Zoology II and B121 Botany and Zoology II Lab
B200	Human Biology and B201 Human Biology Lab
B300	Current Scientific Issues
B350	Heredity and Society
C110	World of Materials with Lab
C131	General Chemistry I and C133 General Chemistry I Lab
P111	The Earth and the Solar System
P113	Physics of Sound and Music
P121	Astronomy: The Stars and Beyond
P123	Investigating the Universe
P155	Foundations of Physics
P201	Introductory Physics I and P202 Introductory Physics I Lab

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

**Quantitative Systems (QS) One course from:**

BU215	Business Statistics
M109	Mathematical Concepts II: Geometry
M149	Calculus I with Precalculus (part 2)
M151	Calculus I
ST132	Reasoning with Statistics
ST232	Introduction to Statistics

**Skills Requirements**

*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.

*Writing Requirement*

- A sequence of three writing courses is required: a first-year writing course (E120 or E220, depending on placement); a lower-division writing-intensive course (usually LCT225, LH155, or LH205); and an upper- division writing-intensive course, usually in the major.
- 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.
- Students 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 year writing course, even if they are placed into E220.

The following lower-division courses are coded as writing-intensive and fulfill the second part of the writing requirement:

COM201	Reporting I
E220	Argumentative and Research Writing (if E120 is taken as the first-year writing course)
H270	Historical Thinking
LCT225	Perspectives on the Good Human Life
LH155	The Classical Tradition
LH205	Ethics and Justice in Society
PS242/S250	Logic of Analysis

*All students who are placed in E220 who do not have a course to fulfill a lower-division writing course prior to matriculation must take either E220 at Saint Mary's or transfer-in an equivalent course. This transfer course must receive prior approval from the dean of student success.*

The following upper-division courses are coded as writing-intensive and fulfill the third and final part of the writing requirement. A course from this list can fulfill the second part of the requirement (lower-division writing- intensive course) if it is not needed for the upper-division requirement:

AC428	Advanced Accounting
AR461	Art Seminar I
B412	Molecular Biology with Laboratory
B493	Biology Research and Thesis
BU420	Business Analytics
C447	Chemistry Research: Thesis
COM301	Reporting II
COM331	Reporting Governmental Affairs
CS301	Computers and Society
E325	Advanced Essay Writing
E490	Senior Thesis
EC440	International Trade, Finance, and Monetary Issues
ED301	School and Society
FN404	Portfolio Management

H370	Research and Writing
H470	Senior Thesis I
H471	Senior Thesis II
LH405	Modernity in Dialogue with Catholicism
M491	Senior Seminar
MG336	Human Resource Management
MG465	Seminar: Advanced Entrepreneurship
MK371	Professional Selling and Sales Management
MU341	Music History I
MU392	Music Business
P390	Advanced Laboratory I
P410	Physics Directed Research
PH402	Senior Thesis
PS317	International Political Economy
PS342	Field Methods
PY370	Personality Psychology
PY490	Research: Data Collection
PY498	Internship Integration
S350	Field Methods
SP302	Advanced Spanish Grammar and Composition
TA475	Dramatic Theory, Criticism, and Research
TH400	Christology

*Oral Communication Requirement*

Complete two courses coded for oral communication, either:

COM101	Public Speaking 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.

# Academic Resources

## ACADEMIC RESOURCES

### Undergraduate College

#### Academic Majors by School

##### ***School of the Arts and Humanities***

- Art and Design Department
  - Art Studio
  - Digital Graphic
- Communication
  - Digital Media and Journalism
  - Electronic Publishing
  - Public Relations
  - Strategic Communication
- English Department
  - English Education
  - Literature
  - Literature with Writing Emphasis
- History Department
  - History
  - History/Social Studies
  - Social Studies Education
- Modern/Classical Languages Department
  - Spanish
  - Spanish Education
- Music Department
  - Music
  - Music Education (either Classroom and Instrumental or Classroom and Vocal Track)
  - Music Industry
  - Music Performance
- Philosophy Department
  - IHM Seminary Philosophy
  - Philosophy
- Theatre and Dance Department
  - Theatre (either Acting/Directing or Dance or Design/Technology or Musical Theatre or Theatre Studies Track)
- Theology Department
  - Pastoral and Youth Ministry
  - Educational Studies – Religious Education
  - Theology

##### ***School of Business***

- Business Department
  - Accounting
  - Business Intelligence and Analytics
  - Entrepreneurship
  - Finance
  - International Business
  - Management
  - Marketing
  - Sport Management
- Social Science Department
  - Criminal Justice (either Corrections or Law Enforcement Track)
  - Global Studies Human Services
  - Political Science
  - Sociology

##### ***School of Education***

- Education Department
  - Elementary Education

(Grades K–6 with optional 5–8 Endorsements in English, Math, Science, Social Science, and World Language Spanish K–8)

Secondary Education

(Grades 5–12: Life Science Education, Chemistry Science Education, English Education, Social Studies Education, Mathematics Education, Spanish Education K–12, Music Education Classroom and Instrumental K–12, Music Education Classroom and Vocal K–12, and Physics Science Education – see departments by discipline)

Educational Studies

(Non-licensure major with concentrations in: Child and Family Contexts, Youth Development and Leadership, and Adult Learning Contexts)

**John C. Parmer School of Sciences**

Biology Department

Biology

Environmental Biology

Life Sciences Education

Allied Health Majors:

Biology Pre-Cytotechnology

Biology Pre-Echocardiography

Biology Pre-Medical Laboratory Science

Biology Pre-Nuclear Medicine Technology

Biology Pre-Physical Therapy

Biology Pre-Radiography

Chemistry Department

Biochemistry

Chemistry

Chemistry Science Education

Mathematics, Computer Science and Statistics Department

Actuarial Science

Computer Data Science

Mathematics

Mathematics Education

Physics Department

Physics

Physics with an Engineering Science Emphasis

Physics with a Life Science Emphasis

Physics Science Education

Psychology Department

Psychology

**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.

**Student Success Center  
Dr. Esther Perález, Dean**

The Student Success Center (SSC) serves as an important access point for all students at Saint Mary's University who want to reach their academic and personal potential. The SSC cultivates and promotes students' development by providing support through a wide range of resources. Students use these resources – including services in academic advising, learning assistance, disabilities, writing services, and career services and internships – to build the knowledge and skill sets they need to achieve their academic and personal goals. The SSC acts as a vital and dynamic place on campus where professional staff members and peers support, mentor, and guide students along their academic journey.

Students are encouraged to become familiar with, and to take advantage of, these resources throughout their four years of college experience.

**Academic Advising Services****Anne Thurmer, Student Success Specialist/Student Transitions****Bethany Mota, Student Success Specialist/Academic Advising**

The academic advising staff works closely with faculty advisors, learning services, writing services, career services and internships, disability services, student life, and the athletic department to provide a comprehensive learning experience for all students. Advisors assist students with:

- Scheduling courses
- Declaring a major
- Evaluating completion of general education or major requirements
- Developing academic success strategies
- Participating in success initiatives
- Serving as a referral person to appropriate offices on campus

**Faculty Advisors**

Faculty advisors participate in the advising program as first-year student advisors and/or major advisors. Faculty advisors are full-time faculty members who are familiar with courses, majors, and programs and who serve as a valuable resource for students. They assist students in:

- Planning their course schedules
- Developing an academic plan and education goals
- Assessing academic progress
- Helping with other college related concerns
- Serving as a referral person to appropriate offices on campus

**Career Services and Internships and Field Exploration****Michael Hagarty, Director**

Career Services and Internships serves as an essential link between students and their educational and professional goals. Through Career Services, students develop a general perspective of life/work planning. Through Internship and Field Exploration programs, students participate in work experiences related to their career choices. Services available to students include:

- Facilitating career and major exploration
- Crafting an individualized 4-year career development plan
- Providing information on internships, field exploration, and employment opportunities
- Preparing students for the job search (resumes, cover letters, and interview skills)
- Offering graduate school advising and alumni connections

**Disability Services****Karen Hemker, Director**

Disability Support Services provides specific accommodations to qualified students who have met documentation requirements. Students are responsible for furnishing disability documentation and requesting accommodations to the director of disability services. Qualified students may receive assistance with:

- Alternate format textbooks
- Assistive technology
- Peer note takers
- Testing accommodations
- Liaison with faculty as needed

## **Learning Assistance Services**

### **Joseph Dulak, Director**

Learning Services provides students with the tools necessary to become self-directed learners. Through peer to peer interactions, students receive academic tutoring in most subject areas, learn study skills and strategies, and participate in workshops that guide the learning process. Services available to students include:

- Weekly tutoring, drop-in tutoring, and by appointment tutoring
- Academic counseling for assistance with study skills and strategies
- Skills-based courses

## **Writing Services**

### **Peggy Johnson, Director**

In its effort to advance language knowledge and writing proficiency on campus, Writing Services offers direct assistance to students in creating, developing, revising, and editing their written documents. A broad range of writing initiatives provides students with opportunities to practice writing, to write for different audiences and purposes, and to revise their writing so that students learn how to improve writing weaknesses and further develop their writing strengths. Writing support is offered through a variety of venues:

- Individual tutoring with a trained peer tutor
- Direct classroom assistance on writing assignments
- Weekly tutoring sessions on specific writing issues
- Input on course assignments, with attention to scaffolding, critical thinking, and clarity

## **International Programs**

### **Tracy Lehnertz, Associate Dean**

International Programs includes the Study Abroad Office and the International Center, along with support of operations with Christ the Teacher Institute for Education (CTIE) located in Nairobi, Kenya (for more information on CTIE, see page 209).

## **Study Abroad**

### **Mitch Lawson, Director**

The Study Abroad Office encourages students to incorporate international study into their academic plans. 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. More information on study abroad offerings is included in the International Studies section on page 121.

## **International Center**

### **Maria Garza-Cienfuegos, Director of International Student Services**

### **Rebecca Vogel, Director of De La Salle Language Institute**

The International Center is home to the De La Salle Language Institute and International Student Services. The De La Salle Language Institute (DLI) provides English as a Second Language (ESL) coursework, supports specialized advising for ESL and matriculated international students, and facilitates the English Language Bridging Program. More information on the De La Salle Language Institute can be found on page 86. International Student Services provides specialized support and activities for all international students on the Winona campus, including those in DLI. The programming includes the following areas of focus: welcome and orientation of new international students; immigration services for students and exchange visitors; assistance in adjustment to life in the United States, on the Saint Mary's campus and in the Winona community; opportunities for students to share their culture and knowledge with the campus and local community; educational, cultural, and social activities for international students; and advocacy of international students to others on campus and in the Winona community.

# Co-Curricular Learning in the Lasallian Tradition: Student Life

## **CO-CURRICULAR LEARNING IN THE LASALLIAN TRADITION: STUDENT LIFE**

The co-curricular student life area empowers the growth of students in intellectual, spiritual, emotional, social, cultural, physical and vocational competencies. A small liberal arts university such as Saint Mary's University of Minnesota 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 describe 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 Saint Mary's University community.

### **Community Living and Expectations**

Saint Mary's University is a residential community in which over 80% 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 by providing opportunities for staff, faculty and students to meet outside of the classroom. As people of compassion and awareness, campus ministry dedicates time and talents to answer the needs in the Winona community, nation and globe. Service allows students to bring lessons learned in the classroom out to the real world to build their lived experiences and knowledge base.

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

### **Student Health Services**

Student health services adheres to the philosophy that the decisions one makes in many aspects of life (i.e., nutrition, exercise, relationships, sleep, recreational choices and stress management) greatly affect the overall state of health and impact academic success. The goal of student health is to enhance the educational process by either modifying or removing health-related barriers to learning. Students are encouraged to strive for an optimal level of wellness and make informed decisions regarding their health-related concerns and choices. Services include treatment of minor illness and injury, case management of chronic health conditions, non-emergency health care, some laboratory testing, health and wellness education, referrals and certain medications. One full-time certified university health nurse and one part-time registered nurse are in attendance during the academic year. A medical provider is available on campus several hours a week for consultation. All visits to student health services are confidential; except in the event of an emergency, information is not released to anyone, including parents, friends, faculty and others, without prior consent of the student. As part of the registration process, students are required to complete a health and immunization history and proof of insurance. Students who fail to comply with this requirement will not be able to register for classes in subsequent semesters. Students with medical disabilities requiring accommodation in housing or other areas of daily living should complete the disabilities request form. Student health will then assist the student in having these needs met. A physical examination by the student's family physician is required of all students with chronic health conditions or those planning on participating in intercollegiate athletics. Examinations by a physician may be required at other times during the academic year at the discretion of the school officials.

While student health does provide some direct professional care on campus, these services are limited; professional staff will provide case management for significant health concerns including off-campus referrals to area health facilities. All undergraduate students are required to maintain adequate health insurance either individually or through their parents. The university does not provide a university-sponsored health plan.

### **Counseling Services**

Counseling services promotes the psychological growth and mental health of Saint Mary's University 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 Saint Mary's University 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 facilitates the organization and club process, and advises the Student Senate. The director of student activities also advises the Student Activities Committee (SAC), KSMR Radio, 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 director 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 participate 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 transfer credits accepted from the other institution(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(s). 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.

### **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, Multicultural Week, 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 and Registration**

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. Students living on campus also participate in activities in the residence halls. The activities are designed to ease the transition to university life.

# Undergraduate Departments and Programs

## **Art and Design**

**Rob McColl, M.F.A., Chair**

The art and design department provides a creative environment for Saint Mary's students with opportunities to cultivate aesthetic diversity and enrich cultural awareness. The department offers two majors: one in Art Studio for the training of student artists and one in Digital Graphic Design for students who wish to pursue a career in visual design and communications. The department also offers a number of courses which are required for majors in theatre, English, and media communications. Courses are also offered to complement the general education program and the liberal arts commitment of Saint Mary's University.

### **General Department Goals**

Art and design majors will:

- 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.

To ensure students possess a basic set of drawing and design skills, they are required to present a sample of their work in an exhibit during their sophomore year, evaluated by faculty of the department. This Mid-Major review session also serves as an opportunity for students to reassess how to best apply their art and design skills as well as chart a strategic course for graduation and beyond.

Before graduation students participate in a senior capstone exhibit in the LDH 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.

Digital Graphic Design majors have the added responsibility of preparing a traditional printed and digital portfolio.

The department has a thriving Art Club that 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.

### **Majors Offered:**

Art Studio  
Digital 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
AR360	Art History

AR461	Senior Art Seminar I
AR462	Senior Art Seminar II

**Art Studio Major (46 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 are 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 I
AR322	Drawing III
AR351	Sculpture
AR370	Philosophy of Art
AR432	Painting II
AR442	Printmaking II
AR451	Advanced Studio

**Digital Graphic Design Major (49 credits):** The Digital Graphic Design major is intended for students wishing to pursue a career in visual communications, graphic design, publishing, web design, and motion design. Since most of the information we receive today is visual in nature, the Digital Graphic Design student is trained to communicate effectively in the visual world. Areas of study include: typography, photo processes, illustration, web design, motion design, and all of the computer applications necessary to realize these areas such as Adobe Illustrator, Acrobat, Photoshop, InDesign, and Dreamweaver.

A. Art Core

B. All of the following:

AR203	Graphic Design
AR288	Web Design I
AR304	Typography
AR315	Graphic Design II
AR326	Illustration
AR350	Photo Processes
AR410	Web Design II
AR412	Digital Printing Processes
AR452	Motion Design

An internship is strongly recommended but not required.

**Art Minor (18 credits):**

A. The following course:

AR103	Art Foundations I
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B. Five additional courses offered by the department. A department advisor can assist the student in choosing courses.

**Department Courses**

**AR101 Art Appreciation 3 credits**

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

**AR103 Art Foundations I 3 credits**

Foundations I is a study of the principles and elements of two-dimensional design. It is also an introduction to two-dimensional media techniques, such as drawing, collage, brush and ink, and painting. Color theory, and two-dimensional composition are emphasized. The course is conducted in a studio-lecture format.

**AR104 Art Foundations II 3 credits**

Foundations II is a study of the principles and elements of three-dimensional design. It is also an introduction to three-dimensional media techniques, such as carving, wood assemblage, and mixed media. Color theory, and three-dimensional



- AR326 Illustration** 3 credits  
Illustration explores the communication of ideas through practical problems encountered in advertising, posters, books, packaging, and digital media. Prerequisites: AR203 and AR222.
- AR331 Painting I** 3 credits  
Painting I is an introduction to the techniques of painting using acrylic. Prerequisite: AR122 and AR222.
- AR341 Printmaking I** 3 credits  
Printmaking explores a variety of graphic media such as lithography, woodcuts, linoleum cuts, calligraphy, silkscreen, and intaglio. Prerequisites: AR122 and AR222.
- AR350 Photo Processes** 3 credits  
Photo Processes explores the use of traditional film as well as digital cameras and the images that are produced by each process. Students will develop light sensitive film in a darkroom setting, create negatives and prints from them. Those skills will then be brought into the computer setting where images are pixels that the student manipulates using imaging software. The relationship between traditional and digital photography is examined with emphasis on understanding each media's strengths and weaknesses. The use and function of the camera is stressed with emphasis on a personal style and photographic aesthetics. Prerequisite: AR203.
- AR351 Sculpture** 3 credits  
Sculpture is a study of materials and techniques of advanced three-dimensional design using wood, metal, and mixed media. Students also work with CAD software to create designs and conceptual models on the department's 3D printer. Prerequisite: AR104
- AR360 Art History** 4 credits  
Art History surveys the history of Western Art from the Classical Antiquity period to contemporary times. It includes the study of painting, sculpture, architecture, and minor arts. The course is designed to assist students to gain an overview of the major stylistic periods and artists of the Western visual tradition, explore how visual art relates culturally, sociologically and philosophically to the societies within which it arises, learn the basic vocabulary of art philosophy, style and method, and carry out basic historical research.
- 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.
- 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.
- AR391 Ceramics II** 3 credits  
Ceramics II covers advanced ceramic techniques including slip casting and mold making, kiln firing techniques, clay and glaze formulation and testing, and advanced hand building and wheel throwing techniques. Prerequisite: AR211.
- AR410 Web Design II** 3 credits  
Web Design II is an advanced course focusing on responsive and mobile design, as well as continued development of HTML, CSS (Cascading Style Sheets), JavaScript, jQuery, HTML forms, and software skills. Students learn a range of tools including CSS column based responsive design, responsive frameworks, CMS systems, and SEO (Search Engine Optimization). Several websites will be created by students during the course using different techniques with a focus on UI design and effective integration of multiple technologies. Prerequisites: AR103, AR203, and AR288.
- AR412 Digital Printing Processes** 3 credits  
Digital Printing Processes is an advanced course in which state of the art computer software is integrated with the fundamentals of publishing. Preparing computer files for printing as well as digital platforms. Prerequisite: 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  
Printmaking II covers advanced problems in printmaking media including Book Arts and Letterpress printing. Prerequisite: AR341.



## **Biology**

**Randy Krainock, D.V.M., 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 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.
- 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 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 Pre-Cytotechnology

Biology Pre-Echocardiography

Biology Pre-Medical Laboratory Science

Biology Pre-Nuclear Medicine Technology

Biology Pre-Physical Therapy

Biology Pre-Radiography

### **Minors Offered:**

Biology

Environmental Biology

Zoology

### **Biology Core:**

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

C131 General Chemistry I

C133 General Chemistry I Laboratory

C142 General Chemistry II

C144 General Chemistry II Laboratory

C321	Organic Chemistry I
C323	Organic Chemistry I Laboratory
B. Either M148 and M149 or M151:	
M148	Calculus I with Precalculus (part 1)
M149	Calculus I with Precalculus (part 2)
M151	Calculus I

### **Biology Major (56 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 that covers the hierarchical levels of organization of living systems – molecule, organelle, cell, tissue, organ system, individual organism, population, community, and ecosystem. Culminating the program is a sequence of courses intended to develop an approach to independent study through an experience in biological research. Biology majors who wish to enter specific fields can choose electives to satisfy their needs and interests.

A. and B. Biology Core

C. All of the following

B301	Ecology with Laboratory
B310	Genetics with Laboratory
B311	Cell Biology with Laboratory
B313	Physiology with Laboratory
B392	Biostatistics
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
C322	Organic Chemistry II with Laboratory*
P211	Introductory Physics II*
P212	Introductory Physics II Laboratory*

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

### **Environmental Biology Major (56 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. and B. Biology Core

C. All of the following:

B301	Ecology with Laboratory
B310	Genetics with Laboratory
B315	GIS Theory and Application with Laboratory

- B323 Plant Communities and Taxonomy with Laboratory
- B340 Limnology with Laboratory
- B392 Biostatistics
- B460 Sustainable Resource Policy and Management
- B461 Environmental Seminar

D. One of the following:

- B313 Physiology with Laboratory
- B380 Earth Science with Laboratory
- B434 Microbiology with Laboratory

E. One of the following:

- B384 Pollution Ecology with Laboratory
- B385 Freshwater Ecology with Laboratory

F. Section F or G

- B494 Environmental Experience (off campus)

G. Section F or G All of the following:

- B492 Experimental Planning
- B493 Research and Thesis

Recommended elective courses:

- B320 Conservation Biology
- B371 Ornithology with Laboratory
- B465 Herpetology with Laboratory
- B475 Ichthyology with Laboratory
- B490 Fisheries Biology with Laboratory
- B491 Wildlife Ecology and Management with Laboratory
- C322 Organic Chemistry II with Laboratory
- H335 American Environmental History
- P201 Introductory Physics I
- P202 Introductory Physics I Laboratory
- PH346 Ethical Issues in the Sciences

**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 and Management with Laboratory

### **Biology–Allied Health**

**Jeanne Minnerath, Ph.D., Director**

This area includes: pre-cytotechnology, pre-echocardiography, pre-medical laboratory science, pre-nuclear medicine technology, pre-physical therapy, and pre-radiography.

#### **Biology Pre-Cytotechnology Major (59 credits):**

The pre-cytotechnology program is a four-year program designed to provide the student with a Bachelor of Arts degree with a major in biology pre-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 coursework (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 D below).

A student graduating from Saint Mary's University prior to completing the cytotechnology training program at Mayo will receive a Bachelor of Arts degree with a major in biology pre-cytotechnology. A student graduating from Saint Mary's University after successfully completing the cytotechnology training program at Mayo will receive a Bachelor of Arts degree with a major in biology cytotechnology.

A. and B. Biology Core

C. All of the following:

B305	Human Anatomy with Laboratory
B311	Cell Biology with Laboratory
B313	Physiology with Laboratory
B392	Biostatistics with Laboratory
B434	Microbiology with Laboratory
B435	Immunology with Laboratory
C322	Organic Chemistry II with Laboratory
P201	Introductory Physics I
P202	Introductory Physics I Lab

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 with Laboratory
B310	Genetics with Laboratory
B492	Experimental Planning
B493	Research and Thesis

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

B306	Medical Terminology
B409	Biochemistry with Laboratory*
B412	Molecular Biology with Laboratory
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, Minn.

**Biology Pre-Echocardiography Major (33 credits):**

The pre-echocardiography program is a four-year course of instruction to provide a Bachelor of Arts degree with a major in biology pre-echocardiography. Saint Mary's University is affiliated with the echocardiography training program at the Mayo School of Health Sciences.

Prior to a 21-month internship, the student must complete two years of coursework (71 credits) at Saint Mary's University, including the general education requirements. 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 of completion from Mayo and is eligible to take the certification exam given by the American Registry of Radiologic Technologists (ARRT).

A student graduating from Saint Mary's University after successfully completing the echocardiography training program at Mayo will receive a Bachelor of Arts degree with a major in biology echocardiography.

A. 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
M148	Calculus I with Precalculus (part 1)
M149	Calculus I with Precalculus (part 2)
M151	Calculus
P201	Introductory Physics I
P202	Introductory Physics I Laboratory
B305	Human Anatomy with Laboratory
B306	Medical Terminology
B313	Physiology with Laboratory

B. One of the following:

PH305	Health Care Ethics
PH343	Contemporary Ethical Issues
PH346	Ethical Issues in Science

Additional Requirements: Certification as a nursing assistant or alternative health care certification.

Recommended elective courses, an asterisk (\*) indicates courses that may be especially helpful.

B392	Biostatistics*
C142	General Chemistry II
C144	General Chemistry II Laboratory
P211	Introductory Physics II*
P212	Introductory Physics II Laboratory*

**Biology Pre-Medical Laboratory Science Major (59 credits):**

The pre-medical laboratory science program is a four-year program designed to provide the student with a Bachelor of Arts degree with a major in biology pre-medical laboratory science. Saint Mary's University is affiliated with the medical laboratory science program at the Mayo School of Health Sciences and the Veterans Administration Hospital in Hines, IL.

Prior to a clinical year of internship, the student must complete three years of coursework (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 medical 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 D below).

A student graduating from Saint Mary's University prior to completing the medical laboratory science training program at Mayo or the Veterans Administration Hospital will receive a Bachelor of Arts degree with a major in biology pre-medical laboratory science. A student graduating from Saint Mary's University after successfully completing the medical laboratory

science training program at Mayo or the Veterans Administration Hospital will receive a Bachelor of Arts degree with a major in biology medical laboratory science.

A. and B. Biology Core

C. All of the following:

- B392 Biostatistics
- B434 Microbiology with Laboratory
- B435 Immunology with Laboratory
- C322 Organic Chemistry II with Laboratory
- B305 Human Anatomy with Laboratory
- B311 Cell Biology with Laboratory
- B313 Physiology with Laboratory
- P201 Introductory Physics I
- P202 Introductory Physics I Laboratory

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 with Laboratory
- B310 Genetics with Laboratory
- B492 Experimental Planning
- B493 Research and Thesis

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

- B306 Medical Terminology\*
- B409 Biochemistry\* with Laboratory
- B412 Molecular Biology with Laboratory
- B450 Radiation Biology

**Biology Pre-Nuclear Medicine Technology Major (62 credits):**

The pre-nuclear medicine technology program is a four-year course of instruction designed to provide a Bachelor of Arts degree with a major in biology pre-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, Ill., Glenbrook Hospital in Glenview, Ill., and Highland Park Hospital in Highland Park, Ill. 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 seven 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 Saint Mary's University cumulative and Saint Mary's University major grade point averages must be at least 2.500. Saint Mary's University is also affiliated with the nuclear medicine technology program at the Mayo School of Health Sciences in Rochester, Minn.

Prior to a clinical year of internship, the student must complete three years of coursework (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 or Mayo 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 F below).

A student graduating from Saint Mary's University prior to completing the nuclear medicine technology training program at NorthShore University Health System or Mayo will receive a Bachelor of Arts degree with a major in biology pre-nuclear medicine technology. A student graduating from Saint Mary's University after successfully completing the nuclear medicine technology training program at NorthShore University Health System or Mayo will receive a Bachelor of Arts degree with a major in biology nuclear medicine technology.

A. and B. Biology Core

C. All of the following:

- B305 Human Anatomy with Laboratory
- B313 Physiology with Laboratory
- B392 Biostatistics
- B450 Radiation Biology
- P201 Introductory Physics I

P202            Introductory Physics I Laboratory  
P211            Introductory Physics II  
P212            Introductory Physics II Laboratory  
P250            Radiation Physics

D. One of the following:

B311            Cell Biology with Laboratory  
B434            Microbiology with Laboratory  
B435            Immunology with Laboratory

E. One of the following:

PH305           Health Care Ethics  
PH343           Contemporary Ethical Issues  
PH346           Ethical Issues in Science

F. Section F or G

Clinical Training (minimum 32 semester credits)

G. Section F or G

All of the following (either B301 or B310):

B301            Ecology with Laboratory  
B310            Genetics with Laboratory  
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 with Laboratory  
B409            Biochemistry with Laboratory  
B412            Molecular Biology with Laboratory  
B435            Immunology with Laboratory\*  
C322            Organic Chemistry II with Laboratory

### **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. and B. Biology Core

C. All of the following:

B305            Human Anatomy with Laboratory  
B310            Genetics with Laboratory  
B311            Cell Biology with Laboratory  
B313            Physiology with Laboratory  
B392            Biostatistics  
B434            Microbiology with Laboratory  
B435            Immunology with Laboratory  
B492            Experimental Planning  
B493            Research and Thesis  
P201            Introductory Physics I  
P202            Introductory Physics I Laboratory  
P211            Introductory Physics II  
P212            Introductory Physics II Laboratory

D. One of the following:

PH305           Health Care Ethics  
PH343           Contemporary Ethical Issues  
PH346           Ethical Issues in Science

The following are required for many physical therapy programs. Please consult with Dr. Jeanne Minnerath, director of allied health, for specifics:

B306	Medical Terminology
PY111	General Psychology
PY220	Abnormal Psychology
S110	Sociological Imagination
COM101	Public Speaking

**Biology Pre-Radiography Major (33 credits):**

The pre-radiography program is a four-year course of instruction designed to provide a Bachelor of Arts degree with a major in biology pre-radiography. Saint Mary's University is affiliated with the radiography training program at the Mayo School of Health Sciences.

Prior to a 21-month internship, the student must complete two years of coursework (71 credits) at Saint Mary's University, including the general education requirements. 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 of completion from Mayo and is eligible to take the certification exam given by the American Registry of Radiologic Technologists (AART).

A student graduating from Saint Mary's University after successfully completing the radiography training program at Mayo will receive a Bachelor of Arts degree with a major in biology radiography.

A. 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
M148	Calculus I with Precalculus (part 1)
M149	Calculus I with Precalculus (part 2)
M151	Calculus
P201	Introductory Physics I
P202	Introductory Physics I Laboratory
B305	Human Anatomy with Laboratory
B306	Medical Terminology
B313	Physiology with Laboratory

B. One of the following:

PH305	Health Care Ethics
PH343	Contemporary Ethical Issues
PH346	Ethical Issues in Science

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

B392	Biostatistics*
C142	General Chemistry II*
C144	General Chemistry II Laboratory*
P211	Introductory Physics II*
P212	Introductory Physics II Laboratory*

**Biology Minor (21 credits):**

This minor is designed to enhance student interest in biology and complements majors such as business, languages and psychology. Students interested in graduate studies or careers such as bio-psychology, health care policy, and medical device and pharmaceutical industry management may benefit from completion of this minor. Students must have a biology faculty adviser who will assist the student in selecting courses that fulfill the minor and that support the student's goals. Up to eight transfer credits, approved by the biology department, may be applied to the minor. Courses specifically designed for non-science majors may not be credited towards the minor.

A. All of the following:

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

B. 13 additional credits chosen in cooperation with a biology minor adviser from the following courses: (Note- some courses may have prerequisites or require the consent of the instructor)

B301	Ecology with Laboratory
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B305	Human Anatomy with Laboratory
B306	Medical Terminology
B310	Genetics with Laboratory
B311	Cell Biology with Laboratory
B313	Physiology with Laboratory
B322	Developmental Biology
B434	Microbiology with Laboratory
B435	Immunology with Laboratory
B480	Human Genetics
B496/497	Biology Internship

**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. Students must have a biology faculty adviser who will assist the student in selecting courses that fulfill the minor and that support the student's goals. Up to eight transfer credits, approved by the biology department, may be applied to the minor. Courses specifically designed for non-science majors may not be credited towards the minor.

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

B. 13 additional credits chosen in cooperation with a biology minor adviser. (Note- some courses may have prerequisites or require the consent of the instructor)

**Zoology Minor (21 credits):**

This minor provides students an opportunity to develop an understanding of animal biology at multiple hierarchical levels and to develop an appreciation for animal diversity. Zoology minors also completing any of the biology majors should choose courses to minimize overlap. Students must have a biology faculty adviser who will assist the student in selecting courses that fulfill the minor and that support the student's goals. Up to eight transfer credits, approved by the biology department, may be applied to the minor. Courses specifically designed for non-science majors may not be credited towards the minor.

A. All of the following:

B120	Botany and Zoology II
B121	Botany and Zoology II Laboratory

B. 8 credits chosen from the following courses:

B110	Botany and Zoology I
B111	Botany and Zoology I Laboratory
B301	Ecology with Laboratory
B305	Human Anatomy with Laboratory
B311	Cell Biology
B313	Physiology with Laboratory

C. 9 additional biology elective credits chosen from the following courses:

B320	Conservation Biology
B371	Ornithology with Laboratory
B385	Freshwater Ecology with Laboratory
B465	Herpetology with Laboratory
B475	Ichthyology with Laboratory
B490	Fisheries Biology with Laboratory
B491	Wildlife Ecology with Laboratory

**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. This course is intended for non-biology majors. Typically offered fall and spring semesters.

- 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 fifty minute or two seventy five minute 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 fifty minute or two seventy five minute 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. This course is intended for non-biology majors. 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. This course is intended for non-biology majors. Offered fall semester and in alternate spring semesters. Concurrent registration in B200 is required.
- B210 Introduction to Mammalogy with Laboratory** 3 credits  
The goal of this course is to introduce students to the ecology and classification of mammals. Students will be presented with information on the evolutionary history and special adaptations of mammals within the context of their ecological roles as individuals or populations in a biological community. In this course we will also discuss contemporary conservation issues related to mammals. The laboratory component of the course will allow students to practice some of the techniques used by mammalogists with particular emphasis on field techniques. The development of scientific literacy skills will be heavily emphasized.
- B298 Field Experience** 1–3 credits
- B300 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. Usually offered spring semester and online in the summer.
- 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 emphasized. 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 organ systems processes to maintain homeostasis are emphasized. Laboratory sessions provide experiences with procedures and instrumentation to gather data that highlight the function of the body systems. Course topics are particularly relevant to the health sciences. The class meets for three lectures and one three-hour lab weekly. Offered spring semester. Prerequisites: B110/111 and 120/121. Recommended: C142/144.
- B315 GIS Theory and Application 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, databases, and applications. Special attention is paid to the concept of map projections, coordinate systems and geo-referencing data. The second half introduces and spurs the development of core competencies with the desktop GIS 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 fall semester.
- B320 Conservation Biology** 3 credits  
 This course introduces key concepts in conservation biology with an emphasis on biodiversity. Both theory and practical applications in conservation biology will be explored. Concepts explored include definitions and locations of biodiversity, the valuation of biodiversity, threats to biodiversity, conservation at the species and population levels, and how conservation biology intersects with current issues facing human societies. This course will take a global perspective on issues current in the field of conservation biology. Additionally, the development of scientific literacy skills will be heavily emphasized. Prerequisites: B110/111 or B120/121 or instructor consent.
- B322 Developmental Biology** 3 credits  
 A study of mostly animal development from genetic and molecular perspectives. A brief account of embryology is followed by gametogenesis, fertilization, embryogenesis, and organogenesis. All topics are covered with emphasis upon differentiation. Class meets weekly for three hours of lecture/discussion. Offered spring semester every other year. Prerequisites: B110/111, B120/121, and B310.
- B323 Plant Communities and Taxonomy with Laboratory** 3 credits  
 A course that combines collection and identification of local terrestrial and aquatic plants with a survey and analysis of plant communities. Two lectures and one laboratory period or field trip per week. Offered fall semester. Prerequisites: B110/111, B120/121 and B301.
- B340 Limnology with Laboratory** 4 credits  
 Lecture emphasis is placed on physical and chemical principles and their interpretation. Attention is given to taxonomy, adaptations, distributions and abundance of organisms. Lab and field studies emphasize techniques and aquatic environmental assessment. Three hours of lecture/discussions and one three-hour lab/field study weekly. Offered spring semester. Prerequisite: B301.
- B350 Heredity and Society** 3 credits

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

**B370 International Experience in Field Biology 3 credits**

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

**B371 Ornithology with Laboratory 3 credits**

This course examines birds from aspects of ecology, behavior, taxonomy, physiology, and identification. Two one-hour lecture/discussion sessions and one three-hour lab/field trip each week. Offered fall semester every other year. Prerequisite: B301.

**B375 Natural History Field Trip 1–2 credits**

This course combines lectures and a study tour to examine geological features and ecological communities in a selected region within the continental U.S.A. that is accessible during a 7–10 day trip (e.g., the Ozark Mountains or the Everglades). The class may stay at campgrounds or other rustic accommodations during the trip. A travel fee for the study tour is required. Prerequisite: B301.

**B380 Earth Science with Laboratory 3 credits**

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

**B384 Pollution Ecology with Laboratory 3 credits**

This course involves an examination of major pollutants and their sources; ecological, health, and economic effects; and control technology. Class sessions emphasize industry, transportation, agriculture and energy production. Laboratories emphasize monitoring equipment and techniques. Two one-hour lecture/discussion sessions and one three-hour laboratory or field trip per week. Offered spring semester every other year. 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 fall semester every other year. Prerequisite: B340.

**B392 Biostatistics 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, or ST232. Offered fall and spring semesters.

**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 with Laboratory 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, or 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 every other year. Prerequisites: B110/111 and B120/121. B310 is strongly recommended.

**B460 Sustainable Resource Policy And Management 2 credits**

A course that examines the causes of environmental problems and the interconnections among environmental issues, along with their social, economic, and political context. The major course focus is to provide a framework for exploring 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 fall semester every other year. 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 spring semester every other year. 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 fall semester every other year. 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 introduced through study of case histories of selected species. Two hours of lecture and one three-hour laboratory/field trip each week. Offered spring semester every other year. 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/for a public or private entity and become familiar with biologically related aspects of the entity. The biology internship, although flexible, must be a biological learning situation with a final report required. Juniors or seniors are eligible and must have the consent of the department chair.
- B498 Allied Health Internship** 6–32 credits minimum  
 This internship is an intensive 9–12 month involvement at an approved and accredited school of cytogenetics, cytotechnology, medical technology, or nuclear medicine technology.

## **Business**

**Shelly McCallum-Ferguson, D.B.A., 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); (11374 Strang Line Road, Lenexa, Kansas 66215. Telephone 913-631-3009; www.iacbe.org). The degree programs accredited by the IACBE are the Bachelor of Arts degree with majors in accounting, business intelligence and analytics, entrepreneurship, finance, international business, management, 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
- Qualitative problem solving
- Written and oral communication
- Human interaction skills

### **Majors Offered:**

Accounting  
Business Intelligence and Analytics  
Entrepreneurship  
Finance  
International Business  
Management  
Marketing  
Sport Management

### **Minors Offered:**

Accounting  
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
BU243	Business Computer Applications
BU285	International Business Environment
BU312	Business Law I
BU452	Strategic Management
EC261	Principles of Microeconomics
EC262	Principles of Macroeconomics
FN341	Corporate Finance
MG219	Principles of Management
MK217	Principles of Marketing
PH362	Business Ethics

B. Mathematics: one of the following (either M148 and M149 or M145 or M151):

M145	Finite Mathematics
M148	Calculus I with Precalculus (part 1)
M149	Calculus I with Precalculus (part 2)
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)

**Business Intelligence and Analytics Major (51 credits):**

The business intelligence and analytics major provides the knowledge and training for analytically focused careers in business. The emphasis of the major is on applications of data analysis, business forecasting, modeling, operations management, market analysis and project management techniques. The student in this major will learn information technology skills to provide information for decision support systems. The major is based on the functional areas of business such as finance, operations and marketing and enhanced with statistical and decision science techniques. Students with this major are equipped for careers in any of the functional areas of business that require business data analysis.

A. and B. Business Core

C. All of the following:

BU351	Information Systems for Business Intelligence
BU352	Data Analysis and Business Modeling
BU354	Data Mining for Decision Making
BU420	Business Analytics

D. One of the following:

BU469	Business Capstone Project
E328	Professional Communication
FN368	Investments
M351	Operations Research
MG337	Project Management
MG409	Production and Operations Management
MK411	Marketing Research

An internship or a course approved by the department chair and department advisor.

**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:

FN345	Entrepreneurial Finance for Small Business
MG315	Entrepreneurship
MG317	Small Business Management
MG465	Seminar: Advanced Entrepreneurship

D. One of the following:

BU351	Information Systems for Business Intelligence
BU469	Business Capstone Project
E328	Professional Communication
MG336	Human Resource Management
MG337	Project Management
MG409	Production and Operations Management
MG496	Internship
MK371	Professional Selling and Sales Management
MK372	Advertising and Promotions
MK411	Marketing Research

An internship or a course approved by the department chair and department advisor.

### **Finance Major (51 credits)**

The finance major prepares students to enter a variety of careers such as financial planner, financial/credit analyst or financial manager in a variety of firms such as banks, brokerage firms, insurance companies, government agencies, and others. Finance majors are encouraged to take additional coursework in computer applications, mathematics and/or statistics.

A. and B. Business Core

C. All of the following:

FN368	Investments
FN402	Financial Markets and Institutions
FN404	Portfolio Management
FN408	Financial Planning

D. One of the following:

AC320	Federal Tax
AC321	Intermediate Accounting I
BU351	Information Systems for Business Intelligence
BU352	Data Analysis and Business Modeling
BU469	Business Capstone Project
E328	Professional Communication
EC440	International Trade and Finance
FN345	Entrepreneurial Finance for Small Business
MG409	Production and Operations Management
MK371	Professional Sales and Sales 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. Students in this major are required to have a study abroad experience.

A. and B. Business Core

C. All of the following:

BU460-468	Special Topics; Foreign travel course or study abroad
EC440	International Trade, Finance, and Monetary Issues
MG410	International Management
MK430	International Marketing

D. Three 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 history or culture course.

### **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 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:

- BU351 Information Systems for Business Intelligence
- BU352 Data Analysis and Business Modeling
- BU469 Business Capstone Project
- E328 Professional Communication
- EC440 International Trade, Finance, and Monetary Issues
- MG337 Project Management
- MG410 International Management
- MG496 Internship

An internship or a course approved by the department chair and department advisor.

**Marketing Major (54 credits):**

The marketing major prepares students for a variety of careers in marketing such as advertising, marketing management, marketing research or professional selling. 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:

- MK360 Consumer Behavior
- MK371 Professional Selling and Sales Management
- MK372 Advertising and Promotions
- MK411 Marketing Research
- MK352 Digital and Social Analytics
- MK434 Marketing Management

**Sport Management Major (51 credits):**

This major prepares students to enter a variety of careers in sport, entertainment and event management. Coursework emphasizes understanding business practices and the unique challenges associated with scheduling, promotion and coordination of physical and human resources in the sport, entertainment and event industries.

A. and B. Business Core

C. All of the following:

- MG332 Sport Management
  - MG334 Sport Facilities and Event Management
  - MG337 Project Management
  - MK333 Sport Marketing
- D. One of the following:
- BU469 Business Capstone Project
  - E328 Professional Communication
  - MG315 Entrepreneurship
  - MG409 Production and Operations Management
  - MG496 Internship
  - MK371 Professional Selling and Sales Management
  - MK372 Advertising and Promotions
  - 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
- AC321 Intermediate Accounting I

B. Nine 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.

**Business Minor (18 credits):**

A. All of the following:

AC222	Accounting Concepts
MG219	Principles of Management
MK217	Principles of Marketing

B. Nine additional credits approved by the business department chair. Six of the nine credits must be upper division credits.

**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, 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 analyzing and recording business transactions and preparing financial statements for proprietorships and partnerships. Topics include the accounting cycle and detailed examinations of balance sheet and income statement accounts. Prerequisite: AC222.

**AC296/297 Special Topics in Accounting 3 credits**

The topics for these courses will vary according to the needs and interests of students. Course offerings will address accounting-related topics and be introductory in nature.

**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. 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: AC223 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, revenue recognition, 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 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.
- BU243 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 or instructor approval.
- 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.
- BU296/297 Special Topics in Business** 3 credits  
The topics for these courses will vary according to the needs and interests of students. Course offerings will address business-related topics and be introductory in nature.
- 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: C grade or higher in MG219.
- BU351 Information Systems for Business Intelligence** 3 credits  
This course focuses on the fundamentals of information systems and their foundational technologies as they can be used for business analysis and intelligence. Areas studied will include hardware, operating systems, database systems, knowledge management, decision support systems, and networked computing concepts. Data oriented techniques for business intelligence and decision making are introduced. Prerequisites: BU215, BU243, and a C grade or higher in EC261

- BU352 Data Analysis and Business Modeling** 3 credits  
This course is designed to introduce the concept of business analytics. Analytics helps businesses make better decisions by using sound judgment and data. This is a skill development class that explores how statistics are used in business. Students in this course will leave with a specialized skillset used in a variety of roles within an organization. Prerequisites: BU215, BU243, and a C grade or higher in EC261.
- BU354 Data Mining for Decision Making** 3 credits  
This course provides both the theoretical and practical knowledge of data mining topics. Students will have the opportunity to work with a number of exercises to practice and understand the uses of data mining in business organizations. Students will complete a data mining project as part of the course requirements. Prerequisite: BU351, BU352.
- 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.
- BU420 Business Analytics** 3 credits  
This course will examine methods that have been studied in previous Business Intelligence major courses and those from the business core proven to be of value in recognizing patterns and making predictions from an applications perspective. Course learning will involve utilizing a variety of software to aid in the review of analytical cases to improve understanding of enterprise level analytics. Prerequisite: BU351, BU352, BU354.
- 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: FN341 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: FN341 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.
- EC296/297 Special Topics in Economics and Finance** 3 credits  
The topics for these courses will vary according to the needs and interests of students. Course offerings will address economics and finance-related topics and be introductory in nature.
- EC440 International Trade, Finance and Monetary Issues** 3 credits  
An intermediate course examining the forces which determine the competitive conditions and trade patterns in the global economy. Representative topics are monetary issues, balance of payments, capital movements and capital markets. Prerequisites: BU285 and FN341.

<b>EC460–469</b>	<b>Special Topics in Economics and Finance</b>	1–3 credits
The topics for these courses vary according to the needs and interests of students. Topics may include economic problems, trade imbalance, international economics, quantitative economics, international finance and more advanced investment topics.		
<b>FN101</b>	<b>Personal Finance</b>	3 credits
This course provides the basics of personal financial management as an important life skill. Students will develop an understanding of personal finance through a series of activities, applications, and projects. Topics include checking and savings accounts, budgeting, use of credit, investing, insurance, and income taxes.		
<b>FN341</b>	<b>Corporate Finance</b>	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: C grade or higher in AC222 and either EC261 or EC262.		
<b>FN345</b>	<b>Entrepreneurial Finance for Small Business</b>	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 and sources of funding. The course focuses on developing a financial plan, building on student work completed in MG315, addressing various types of business entities such as sole proprietorships, partnerships, and small private corporations. Prerequisites: BU243 and MG315.		
<b>FN368</b>	<b>Investments</b>	3 credits
Students study the stock markets, bond markets, and commodity markets. The course emphasizes both personal investing and professional opportunities as investment counselors. Prerequisites: FN341, M145 or M151.		
<b>FN402</b>	<b>Financial Markets and Institutions</b>	3 credits
This course focuses on financial markets, money, instruments, and institutions. The emphasis is on the operations and functions of domestic and international markets and institutions. The course reviews the determinants and structure of interest rates and bond prices. Prerequisites: FN341 and FN368.		
<b>FN404</b>	<b>Portfolio Management</b>	3 credits
This course focuses on the valuation and major investment instruments and strategies available in capital markets. The course considers how investors evaluate and form portfolios with instruments such as bonds, mutual funds, and stocks. The primary focus of this course is the theory and practice of combining securities to optimal portfolios. Prerequisites: FN341 and FN368.		
<b>FN408</b>	<b>Financial Planning</b>	3 credits
Professional financial planning is the capstone course in the Finance major. This course will require the student to write a comprehensive personal financial plan. The plan will require applying basic financial, economic, and institutional concepts to advise individuals and families in achieving their financial goals. Topics include budgeting, financial analysis, credit management, insurance, time value of money, investment strategies, income taxes, risk management, retirement, and estate planning. Prerequisites: FN341 and FN368		
<b>MG219</b>	<b>Principles of Management</b>	3 credits
This first course in management stresses an understanding of the management functions as an integral part of the business organization. Attention is given to planning, leading, organizing, controlling and other aspects of the managerial process. Prerequisite: mathematics competency.		
<b>MG296/297</b>	<b>Special Topics in Management</b>	3 credits
The topics for these courses will vary according to the needs and interests of students. Course offerings will address management-related topics and be introductory in nature.		
<b>MG315</b>	<b>Entrepreneurship</b>	3 credits
This course provides a first look and overview of modern entrepreneurship. Course work includes: 1) developing ideas for new business ventures 2) proof of concept exercises 3) understanding various industry climates 4) being able to conduct marketing research and 5) developing a marketing plan. The importance of entrepreneurship to modern market economies is discussed throughout. Students will complete a detailed feasibility study and will learn how to compile the marketing section of the business plan for an original idea of their choosing. Additionally, students will get a sense of what it takes to manage a business by operating the Cardinal Corner Student Store on campus. Prerequisites: C grade or higher in AC222, M145, MG219, and MK217; consent of instructor for non-departmental majors.		
<b>MG317</b>	<b>Small Business Management</b>	3 credits

This course examines the opening and operation of a small business. The course explores the dimensions and elements of small business management; concepts, methodologies, strategies, and structures. Upon completion of the course, the student is able to apply management, marketing, finance techniques to successfully manage a small business. Prerequisite: MG315.

**MG332 Sport Management 3 credits**

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

**MG334 Sport Facilities and Event Management 3 credits**

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

**MG335 Organizational Behavior 3 credits**

This course aids student understanding of the individual, team, and organizational processes through direct application and analysis of organizational models and practices. Student learning focuses on the behavior of people at work: acting alone or in teams, in serving as managers or leaders and dealing with organizational processes. Prerequisites: MG219; consent of instructor for non-majors.

**MG336 Human Resource Management 3 credits**

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

**MG337 Project Management 3 credits**

This course examines the project management framework and introduces key terms used in project management. This course will explore the dimensions and elements of project management; concepts, methodologies, strategies, and structures. Upon completion of the course, the student is able to apply project management techniques to develop timelines, network diagrams, and critical path analysis. During the semester, the student has the opportunity to work on a project of his/her own where he/she is able to demonstrate understanding of the course objectives. Prerequisite: C grade or higher in MG219.

**MG409 Production and Operations Management 3 credits**

This course presents the quantitative or management science approach to management. Topics which may be included are quality control, forecasting, inventory management, resource allocation, work design, scheduling, project management and control, and facility design and location. Current techniques and tools are examined and used. Prerequisites: C grade or higher in AC222, M145 and MG219.

**MG410 International Management 3 credits**

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

**MG465 Seminar: Advanced Entrepreneurship 3 credits**

This capstone course in the entrepreneurship major is designed to integrate the content from previous entrepreneurial courses in the curriculum. Application of various entrepreneurial terms, concepts and processes will be examined in-depth through case analysis, discussion and various assignments. Emphasis is placed on the compilation and review of all elements of the business plan. Additionally, students will be provided opportunities to present their completed plans to industry experts and to receive constructive feedback from them. Prerequisites: MG315, MG317, and FN345.

**MG460–468 Special Topics in Management 1–3 credits**

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

**MG496/497 Internship: Management 1–17 credits**

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

- MK217 Principles of Marketing** 3 credits  
This beginning course in marketing develops an understanding of the marketing function and its central importance to the business organization. Attention is paid to a variety of marketing topics including products, channels and distribution, pricing, promotion, buyer behavior, and ethical issues in marketing. Prerequisite: mathematics competency.
- MK296/297 Special Topics in Marketing** 3 credits  
The topics for these courses will vary according to the needs and interests of students. Course offerings will address marketing-related topics and be introductory in nature.
- MK333 Sport Marketing** 3 credits  
The course provides a strategic business perspective of sport and entertainment marketing. It includes the essentials of sport marketing including research, segmentation, product development, pricing, licensing, sponsorship, and communication channels such as advertising, sales promotion, and publicity. Prerequisite: C grade or higher in MK217.
- MK352 Digital and Social Analytics** 3 credits  
This course will cover the basic and commonly used statistical concepts used for digital information and social media analytics. It will provide a study of the theory and implementation of different online digital information, social media, search engine optimization (SEO), and search engine marketing (SEM) analytics. The course will examine methods that have emerged from digital information and media proven to be of value in recognizing patterns and decision-making activities. Data visualization and data file access will also be part of the course. We will survey online software and students will have an opportunity for hands-on analysis. Also offered as COMM352. 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: C grade or higher in 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 recruiting and hiring, training, determining sales territories, sales forecasting, compensation schemes motivation, and management of sales force. Prerequisite: C grade or higher in 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 promotional tools to meet objectives. Prerequisite: C grade or higher in 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 C grade or higher in MK217.
- EC296/297 Special Topics in Marketing** 3 credits  
The topics for these courses will vary according to the needs and interests of students. Course offerings will address marketing-related topics and be introductory in nature.
- 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 C grade or higher in 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: FN341, M145 and C grade or higher in 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, social media, 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.

## Chemistry

**Brett Bodsgard, Ph.D., Chair**

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

### General Department Goals

Students:

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

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
C331	Physical Chemistry I with Laboratory
C341	Quantitative Chemical Analysis with Laboratory
C443	Chemistry Seminar
C445	Chemistry Research: Planning
C446	Chemistry Research: Experience
C447	Chemistry Research: Thesis
M151	Calculus I (or M148 and M149)
M152	Calculus II
P201	Introductory Physics I
P202	Introductory Physics I Laboratory
P211	Introductory Physics II
P212	Introductory Physics II Laboratory

**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.

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 Instrumental Analysis 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 III 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 III 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 takes essentially the same courses as listed under the chemistry major. It is also recommended that the student take two business courses.

### ***Pre-Medicine/Pre-Dentistry/Pre-Veterinary School/ Pre-Pharmacy***

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

### **Chemistry Minor (28 credits):**

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

A. All of the following:

C131	General Chemistry I
C133	General Chemistry I 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
M151	Calculus I (or M148 and M149)
P201	Introduction to Physics I
P202	Introduction to Physics I Laboratory

B. One additional course from the following list:

C341	Quantitative Chemical Analysis with Laboratory
C331	Physical Chemistry I with Laboratory
C332	Physical Chemistry II with Laboratory

### **Dual-Degree Chemistry/Chemical Engineering**

Students in the dual-degree program in chemistry/ chemical engineering complete the course requirements for a chemistry major in three years; apply to transfer into the chemical engineering program at the University of Minnesota for two years of primarily engineering courses; and graduate in five years with two degrees: a B.A. in chemistry from Saint Mary's University of Minnesota and a B.Eng. in chemical engineering from the University of Minnesota.

The dual-degree paradigm for chemistry/chemical engineering (available from the chemistry department chair) describes one example of how the required courses for the chemistry major can be completed in three years with two summer courses. Because of the compressed nature of this schedule, the students completing this paradigm will have virtually no time for elective courses. However, there are some options for getting elective courses into the schedule. These options will be available to: (1) students who enter Saint Mary's with AP, IB or CLEP credits that are approved to satisfy major or general education requirements; (2) students who elect to take online or summer classes that are approved to satisfy major or general education requirements; or (3) students who, after they transfer, opt to take courses at the University of Minnesota that are approved to satisfy major or general education requirements. It is the responsibility of each student to complete all major and university requirements. Note that the necessary elective courses to meet Saint Mary's University requirements of 122 total credits and 45 upper-division credits will be completed by transfer courses taken in the University of Minnesota Engineering program. Note that course titles and contents are subject to change, and that not all courses are offered each semester or year. Students should consult with the chemistry department chair and with their major advisor for the most current information necessary to plan their courses. Students interested in the Lasallian Honors Program should consult the program director for the appropriate sequence of courses.

### **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. Students who complete C110 may not enroll in C131/C133.

- 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: M151 placement, or M149, or minimum grade of C in M148 with concurrent enrollment in M149; concurrent with C133. Students who complete C131/C133 may not enroll in C110.
- 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 intermolecular forces, 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** 3 credits  
 Organized by chemical functional groups and reaction mechanisms, this course presents both classical and modern theories of organic chemistry while rigorously exploring chemical structure reactivity relationships. The fundamentals of nomenclature, physical properties, chemical structure, stereochemistry, organic-reactions, mechanisms, synthesis, purification, and compound characterization are emphasized. Biological, medical, and familiar real-world examples are discussed in the context of organic chemistry. Offered fall semester. Prerequisites: C131/133 and minimum grade of C in C142/144; concurrent with C323.
- C322 Organic Chemistry II with Laboratory** 4 credits  
 A continuation of C321/323, this course builds upon the fundamentals presented in C321/323. It is organized by functional groups and reaction mechanisms, while integrating this knowledge into chemical synthesis. Additional topics include aromaticity, NMR and IR spectroscopy, mass spectrometry, carbonyl chemistry, synthetic strategy, and advanced C–C bond forming reactions. Offered spring semester. Prerequisite: minimum grade of C in C321 and C323.
- C323 Organic Chemistry I Laboratory** 1 credit  
 This laboratory complements the lecture segment of the course by demonstrating and utilizing the concepts learned in the classroom to acquire, isolate, and characterize desired organic reaction products. In this laboratory, students become familiar with the equipment, glassware, techniques, and expertise required to implement the chemistry proposed on paper, to optimize it, and to communicate it to the chemical community. A practical context for the developed chemical intuition is provided. Offered fall semester. Prerequisites: C131/133 and minimum grade of C in C142/144; concurrent with C321.
- C331 Physical Chemistry I with Laboratory** 4 credits  
 This course involves chemical thermodynamics, chemical kinetics, and their applications. The following thermodynamic topics are considered: properties of gases, kinetic molecular theory, the laws of thermodynamics, thermochemistry, and chemical equilibrium. The following kinetic topics are considered: chemical reaction rates, determination of rate laws, reaction mechanisms, and theories of reaction rates. Offered fall semester. Prerequisites: C142/144, M152, and P211/212.
- C332 Physical Chemistry II with Laboratory** 4 credits  
 This course involves an introduction to quantum mechanics and statistical thermodynamics. The following quantum topics are considered: quantum theory and applications to simple systems of particles, approximation methods for complex systems of particles and spectroscopic verification of quantum results. The following statistical mechanics topics are considered: the Boltzmann distribution, statistics of large populations, the partition function and thermodynamic functions from statistical mechanics results. Offered spring semester. Prerequisites: C142/144, M152, and P211/P212.

- C341 Quantitative Chemical Analysis with Laboratory** 4 credits  
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** 1–3 credits  
The topics for these courses vary according to the needs and interests of chemistry majors. Topics may include: chemistry education, industrial chemistry, natural product chemistry, and advanced laboratory methods. Offered as needed.
- C409 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. Also offered as B409. Prerequisites: B110/111, B120/121, C321/C323, and C322 (or concurrent 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. 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 and natural product synthesis. 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. 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. Offered as needed. Prerequisite: C332.
- C441 Instrumental Analysis 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: C322 or 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 (or concurrent with consent of department chair).
- C446 Chemistry Research: Experience** 1 credit  
This is the second course of the three required research courses for chemistry and biochemistry majors. The independent laboratory and/or computational research proposed in C445 is performed under the direction and guidance of the faculty research advisor. Off-campus research experiences, such as a summer Research Experience for Undergraduates (REU), may serve to satisfy the course. Offered fall semester. Prerequisite: C445.
- C447 Chemistry Research: Thesis** 1 credit  
This is the third course of the three required research courses for chemistry and biochemistry majors. The independent computational and/or laboratory work is completed, if necessary. The thesis is written, with time for a writing revision cycle. A formal presentation of the research results 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. Offered spring semester. 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 concurrent with consent of instructor).

**C496/497 Chemistry Internship**

1–17 credits

This internship experience is arranged individually for interested students and provides an opportunity for the student to work with/for a public or private professional in a chemistry-related industry, requiring chemistry-related work and learning. Junior or senior chemistry or biochemistry majors are eligible and must have consent of the department chair.

**Communication**  
**Dean Beckman, M.S., Chair**

The Department of Communication houses the majors of Digital Media and Journalism, Public Relations, and Strategic Communication, along with minors in Digital Media and Journalism, Public Relations, and Leadership. Students study and implement the conveying of information, ideas, and opinions in written, oral, and multimedia formats. The department helps students build practical skills needed for today's work environments, and emphasizes the importance of communication theories, ethics, and critical analysis in communication messages from companies, organizations and the media.

**General Goals for Learning**

- Describe the essential nature of communication as a field of study and recognize its significance in interpreting human behavior.
- Demonstrate foundational skills in academic and professional research, writing, analysis, and presentation.
- Demonstrate the ability, through practice and performance, to clearly and effectively utilize communication technologies and express messages through multiple media.
- Demonstrate knowledge of various theories, cases, and best practices, and how to apply critical thinking to an array of ethical dilemmas.
- Demonstrate the extension and appreciation of the skills and knowledge acquired from their studies during internships, careers, or in the continuation of their education.

**Majors Offered**

Digital Media and Journalism  
Public Relations  
Strategic Communication

**Minors Offered**

Digital Media and Journalism  
Leadership  
Public Relations

**Communication Core:**

COM111	Introduction to Mass Communication
COM150	Social and New Media Communication
COM201	Beginning Newswriting
AR203	Graphic Design I
E295	Practical Grammar
COM308	Editing
COM350	Multimedia Production
COM488	Contemporary Issues in Mass Communication
COM490	Senior Portfolio Development
COM496/497	Internship

**Digital Media and Journalism Major:**

Digital Media and Journalism is an interdisciplinary course of study that provides students with the technological and analytical skills demanded by today's communication professions, grounded in the fundamentals of journalism and storytelling for multiple platforms. The blend of writing, editing, producing, analyzing, and synthesizing information prepares students for professions that are a necessary component of a free, informed, and democratic society.

A. Communication Core

B. All of the following

AR288	Web Design I
MK217	Principles of Marketing
COM301	Advanced Newswriting
COM331	Public Affairs Journalism
COM352	Digital and Social Analytics
COM410	Communication Law

C. Any two of the following

COM230	Principles of Public Relations
AR315	Graphic Design II

AR350 Photo Processes  
AR452 Motion Design

**Public Relations Major:**

Public relations is a management function that plans and executes an organization's communication 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. Communications Core

B. All of the following:

AR315 Graphic Design II  
COM230 Principles of Public Relations  
COM314 Public Relations Writing  
COM400 Public Relations Research  
COM410 Communication Law  
COM443 Campaigns and Cases in Public Relations

C. Two of the following:

AR288 Web Design I  
COM301 Advanced Newswriting  
COM331 Public Affairs Journalism  
COM352 Digital and Social Analytics

**Strategic Communication Major:**

This major offers coursework in interpersonal, multicultural and small group skills. It also provides students a theoretical and ethical foundation in communication. Students will be able to generate meaning with messages to feel empowered, enact difficult ethical choices, be a voice for the voiceless, engage in civil civic discourse, and promote change within organizations.

A. Communications Core

B. All of the following:

COM250 Intercultural Communication  
COM270 Persuasion and Advocacy  
COM360 Ethical Communication and Leadership  
COM375 Organizational Communication  
COM400 Public Relations Research  
COM425 Communication Theory

C. Two of the following:

COM230 Principles of Public Relations  
COM352 Digital and Social Analytics  
COM410 Communication Law

**Digital Media and Journalism Minor:**

This minor is not available to students majoring in Digital Media and Journalism, Public Relations, or Strategic Communications.

A. All of the following:

AR203 Graphic Design I  
AR288 Web Design I  
COM201 Beginning Newswriting

B. 9 Upper-division credits approved by Department of Communication Chair

**Leadership Minor:**

This minor is not available to students majoring in Strategic Communications.

A. All of the following:

COM175 Leadership Theory and Practice  
COM250 Intercultural Communication  
COM270 Persuasion and Advocacy  
COM360 Ethical Communication and Leadership  
COM375 Organizational Communication  
COM475 Transforming Community: Leadership Capstone

**Public Relations Minor:**

This minor is not available to students majoring in Digital Media and Journalism, Public Relations, or Strategic Communications.

A. All of the following:

- COM150 Social and New Media Communication
- COM201 Beginning Newswriting
- COM230 Principles of Public Relations
- COM314 Public Relations Writing

B. 6 Upper-division credits approved by Department of Communication Chair.

**Department Courses:****COM101 Public Speaking 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. Typically offered fall and spring semesters.

**COM111 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. Typically offered fall and spring semesters.

**COM150 Social and New Media Communication 3 credits**

This course provides a study of the evolution, trends, and platforms of social and new media. This course will give you an understanding of these online and App-based media by analyzing their technical development and media, business, and social impacts. The course will also address best practices in content creation for use of these media in news content, branding, and public relations. Specific platforms we will cover include: Facebook, Twitter, LinkedIn, Instagram, Pinterest, Google+, YouTube, Blogs, Snapchat, Periscope, and Virtual Reality. Typically offered fall and spring semesters.

**COM175 Leadership Theory and Practice 3 credits**

This course will explore the discipline of Leadership and its application to present-day issues. Past and present leaders will be used as examples to understand Leadership's history, theories and communication practices. The course will also demonstrate the necessary ethical considerations regarding leadership as applied within a pluralistic society. Course activities will move students from theory to the practical process of leadership in their own lives. Typically offered fall and spring semesters.

**COM201 Beginning Newswriting 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: Either E120 or E220.

**COM230 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. Typically offered fall and spring semesters. Prerequisite: COM111.

**COM250 Intercultural Communication 3 credits**

The Intercultural Communication course is an introduction to approaching communication across cultural differences. It is designed to explore the impact of culture on communication and to improve each student's ability to communicate with others, both formally and informally. We live in an era of rapid globalization in which being able to communicate across cultures is imperative to our ability to function in a diverse workplace, city, and world. In this class, culture is defined broadly to include race, ethnicity, gender, age, socio-economic class, and so on. Students enrolled in this course are encouraged to examine their own lives and the influence of their backgrounds on their communication processes. It involves both individual and group work. Class time consists of lectures, group activities, simulations, written exercises, service learning, presentations, and discussions. Students will gain theoretical and practical knowledge as they study and mindfully experience intercultural communication. Offered fall semester.

**COM270 Persuasion and Advocacy 3 credits**



- COM400 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 COM443. Offered fall semester only. Prerequisite: COM230.
- COM410 Communication 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.
- COM425 Communication Theory** 3 credits  
Students study and apply human communication theories to the study of interpersonal relationships including small groups, gender studies, work relationships, friendships and marital relationships. Perspectives on and methods of critical inquiry and research are an integral part of the course content. Research projects are presented to the rest of the class and could be submitted to professional organizations for review. Offered spring semester.  
Prerequisites: COM101, COM250, COM360, COM375, COM400.
- COM443 Campaigns and Cases 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: COM230, COM314, and COM400.
- COM475 Transforming Community: Leadership Capstone** 3 credits  
This seminar serves as the capstone course for the Leadership minor. It will include advanced readings on the theory and practice of Transformational Leadership as well as completion of an applied project. Under the direction of a project mentor, students will create a leadership plan to address a particular issue. The student will create and follow through on proposed leadership goals for self, group or organization. The e-folio entry will consist of the plan, enactment, outcomes, and assessment. It will also include designated components for each course. The final e-folio will be presented in a formal presentation. An individual mentorship component is the signature experience of this capstone and will allow the student to focus on vocation/career exploration or the pursuit of fellowship upon completing their degree with Saint Mary's University. Offered spring semester Prerequisite: COM175, COM250, COM360.
- COM488 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.
- COM490 Senior Portfolio Development** 1 credit  
This course is for seniors in one of the Department of Communication majors/minors only and prepares them for entering a career in a communications field. Topics include hard-copy and electronic portfolios, professional photos, cover letters, resumes, professional expectations, job interviews, and more. Guest speakers will be invited as available.
- COM496/497 Internship: Communication** 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 advisor and internship coordinator.
- COM498 Special Topics in Communication** 1–3 credits  
Examinations of specific communications-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.

**De La Salle Language Institute**  
**Rebecca Vogel, Director**

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

**Intensive English as a Second Language (ESL) Program**

The Intensive English as a Second Language (ESL) Program is for students from non-English speaking countries who desire to improve their English language skills while participating in the life of a North American university. 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 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 toward degree programs.

Students participating in the English as a Second Language program offered through the De LaSalle Language Institute must earn a cumulative GPA of 2.0 to be considered for matriculation to the undergraduate program at SMUMN.

**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.

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.

**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.

**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.

**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 are 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 note taking; summarizing and paraphrasing; and vocabulary building through.

**ESL Program Courses**

**ESL001, 002, 003 ESL Language Experience 3, 6, 9 credits**

The ESL Language Experience courses are designed to assist beginning English language learners with specialized language acquisition needs. The courses provide focused instruction specific to the mastery of particular skills necessary to success within the sequence of the ESL curriculum. The courses are also designed to accommodate ESL students participating in short-term (4 week, 8 week, 12 week) programs.

**ESL010 Pronunciation and Listening I 2 credits**

The course is designed to help non-native English speakers with critical listening skills, while also stressing speaking and pronunciation. The course utilizes a blended learning approach structured around face-to-face instruction as well as an online program providing speech recognition technology via a provided headset and microphone. Learners are given feedback and instruction to correct pronunciation based on native tongues. Additionally, students study reading, grammar and vocabulary specific to various subjects/careers. The online modules are designed for independent use and are individualized in both pace and level. Teacher led instruction examines non-verbal cues, note-taking skills, stress and intonation, as well as issues arising from cross-cultural communication.

**ESL011 Pronunciation and Listening II 2 credits**

Continuing from Pronunciation and Listening I, the course utilizes a blended learning approach combining face-to-face instruction with an online program for the purpose of improving students' listening and pronunciation skills. Online components are individualized in pace and level while teacher led lessons, reinforcing as well as supplementing online material, will examine rules of appropriate academic and social discourse, connected speech, idiomatic expressions, and stress and intonation patterns.

**ESL020 TOEFL I 2 credits**

The course is designed to help students improve TOEFL scores by familiarizing them with the format of the test, providing tips for test taking, and offering opportunities to practice TOEFL exercises and full-length exams. This course focuses on the iBT as well as the ITP TOEFL formats.

**ESL021 TOEFL II 2 credits**

Continuing from TOEFL I, the course begins with a review of standardized test taking strategies and formats specific to the TOEFL iBT and ITP. The course proceeds with instruction focused on the mastery of higher-level academic language skills assessed on the TOEFL. Further opportunities to practice TOEFL exercises and full-length exams are provided.

**ESL030 Customs and Culture of the U.S.A. I 2 credits**

Designed for international students, the emphasis of this course centers on the introduction and explanation of various aspects of U.S. culture. Students will examine lifestyles, attitudes, customs and traditions of the people of the United States and compare them to those of their countries. Students have the opportunity to listen to guest speakers and participate in activities outside of the classroom.

**ESL031 Customs and Culture of the U.S.A. II 2 credits**

Continuing from Customs and Culture of the U.S.A. I, the course proceeds with an examination of life in the U.S. as well as in the students' home-countries for the purpose of developing social and academic intercultural competencies. Students have the opportunity to listen to guest speakers and participate in activities outside of the classroom.

**ESL035 Public Speaking I 2 credits**

The course introduces ESL students to public speaking. Students learn how to plan a speech, research a topic, and use visual aids to enhance delivery. Style, tone, pronunciation, and the importance of body language and appropriate humor will be stressed. Students will investigate, create and present impromptu, personal, persuasive, and demonstrative speeches.

**ESL036 Public Speaking II 2 credits**

Continuing from Public Speaking I, the course begins with a review of the basic principles, strategies and forms of public speaking. The course proceeds with a focus on the production of oral language for academic purposes. Using material from a variety of academic disciplines, students will examine and participate in a variety of group discussions and oral presentations requisite to common undergraduate courses. Additionally, along with the interpersonal/cultural skills necessary to an effective speaker and listener, students explore methods of building confidence and relieving stress while speaking in a second language.

**ESL050 Beginning Reading, Writing and Vocabulary I 3 credits**

The course, designed for beginning through lower-intermediate level non-native English speakers, utilizes content-based readings that are intellectually stimulating but not beyond grammatical understanding. The course aims to assist students in developing reading speed as well as comprehension and vocabulary skills. The use and practice of basic standards of correctness for sentence structure and paragraph writing are integrated into the material.

**ESL051 Beginning Reading, Writing and Vocabulary II 3 credits**

Continuing from Beginning Reading, Writing and Vocabulary I, the course proceeds with an integrated approach to developing reading, writing and vocabulary proficiency. Students focus on literal comprehension, the use of more advanced vocabulary, and short essay construction.

**ESL065 Intermediate Reading, Writing and Vocabulary I 3 credits**

The course, designed for intermediate through advanced-intermediate level non-native English speakers, uses an integrated approach with content-based materials to develop reading, vocabulary and writing skills necessary for success at the university level. Using a variety of academic readings, students develop critical thinking skills while learning to understand, paraphrase, summarize and respond in appropriate written formats. Vocabulary skills increase through the analysis of context, lexical roots, prefixes and suffixes.

**ESL066 Intermediate Reading, Writing and Vocabulary II 3 credits**

Continuing from Intermediate Reading, Writing and Vocabulary I, the course proceeds to assist students in refining these skills for academic advancement. Students begin to analyze content for abstract inferences while responding coherently in academic prose with logically supported reasoning and discipline specific vocabulary.

**ESL068 Beginning Grammar I 3 credits**

The course, designed for beginning through lower-intermediate level non-native English speakers, provides students with the fundamentals of English grammar taught in conjunction with writing, speaking, listening and reading skills. Through an examination of basic pronouns, nouns, prepositions, verb forms and tenses, as well as adjectives and adverbs, students develop and manipulate simple sentence structures allowing them to engage in meaningful communication about real-life situations.

**ESL069 Beginning Grammar II 3 credits**

Continuing from Beginning Grammar I, the course reviews and reinforces the eight parts of speech and basic sentence patterns. Using an integrated approach utilizing all skill areas, the course proceeds with a focus on complex sentence creation employing phrase and clause structures leading to the development of paragraphs practicing target structures.

**ESL075 Intermediate Grammar I 3 credits**

The course, designed for intermediate through advanced-intermediate level non-native English speakers, begins with a review of basic grammar principles. The course continues with the study of advanced phrase and clause structures, as well as higher-level verb tense usage. In addition, students are exposed to a wide variety of oral and written examples leading to the examination and creation of effective paragraphs and essays for a variety of authentic purposes.

**ESL076 Intermediate Grammar II 3 credits**

Continuing from Intermediate Grammar I, the course begins with a review of higher-level grammatical structures. Emphasis is placed on purposeful and meaningful use of English grammar for the creation of effective academic writing. Students



## **Education**

**Karen Sorvaag, Ed.D., Chair**

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

### **General Department Goals**

Teacher candidates will:

- Have the ability to perform at a highly qualified level of teaching as defined by the Minnesota State Board of Teaching Standards;
- Display the knowledge, skills and dispositions necessary to effectively teach and lead diverse populations 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 disciplinary knowledge and content.

The School of Education prepares highly effective teacher leaders for licensure in the following certification areas: elementary education (grades K–6) to which students may also add a grades 5–8 endorsement; secondary education (grades 5–12); K–12 music; and K–12 world languages. Educational Studies (a non-licensure major) provides opportunities for students to study education and examine teaching and learning processes in adult learning, child and family, religious education and youth development and leadership. All licensure 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, teacher candidates should note that program courses and requirements needed for certification may be subject to change prior to graduation and students have responsibility for consulting 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. It is recommended that all students acquire a Minnesota license. This usually simplifies the process of adding licenses from other states. 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. Any major course taken at another university must be pre-approved by the department chair.

The teacher preparation program is approved as a teacher certification program by the  
Minnesota Board of Teaching  
Minnesota Department of Education  
1500 Highway 36  
West Roseville, MN 55113  
Telephone: 651-582-8200, Ext. 8833

Completion of coursework in the Saint Mary's University of Minnesota's teacher education program does not guarantee teacher licensure. In addition to completing required coursework, students must successfully meet all program/content standards, including dispositions as outlined in Saint Mary's University's Policy on Dispositions Appropriate to Teachers (see teacher education program guide). Teacher candidates must pass basic skills, content, and pedagogy Minnesota Teacher Licensure Exams or have a qualifying ACT or SAT score as outlined in the teacher education program guide. Teacher candidates and students majoring in educational studies must complete a background check prior to their first field experience. Teacher candidates must complete a further background check to be recommended for licensure.

Formal entrance into the teacher education program is required prior to admission into education courses numbered higher than ED307 for all licensure programs. This acceptance requires:

- Evidence of having taken the Minnesota Teacher Licensure Exam (MTLE) basic skills tests; or having a qualifying ACT or SAT score
- A minimum cumulative grade point average of 2.750 and an average GPA of at least 2.750 in ED301, ED302, ED306 and ED307;
- Evidence of satisfactory progress on relevant program standards;
- A formal application to the School of Education;
- Successful candidate interviews; and
- Proficiency in dispositions appropriate to teachers.

Students who major in education and seek licensure must earn a C grade or higher in all courses required by the major, including endorsement courses. In order to maintain eligibility in 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.

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 middle-level 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 coursework which leads to licensure in grades 5–12 in an academic discipline or K–12 in music or world languages.

All teacher candidates are required to complete a semester 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 requisite standards is required for continuation in these special placements. All other student teaching experiences must be completed in the Winona area. 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.

### **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. The most recent information is also available by contacting the School of Education at 507-457-6623 or writing to the following address:  
School of Education Program Chair  
Saint Mary's University of Minnesota  
700 Terrace Heights #23  
Winona, MN 55987-1399

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

### **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)  
Music Education (either Classroom and Instrumental or Classroom and 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)  
Educational Studies (non-licensure)  
Adult Educational Contexts  
Child and Family Contexts  
Religious Education  
Youth Development and Leadership

### **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 for physics.*

A. All of the following:

B120	Botany and Zoology II
B121	Botany and 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 COM101 or LH105 and LH455:  
 LCT140 First-Year Seminar  
 LH105 Origins of Human Thought and Culture  
 LH455 Lasallian Honors Capstone  
 COM101 Public Speaking  
 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, and Children’s Literature K–8  
 ED335 Health, Physical Education Methods K–8  
 ED370 Educational Measurement and Assessment K–8  
 ED380 Middle Level Education  
 E. The following education courses to be completed senior year:  
 ED445 Advanced Literacy Methods for Diverse Learners K–8  
 ED450 Nature of the Exceptional Child K–8  
 ED470 Student Teaching: Elementary  
 ED490 Professional Capstone: Performance Assessment

**Communication Arts and Literature Endorsement for Grades 5–8:**

- F. The following courses:  
 COM111 Introduction to Media Communication  
 E220 Argumentative and Research Writing  
 E250 Literary Imagination  
 E295 Practical Grammar  
 E302 An American Conflict: The Individual vs. Society  
 E325 Advanced Essay Writing  
 ED385 Adolescent Literature

One additional literature course numbered above E302

**General Science Endorsement for Grades 5–8:**

- G. The following substitutions should be made for physics:  
 P201 Introductory Physics I in place of P155  
 P202 Introductory Physics I Laboratory in place of P155  
 H. The following courses (either M148 and M149 or M151):  
 B110 Botany and Zoology I  
 B111 Botany and 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  
 ST132 Reasoning with Statistics (prerequisite for science courses)  
 M148 Calculus with Precalculus I (part I) and  
 M149 Calculus with Precalculus II (part II)  
 or  
 M151 Calculus I in place of M108

**Mathematics Endorsement for Grades 5–8:**

I. The following courses (either M148/149, or M151):

M108	Mathematical Concepts I: Systems
M109	Mathematical Concepts II: Geometry
M148	Calculus with Precalculus I (part 1)
M149	Calculus with Precalculus II
M151	Calculus I
M408	Topics in Mathematical Education
ST132	Reasoning with Statistics

*\*Competencies in algebra and trigonometry and/or a course in each area must be completed.*

**Social Studies Endorsement for Grades 5–8:**

J. 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 and Cultural Methods: Grades K–12
SP101	Beginning Conversational Spanish I
SP102	Beginning Conversational Spanish II
SP201	Intermediate Conversational Spanish I
SP202	Intermediate Conversational Spanish II
SP301	Advanced Spanish Conversation
SP302	Advanced Spanish Composition
SP331	Civilization/Culture of Spain
SP332	Civilization/Culture of Latin America

One additional Spanish literature course from:

SP401	Medieval/Renaissance Spanish Literature
SP402	18th–20th Century Spanish Literature
SP403	Latin American Literature through the 18th Century
SP404	19th–20th Century Latin American Literature

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

**Secondary Education Grades 5–12 and K–12:**

Teacher preparation at the secondary level requires a specific set of courses in an academic major in addition to the professional education coursework 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 COM101 or LH105 and LH455:

LCT140	First Year Seminar
LH105	Origins of Human Thought and Culture
LH455	Lasallian Honors Capstone
COM101	Public Speaking

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
ED375	Addressing Learning Needs in the Field: Reflective Practice as Teacher Research
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: Performance Assessment
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.

### **Educational Studies (a non-licensure major)**

The educational studies major at Saint Mary’s University provides opportunities for students to study education theory and examine the processes involved in teaching and learning. The program emphasizes the study of social and cultural factors that affect education institutions and the ways education processes are used in other settings. Students completing this major will connect education coursework to social advocacy by choosing a concentration in adult education contexts; child and family contexts; religious education; or youth development and leadership.

Many occupations in the areas of human services, psychology, sociology and theology include a need to understand education. The educational studies major prepares students to work in fields related to social and behavioral science, to pursue employment in the area of educational policy, to do graduate study in Education or a related field, and to enter the teaching profession in settings that do not require state licensure. (These include adult basic or adult ELL education, community education, environmental or outdoor education, Head Start, long-term volunteering, Montessori or Waldorf training, museum education, religious education and youth leadership.) The major is also appropriate for students whose special interest in law or business requires a deep understanding of educational issues.

Although the educational studies major does not lead to teacher licensure, it is possible to “cross over” during the undergraduate program from this major into an education major that does lead to certification. The major is also designed to support students who may be interested in pursuing a teacher licensure program at a later date. One way this can be accomplished is through an undergraduate completion program. Students following this path are encouraged to meet with School of Education advisors early in their course of study to identify which courses meet undergraduate general education requirements and also are needed for teacher licensure.

The educational studies major is a creative partnership between the departments of education, social science and theology based on their shared dedication to preparing undergraduates to provide educational services in diverse and rapidly changing settings. Guided by Saint Mary’s mission, this major prepares students to make ethical decisions and to be effective advocates for those who are vulnerable in society. *Each student declaring the educational studies major will have two academic advisors – one in education, and a second in social science (for concentrations in adult education contexts, child and family contexts or youth development and leadership) or in theology (for the religious education concentration).*

### **Concentrations**

- Adult education contexts (e.g., behavioral and mental health, recreation or program development)
- Child and family contexts (e.g., school readiness and developmental intervention programs)
- Religious education (e.g., schools, parishes and curriculum development)
- Youth development and leadership (e.g., behavioral and mental health, mentoring and recreation)

### **Educational Studies Core (20 credits)**

PY111	General Psychology
ED250	Relations, Cultural Diversity, and Indian Cultures
ED306	Learning and Development
ED307	Educational Technology
ES298	Field Experience
ES496	Integrative Internship Experience

### **Adult Education Contexts (56 credits)**

- A. Educational Studies Core (20 credits)
- B. All of the following (27 credits):
  - ED350 Curriculum and Instruction: Grades 5–12
  - ED360 Reading: Grades 5–12
  - HS211 Interviewing and Assessment
  - PS242/S250 Logic of Analysis
  - PS342/S350 Field Methods
  - PY211 Developmental Psychology
  - PY220 Abnormal Psychology
  - S110 Sociological Imagination
- C: Minimum nine credits from among the following (9+ credits)
  - CJ352 Drugs in American Society
  - CJ425/S425 Ethnicity, Class, and Gender Issues
  - CJ452 Victimology
  - HS306 Case Management
  - HS352/PS370 Public Policy
  - HS466 Non-profit Management
  - PY478 Health Psychology
  - PY479 Sport Psychology
  - S443 Sociology of the Family

\*Students in this concentration are encouraged to consider taking ST132 Reasoning with Statistics as the Quantitative Systems (QS) general education content area requirement, as it also is a pre-requisite for PS242/S250.

### **Child and Family Contexts (52 credits)**

- A. Educational Studies Core (20 credits)
- B. All of the following (32 credits):
  - ED301 School and Society
  - ED302 Substance Abuse Prevention and Community Health
  - ED310 Music Methods: K–8
  - ED316 Social Science Methods: K–8
  - ED317 Science Methods: K–8
  - ED320 Art Methods: K–8
  - ED325 Math Methods: K–8
  - ED330 Reading, Language Arts Methods, and Children’s Literature: K–8
  - ED335 Health, Physical Education Methods: K–8
  - ED370 Educational Measurement and Assessment: K–8
  - ED380 Middle Level Education
  - S320 Children and the State
  - S443 Sociology of the Family

### **Religious Education (55 credits)\***

- A. Educational Studies Core (20 credits)
- B. All of the following (35 credits):
  - ED301 School and Society
  - ED302 Substance Abuse Prevention and Community Health
  - ED350 Curriculum and Instruction: Grades 5–12
  - ED360 Reading: Grades 5–12
  - ED370 Educational Measurement and Assessment: Grades 5–12
  - TH209 Methods in Catholic Theology
  - TH210 Introduction to the Old Testament
  - TH310 Principles of Sacraments and Liturgy
  - TH345 Catholic Social Teaching
  - TH350 Intro to Catholic Morality
  - TH360 History of Catholic Thought
  - TH400 Christology

\*Students in this concentration are encouraged to consider taking TH 220 Introduction to the New Testament and TH375 Contemporary Catholic Thought as electives. TH 270 Christianity in a Global Context is also recommended but not required.

### **Youth Development and Leadership (53 – 54 credits)**

A. Educational Studies Core

B. All of the following (24 credits):

CJ352	Drugs in American Society
ED301	School and Society
ED302	Substance Abuse Prevention and Community Health
ED350	Curriculum and Instruction: Grades 5–12
ED360	Reading: Grades 5–12
ED370	Educational Measurement and Assessment: Grades 5–12
PY211	Developmental Psychology
PY220	Abnormal Psychology

C. Any *three* of the following (9–10 credits)

CJ425/S425	Ethnicity, Class, and Gender Issues
CJ452	Victimology
HS352/PS370	Public Policy
HS466	Non-profit Management
PY478	Health Psychology
PY479	Sport Psychology
S402	Environmental Sociology
S443	Sociology of the Family

**General Education Recommendations:**

General Education Content Areas: Students declaring a major in educational studies, especially those with a child and family contexts emphasis, are encouraged to meet content area requirements with the following courses, and to seek advice about other courses that may meet general education and educational licensure requirements in case of a cross over to an educational licensure program.

*Cultural Traditions:*

H151	American History for Education Majors
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*Faith Traditions II:*

TH270	Christianity in a Global Context (for Religious Ed concentration)
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*Quantitative Systems:*

M109	Mathematical Concepts: Geometry
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*Natural Scientific Systems:*

B120/121	Botany and Zoology II w/ Lab
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and either

P111	The Earth and Solar System or
P155	Foundations of Physics

*Only courses with a grade of “C” or higher will apply in a crossover to an educational licensure program.*

Writing Intensive (W.I.) Requirements: The College’s lower division W.I. skill requirements are met through required English composition courses and the Lasallian Core Traditions or Lasallian Honors programs. The upper-division W.I. skill requirement is met in each concentration of the Educational Studies major (e.g., ED301 School and Society, PS342/S350 Field Methods and TH400 Christology).

Students considering the adult education contexts, religious education or youth development and leadership concentrations are strongly encouraged to develop fluency in a language other than English, including American Sign Language.

**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.

**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 an understanding of Minnesota and Wisconsin Indian cultures.

**ED298 Field Exploration 2 credits**

This field exploration course is an intensive five-week engagement in the K–12 Lasallian Association of Miguel Schools. Students work closely with teachers in support of teaching and learning in elementary, middle, and secondary educational settings. As part of their classroom and 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 these educational contexts. Topics include today's students, teachers, school, teacher effectiveness, current issues, school reform, and professionalism. A second focus of the course is an extensive field 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.

**ED303 From Investigation to Action: Marginalization in Latin America and the United States 3 credits**

Investigation of issues of power, inequality, and empowerment of the dispossessed in Latin America and the United States. The course will include juxtaposition of texts, photos, interviews, and lyrics to examine issues of human rights, access to resources, and consumption. It includes a personally-designed service learning experience, either in Bolivia or in the United States. Prerequisite: ED101 and ED102

**ED306 Learning and Development 5 credits**

In this course, the concept of learning is examined through the cognitive, social-emotional, moral and physical developmental stages of learners. Principles of teaching and learning are developed in the context of learning theory, teacher effectiveness, learner differences, and building a positive classroom climate. 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 participate in a significant clinical experience. Offered spring semester. Concurrent with ED307.

**ED307 Educational Technology 1 credit**

This course is designed to prepare future teachers to utilize 21<sup>st</sup> century technology tools in and out of the classroom to improve student-learning opportunities. Pre-service teachers will learn how to engage with current technologies for instruction, identify multi-media tools to support student learning, and become familiar with tools of technology that can be used to communicate effectively with parents and students. An electronic portfolio will be used to demonstrate learning. Prerequisite: concurrent with ED306.

**ED301, ED302, ED306, ED307, and acceptance into the Teacher Education Program are prerequisites for the courses that follow. Educational studies majors: see course requirements in each concentration. Additional specific prerequisites may be noted as appropriate for individual courses.**

**ED310 Music Methods: K–8**

1 credit

This course emphasizes further work in kindergarten, elementary and middle level philosophy, curriculum and instructional strategies. An emphasis is placed on the integration of music into various curriculum areas to meet the needs of diverse learners. Students 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 or declared Educational Studies major.

**ED316 Science Methods: K–8**

2 credits

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 current informal and formal assessment practices (using 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**

2 credits

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

**ED320 Art Methods: K–8**

1 credit

This course emphasizes further work in kindergarten, elementary and middle level philosophy, curriculum and instructional strategies. An emphasis is placed on the integration of art into various curriculum areas to meet the needs of diverse learners. Students 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 or declared Educational Studies major.

**ED325 Mathematics Methods: K–8**

2 credits

This course emphasizes the math concepts and skills taught in childhood and early adolescence settings and the instructional methods that enable students to learn those concepts. National and state standards are studied in relation to math instruction in kindergarten through eighth grade. Students also learn to prepare lesson plans and performance assessments using the state and national math standards for primary, intermediate, and middle school. Prerequisites: ED301, ED306 and acceptance into the Teacher Education Program.

**ED330 Reading, Language Arts Methods and Children's Literature: K–8**

6 credits

Students participate in constructivist learning experiences to master the knowledge, dispositions, and skills needed to teach literacy from kindergarten through middle school, with a focus on phonological awareness, phonics, fluency, vocabulary, and comprehension. National, state, and Common Core standards and curriculum guides are used to develop appropriate teaching plans for primary, intermediate, and middle school students. Students master lesson planning and performance assessments using the literacy content standards. Field experiences augment classroom readings, discussion and activities of developmental stages of listening, speaking, reading and writing in children. Prerequisites: ED301, ED306 and acceptance into the Teacher Education Program. 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. Prerequisites: ED301, ED306 and acceptance into the teacher education program or declared Educational Studies major.

- ED350 Curriculum and Instruction: Grades 5–12** 4 credits  
 This course is designed to prepare 5-12 pre-service teachers and educational specialists to incorporate current research-based instructional strategies into their classrooms and learn how to effectively build a positive classroom climate at the middle/high school level. Students will learn how to work effectively at incorporating standards into unit development, design daily lesson plans that align with the standards, and construct assignments that support the diverse needs of learners. An emphasis is placed on developmentally appropriate practices and the diverse needs of learners. Students participate in a guided clinical experience. Offered fall semester. Prerequisites: ED301, ED306 and acceptance into the Teacher Education Program.
- 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 using data to diagnose literacy difficulties, remediation of reading/writing deficits, effective instructional strategies for developing strategic readers and competent writers in content areas, and planning processes necessary to meet the literacy needs of students. Offered fall semester. Prerequisites: ED301, ED306 and acceptance into the Teacher Education Program.
- 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. Prerequisites: ED301, ED306 and acceptance into the teacher education program or declared Educational Studies major.
- ED375 Addressing Learning Needs in the Field: Reflective Practice as Teacher Research** 1 credit  
 Secondary education teacher candidates assess learner needs, design a comprehensive intervention plan for a learner or small group of learners, lead the intervention in a field experience, document the process, and present a final report on the accomplishments of the project and needs for continuing intervention for learner growth and development. This course is intended to follow, integrate, and apply the knowledge and skills attained from ED350 Curriculum and Instruction, ED370 Educational Measurement and Assessment, and E360 Reading: Grades 5-12 and also contribute to field hours required by the Minnesota Board of Teaching. Prerequisite: ED350, ED360, ED370 and acceptance into the teacher education program or declared Educational Studies major.
- ED380 Middle Level Education** 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 using data to diagnose literacy difficulties, remediation of reading/writing deficits, effective instructional strategies for developing strategic readers and competent writers in content areas, and planning processes necessary to meet the literacy needs of students. Offered fall semester. Prerequisites: ED301, ED306 and acceptance into the Teacher Education Program.
- 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. Prerequisites: ED301, ED306 and acceptance into the teacher education program or declared Educational Studies major.
- 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 and acceptance into the teacher education program or declared Educational Studies major.
- ED393 World Languages and 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 and acceptance into the teacher education program or declared Educational Studies major.

**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 and acceptance into the teacher education program or declared Educational Studies major.

**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 and acceptance into the teacher education program or declared Educational Studies major.

**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 and acceptance into the teacher education program or declared Educational Studies major.

**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 and acceptance into the teacher education program or declared Educational Studies major.

Music special methods: see music department courses MUED431 and MUED432.

**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 (using Response to Intervention) with exceptional learning styles and from different cultural, socioeconomic and linguistic backgrounds (including ELL). 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. Offered spring semester. Prerequisites: ED301, ED306 and acceptance into the Teacher Education Program.

**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. Working with parents, universal design for learning, and research-based practices for effective teaching and learning for all learners will also be addressed. The following special needs are addressed in this course: learning disabilities, cognitive developmental 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. Working with parents, universal design for learning, and research-based practices for effective teaching and learning for all learners will also be addressed. The following special needs are addressed in this course: learning disabilities, cognitive developmental 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 teacher candidate begins to assume the role of teacher in an actual classroom setting, gradually becoming fully responsible for planning, organizing, and teaching lessons, maintaining a conducive learning environment, and becoming acquainted with school routines and practices. The pre-service teacher is expected to demonstrate development of professional dispositions of a well organized, effective, and reflective instructor. Teacher candidates student teach for a semester in the Winona area, or for the current number of weeks required by the state for licensure in the Winona area and the remainder of the semester at a student teaching abroad program site. Mastery of the Minnesota State Standards of Effective Practice Is expected by the end of the experience Prerequisites: consent of chair of undergraduate teacher education and minimum 2.750 cumulative grade point average. Additional fee required.

**ED480 Student Teaching: 5–12 13 credits**

While working closely with a cooperating teacher, the student begins to assume the role of teacher in an actual classroom setting, gradually becoming fully responsible for planning, organizing, and teaching lessons, maintaining a conducive learning environment, and becoming acquainted with school routines and practices. The pre-service teacher is expected to demonstrate development of professional dispositions of a well organized, effective, and reflective instructor. Teacher candidates student teach for a semester in the Winona area, or for ten weeks in the Winona area and the remainder of the semester at a student teaching abroad program site. Mastery of the Minnesota State Standards of Effective Practice is expected by the end of student teaching. Prerequisites: consent of chair of undergraduate teacher education and minimum 2.750 cumulative grade point average. Additional fee required.

**ED490 Professional Capstone: Performance Assessment 1 credit**

This course provides teacher education students with mentoring in a largely self-directed experience completing their Teacher Performance Assessment (edTPA). The experience is designed to assist teacher candidates in integrating their professional identity along program- based dimensions of theory and practice. Reflection and consolidation of personal understanding is accomplished through planning, instructing and engaging students, assessing student learning, and reflection. The course also addresses professionalism and continued professional development for teachers. Concurrent with student teaching.

**ED495 Senior Portfolio Development 1 credit**

This course is an elective for senior education majors and prepares them for work in the educational fields. 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 the development of an e-portfolio. The course also addresses professionalism and continued professional development for teachers.

Coaching courses at Saint Mary's are designed to provide students with a comprehensive understanding of coaching and prepare them as leaders in the field. Elective within the School of Education, this series of courses exposes students to theories, concepts, philosophies, and principles of effective coaching. Students may take the courses in any order. While no formal certification is presented for completion of the series, course content is valuable for those aspiring to serve others as coaches.

**Coaching Courses  
Peter Watkins, M.S., Coordinator**

**CO151 Sports Science 2 credits**

Basic physiological and mechanical aspects of sport are presented to provide the student with the skills necessary to analyze human performance in a variety of athletic activities. The course is designed to enhance coaching effectiveness and athletic performance by increasing student understanding of exercise physiology, biomechanics, and kinesiology. A background in human anatomy and physiology is recommended.

**CO152 Theory of Coaching 2 credits**

This introductory course is designed to explore the fundamentals of coaching while laying the foundation for practical application at the junior high, high school or college level. In addition to establishing a coaching philosophy, students develop a master/seasonal plan for their sport including daily practice plans. Pre-season, in- season, and post-season topics are explored.

**CO153 Prevention and Care of Athletic Injuries 1 credit**

This lecture and laboratory course focuses on the prevention, etiology, recognition, initial treatment, and rehabilitation of specific athletic injuries and illnesses. Students identify common signs and symptoms associated with athletic injuries and develop taping and wrapping skills to prevent re-injury. A background in human anatomy is strongly recommended.

**CO154 Psychology of Coaching 2 credits**

This course explores the psychological parameters that influence behavior and performance in sports. This is an introductory course into the world of sport psychology and positive team building in which students learn to apply reinforcement principles and motivational techniques to enhance sport performance. Students evaluate their communication skills and leadership style.

## English

**John Kerr, Ph.D., Chair**

Offering an intellectually stimulating curriculum to a diverse community of learners, the department of English 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 department of English. 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 department of English 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.
- Conduct, assess, and make use of research done through a variety of media.

### Department Honors at Graduation

The department of English 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 department of English also supports and staffs the Medieval and Renaissance Studies minor.

### 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:

COM111	Intro to Mass Communications
E220	Argumentative and Research Writing
E250	Literary Imagination
E295	Practical Grammar
E325	The Art of the Essay
E333	Shakespeare
E452	Critical Approaches to Literature
E490	Senior Thesis
ED385	Adolescent Literature

- 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 Victorian to Contemporary
- 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 Seminars in English
- F. Required education course work

**Literature Major (44 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 Saint Mary’s University’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. One genre course: E170-180
- C. 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
- D. Three British literature courses, one each from the following periods:
  - E315–316 Early British Literature from Beginnings through Milton
  - E330–331 British Literature from “The Long Eighteenth Century”
  - E351–352 British Literature from the Victorian and Modern Eras
- E. 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
- F. Two seminars: E470–479

Recommended: E360 Literature on Location or the London semester and foreign language study.

**Literature with Writing Emphasis Major (43 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 genre course: E170-180
- C. One American literature course:
  - E302–303 American Literature from its Beginnings to 1914
  - E306–307 American Literature Since 1914

- D. 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 Victorian to Contemporary
- E. One global literature course:  
 E370–373 Contemporary Literatures in English  
 E381–383 World Literature in Translation  
 E390–391 Situated Voices in Literature
- F. One seminar: E470–479
- G. Three upper-division writing courses from:  
 E325 The Art of the Essay  
 E326 Short Fiction Writing  
 E328 Professional Communication  
 E329 Poetry Writing  
 E425 Writing in the First Person
- H. A minimum 3-credit internship: E497

**English Minor (18 credits):**

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

**English and Law**

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

- AC222 Accounting Concepts  
 BU312 Business Law I  
 CJ111 Introduction to Criminal Justice  
 PH102 Logic  
 PS332 American Constitutional Law II

**Department Courses:**

**E105 Writing Skills 3 credits**

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

**E120 English Composition 3 credits**

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

**E170 Romance Literature 3 credits**

This course is designed to acquaint students with popular works of romance literature and to increase students’ appreciation of the experience of reading. Through study of early romance tales but especially recent variations on the romance in books and film, students will learn to identify common conventions and themes (such as journey, adventure, the psychological development of the hero, and encounters with the supernatural), read texts closely and critically, and consider how the interpretation of literature contributes to a deeper understanding of language and culture. Prerequisite: E120 or E120/220 placement.

**E171 Sports Literature 3 credits**

This course is designed to engage students with the popular genre of sports literature. Through examining representations of athletes, the myths that surround sports, and the ways sports narratives reveal and influence our culture, students will identify common conventions and themes, read texts closely and critically, and consider how the interpretation of literature contributes to a deeper understanding of language and culture. Prerequisite: E120 or E120/220 placement.

**E172 Readers and Writers 3 credits**

This course is designed to acquaint students with works of “self-referential” literature, i.e., literary works that reflect upon their own status as literature while also performing their other functions as a story, poem, or play. For example, we read a novel that not only tells a story but that also reflects on the act of storytelling and how storytelling shapes meaning in our

lives and in our culture. Studying such literary works allows students not only to practice traditional conventions of reading, such as textual analysis, interpretation and critical thinking, but also encourages a deeper reflection on the act of reading itself and its role in shaping who we are. The literature in the class thus becomes not only the source of the answers to literary questions (what does this poem mean?) but also the source of important questions about literature and culture (how does literature make meaning? Why should one read? What is the effect of reading?). Prerequisite: E120 or E120/220 placement.

**E173 Literature and Film 3 credits**

This course is designed to explore various ways that literature and film might speak to one another, working from the premise that films can (and perhaps should) be read critically as texts. Through study of literary and cinematic works linked by plot, theme, topic, and/or style, students will learn to identify common conventions and themes, read (and view) texts closely and critically, and consider how the interpretation of literature and film contributes to a deeper understanding of language and culture. Prerequisite: E120 or E120/220 placement.

**E174 Dystopian Literature 3 credits**

Dystopian works critique society, often by presenting an alternate or extreme version of society that points up the dangers of letting certain social elements (such as technology or political or legal systems) go too far. The dystopian is intimately related to the *utopian*: utopian texts imagine perfect societies, or at least best possible worlds, but the benefits gained typically endanger some of our cherished values (such as freedom and love); dystopian texts reveal this dark underbelly, showing how the rise to power of some comes at the expense of others, or even society as a whole. Prerequisite: E120 or E120/220 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.

**E176 The Graphic Novel 3 credits**

This course is designed to introduce students to fiction within the graphic novel genre and increase students' appreciation of the experience of reading. With a close, critical focus on the relationship between text and image, students will learn to identify common conventions and themes in fiction, and consider how the interpretation of literature contributes to a deeper understanding of language and culture. Prerequisite: E120 or E120/220 placement.

**E177 Holocaust Literature 3 credits**

This course is designed to introduce students to popular works of Holocaust fiction and increase students' appreciation of the experience of reading. By evaluating Holocaust fiction closely and critically, students will learn to identify common conventions and themes, and consider how the interpretation of literature contributes to a deeper understanding of language and culture. Prerequisite: E120 or E120/220 placement.

**E178 Gothic Literature 3 credits**

This course is designed to acquaint students with popular works of gothic literature and to increase students' appreciation of the experience of reading. Through study of some seminal texts that helped establish the modern concept of Gothic, and attention especially to contemporary ghost, monster, and other eerie books and film, students will learn to identify common conventions and themes, read texts closely and critically, and consider how the interpretation of literature contributes to a deeper understanding of language and culture. Prerequisite: E120 or E120/220 placement.

**E179 Fantasy Literature 3 credits**

This course is designed to acquaint students with popular and influential works of fantasy fiction and to increase students' appreciation of the experience of reading. With a particular focus on the ways in which fantasy authors build fictive worlds that challenge us to reevaluate the familiar and the magical, reinterpret ourselves and others, and reimagine the world around us, students will identify common conventions and themes, read texts closely and critically, and consider how the interpretation of literature contributes to a deeper understanding of language and culture. Prerequisite: E120 or E120/220 placement.

**E180 Mystery and Detective Fiction 3 credits**

This course is designed to engage students with the popular genre of mystery and detective fiction and film from its "classic" age to the present. With a particular focus on the ways in which mystery stories confront culturally driven fears and play with the notion of knowledge, students will identify common conventions and themes, read texts closely and critically, and consider how the interpretation of literature contributes to a deeper understanding of language and culture. 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 Postmodernities and Beyond** 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 Modern American Literature** 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.
- E315 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 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 The Art of the Essay** 3 credits  
 In this course, students produce a variety of essays that cover a range of rhetorical situations. Emphasis is placed on strategies for developing and organizing essays as well as on rhetorical concerns, such as audience, purpose, voice, and style. Attention is also paid to integrating research, both formal and informal, into students' work. Offered fall semester. Prerequisite: E220 or equivalent.
- E326 Short Fiction Writing** 3 credits  
 Through the reading of short stories, guided instruction and writing workshops, students in Short Fiction Writing study the genre of the short story and produce several examples of their own 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** 3 credits  
 An introduction to professional communication, this course teaches students how to write documents commonly generated in the work world, such as emails, 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. Some attention may be given to incorporating visuals as well. Finally, general principles of the composing process, of grammar and mechanics, and of style are reviewed as needed. Offered spring semester. Prerequisite: E120 or equivalent.
- E329 Poetry Writing** 3 credits  
 This course aims to help students produce inspired and technically informed literary poetry intended for an audience. In addition to writing and discussing their own poetry, students become informed of both the techniques and the traditions of poetry writing. Course work includes the study of published poets and poems, essays and research papers on theoretical issues related to poetry, and the production of original poems by the students. Offered in alternate fall semesters.
- E330 British Restoration and 18th Century Literature** 3 credits  
 This survey examines the major works and authors of the Restoration through the Eighteenth Century, including the historical, political, and social contexts of these works. Offered spring semester. Prerequisite: E250.
- E331 The Romantics and Their World** 3 credits  
 Between 1785 and 1830, British writers witnessed two major revolutions and participated in many cultural, political, and intellectual watersheds, from the rise of Romanticism and Republicanism to nation building to the beginnings of modern feminism. They dealt with these cultural experiences in new as well as traditional literary forms, including the historical novel, lyric and narrative poetry, essays, letters, and journals. This course examines the lives and works of a selection of major literary figures from this period and assesses their contributions to the literary tradition in English. Prerequisite: E250.
- E333 Shakespeare** 3 credits  
 This course focuses on a representative group of Shakespeare's sonnets, comedies, histories, and tragedies. Emphasis is placed on close reading of the plays, with the intention of exploring some of Shakespeare's most pressing issues, including love, nature, death, dreams, relationships between parents and children, gender roles, freedom of the will, and reality itself. The course also address the cultural milieu out of which the texts were generated; the meaning of the terms "comedy", "history", and "tragedy"; and the relationship of the written plays to modern 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.



**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.

**E497                      Internship**

3 credits

Tailored individually to each student's interests and needs, the internship provides an opportunity for qualified juniors or seniors to participate in a field experience under the guidance and supervision of competent professionals. Required for Literature with Writing Emphasis majors; open to all majors.

## **History**

**Tycho de Boer, 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 spring semester of sophomore year or fall semester of 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 and 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 AB in H470/471 Senior Thesis I and 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 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.

The history department sponsors the Lambda–Lambda Chapter of Phi Alpha Theta, the national history honor society. It also sponsors a student-funded History Club. Both the department and the club are active in inviting speakers to campus to discuss topics of interest and use to both majors and the entire university community.

### **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 and Writing
H470	Senior Thesis I
H471	Senior Thesis II
H472	The History Professional

Seven additional history courses:

B. Three courses in American history, two of which must be upper-division:

Either H113 U.S. History to 1865 or H114 U.S. History since 1865

H305	Race, Slavery, and Revolution in the Atlantic World
H308	From the Constitution to the Civil War
H311	U.S. Foreign Relations in the 20th Century
H335	American Environmental History
H355	U.S. Women's History
H357	The History of Rock and Roll

C. Two courses in European history from the following:

H303	From Republic to Empire: Rome
H321	From Romanitas to Vikings: The Early Middle Ages
H322	The Age of Holy War and Reason: The High Middle Ages
H332	Art, assassination, and the Individual: The Renaissance
H333	The Destruction of Christian Unity: The Reformation
H365	Witches, Revolution, and Reason: Early Modern Europe
H366	From Revolution to World War: Modern Europe 1789–1914
H367	Europe in the Age of World War 1914–1945
H380	Imperial Russia
H381	Revolutionary and Post-Revolutionary Russia

D. One course in non-European/non-United States history chosen from the following:

H315	American–East Asian Relations
H317	History of Latin America
H390	Modern China
H391	Chinese and Chinese-American Films as Cultural Makers

E. One upper-division history elective (chosen from the above lists but may not use a course that was used to satisfy B–D above).

**History and Law**

The American Bar Association does not recommend any particular path to prepare for law school but rather a series of core skills and values that one can well learn through the history major and include:

- Analytic/Problem Solving Skills
- Critical Reading
- Writing Skills
- Oral Communication/Listening Abilities
- General Research Skills
- Task Organization/Management Skills
- Public Service and Promotion of Justice

Students are advised to consult the Pre-Law section of this catalog. The following courses are recommended as useful supplements to the history major.

The following political science courses:

PS102	American National Government
PS332	American Constitutional Law

One or more of the following ethics courses depending on specific interests in law:

- PH305 Health Care Ethics
- PH343 Contemporary Ethical Issues
- PH346 Ethical Issues in the Sciences
- PH362 Business Ethics
- PH102 Logic

An Internship Experience

**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 history chair and the chair of the education department. Students should also check each semester for possible changes in course work required of them as they work toward certification at the university.

A. All of the following core social science courses:

- AN300 Introduction to Anthropology
- EC261 Principles of Microeconomics
- GE305 Introduction to Geography
- PS102 American National Government
- PY211 Developmental Psychology
- S110 Sociological Imagination

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 and Writing
- H470 Senior Thesis I
- H471 Senior Thesis II
- H472 The History Professional

D. Two courses in American history:

- H305 Race, Slavery, and Revolution in the Atlantic World
- H308 From the Constitution to the Civil War
- H311 U.S. Foreign Relations in the 20<sup>th</sup> Century
- H335 American Environmental History
- H355 U.S. Women's History
- H357 The History of Rock and Roll

E. One course in European history from the following:

- H303 From Republic to Empire: Rome
- H321 From Romanitas to Vikings: The Early Middle Ages
- H322 The Age of Holy War and Reason: The High Middle Ages
- H332 Art, assassination, and the Individual: The Renaissance
- H333 The Destruction of Christian Unity: The Reformation
- H365 Witches, Revolution, and Reason: Early Modern Europe
- H366 From Revolution to World War: Modern Europe 1789–1914
- H367 Europe in the Age of World War 1914–1945
- H380 Imperial Russia
- H381 Revolutionary and Post-Revolutionary Russia

F. One course in non-European/non-United States history chosen from the following:

- H315 American–East Asian Relations
- H317 History of Latin America
- H318 The Ottoman Empire
- H319 The Israeli-Palestinian Conflict
- H390 Modern China
- H391 Chinese and Chinese–American Films as Cultural Makers

**Social Studies Education Major (50–51 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
H151	American History for Education Majors
H270	Historical Thinking
H370	Research and Writing
H470	Senior Thesis I
H471	Senior Thesis II
PS102	American National Government
PY211	Developmental Psychology
S110	Sociological Imagination

B. One of the following:

ST132	Reasoning with Statistics
ST232	Introduction to Statistics

C. Three upper-division history courses from:

H303	From Republic to Empire: Rome
H305	Race, Slavery, and Revolution in the Atlantic World
H308	From the Constitution to the Civil War
H311	U.S. Foreign Relations in the 20 <sup>th</sup> Century
H315	American-East Asian Relations
H317	History of Latin America
H318	The Ottoman Empire
H319	The Israeli-Palestine Conflict
H321	From Romanitas to Vikings: The Early Middle Ages
H322	The Age of Holy War and Reason: The High Middle Ages
H332	Art, Assassination, and the Individual: The Renaissance
H333	The Destruction of Christian Unity: The Reformation
H335	U.S. Women's History
H357	The History of Rock and Roll
H365	Witches, Revolution, and Reason: Early Modern Europe
H366	From Revolution to World War: Modern Europe, 1789-1914
H367	Europe in the Age of World War, 1914-1945
H380	Imperial Russia
H381	Revolutionary and Post-Revolutionary Russia
H390	Modern China
H391	Chinese and Chinese-American Films as Cultural Makers

D. One upper-division course in Political Science from:

PS306	Social Theory
PS313	International Politics
PS314	American Foreign Relations
PS315-319	Topics in International Relations
PS320	Comparative Politics
PS321-329	Topics in Comparative Government
PS332	American Constitutional Law
PS370	Public Policy
PS371-379	Topics in Public Policy and Administration

E. Required education course work (41 credits)

Please Note: Students considering teaching in this area should be in contact with the chair of the history department and the chair 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.

**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-European/non-United States 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 of 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 offers an overview of the history of the United States between the end of the Civil War and the present day. It emphasizes broad developments that transformed American life: the transformation of a rural-agrarian into an urban-industrial society; the shift from "isolationism" to internationalism; the rise of liberalism, the growth of the federal government, and the development of the military-industrial complex; the rise of a conservative movement and the subsequent polarization of American politics and life, especially as seen in the Cultural Wars; and the ubiquitous role technology played in these developments. In addition, the course looks at these transformations through the lenses of race, gender, ethnicity, sexuality, religion, and class, in order to investigate how these broad developments affected people in an increasingly diverse nation.

**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.

**H165 Art, History and Theology in the Italian Renaissance: A Travel Course**

4 credits

This course is designed to provide students with the opportunity to study Italian art history, political history, and theology, which were at the center of Italian Renaissance culture, and to reflect on the importance of these ideas in shaping modern thought. The course is designed to help students to develop their critical thinking, writing and oral communication skills, and creative perspectives to enable them to get the most out of their international experience. Travel and study in Rome, Florence, and Vicchio will be the focus of this course. There are no prerequisites for this course. This is a summer travel course meant for high school/Saint Mary's University of Minnesota partnership. Additional course fee required. Same as AR165.

**H270 Historical Thinking**

3 credits

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

1–3 credits

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

**H303 From Republic to Empire: Rome**

4 credits

The Roman Empire holds a unique place in the world history and in the Western imagination as one of the largest and longest-lived empires in history. This course surveys the history of Rome from its legendary foundation in 753 B.C. to its fall in 476 A.D. It focuses on key questions such as how do we explain the rise of Rome and its triumph over so many adversaries? How did it successfully govern such a vast and diverse empire for so long? There will be a special focus on the late republic, its crisis, civil war, amazing conquests, its conversion into a monarchy, and the famous and intriguing personalities of the time including Cato the Elder, Marius, Sulla, Pompey, Ceasar, and Antony. A second focus will be on Rome's fall. Were internal developments such as the remarkable transformation of Rome into a Christian empire to blame? Was Rome a victim of its own success, corrupted by wealth and power, or was Rome the casualty of barbarian invaders? Finally, everyday life in the late republic will also be explored

**H305 Race, Slavery, and Revolution in the Atlantic World**

3 credits

This course focuses on the exchange of goods, people, and ideas between Europe, Africa, and the Americas between 1400 and 1900, with special emphasis on ideas about race and the social structures they engendered, the triangular trade in the Atlantic basin, the transatlantic slave trade, slave rebellions, and the political revolutions and religious upheavals that transformed many slave societies and ultimately ended plantation slavery in the Atlantic World. The course also pays attention to race and slavery prior to the transatlantic slave trade, the racial dimensions of national independence movements, the trans-Saharan slave trade to northern Africa, abolitionist movements, and the diverse cultures of the black diaspora.

**H308 From the Constitution to the Civil War**

3 credits

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**

3 credits

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

**H315 American–East Asian Relations**

3 credits

The aim of this course is to do three things: provide a general introduction to the history of relations between the United States and the major countries of the East Asian cultural sphere (China, Japan, Korea, and Vietnam); explore the changing images Americans have had of the peoples of these nations, the Chinese and Japanese in particular; and draw connections between both these themes and the experiences of Asian–American during the last century-and-a-half of American history. Special attention is paid to crisis in American–East Asian relations, such as: the Boxer Uprising and the 1900 siege of Beijing, World War II and the Occupation of Japan that followed, the Vietnam War, and contemporary disputes over issues of human rights in China (stemming from the June 4th Massacre of 1989). Through classroom

lectures, course readings, and a critical viewing of a variety of visual materials (including excerpts from newsreels, newscasts, and feature films) students look at the process by which crisis involving American interests alter or give new life to enduring Western stereotypes concerning East Asia. A major goal of the course is to provide students with the analytical tools and historical background necessary to put future crises in U.S.–East Asian relations, as well as the American media's coverage of these crises, in perspective.

**H317 History of Latin America 3 credits**

The History of Latin America provides a historical overview of Latin America—broadly defined to include relevant parts of the Caribbean and French America—from the Spanish, Portuguese, and French conquests to the present day. The course pays attention to the following: the role of Indians and Africans in shaping Latin American societies; the conquest of Latin America; sugar and slavery; the role of the Catholic Church and other religions in Latin American cultures; Spanish and Portuguese administration; the independence movements of the nineteenth century; the revolutionary movements and military dictatorships of the twentieth century; Latin America's relationship with the United States and other world powers; liberation theology; and soccer, music, literature, and other expressions of Latin American culture.

**H318 The Ottoman Empire 3 credits**

This course examines the history of the Ottoman Empire from its founding in the fourteenth century to its dissolution after World War I. Topics include formation and expansion of the empire, the religious and ethnic divisions within the empire, their impact on its longevity and its ultimate demise, the effect of attempts at modernization in the 19<sup>th</sup> century, and its legacy in the contemporary world.

**H319 The History of the Palestinian- Israeli Conflict 3 credits**

This course begins with a brief historical examination of the period from Abraham, whose “many sons” include both the Jews and the Arabs, through the Ottoman collapse and Mandatory Period to World War II. The chronology then slows and focuses primarily on the developments in the Middle East that have led to the current Palestinian-Israeli conflict. Underlying this chronological structure, specific themes will be emphasized in each class, along with overarching themes like the roles of nationalism, religion, and victimhood narratives.

**H321 From Romanitas to Vikings: The Early Middle Ages 3 credits**

The first half of a two-semester course sequence that covers the period of history from the later Roman Empire to the demise of the Carolingian Empire. The course is organized around two ideas. The first is the creation of Western civilization out of three distinct traditions: the Greco-Roman, the Judeo-Christian, and the Germanic. Thus, the early Middle Ages were a time of intense change as this amalgam took centuries to develop. The second idea is persistence, for example, of the Latin language and the idea of the Roman Empire. Both ideas reach a temporary synthesis in the guise of Charlemagne, a Frank who is crowned as Emperor of the Romans by the pope. At the same time the Vikings and the Arabs represent significant challenges to Romanitas or Romanness, and accelerate the internal divisions that undermined the Carolingian monasticism, the creation of barbarian kingdom, the development of the early Byzantine Empire, and the growth of a feudal society. These topics are explored in particular by close readings of primary sources.

**H322 The Age of Holy War and Reason: The High Middle Ages 3 credits**

The second half of a two-semester course that covers the period of history from approximately 1000 to approximately 1400. Out of the chaos of the tenth century emerged a mature medieval civilization that still exhibited some paradoxical tendencies. These include the emergence of the concept of Holy War or Crusade under the leadership of a reformed papacy together with a vigorous revival of classical culture that culminated in the scholastic synthesis. Other topics include feudal monarchy, chivalry, the revival of towns, and the establishment of the mendicant orders of Franciscans and Dominicans, culminating in the disasters of war, plague, and revolt that mark the fourteenth century and that foretold the end of the Middle Ages. These topics are explored in particular by close readings of primary sources.

**H332 Art, Assassination, and the Individual: The Renaissance 3 credits**

The Renaissance refers to the greatest outpouring of art in the history of Western civilization. It also refers to extreme political violence in Italy where war and assassination were regular parts of politics. The Renaissance was distinguished by a spate of memorable individuals such as Petrarch, Lorenzo de' Medici, and Pope Julius II. The Renaissance was a time of great religiosity personified by saints such as Catherine of Siena, but also a corruption that pervaded the institutional Church at its highest levels. All of this happened within the remarkable revival of classical culture and humanism and new theories of education and learning. Emphasis will be placed on the reading of important Renaissance texts by authors such as Niccolò Machiavelli, and Thomas More.

**H333 The Destruction of Christian Unity: The Reformation 3 credits**

The Reformation refers to the sixteenth-century religious movement that culminated in both the reform of the Latin Church and its division. The course surveys the state of the Church before Luther, a time of great upheaval with popes in Avignon, the Great Schism, and conciliarism. It balances a study of the theological issues such as justification, Scripture, and the sacraments, that defined the magisterial Protestant Reformation in its Lutheran, Calvinist, and Anglican traditions, with its Catholic counterpart associated with the Council of Trent, a reformed papacy, and new religious orders such as the Jesuits, and Brothers of the Christian Schools. Special emphasis is placed on the longer and shorter intellectual, political, and social causes of the Reformation, some of which can be traced back to ideas, often heretical, found in the early Church and to medieval scholastic speculation.

**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 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 Witches, Revolution, and Reason: Early Modern Europe 3 credits**

The early modern period, from approximately 1500 to 1750 is one of the most tumultuous in Western history. The period began in a context of religious war and state buildings that culminated in the absolutist France and an England that endured two revolutions, regicide, and an emerging parliamentary system of government. But perhaps its most distinguishing feature is the great witch-hunts that culminated in seventeenth-century prosecutions that sometimes mutated into hysteria. This turbulent time ended with two highly influential intellectual movements, the Scientific Revolution and the Enlightenment, which radically rejected the religious fervor of the previous centuries for a program that lauded reason, nature, toleration, and new political theories.

**H366 From Revolution to World War: 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.

- 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.

**Interdisciplinary Studies**  
**Stephen Pattee, Ph.D., Chair**

The faculty of the Department of Interdisciplinary Studies provides students with the opportunity to engage in learning from an interdisciplinary perspective. Faculty of the department are trained in a number of academic disciplines and by their teaching contribute to the common experience of the Saint Mary's students in the Lasallian Core Traditions and the Lasallian Honors Program. Faculty of the department seek to help students acquire and refine the knowledge and skills needed to describe, evaluate, and respond appropriately as individuals and as members of society to our current condition. Members of the IDS department encourage processes of inquiry, interpretation and analysis that join together the complex spiritual, social, aesthetic and historical traditions and issues that shape our futures. Faculty help students develop an ethical framework for lifelong decision-making in the Christian tradition.

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

**International Studies**  
**Mitchell Lawson, M.A., Director of Study Abroad**

Saint Mary's University of Minnesota encourages students to incorporate international study into their academic plans. 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.

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; and
- To provide experiences for students to gain different skill sets and explore different interests that may influence the direction of their career path.

The most current information on program offerings is available on the study abroad office website, [www.smumn.edu/studyabroad](http://www.smumn.edu/studyabroad).

**Saint Mary's University of Minnesota London Program**

London, England

This 12-week fall semester program is open to all majors and is located in London, one of the great cultural centers of the world. Many classes are a combination of lectures and guided field trips. Theatre students participate in the London semester through the Stefannié Valência Kierlin Theatre Program. Students live in apartment-style housing during their stay in London.

**Program Courses**

**LOND301 Art in London (required for all London students) 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 institutions: parties and politics; 1945 to the present day; power and personalities: MacMillan, on-going problems; and influence of the media.

**LOND431 Modern British Literature 3 credits**

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

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

Business:

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**

### **Transcript Policy**

Students enrolled at Saint Mary's University who are attending an approved affiliated study abroad program have all courses transcribed as Saint Mary's University courses. The list of approved affiliated programs is available in the study abroad office. Courses from approved affiliated programs are transcribed 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 implications.

### **Spanish Studies Abroad**

Spanish studies provides students with a true cross-cultural exchange by inviting them to expand their world-view through quality cultural and language immersion programs. Spanish studies offers semester-long and summer programs in Alicante, Barcelona, and Seville, Spain, San Juan, Puerto Rico, Córdoba, Argentina, and Havana, Cuba. Spanish language proficiency requirements vary depending on the program. Alicante, Spain (fall, spring or summer semesters): Spanish studies abroad students in Alicante study onsite at Universidad de Alicante. Through university coursework, homestays with native families and multiple cross-cultural opportunities, students find Spanish studies in Alicante to be a highly immersive and integrated study abroad experience.

Barcelona, Spain (fall, spring or summer semesters): While studying with Spanish studies abroad, students will be enrolled in the Universitat Pompeu Fabra (UPF) located in the urban center of Barcelona. Students will be immersed in both Spanish and Catalán language and culture. Courses at UPF are taught in English, Spanish or Catalán. Seville, Spain (fall, spring or summer semesters): Since 1969, the Spanish Studies Abroad 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; internships, volunteer and community service opportunities; all-inclusive day and overnight study trips; and monthly cultural events at the Center for American and Spanish students.

San Juan, Puerto Rico (fall, spring or summer semesters): Spanish Studies Abroad offers the opportunity for students to study and live at the Universidad del Sagrado Corazon (USC) in San Juan, Puerto Rico. Students will be immersed in Puerto Rican and Caribbean culture and take courses in a variety of subjects including Spanish language, business and humanities.

Cordoba, Argentina (fall, spring or summer semesters): Spanish Studies Abroad, in cooperation with Universidad Nacional de Córdoba (UNC), 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.

Havana, Cuba (fall, spring or summer semesters): This language immersion program offers students the opportunity to study at the Universidad de la Habana, Cuba's principal and oldest university. Students get an opportunity to study and live in the Caribbean's largest and most vibrant city. Home stays, community service opportunities, cultural visits, and overnight excursions are included.

### **Consortium Institute of Management and Business Analysis (CIMBA)**

Paderno del Grappa, Italy (fall, spring or summer semesters): The 12-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.

### **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.

### **Community Internships in Latin America**

Quito, Ecuador (fall or spring semesters): Models of community participation, organization, development and social change are compared and contrasted. The program addresses the current issues of globalization, ecology, politics, migration and more. All lectures, discussions and internships are conducted entirely in Spanish. Students also stay with homestay families.

### **New Zealand Culture and the Environment**

A Shared Future Auckland, New Zealand (fall semester): The program examines how social and environmental factors are shaping political and ecological dimensions of identity and culture, and how New Zealanders from different backgrounds are envisioning and creating a shared future. Courses include topics on Maori perspectives, pluralism, national identity, sustainability and environmental policy.

### **Democracy and Social Change in Northern Ireland**

Coleraine, Belfast, and Derry, Northern Ireland (fall or spring semesters): 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.

### **The New Norway: Globalization, National Identity, and the Politics of Belonging**

Oslo, Norway (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, globalization and European integration. Electives are also available in Norwegian language and Scandinavian art, film and literature.

### **The Lasallian International Programs Consortium**

Saint Mary's is a member of LIPC, which is composed of the six U.S. Lasallian colleges and universities, for the purpose of creating and managing quality educational programs throughout the world for students of member institutions. The consortium has a variety of programs that offer a diverse curriculum, institutional environment and program experience. Saint Mary's students can attend LIPC program in Argentina, Australia, China, Costa Rica, England, France, Germany, Republic of Ireland, Italy, Mexico, Poland, South Africa and Spain.

### **SAI–Florence University of the Arts**

Florence, Italy (fall, spring, or summer semesters): 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.

### **Student Teaching Abroad**

Student teaching abroad opportunities are facilitated in collaboration with the School of Education. Saint Mary's students may participate in student teaching abroad through Cultural Immersion Projects, a consortium facilitated by the University of Indiana. Through this organization, student teachers may be placed in a variety of countries including the United Kingdom, Republic of Ireland and Costa Rica for five-six weeks after completing a minimum of 10 weeks of student teaching in the Winona area. Students teach in the curriculum that follows the national model of the country chosen. There are no foreign-language proficiency requirements for most locations.

### **Short-Term Study Abroad Programs**

Short-term faculty-led programs are less than an academic semester in length and are arranged and offered for academic credit by Saint Mary's University under the direction of a faculty member. A variety of short-term study abroad programs may be offered in the fall, spring or summer semesters each year. Short-term programs will include a course taught by Saint Mary's University faculty and a travel in a country or region of the world related to the course material. Travel will typically take place after a semester in January or May/June and have a length of 10 days to three weeks. Program length, cost and eligibility may differ by program. Short-term study abroad programs are ideal for students who may not be able to spend a full semester abroad, but still want to enhance their academic experience by studying outside the United States.

## **Internship and Field Exploration Programs**

### **Mike Hagarty, Director**

Saint Mary's University supports field exploration and internship experiences as integral parts of its curriculum. Such experiences enable students to earn academic credit for participating in structured, supervised learning experiences that are generally held off-campus. The internship and field exploration program provides carefully designed experiences that offer students opportunities for professional and personal development as they apply theories and concepts learned in the classroom to a professional setting. Such opportunities also help students explore and develop personal aptitudes, abilities and interests in relation to their career choice. By participating in this program, students become self-directed learners who gain valuable hands-on work experiences and access to different resources and situations not easily obtained or available in the campus setting.

### **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. Generally, this experience involves observation rather than hands-on activities and is typically 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 experience. Students may earn 1 to 3 credits for a field exploration, with a maximum of 17 credits earned 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 field exploration programs should be directed to the director of internships.

### **Internships**

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 to 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 several factors, including departmental curriculum requirements, duration of the internship and the student's time commitment, the student's concurrent course load, the number of elective credits desired, and the credits previously earned through experiential education. Unless specific departmental guidelines have been established, the distribution between graded and ungraded internship credits is 3 credits graded, with remaining credits graded as 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 by students in a field compatible with their academic major, interests, skills and career goals. Internships are generally completed in the United States, although international internships are also an option for students. In the past, students have interned in Ireland, Spain and Guatemala. Organizations such as IBM, Walt Disney World, St. Paul Police Department, Mayo Clinic, Fastenal Co., among others, have teamed up with Saint Mary's to provide students the opportunity to gain hands-on work experience before graduating from college. Students can intern full-time or part-time at a location of their choice.

Students may not request to register an internship after the midpoint of the semester or summer. Internships are normally limited to one academic term or the summer period. Some special placements require longer time commitments than one term. Should an internship extend longer than the summer or an academic term, additional credit (not to exceed 17 credit maximum) may be negotiated for the following term if the faculty supervisor approves. See Director of Internships for additional details, requirements, and limitations.

### **Affiliated Programs**

While students can intern at a location of their choice, Saint Mary's University offers students an opportunity to participate in one of our Affiliated Internship Programs.

#### *HECUA Internship Program*

HECUA (the Higher Education Consortium for Urban Affairs) and Saint Mary's University have developed 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 United States 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 six outstanding programs in the Twin Cities: Writing for Social Change, Environmental Sustainability, Inequality in America, Art for Social Change, Making Media, Making Change, and Agriculture and Justice. For additional information, visit the Career Services and Internships office or [www.hecua.org](http://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 credit 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](http://www.twc.edu).



**LCT475****Capstone**

3 credits

Capstone, taken during the senior year, focuses on the historical and philosophical origins of American Culture and character. The course explores how these origins affect our understanding of our work, our relationships and family lives, our faith, and our citizenship. The purpose of the course is to prepare students to live out the Lasallian charism in contemporary America and the world.



**LH305****Aesthetics**

4 credits

This course provides an intensive study of questions and issues that are both generated and answered by a variety of art forms, including literature, painting, sculpture and music. In studying the nature and role of the imagination, and the process of embodying that imagination in art, the course continues the inquiry into epistemological questions about how one comes to know the world that were raised in earlier honors classes about the classical world and scientific reasoning. Students will consider a number of significant literary works; paintings and sculptures from different cultural contexts; and significant works of music to address such questions as the nature of art, its role in interpreting the world, and how it represents or creates what we understand of our world or culture. As part of this inquiry, students will be asked to produce and reflect on their own works of the imagination.

**LH355****Classics of the East and Islam**

4 credits

This third-year seminar builds upon the honors program's emphasis on ways of knowing through close reading and discussion of classic and contemporary texts honored by Eastern traditions, including the *Bhagavad Gita*, the *Tao Te Ching*, the *Qu'ran*, and prominent contemporary Buddhist thinkers. Students will be introduced to art and to vocal and other practices (singing, chant, meditation) central to the spiritual experience in these traditions.

**LH 405****Catholicism and the Modern World**

4 credits

In this course, the "modern world" is recognized as the creation of revolutions of the mind that have their roots in 17<sup>th</sup> century Western philosophy but that took hold in many disparate fields in the 19<sup>th</sup> and 20<sup>th</sup> 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 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 a postmodern world.

**LH455****Lasallian Honors Capstone**

4 credits

In this capstone seminar, seniors in the honors program explore, in a U.S. American context, four spheres of adult life: citizenship, work, relationships and spirituality. 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 course emphasizes an awareness of historical development of society and social construction of individuals and systems, the challenging and ownership of one's own beliefs, and the living out of Lasallian values in a contemporary world.

## **Mathematics, Computer Science and Statistics**

### **Todd Iverson, Ph.D., Chair**

The focus of the Department of Mathematics, Computer Science and Statistics is to promote critical thinking and abstract problem solving skills. Specifically, the department provides students guided opportunities to develop powers of logical thought and critical analysis with an orientation for modeling in applications. Departmental courses are designed to provide an appropriate experience in mathematics, computer science, geographic information science or statistics for students whether they are taking courses to complete a major offered by the department, taking courses to complement another major, or taking courses in the general education program.

Besides offering four majors and four minors, the department supports and staffs the multidisciplinary minor in scientific computing.

As part of the university advising program, the department makes recommendations for each 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 department placement tests. Placement tests are offered to incoming students during the summer orientation sessions. They may also be taken at other times by arrangement with the department chair.

Students who have a high school background in calculus or in computer science are encouraged to apply for credit through advanced standing. For credit in calculus, 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 Computer Science club consisting of members from all levels of our majors/minors and providing fun activities and social gatherings. In addition, the department has its own chapter of Pi Mu Epsilon, the national honorary mathematics society, for qualified sophomores, juniors and seniors.

#### **Majors Offered:**

Actuarial Science  
Computer Data Science: Computer Science Track  
Computer Data Science: Data Analytics Track  
Computer Data Science: Geographic Information Science Track  
Mathematics  
Mathematics Education

#### **Minors Offered:**

Computer Science  
Geographic Information Science  
Mathematics  
Statistics

As part of the university advising program, the department makes recommendations for each 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 department placement tests. Placement tests are offered to incoming students during the summer orientation sessions. They may also be taken by arrangement with the department chair.

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There is an active student-operated Mathematics and Computer Science 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, for qualified sophomores, juniors and seniors.

#### **Actuarial Science**

This area of the department blends mathematics and business, preparing students for a career in actuarial science. Professionals in the actuarial science field analyze the financial consequences of risk using mathematics, statistics and financial theory. This high-demand field is highly rated by many news outlets.

#### **General Goals for Learning:**

Students in actuarial science:

- Understand and use mathematical, statistical and business theory and techniques to analyze and solve problems;

- Communicate about and with mathematics and finance in oral and written formats;
- Possess the foundations necessary for a professional career as an actuary.

### **Actuarial Science Major (52 credits)**

To become an actuary, a person must pass a series of examinations. The first two examinations cover concepts found in probability and in finance. The actuarial science major is designed to prepare students to take these first two examinations.

AC222	Accounting Concepts
BU341	Corporate Finance
EC261	Principles of Microeconomics
EC262	Principles of Macroeconomics
FN368	Investments
FN404	Portfolio Management
M151	Calculus I (Or both M148 and M149 Calculus with Precalculus I and II)
M152	Calculus II
M251	Calculus III
M252	Linear Algebra
M332	Probability
M490	Actuarial Science Capstone
ST232	Introduction to Statistics
ST431	Mathematical Statistics

One of the following:

CS102	Business Computer Applications
CS106	Introduction to Programming for Sciences

Two of the following:

BU312	Business Law
FN402	Financial Markets and Institutions
FN408	Professional Financial Planning
M361	Operations Research
ST371	Applied Regression Analysis

For course descriptions, please consult the various departments in the catalog.

### **Computer Data Science Major**

This area of the department develops ethical and professional leaders who are skilled in the art and craft of software construction in one of three areas: computer science, geographic information science (GIS), or data analytics. The computer science track of the major emphasizes the acquisition of software design and development skills through project-based curriculum. Both the GIS and data analytics tracks provide students with a strong core of programming skills, while introducing students with relevant knowledge in their prospective area.

Each track in this 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. This program strives to engage students with outside partners in the computing industry as well as on-campus partners such as GeoSpatial Services and internships at local companies such as Fastenal and IBM.

The first three years are built upon a platform of fundamental computing concepts and problem-solving skills. The final year builds a senior capstone practicum experience involving the student in the complete lifecycle of software development. The practicum is a year-long endeavor of the student's own design, or in conjunction with an ongoing group project. The major concentrates on the skills, technologies and practices necessary to become a successful software artisan in each track.

#### **General Goals for Learning:**

Students in computer data science (regardless of track) will develop:

- Problem-solving and critical thinking skills and use these skills to solve complex computing problems.
- The communication and interpersonal skills necessary to perform effectively in a technical environment.

#### **Computer Science Track:**

This track 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 Goals for Learning:

In addition to the general goals given above, students in the computer science track will acquire:

- Proficiency in core computer skills;
- Project-based software development experience;
- Software design and architectural skills leading to the construction of quality software;
- Data analysis skill from multiple perspectives and technologies.
- An understanding of the scientific, cultural, and political role that technology plays in our global society.

A. Computer Data Science Core:

CS101	Computer Science Fundamentals
CS110	Computer Science I: Introduction to Programming
CS111	Computer Science I Laboratory
CS210	Computer Science II: Advanced Programming and Data Structures
CS220	Discrete Mathematics

B. All of the following:

CS325	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

C. Either

CS490	Capstone Project
CS491	Capstone Project (P/NC)

OR

CS496	Internship
CS497	Internship (P/NC)

### Geographic Information Science Track:

This track concentrates on the skills, technologies and practices necessary to become a successful creator and analyst in the use of geographic data. With geospatial technology's ability to be applied in numerous fields and its increasing demand in current and emerging careers within this digital technology era, it is a valuable science to possess within the digital technology era.

### General Goals for Learning:

In addition to the general goals given above, students in the geographic information science track will acquire:

- A robust knowledge of cutting-edge geospatial technology and efficient use of technology.
- Familiarity with contextual applications to help meet increasing workplace demands and foster quality geospatial decision making.

A. Computer Data Science Core:

CS101	Computer Science Fundamentals
CS110	Computer Science I: Introduction to Programming
CS111	Computer Science I Laboratory
CS210	Computer Science II: Advanced Programming and Data Structures
CS220	Discrete Mathematics

B. All of the following:

GIS305	GIS Methods
GIS308	Internet Mapping
GIS332	Programming Principles
GIS342	Database Design and Administration
GIS356	Spatial Data Methodology
GIS370	Advanced GIS and Imaging Analysis

C. Either

GIS490	Capstone Project
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GIS491 Capstone Project (P/NC)

OR

GIS496 Internship

GIS497 Internship (P/NC)

### Data Analytics Track:

This track provides a combination of the knowledge and training for analytically focused careers in business and the programming skills necessary for working with data. The emphasis of the major is on applications of data analysis, business forecasting, modeling, operations management, market analysis and project management techniques. The student in this major will learn programming and information technology skills to provide information for decision support systems.

### General Goals for Learning:

In addition to the general goals given above, students in the data analytics track will acquire:

- The knowledge and training for analytically focused careers in business.
- An emphasis on applications of data analysis, business forecasting, modeling, operations management, market analysis and project management techniques.

#### A. Computer Data Science Core:

CS101 Computer Science Fundamentals

CS110 Computer Science I: Introduction to Programming

CS111 Computer Science I Laboratory

CS210 Computer Science II: Advanced Programming and Data Structures

CS220 Discrete Mathematics

#### B. All of the following:

BU243 Business Computer Applications

BU351 Information Systems for Business Intelligence

BU352 Data Analysis and Business Modeling

BU354 Data Mining for Decision Making

BU420 Business Analytics

#### C. Either

BU469 Capstone Project

OR

BU496 Internship

BU497 Internship (P/NC)

### Computer Science Minor:

CS101 Computer Science Fundamentals

CS110 Computer Science I: Introduction to Programming

CS111 Computer Science I: Laboratory

12 additional credits in any combination of courses taken from the three tracks of the Computer Data Science major.

### Geographic Information Science Minor:

GIS305 GIS Methods

GIS308 Internet Mapping

GIS332 Programming Principles

GIS342 Database Design and Administration

GIS356 Spatial Data Methodology

GIS370 Advanced GIS and Imaging Analysis

### Computer Science 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.

- 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: Introduction to Programming** 3 credits  
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: Advanced Programming and Data Structures** 4 credits  
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 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.
- CS290–299 Special Topics: Programming Languages and 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.
- 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. Prerequisite: 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 exposes students to development of a native application on a mobile platform. Elements of programming for the android platform will be covered. After covering the basics of Android development, students will build their own mobile application for the Android Market. Students must submit an Android application proposal for approval when registering.
- CS390–399 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 higher 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 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, record keeping, and scientific writing. Also offered as M456 and P456. Prerequisites: consent of both the faculty advisor and the minor supervisor, and CS/M/P 356.

**CS485                      Software Development Practice I                      3 credits**

This course is a project experience where students apply the principles of design and development learned in earlier courses in preparation for the required internship of capstone project. Prerequisites: senior status and a grade of C or better in CS380, CS400, and CS415.

**CS490/491                      Programming Capstone Project                      1–17 credits**

This course provides the student an opportunity to complete a large programming project which can either be for an organization or the student's project. Prerequisite: computer data science major and senior status.

**CS496/497                      Internship                      1–17 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 data science field.

## **GEOGRAPHIC INFORMATION SCIENCE**

**GIS305                      GIS Methods                      3 credits**

This course introduces the concepts of spatial data creation, editing, and analysis using GIS software. Emphasis is placed on spatial concepts and understanding and utilizing standard operation procedures. Topics covered include coordinate systems, topological editing, metadata, overlay analysis, and cartography. Technical proficiency is a primary objective of the course reinforced by significant practical exercises utilizing GIS software.

**GIS308                      Internet Mapping                      3 credits**

This course introduces students to effective use of the Internet as a medium to publish map data. It examines the basic implementation details associated with serving spatial data and GIS capabilities over the Internet. Students are introduced to Internet mapping software as well as the particulars of designing and operating an effective map publishing/customization environment.

**GIS332                      Programming Principles                      3 credits**

This course covers foundational programming skills. Examples of programming topics covered include form controls, altering and enhancing properties at run time, variables, decision making, looping, and connecting Visual Basic applications to Microsoft Access databases. Prerequisite: GIS305 GIS Methods.

**GIS342                      Database Design and Administration                      3 credits**

This course follows a logical progression through basic data and database concepts into design theories, creation, and implementation of an enterprise spatial database. The course explores the role of various tabular structures, from simple flat files to the relational geodatabase.

**GIS356                      Spatial Data Methodology                      3 credits**



C. Four of the following courses; or three of the following courses and one course in another field using mathematics with the approval of the major advisor and the department chair.

M310	Combinatorics and Graph Theory
M315	Number Theory
M321	Modern Geometry
M341	Differential Equations with Applications
M342	Numerical Analysis
M344	Applied Mathematics
M348	Complex Analysis
M356	Introduction to Scientific Computing
M361	Operations Research
M380–389	Special Topics
M496/497	Mathematics Internship
ST350–359	Special Topics
ST371	Applied Regression Analysis
ST373	Design of Experiments
ST431	Mathematical Statistics
ST496/497	Statistics Internship

**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 of the following courses; or one of the following courses and one course in another field using mathematics with the approval of the major advisor and the department chair.

M310	Combinatory and Graph Theory
M315	Number Theory
M341	Differential Equations with Applications
M342	Numerical Analysis
M344	Applied Mathematics
M348	Complex Analysis
M356	Introduction to Scientific Computing
M380–389	Special Topics
M496/497	Mathematics Internship
ST350–359	Special Topics
ST371	Applied Regression Analysis
ST373	Design of Experiments
ST431	Mathematical Statistics
ST496/497	Statistics Internship

E. 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 of the following courses (M332 recommended):

M301	Foundations of Advanced Mathematics
M310	Combinatorics and Graph Theory
M315	Number Theory
M321	Modern Geometry
M332	Probability
M341	Differential Equations with Applications
M342	Numerical Analysis

M344	Applied Mathematics
M348	Complex Analysis
M356	Introduction to Scientific Computing
M361	Operations Research
M380–389	Special Topics
M401	Abstract Algebra
M411	Introduction to Analysis
M496/497	Mathematics Internship
ST350–359	Special Topics
ST371	Applied Regression Analysis
ST373	Design of Experiments
ST431	Mathematical Statistics
ST496/497	Statistics Internship

### **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

C. Two statistics courses of the following:

ST350–359	Special Topics
ST371	Applied Regression Analysis
ST373	Design of Experiments
ST431	Mathematical Statistics
ST496/497	Statistics Internship

### **Mathematics and Statistics 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 I with Precalculus (part 1) 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 college trigonometry. Prerequisite: M102 or departmental placement.

- M149**                    **Calculus I with Precalculus (part 2)**                    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 M151 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: applications of the definite integral, techniques of integration, improper integrals, introduction to differential equations, 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, and differentiation and integration of vector-valued functions and 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 quantifiers 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 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.

**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, 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.

**M356 Introduction to Scientific Computing 3 credits**

This course is 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 P356. Prerequisites: CS106, M251, M252, and ST232.

**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.

**M380–389 Special Topics 3 credits**

Special topics in mathematics may be offered depending on student interest.

**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 or minor or the mathematics education major. Offered in alternate spring semesters. Prerequisites: M109 and elementary education major.

**M411 Introduction to Analysis 3 credits**

This course provides a rigorous treatment of topics in calculus. Topics include: sequences, functions, limits, continuity, derivatives, and integration. Offered in alternate spring semesters. Prerequisites: M251, M252, and M301.

**M456 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 P456. Prerequisites: consent of both the faculty advisor and the minor supervisor, and CS/M/P 356.

**M490 Actuarial Science Capstone 2 credits**

This course consists of student research on a topic from finance, mathematics, mathematical modeling, or statistics. Each student chooses a topic in consultation with the instructor, does appropriate background reading, and prepares an oral presentation and written paper on the topic. An exam covering material from Actuarial Exam P– Probability and Actuarial Exam FM–Financial Mathematics is administered as part of this course. Offered spring semester. Prerequisite: senior actuarial science major.

**M491 Senior Seminar 2 credits**

This course consists of student presentations from mathematics, mathematical modeling, mathematics education, or statistics. Each student chooses a topic in consultation with the instructor, does appropriate background reading, and prepares an oral presentation and written paper on the topic. A senior assessment test is administered as part of this course. Offered spring semester. Prerequisite: Mathematics or Mathematics Education major.

**M496/497 Mathematics Internship 1–17 credits**

This opportunity provides the student with experience in mathematical research or applications. The internship must be approved by the department chair and, depending on the nature of the internship, may be counted towards the major. Students generally are expected to give a presentation following the internship.

**ST132 Reasoning with Statistics 3 credits**

This course is designed to develop student facility in the use of statistical methods and the understanding of statistical concepts. The course takes a practical approach based on statistical examples taken from everyday life. Topics include: descriptive and inferential statistics, an intuitive introduction to probability, estimation, hypothesis testing, chi-square tests, regression and correlation. Appropriate technology is used to perform the calculations for many applications, and correspondingly an emphasis is placed on interpreting the results of statistical procedures. Credit is not granted for this course and any of the following: BU215, B392 or ST232. Prerequisite: mathematics competency.

**ST232 Introduction to Statistics 2 credits**

This course is designed to provide the basic ideas and techniques of statistics. Topics include: descriptive and inferential statistics, an intuitive introduction to probability, estimation, hypothesis testing, chi-square tests, regression and correlation. This course makes significant use of appropriate technology. Topics in this course are treated at a higher mathematical level than they are treated in ST132. Credit is not granted for this course and any of the following: BU215, B392 or ST132. Offered fall semester. Prerequisite: departmental placement or minimum C grade in M148.

**ST350–359 Special Topics 3 credits**

Selected topics in statistics may be offered depending on student interest.

**ST371 Applied Regression Analysis 3 credits**

This course provides students with an introduction to linear and non-linear models in statistics. Topics include: linear regression, multiple regression, one-, two-, and higher-way analysis of variance, and popular experimental designs. Real-world problems are analyzed using appropriate technology. Prerequisites: M152, and ST232.

**ST373 Design of Experiments 3 credits**

This course provides an introduction to the principles of the design of experiments from a statistical perspective. Topics include: Analysis of variance, covariance, randomization, completely randomized, randomized block, Latin-square, factorial, response surface methods and other designs. Prerequisites: M152 and ST232.

**ST431 Mathematical Statistics 3 credits**

This course provides a mathematical treatment of probability and statistics. Topics include: several descriptions of the concept of probability, univariate and bivariate probability distributions, joint and marginal probability distributions, covariance, hypothesis testing, estimation, data analysis, and sampling distributions. Prerequisites: M332 (may be concurrent), M251 (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 chair 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 a professional career in international business, a career in teaching, or graduate study in Spanish. The use of proficiency-based methodologies and audio-visual tools in the study of culture and language bring the student to an understanding and an active command of Spanish in the areas of reading, writing, listening and speaking. All Spanish courses are conducted in the target language. 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. \*Although the French major and minor are currently suspended, the department offers intermediate and advanced French courses as student interest demands. Additionally, the department offers beginning and intermediate courses in Latin and Greek as well as beginning courses in Hebrew. All French, Greek, Hebrew and Latin courses need a minimum enrollment of eight students for the course to be offered.

### **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.

### **Credits By Placement**

- All students who have taken Spanish in high school must have an interview with a Saint Mary's University professor prior to continuing in that language at Saint Mary's University. The interview 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 B or above, a student earns 2 credits for each class bypassed in the language sequence (courses numbered 101, 102, 201, 202). If a student earned a 3 or higher through the CEEB AP program, they may receive 4 100-level credits. A maximum of 8 credits may be earned that count toward a Spanish minor, and as elective credits that count toward graduation.
- Native/Heritage speakers may test out of SP301 Advanced Spanish Conversation with consent of chair.
- Native speakers who have completed high school in their home country may test out of SP302 Advanced Grammar/Composition with consent of chair.

### **Extracurricular Organizations**

The department offers several extracurricular opportunities. Alpha Mu Gamma is a national foreign language honor society. Eligible seniors majoring or minoring in Spanish or who have taken at least two Latin or Greek courses are annually inducted into the Eta Delta Chapter. The department also sponsors Cineclub, which is open to the university community. Films from both Spanish- and Portuguese-speaking countries are screened throughout the year, providing a venue for both artistic and cultural reflection. The department also sponsors a Spanish-only residential experience in one of the campus residence halls.

### **Spanish Studies Abroad**

Saint Mary's University has an affiliation with Spanish Studies Abroad, which offers courses and internships in Spain (Seville, Alicante, Barcelona), Argentina (Cordoba), Cuba (Havana), and Puerto Rico (San Juan). These are semester or academic year programs as well as short-term options during the winter, spring, or summer. Saint Mary's University also partners with the Higher Education Consortium for Urban Affairs (HECUA), which offers semester-long internship opportunities in Ecuador. The department also offers a short-term study abroad program in Buenos Aires through the Saint Mary's University study abroad office on an alternate year basis.

### **Department Honors at Graduation**

The department of Modern/Classical Languages awards departmental distinction in Spanish 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 capstone project with a grade of A, present some piece of their work in a public forum, and demonstrate truly distinctive ability and performance in Spanish/Spanish Education major.

### **Majors Offered:**

Spanish  
Spanish Education

### **Minor Offered:**

Spanish

**Spanish Major (minimum of 27 credits):**

Although students may enter the program of study for a major in Spanish at any level, only 300 and 400 level courses count toward a Spanish major

A. All of the following if not placed into a higher level:

- SP101 Beginning Conversational Spanish I
- SP102 Beginning Conversational Spanish II
- SP201 Intermediate Conversational Spanish I
- SP202 Intermediate Conversational Spanish II

B. The following courses:

- SP301 Advanced Spanish Conversation
- SP302 Advanced Spanish Grammar and Composition

C. One of the following:

- SP331 Civilization/Culture Spain
- SP332 Civilization/Culture Latin America

D. One of the following:

- SP401 Medieval/Renaissance Spanish Literature
- SP402 18th–20th Century Spanish Literature
- SP403 Latin American Literature through the 18th Century
- SP404 19th–20th Century Latin American Literature
- SP405 Don Quijote

E. SP490 Senior Capstone

F. Additional 300 or 400 level courses to complete a minimum of 27 credits (if not used to meet C or D above)

At least one semester of study abroad is strongly suggested any time after completion of SP202. All study abroad courses taught in Spanish through Spanish Studies Abroad, HECUA or Saint Mary's University will count toward the major. Study abroad courses taught in Spanish through other programs will count toward the major with approval of the department chair.

**Spanish Education Major (minimum of 27 upper division Spanish credits + education course work):**

The modern/classical languages department cooperates with the School of Education by offering courses required for secondary education in Spanish. Although students may enter the program of study for a Spanish education major at any level, only 300 and 400 level courses count toward a Spanish major. 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 if not placed into a higher level:

- SP101 Beginning Conversational Spanish I
- SP102 Beginning Conversational Spanish II
- SP201 Intermediate Conversational Spanish I
- SP202 Intermediate Conversational Spanish II

B. The following courses:

- SP301 Advanced Spanish Conversation
- SP302 Advanced Spanish Grammar and Composition
- SP331 Civilization/Culture Spain
- SP332 Civilization/Culture Latin America

C. One of the following:

- SP401 Medieval/Renaissance Spanish Literature
- SP402 18th–20th Century Spanish Literature
- SP403 Latin American Literature through the 18th Century
- SP404 19th–20th Century Latin American Literature
- SP405 Don Quijote

SP490 Senior Capstone

D. Additional 300 and 400 level courses to complete a minimum of 27 credits (if not used to meet B or C above)

E. Required education coursework

F. Study abroad or significant domestic experience in a Spanish language environment. All study abroad courses taught in Spanish through Spanish Studies Abroad, HECUA or Saint Mary's University will count toward the major. Study abroad courses taught in Spanish through other programs will count toward the major with approval of the department chair.

**Spanish Minor (21 credits):**

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. All of the following courses (or Saint Mary's University placement equivalency):

- SP101 Beginning Conversational Spanish I
- SP102 Beginning Conversational Spanish II
- SP201 Intermediate Conversational Spanish I
- SP202 Intermediate Conversational Spanish II

B. All of the following:

- SP301 Advanced Spanish Conversation
- SP302 Advanced Spanish Grammar and Composition

C. Additional 300 and 400 level courses to complete a minimum of 21 credits

At least one semester of study abroad is strongly suggested any time after completion of SP202. All study abroad courses taught in Spanish through Spanish Studies Abroad, HECUA or Saint Mary's University will count toward the major. Study abroad courses taught in Spanish through other programs will count toward the major with approval of the department chair.

### Department Courses

**F201 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 as student interest demands. Prerequisite: Placement test required.

**F202 Intermediate Conversational French II 4 credits**

A continuation of F201. Offered as student interest demands. Prerequisite: Placement test required.

**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. Offered as student interest demands. Prerequisite: F202 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. Offered as student interest demands. Prerequisite: F202 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. Offered as student interest demands. Prerequisite: F202 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 as student interest demands. Prerequisite: F202 or equivalent.

**F410-414 Special Topics 3 credits**

The topics for these courses vary according to the needs and interests of the students. Offered as student interest demands. Prerequisite: F202.

**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. Offered as student interest demands. Prerequisite: F202.

**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. Offered as student interest demands. Prerequisite: F202.

**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. Offered as student interest demands. Prerequisite: F202.

**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. Offered as student interest demands. Prerequisite: F202.

**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. Offered as student interest demands. Prerequisite: F202.

**GK101 Beginning Greek I 3 credits**

This course is an introduction to the basic grammar and syntax of classical Greek. Students will read and translate passages from original Greek texts. Offered on a rotating basis.

**GK102 Beginning Greek II 3 credits**

This course completes the introduction to Greek grammar while furthering translation skills. Offered on a rotating basis. Prerequisite: GK101.

**HB101 Beginning Hebrew I 3 credits**

The focus of this course is to provide learners with basic guides to further exegetical work using the Hebrew bible. Offered as interest demands. Prerequisite: consent of the instructor.

**HB102 Beginning Hebrew II 3 credits**

This course is a continuation of HB101. Offered as student interest demands. Prerequisite: HB101.

**L101 Beginning Latin I 3 credits**

This course is an introduction to the basic grammar and syntax of classical Latin. Students will read and examine primary texts from the ancient world. Offered on a rotating basis.

**L102 Beginning Latin II 3 credits**

This course completes the survey of Latin grammar while introducing students to the translation of classical Latin authors, early Church fathers, and some later Church liturgy. Offered on a rotating basis. Prerequisite: L101 or equivalent.

**L201 Intermediate Latin I 3 credits**

This course advances the study of Latin grammar through the translation and complete works of Latin prose and poetry written by Cicero, Virgil, and Augustine. Offered on a rotating basis. Prerequisite: L102 or equivalent.

**L202 Intermediate Latin II 3 credits**

Latin 202 is designed to sharpen translation skills and to incorporate and appreciation and understanding of Roman culture into the interpretation of texts. The course will focus on the translation and interpretation of several prominent works of Latin, including those of Horace, Apuleius and Origen. Offered on a rotating basis. Prerequisite: L201 or equivalent.

**SP101 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 following the placement interview. Offered fall semester.

**SP102 Beginning Conversational Spanish II** 4 credits  
A continuation of SP101. Offered spring semester. Prerequisite: SP101 or Saint Mary's University placement equivalency.

**SP201 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: SP102 or Saint Mary's University placement equivalency.

**SP202 Intermediate Conversational Spanish II** 4 credits  
A continuation of SP201. Offered spring semester. Prerequisite: SP201 or Saint Mary's University placement equivalency.

**SP301 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. Offered fall semester. Prerequisite: SP202 or equivalent.

**SP302 Advanced Spanish Grammar and 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. Offered spring semester. Prerequisite: SP202 or Saint Mary's University placement equivalency.

**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. Prerequisite: SP202 or Saint Mary's University placement equivalency.

**SP322 Spanish for Professions** 3 credits  
This course serves as an introduction to the application of the Spanish language in business, health care, social work, and criminal justice. Students develop oral, written, and cultural skills to facilitate their interaction with Spanish speakers in the professional world. Prerequisite: SP202 or Saint Mary's University placement equivalency

**SP323 Introduction to Translation** 3 credits  
This course is designed to introduce students to the history, theory, and practice of the art of Translation and Interpretation, while simultaneously accounting for the differences and/or similarities between these two terms. As a student, you will acquire the fundamentals of translating from both Spanish to English and from English to Spanish by interacting with a variety of materials in the Source Language (SL) that will be calculated to recreate appropriate equivalences in the Target Language (TL). We will try to convert as many different kinds of sources as possible with the objective of immersing ourselves into the vast, multi-dimensional world of language, communication, and translatable texts. Some of these material will include newspaper and magazine articles, scenes from a movie, literary works, interviews, advertisements/commercials, formal documents, and, among others, song lyrics. Prerequisite: SP202 or permission of instructor

**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. Offered alternate spring semesters. Prerequisite: SP202 or Saint Mary's University placement equivalency

**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. Offered alternate spring semesters. Prerequisite: SP202 or Saint Mary's University placement equivalency

**SP401 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: SP202 or Saint Mary's University placement equivalency

- SP402 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: SP202 or Saint Mary's University placement equivalency.
- SP403 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: SP202 or Saint Mary's University placement equivalency.
- SP404 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: SP202 or Saint Mary's University placement equivalency.
- SP405 Don Quijote** 3 credits  
 This course is an introduction to Don Quijote de la Mancha by Miguel de Cervantes Saavedra, considered by many to be the first modern novel. This literary masterpiece, its author, its historical and social context, and other related works of the Spanish Golden Age will be studied in this class. Prerequisite: SP202 or Saint Mary's University placement equivalency.
- SP407 El Fútbol in Latin American Literature** 3 credits  
 This course will explore the relationship between the international game of soccer/fútbol/football/fobal and literature in contemporary Latin American culture and society. The works to be analyzed will range from the journalistic essay, to the short story, blogs, and, but not limited to, selections of important sociological texts related to the game. Students will be encouraged to enhance their critical thinking skills through close readings, class discussions, and analytical writing exercises both in and outside of the classroom, as well as perform activities of vocabulary (re)production. Prerequisite: SP302 or permission of instructor
- SP406 Urban Studies: Buenos Aires** 3 credits  
 This course is a short-term study abroad opportunity in which students gain an in-depth acquaintance of Buenos Aires through the classroom at Saint Mary's University and a 17-day tour of the city in May. Offered alternate spring semesters. Prerequisite: SP202 and sophomore status.
- SP414 Themes in Latin American Cinema** 3 credits  
 This course offers an introduction to the academic study of film as a form of art. Through a study of the film viewing and writing process, students learn how to express themselves clearly and creatively using a more sophisticated and idiomatic use of the Spanish language. Prerequisite: SP202 or Saint Mary's University placement equivalency.
- SP420–424 Special Topics** 3 credits  
 The topics for these courses vary according to the needs and interests of the students. Prerequisite: SP202.
- SP490 Senior Capstone** 2 credits  
 Students complete a major independent research paper or other significant project of interest related to their primary major and present their project/findings at the end of the course. Advanced instruction in research methods, drafting and revision, translation, and bibliographical work is provided through a series of sequenced assignments and revisions. The course is open to senior Spanish and Spanish Education majors only.
- SP496/497 Internship in Spanish** 1–17 credits

## Multidisciplinary Minors

### The Medieval and Renaissance Studies Minor (20-23 credits):

The Medieval and Renaissance Studies Minor is a flexible multidisciplinary program that offers students interested in these periods the opportunity to pursue a course of study leading to a Medieval and Renaissance Studies minor. Courses used to meet the minor requirements may be counted, with some important limitations, toward general education requirements and the major. Qualified students from all academic disciplines are welcome to explore the minor program. Successful completion of the minor will enhance the development of student awareness of disciplinary perspectives and the skills to integrate them in meaningful interdisciplinary ways. The seven core perspectives and departments are art, history, languages, literature, music, philosophy, and theatre.

#### A. THREE SEMINARS (no credit)

#### B. PHILOSOPHY (4 cr.)

PH354 History of Medieval Philosophy

#### C. HISTORY (3 cr.)

##### Any one of the following courses:

H321 The Early Middle Ages

H322 The High Middle Ages

H332 The Renaissance

#### D. LITERATURE (3 cr.)

##### Any one of the following courses:

E315 Early British Literature I

E316 Early British Literature II

E333 Shakespeare

SP401 Medieval/Renaissance Spanish Literature

SP405 Don Quixote

#### E. ELECTIVES (9-12 cr.)

##### Any three courses from C, D or E and from at least two departments:

AR260 Intro to Italian Art and Culture

AR360 Art History

H303 The Roman Empire

MU341 Music History I

PH253 History of Ancient Philosophy

TA322 Theatre History and Dramatic Literature to 1700

#### F. MR400 Minor Integration (1 cr.)

### 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.

### 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

**Patrick O'Shea, D.M.A., Chair**

The music department offers a challenging and enriching curriculum for music majors and minors, as well as students wishing to pursue music as an avocation. Music majors prepare themselves for one of a variety of careers in performance, education, music industry or continuing to graduate school. Saint Mary's University offers majors in music, music performance, music industry, and music education (K–12 classroom and vocal or K–12 classroom and instrumental). A popular option for music education students is to complete the bachelor's degree with a major in either music or music performance and then continue at Saint Mary's in the Master of Arts in Instruction program; in a total of five years and one summer session qualified students may attain both their bachelor's and master's degrees and Minnesota teaching license.

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 that are open to all Saint Mary's University students regardless of academic major. All ensembles perform on a regular basis, many of which tour regionally, nationally and internationally.

The Saint Mary's music department is unique in that it stresses collaboration and cooperation over competition. Excellence is achieved through cooperative effort, mutual support, and the experience of peer mentorship and leadership. We are indebted to the late Brother Laurence Walther, FSC, founder of the music department in 1975, for this example. The pursuit of excellence in music, as in all things, is predominantly a process of individual discovery and measurement against one's self. The faculty serves to guide and advise in that process, but ultimately each student is responsible for their own growth and learning.

In addition to being an All-Steinway School, Saint Mary's University of Minnesota is an accredited institutional member of the National Association of Schools of Music (NASM, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; 703-437-0700).

### Department Goals

The music department strives to incorporate the philosophy and the goals of the broad Lasallian Catholic traditions in our daily lives and work.

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 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.

**Students anticipating majoring in music should take the following courses during their first semester:** MU130/131 music fundamentals, MU150 Experiencing Music, Applied Lessons (MUL) and at least one ensemble (MUE) appropriate to their major area of performance.

Many courses are offered in a rotating biennial schedule; students are responsible for completing required courses when they are offered and are expected to work closely with the academic advisor.

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.

Many students participate in one of our music student organizations: Phi Mu Alpha Sinfonia, Sigma Alpha Iota, Collegiate NAfME (National Association for Music Education) or the Music Industry Club.

Music majors and minors are provided with an annual *Music Student Handbook* that includes the most current information available regarding courses, recital attendance requirements, registering for lessons and ensembles, faculty contact information and sample four-year course paradigms. The handbook is revised every fall and is- available on-line.

**Majors Offered:**

Music (general liberal arts degree)

Music Education (either Classroom and Instrumental Track or Classroom and Vocal Track, double licensure possible)

Music Industry

Music Performance

**Minor Offered:**

Music

**Music Core Requirements:** Common to music, music education, music industry and music performance majors.

## A. Music Core (34 credits):

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	Introduction to Music Technology
MU341	Music History I
MU342	Music History II
MU382	Conducting
MU383	Arranging

\*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.

## B. Performance Studies (11–14 credits):

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.

Recital Attendance: Music Majors are required to attend all Departmental Recitals and choose from additional performances (student, faculty and guest artists) every semester you are enrolled, minimum of seven semesters of participation.

**Music Major (55 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 master's degree program or pursue a different career option. If the student is planning to complete both the B.A. in music and the M.A. in Instruction degree leading to teaching licensure, the B.A. in music electives must include all of the required music education course work. Contact the music education program director for specific details.

## A. – B. Music Core

## C. Both of the following:

MU125 Keyboard Musicianship I

MU126 Keyboard Musicianship II

## D. Minimum of six music electives credits (that may reflect individual interest and career goals).

**Music Education Major (68–70 credits + education course work):**

**Janet Heukeshoven, D.M.A., Program Coordinator**

This program is designed to meet the needs of students who plan for a career in music teaching in the public or private schools. This comprehensive degree program meets the State of Minnesota licensure requirements for the music education K–12 classroom and vocal music, or the K–12 classroom and instrumental music areas. Please be advised that meeting the requirements of both the music major and education requirements for licensure may take more than four years unless students enter the program with advanced placement or transfer credits.

Contact the program director if you are interested in the five- year combined degree program with the M.A. in instruction for licensure completion. The five-year combined degree program delays School of Education courses until the fifth year, allowing the music student to focus on developing his/ her own personal musicianship and complete the music education

methods courses prior to enrolling in the M.A.I. program. Highly motivated students with strengths in both vocal and instrumental music may wish to complete a double (vocal and instrumental) licensure program. This is possible through either the B.A. or M.A. licensure program requirements. Teaching licensure requirements are subject to change therefore, students considering teaching in this area should be in continuous contact with the music education program coordinator and the School of Education for any curricular updates that may be required by the Minnesota Department of Education.

***Classroom and Instrumental Track:***

A. – B. Music Core

C. Both of the following:

MU125 Keyboard Musicianship I

MU126 Keyboard Musicianship II

D. Recital Requirement:

MU390 Junior Recital (half recital)

E. Music Education Methods Requirements:

MUED121 Foundations of Music Education

MUED240 Percussion Methods

MUED241 Brass Methods

MUED242 Woodwind Methods

MUED243 String Methods

MUED431 Classroom Music Education Methods PreK–5

MUED433 Instrumental Music Education Methods 5–12

MUED455 Current Issues in Music Education

F. Dance requirement: Complete a minimum of one semester of dance, including but not limited to ballet, tap, jazz or Irish dance. (Also counts as general education PE requirement).

G. MU181 Voice Class (or applied voice lessons for one semester or demonstrate proficiency)

H. Improvisation: Participation in a jazz ensemble, jazz combo, or World Drum Ensemble for a minimum of one semester.

I. Marching band experience. Must be completed prior to licensure application. This may be done in conjunction with a Winona regional or hometown high school; 20 hours minimum observing and assisting with marching band rehearsals is required or completion of a summer workshop on marching band techniques.

J. Music Electives: When possible according to student schedule and credit load: courses that fit student's specific career goals such as Advanced Conducting, Composition, Jazz History, secondary instrument applied lessons, etc.

K. Required School of Education course work: See Education listing in course catalog.

***Classroom and Vocal Track:***

A. – B. Music Core

C. Both of the following:

MU125 Keyboard Musicianship I

MU126 Keyboard Musicianship II

D. Recital Requirement:

MU390 Junior Recital (half recital)

E. Music education methods requirements:

MUED121 Foundations of Music Education

MUED240 Percussion Methods

MUED241 Brass Methods

MUED242 Woodwind Methods

MUED243 String Methods

MUED431 Classroom Music Education Methods PreK–5

MUED432 Vocal Music Education Methods 6–12

MUED455 Current Issues in Music Education

F. Complete a minimum of one semester of dance, including but not limited to ballet, tap, jazz or Irish dance (also counts toward PE general education requirement.)

G. The following vocal course:

MU374 Vocal Pedagogy

H. When possible, according to student schedule and credit load, courses that fit the student's specific career goals such as Advanced Conducting, Composition, Jazz History, etc.

I. Required School of Education course work. See Education listings in course catalog.

***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 M.A.I. 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. Both of the following:

MU125 Keyboard Musicianship I

MU126 Keyboard Musicianship II

D. Recital Requirements:

MU390 Junior Recital (half recital)

MU490 Senior Recital (full recital)

E. Either E or F or G:

Keyboard Emphasis; the following courses:

MU366 Piano Pedagogy

MU368 Keyboard Literature

F. Either E or For G:

Voice Emphasis; the following courses:

MU374 Vocal Pedagogy

MU375 Vocal Literature

G. Either E or F or G:

Instrument Emphasis; the following course:

MU377 Instrumental Literature

MU378 Instrumental Pedagogy

H. One of the following courses:

MU360 20th Century Analysis

MU448 Form and Analysis

### **Music Industry Major (68 credits):**

**Eric Heukeshoven, M.S., Program Director**

The music industry program is designed to deliver relevant educational programs in music industry, recognizing the traditions of our liberal arts context. Saint Mary's University offers a B.A. degree with a music industry major with either a technology or business emphasis possible through elective credits. The music industry program shares 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 technology and business.

Music industry 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 or technology 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: Universal Music Group, Minnesota Public Radio, Warner, Elektra Asylum Records, KNXR Studios, Schmitt Music, SoundStrations Studio, Leithold's Music, and Wenger Music Corp.

Music industry majors also gain an understanding and working knowledge of basic recording techniques as well as live sound production. Students take 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 industry degree program includes a professional partnership with SoundStrations Studios in La Crosse, Wis., owned and operated by adjunct faculty and Grammy Award winner Brett Huus.

### **Music Industry:**

A. – B. Music Core

C. One of the following depending on instrument/voice:

MU125 Keyboard Musicianship I

MU181 Voice Class

D. Music Industry Courses (36 credits)

MU392 Music Business

MU450 Arts Administration

MT302 Digital Music Technology

MT310 Principles of Sound Recording



- MUE125 Jazz Workshop Combo** 1–0 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. This ensemble may be repeated and taken for credit each semester.
- MUE130 Women’s Choir** 1–0 credits  
The Saint Mary’s University 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 desirable; no membership audition is required. This ensemble may be repeated and taken for credit each semester.
- MUE200 Concert Choir** 1–0 credits  
This large mixed choir enjoys a commitment to musical excellence and to a mission of artistic 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 Saint Mary’s University community. This ensemble may be repeated and taken for credit each semester.
- MUE205 Chamber Orchestra** 1–0 credits  
The Saint Mary’s Chamber Orchestra is open to all Saint Mary’s University students. All musicians with prior orchestral experience are strongly encouraged to join. Saint Mary’s University faculty and community members are accepted by audition. The Chamber Orchestra performs a series of public and outreach concerts with international and local artist-teachers each year, with classical orchestral repertoire from various musical periods. The general auditions take place during the first week of fall semester, with auditions by appointment available throughout the academic year. This ensemble may be repeated and taken for credit each semester.
- MUE241 Chamber Ensembles** 1–0 credits  
These unique ensembles are diverse small ensembles open to students by consent of the director. Woodwinds, brass, string, percussion and keyboard players are welcome. Past ensembles have included wind quintet, brass ensemble, piano ensemble, flute choir, sax quartet, mixed ensembles with keyboard, and string quartet. The course sections represent different ensemble faculty coaches and instrumentation of ensembles. Consult the music department chair or faculty ensemble coaches prior to registration to assure correct registration for the desired ensemble. This ensemble may be repeated and taken for credit each semester.
- MUE300 Chamber Singers** 1–0 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, and the ensemble maintains a tradition of national and international concert tours. Sight reading ability and vocal experience are required. This ensemble may be repeated and taken for credit each semester.
- MUE305 Wind Ensemble** 1–0 credits  
This select instrumental ensemble is open by audition or permission of the director to wind, brass, keyboard and percussion players and occasionally strings depending on music selected for the semester. Repertoire performed is from all periods with emphasis placed on original works. Advanced performance skills and sight-reading ability are required. This ensemble may be repeated and taken for credit each semester.
- MUE320 Jazz Combo I** 1–0 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. This ensemble may be repeated and taken for credit each semester.

### Department Courses

- MT298 Field Exploration** 1–3 credits  
This course offers students opportunities for applied learning based on the student’s interests and professional goals. Students work with Saint Mary’s University 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 and Lab** 3 credits  
This combined lecture/lab course expands on concepts explored in MU300. Advanced concepts of digital audio editing, recording, sampling, sequencing techniques, beats-style music creation, and interactive (web based) media creation and distribution are studied. The course is a combination of lecture demonstrations and creative assignments completed by the students. Students use lab time for guided assistance in completing assignments and projects pertaining to the class.

Presentations by industry professionals are a part of the course when relevant. Offered spring semester. Prerequisites: MU300 or equivalent experience.

**MT310 Introduction to Sound Recording and Lab 3 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. The lab 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. Prerequisites: MT302 and MU300.

**MT320 Advanced Applications of Recording and 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. The lab portion of the course 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 affect recording. Offered alternating spring semesters. Prerequisite: MT310.

**MT330 Advanced Applications of Audio Post Production and Sound Design and Lab 3 credits**

This course includes the work of post-production, editing, mastering and sound design concepts. The lab experiences allow students to complete complex editing and master sound design projects that replicate the challenges they encounter in their careers. Offered alternating fall semesters. Prerequisite: MT320.

**MT340 Live Audio Production and Lab 3 credits**

This course introduces students to the fundamentals of live audio production including equipment selection and utilization. The lab portion of the course utilizes a hands-on approach to learning live audio by producing live shows on and off campus. Offered alternating spring semesters. Prerequisites: MT310 and MT311; concurrent 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 first 8 weeks of fall semester.

**MU131 Music Fundamentals II 1 credit**

This is a continuation of Music Fundamentals I. Offered second 8 weeks of fall semester. Prerequisite: MU130 or placement exam.

**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 and is also a general education aesthetics content area course open to all students with an interest in music.

**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, 7<sup>th</sup> chords, principles of voice leading, harmonic progression, cadences, phrases and periods. Offered spring semester. Prerequisites: MU130 and MU131 or proficiency.

- 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, concurrent registration with MU160 recommended.
- 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. This course is open to all students with an interest in music, and fulfills the general education aesthetics content area course requirement.
- 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 and concurrent registration with MU165 recommended.
- MU181 Voice Class** 2 credits  
An introduction to vocal production, breathing, tone development, diction, vocal improvisation and appropriate repertoire for the voice. This class is designed for both music majors (who are not singers) and non-majors.
- MU191 Guitar Class** 1 credit  
A practical introduction to the guitar designed for beginning students. Basic technique, chords, styles and simple melodies are covered. Strongly recommended for Music Education majors and open to all Saint Mary's University students as a music elective.
- MU255 Jazz History** 3 credits  
This course examines unique Western and non-Western aspects of jazz and its relationship to the Afro-American culture. It is intended to give students an introduction to various styles of jazz from its beginning in the early 1900s to the present. Students study the cultural context of jazz, what to listen for, and some basic aspects of how it is performed. 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 will enable the student to think critically about music of all periods and styles. Concepts to be covered will include: unconventional uses of augmented 6<sup>th</sup> chords, enharmonicism, altered dominants, sonata form, the breakdown of tonality, and post 20<sup>th</sup> century techniques including basic set theory, 12-tone composition and integral serialism. 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 concurrent registration with MU260 recommended.
- 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. Required for all music majors in their fourth semester of study.
- MU300 Introduction to Music Technology** 2 credits  
This lab course is intended to give students an overview of music technology by connecting today's hardware and software tools with the history of electronic music. Areas explored include Sound Synthesis, MIDI, Sequencing, Music Notation, Digital Audio Editing, and Computer Aided Music Instruction. The course is required for all music majors, but open to all students with an interest in music technology as an elective. Offered fall semester.

- MU341 Music History I** 3 credits  
This course is a writing intensive study of music history covering ancient, medieval, renaissance, and baroque western art music. A basic understanding of the history of western civilization is expected. Offered in alternate fall semesters. Prerequisites: MU130 or equivalent and MU150.
- MU342 Music History II** 3 credits  
This course is a continuation of MU341. It is a writing intensive study of music history continuing through the classical, romantic and contemporary periods. Offered in alternate spring semesters. Prerequisites: MU130 or equivalent and MU150.
- MU360 20th Century Analysis** 2 credits  
This course will examine specific 20th-Century techniques including mapping, minimalism, aleatoric techniques, quartal/quintal chord structures, external influences, electronic and acoustic timbres, and how to create your own analytical tools. Prerequisite: MU 260 or permission of instructor.
- 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. Prerequisites: MU181 and/or two semesters of private voice study. Required for Classroom/Vocal Education majors.
- MU375 Vocal Literature** 3 credits  
This course is designed to help potential teachers choose literature for all types of voices.
- MU377 Instrumental Literature** 1 credit  
This course is designed to help music performance majors and future studio teachers 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 performance major and 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 or equivalent and MU300.
- MU389 Elective Junior Recital** 1 credit  
The elective recital is an optional solo recital that may be completed by Music Majors who do not have a recital (MU390, MU490) as a required element in their course of study. Requires concurrent enrollment in corresponding Applied Music private lessons (MUL).
- MU390 Junior (Half) Recital** 1 credit  
The half recital is required for Music Education majors and Music Performance majors as a preparation for senior recital.
- 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.
- MU448 Form and Analysis** 2 credits

This course examines specific formal techniques used from 1700 to the 20th Century. All principal 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 music technology. Offered depending on student and faculty interests.

**MU455 Arts and Cultural Management** 3 credits  
This course is designed to introduce students to the field of arts and cultural management as it applies to the performing arts, visual arts, and arts services organizations. Arts explored include management models, marketing, development and grant writing, finances and facilities management and planning. Students apply knowledge in these areas to an arts and cultural organization which they create in class. The course culminates with the students presenting their projects in an open forum. Offered in alternate spring semesters. Prerequisite: consent of instructor. Cross coded as AR450 and TA455.

**MU460–469 Special Topics** 1–3 credits  
Special topics may be offered depending on student and faculty interests. Past topics have included advanced conducting and chamber music literature.

**MU490 Senior (Full) Recital** 1 credit  
The culmination of four years of university private music instruction and music department recital performing experience; required for all Music Performance majors. Prerequisite: MU390.

**MU496/497 Music Internship** 1–6 credits  
The music internship is designed for Music Industry majors. Music Industry majors complete six internship credits at a wide range of off-campus professional venue sites. Music industry internships are generally done in the senior year or summer prior to senior year. They provide students with experience and valuable networking contacts in the professional world of music. Students should meet with Career Services and the Internships Office in their junior year.

**MUED121 Foundations of Music Education** 1 credit  
This blended learning environment course is an introduction to teaching music as a career. Topics include: an introduction to teaching methodology, foundation and history of music education in America, an overview of various teaching settings and styles, and personal career development. Students will complete 8 hours of field experience observation in the music classroom in at least two different settings. It is open to all students interested in exploring Music Education as a possible career, no prerequisite, recommended for first year spring semester; could be taken sophomore year. This is a required course for music education majors.

**MUED240 Percussion Methods** 2 credits  
Offered in alternate spring semesters.

**MUED241 Brass Methods** 2 credits  
Offered in alternate fall semesters.

**MUED242 Woodwind Methods** 2 credits  
Offered in alternate spring semesters.

**MUED243 String Methods** 2 credits  
Offered in alternate fall semesters.

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, open to others by permission of the instructor. Offered in alternate spring semesters.

**All of the instrumental methods courses listed above are designed for music education majors and provide students with the performance skills, pedagogy and literature knowledge necessary for school music teachers. The courses are offered in alternating semesters and are generally taken during the sophomore and junior years. Non-education music majors may enroll in these courses as electives with permission of the instructor. All methods courses receive 2 credits.**

*(continued)*

**MUED431 Classroom Music Education Methods PreK–5** 2 credits

The course introduces students to the current approaches to classroom music with an emphasis on Orff, Kodaly, and Dalcroze, and will include observation and internship experiences in music classrooms. The class integrates classroom technology skill development (*SmartBoard* or other interactive white boards, web-based resources, iPad applications, etc.) and requires eight hours of music classroom internship/observation in public or private schools and/or pre-school programs. Offered in alternate fall semesters.

**MUED432 Vocal Music Education Methods 6–12** 2 credits

This course focuses on teaching skills, diction, vocal tone and techniques, and curricular repertoire development necessary for successful middle and high school vocal teaching and ensemble directing. The Comprehensive Musicianship model and the Minnesota music standards, as well as the National music content standards will be examined. Technology appropriate to middle and upper level teaching is integrated into the course, including ear- training technology, iPads and *SmartMusic*. Eight hours of vocal rehearsal observation is required for the course. Offered in alternate spring semesters.

**MUED433 Instrumental Music Education Methods 5–12** 2 credits

This course places emphasis on the teaching skills, instrumental techniques for both string and wind ensembles, and curricular repertoire development needed for middle and high school level instrumental teaching and ensemble directing. The Comprehensive Musicianship model, the National Music Content standards and the MN Music Standards will be examined. *SmartMusic* technology, iPad and other web-based learning resources are integrated into this class. Eight hours of instrumental rehearsal observation is required for the course. Offered in alternate fall semesters.

**MUED455 Current Issues in Music Education Seminar** 2 credits

This course is taught in a blended format, with emphasis on the most recent developments and issues in the field of music education. Junior and senior music education majors, as well as the instructor, will research a series of relevant topics appropriate to licensure specialization and personal interest. Some recent topics have included: brain/ music research and implications for music education, music education advocacy, improvisation learning for non-jazz musicians, guitar curriculum development, incorporating folk and world music literature into the string curriculum, and musician's health and wellness. Prerequisite: Junior or senior music education major or permission of instructor.

**Applied Music (Private Instruction)** 1–0 credits

Private lessons are available to students (regardless of major) 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 whenever possible. Students must schedule a lesson time with their instructor by signing up for a weekly time by the third day of the term; students may forfeit their right to instruction if they delay in signing up for a lesson time. All applied lessons may be repeated and taken for credit.

As part of their private study music majors are required to attend music department recitals and their choice of additional music performances as listed by the department each semester. See the annual Music Student Handbook for additional details. Music education and performance majors must register for one-hour lessons; non-music majors generally take half-hour lessons. Music majors and minors are required to take lessons for credit. In rare exceptions they are allowed to take a 0 credit semester of lessons with written approval from the department chair and a full 18 credit academic load.

Music majors take 200 level MUL applied lessons their freshman and sophomore years, 400 level junior and senior years after successful completion of MU299 Sophomore Review. Music education and performance majors register for full-hour lessons (example: MUL201C or 401C) each semester. Music B.A. and music industry majors are encouraged to take full-hour lessons; half-hour lessons are the minimum requirement.

Non-music majors wishing to take lessons for their own self-improvement and study register for 200 level lessons. Students performing in music ensembles frequently take applied lessons as an elective credit.

There is an extra course fee for applied music lessons; please see course listing online for specific information.

If students have any questions regarding lesson registration (MUL) they should contact the music department chair or applied instructor prior to registration or in the first two days of the semester.

<b>MUL200/400</b>	<b>Popular Guitar</b>
<b>MUL201//401</b>	<b>Classical Guitar</b>
<b>MUL202/402</b>	<b>Bass Guitar</b>
<b>MUL204/404</b>	<b>Piano and Jazz Piano</b>
<b>MUL205/405</b>	<b>Organ</b>
<b>MUL208/408</b>	<b>Voice</b>
<b>MUL209/409</b>	<b>Voice Coaching</b>
<b>MUL210/410</b>	<b>Saxophone</b>
<b>MUL211/411</b>	<b>Flute/Piccolo</b>

<b>MUL212/412</b>	<b>Oboe</b>
<b>MUL213/413</b>	<b>Clarinet</b>
<b>MUL214/414</b>	<b>Bassoon</b>
<b>MUL215/415</b>	<b>Violin</b>
<b>MUL216/416</b>	<b>Cello</b>
<b>MUL217/417</b>	<b>String Bass</b>
<b>MUL218/418</b>	<b>Percussion</b>
<b>MUL219/419</b>	<b>Viola</b>
<b>MUL220/420</b>	<b>Trumpet</b>
<b>MUL221/421</b>	<b>Trombone/Euphonium</b>
<b>MUL222/422</b>	<b>Horn</b>
<b>MUL223/423</b>	<b>Tuba</b>
<b>MUL225/425</b>	<b>Composition</b>
<b>MUL226/426</b>	<b>Jazz Improvisation</b>

**Physical Education/Lifestyle**  
**Nikki Fennern, M.A., 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**  
**PE109 Beginning Cardio**  
**PE112 Weight Training**  
**PE113 Advanced Weight Training**  
**PE115 Aerobics**  
**PE118 Advanced Fitness**  
**PE120 Golf**  
**PE122 Bowling**  
**PE126 Volleyball**  
**PE133 Skating**  
**PE136 Cross-Country Skiing**  
**PE139 Driftless Trekking**  
**PE140 Race Training**  
**PE142 Horsemanship**  
**PE153 Lap Swimming**  
**PE156 Lifeguard Training**  
**PE157 Scuba Diving**  
**PE162 Circuit Training**  
**PE165 Nutrition**  
**PE175 Team Sports**  
**PE178 Disc Golf**  
**PE179 Ultimate Frisbee**  
**PE181 Modern Exercise**  
**PE185 Outdoor Cardio**

## **Personal Development**

**Esther Perález, Ed.D., Dean of Student Success**

Students who are interested in increasing their academic success, cultivating self-understanding and life management, exploring academic and career options, and maximizing their educational experience should enroll in one or more of the following personal development courses:

**PD101 Career Exploration Find Your Career Passion 1 credit**

Based on information they learn in this course about career options and the world of work, students will build essential career planning skills, understand their interests, abilities, and values more deeply, and confirm their choice for majors, minors, and career.

**PD108 Academic Learning Strategies Optimize Your Brain Power 1 credit**

To help students reach higher academic performance, this course focuses on brain-based learning. Students will learn how to apply mindset strategies to the work they do in their courses. Additionally, the course teaches students a variety of academic strategies to help them become successful learners.

**PD109 College Reading and Study Enrichment From Tweets to Texts: Tools for College Reading 1 credit**

Students in this course will learn how to more effectively read college textbooks through customized activities that teach critical reading skills and reading strategies. Students will also learn study tools to improve their academic success.

**PD116 Strategies for Success Here's To...A Better YOU 1 credit**

Students in this course will evaluate their personal and academic needs and develop the skills, abilities, and strategies to meet those needs. The course guides students in developing self-understanding and life management through assignments that focus on reflection and personal goal setting.

**PD201 Job Search Strategies From Here to Career 1 credit**

To assist students in preparing for a successful career, this course describes the job search process and guides students in developing their own job search action plan. Includes instruction on networking, brand management, and other essential job-seeking skills.

**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 Lasallian and Catholic 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
PH300	Moral Theory
PH345	Philosophy of the Person
PH354	History of Medieval Philosophy
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 and L102 or L141 and L142:

L101	Introduction to Latin I
L102	Introduction to Latin II
L141	Basic Latin I
L142	Basic Latin II



- 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 morally 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.
- PH354 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.
- PH355 History of Modern Philosophy: Bacon – Hegel** 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, Kant's critical philosophy, and Hegel. 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: Kierkegaard – 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 19<sup>th</sup> and 20<sup>th</sup> centuries, such as idealism, phenomenology, existentialism, and British analytic and ordinary language philosophy. Readings may include Hegel, Kierkegaard, Nietzsche, Husserl, Heidegger, James, Foucault, Wittgenstein, MacIntyre, 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.

## Physics

**Paul J. Nienaber SJ, Ph.D., Associate Professor and 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 physics department helps 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 life-long learning.

### General Department Goals

To this end, the physics department presents to students a broad survey of the interconnected concepts of classical and 20th-century physics, and develops 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 and M149 or M151):

C131	General Chemistry I
C133	General Chemistry I Laboratory
C142	General Chemistry II
C144	General Chemistry II Laboratory
M148	Calculus I with Precalculus (part 1)
M149	Calculus I with Precalculus (part 2)
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 and 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 three or four years. If a student decides to stay at Saint Mary's University 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

C. Two of the following:

P344	Mathematical Methods for Science
P360	Electricity and Magnetism I
P370	Microcontroller Organization and Architecture with Laboratory
P380	Quantum Mechanics I

Recommended electives:

M341	Differential Equations
P356	Introduction to Scientific Computing

**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 and Zoology I
B111	Botany and Zoology I Laboratory
B120	Botany and Zoology II
B121	Botany and 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
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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 course work):**

Licensure requirements are subject to change; therefore, students considering teaching in this area should be in continuous contact with the chair of this program and the School of Education for a list of required courses.

A. Physics Core

B. All of the following:

B110	Botany and Zoology I
B111	Botany and Zoology I Laboratory
B120	Botany and Zoology II
B121	Botany and Zoology II Laboratory
C331	Physical Chemistry I with Laboratory
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 and Magnetism I
P380	Quantum Mechanics I (has prerequisite of M252)

D. Required education course work

**Physics Minor (26-28 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.

**Dual-Degree Physics/Engineering Programs**

Students with sufficient pre-college preparation can follow one of seven (see areas below) dual-degree engineering program paradigms to direct their completion of course requirements for their Physics major with an engineering sciences emphasis (PHES) in three years' study at Saint Mary's. They would then apply to transfer to the University of Minnesota College of Science and Engineering (CSE) via a facilitated transfer process into their chosen engineering major program; complete the additional requirements at CSE for that major; and graduate with two degrees: a Bachelor of Arts (B.A.) in PHES, bestowed by Saint Mary's; and a Bachelor of Engineering (B.Eng.) in one of seven engineering fields. These include aerospace engineering, civil engineering, electrical engineering, geoengineering, industrial and systems engineering, materials science engineering, or mechanical engineering, granted by CSE. Normal progress toward program completion would result in the Saint Mary's B.A. being earned by the end of the first year at CSE (that is, the fourth year in the program), and the B.Eng. at the end of the second year at CSE (the fifth program year).

Students interested in finishing the accelerated PHES coursework completion program in three years' study must matriculate with sufficient preparation to take M151 Calculus I (or higher) in their first semester at Saint Mary's. All seven of the PHES/engineering programs require students to complete a minimum of 102 credits in six semesters, that is, between 16 and 18 credits per semester. (Students should also note that a GPA at or greater than 3.1 out of 4 is typically required for CSE transfer acceptance and program admission.) These credits will complete the coursework requirements for the LCT liberal arts core curriculum/general education program and for the PHES major, and will provide the recommended

prerequisite courses for the individual CSE engineering programs. The additional upper-division coursework completed in the first year of study at CSE and transferred to Saint Mary's will bring the student's credit count up to the Saint Mary's B.A. graduation requirements of 45 upper-division credits and 122 total credits.

### **Aerospace Engineering, Civil Engineering, Electrical Engineering, Geoengineering, Material Science Engineering**

Please contact the physics department chair for the latest versions of the program paradigms for these five programs. Each of these paradigms maps out a program of 102 credits to be taken over six consecutive semesters. Those schemata should be taken as one possible way of completing the required coursework for the Saint Mary's University of Minnesota physics with an engineering sciences emphasis (PHES) major in three years. Students should be aware that all 300-level courses in physics are offered on a two-year rotation, and should be alert to how this sequencing may affect prerequisites. Because of the compressed nature of these schedules, students completing one of these paradigms will have virtually no time for elective courses. There are opportunities, however, for students to avail themselves of elective coursework. These options will be available to: (1) students who enter Saint Mary's with AP, IB or CLEP credits that are approved to satisfy general education or major program requirements; (2) students who elect to take online or summer classes that are approved to satisfy core curriculum, general education, or major program requirements; (3) students who, after they transfer to CSE, elect to take courses at the University of Minnesota (or elsewhere) that are approved to satisfy general education or major program requirements. It is the responsibility of each student to complete all major and university requirements. Course titles and contents are subject to change. Not all courses are offered each semester or year. Students should be in regular and careful consultation with their major advisor and with the physics department chair to secure the most current information and to ensure appropriate progress. Students interested in the Lasallian Honors Program should consult the honors program director for the suitable sequence of courses.

### **Industrial and Systems Engineering, and Mechanical Engineering**

Please contact the physics department chair for the latest versions of the program paradigms for these two programs. Each of these paradigms maps out a program of 110-113 credits to be taken over six consecutive semesters. Those schemata should be taken as one possible way of completing the required courses for the Saint Mary's University of Minnesota physics with an engineering sciences emphasis (PHES) major in three years. Because these two programs each require two semesters of botany and zoology [B110/111, 120/121], students wanting to complete the requirements in three years will need either to enter with applicable credits or elect online or summer coursework (see options 1-3, below). Students should be aware that all 300-level courses in physics are offered on a two-year rotation, and should be alert to how this sequencing may affect prerequisites. Because of the compressed nature of this schedule, students completing these paradigms will have virtually no time for elective courses. There are opportunities, however, for students to avail themselves of elective coursework. These options will be available to: (1) students who enter Saint Mary's with AP, IB or CLEP credits that are approved to satisfy general education or major program requirements; (2) students who elect to take online or summer classes that are approved to satisfy core curriculum, general education or major program requirements; (3) students who, after they transfer to CSE, opt to take courses at the University of Minnesota (or elsewhere) that are approved to satisfy general education or major program requirements. It is the responsibility of each student to complete all major and university requirements. Course titles and contents are subject to change. Not all courses are offered each semester or year. Students should be in regular and in-depth consultation with their major advisor and with the physics department chair for the most current information and to ensure appropriate progress. Students interested in the Lasallian Honors Program should consult the honors program director for the suitable sequence of 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. Credit will not be granted for both P121 and P123. Prerequisite: mathematics competency.

**P123 Investigating the Universe 3 credits**

This general education level course covers topics similar in nature to *P121 Astronomy: The Stars and Beyond* but in somewhat more depth and without the observational laboratory component. It focuses on three broad areas in astronomy and cosmology: gathering information about the universe (science and its methods; models of motion of celestial objects [including distance scales and gravitation]; light, spectra, and atomic structure); the nature of stars and galaxies (stellar formation, evolution, and death; the expanding universe); and cosmology (the Big Bang theories of the early universe). Credit will not be granted for both P121 and P123. Prerequisite: mathematics competency.

**P155 Foundations of Physics 3 credits**

This course is intended for elementary education majors as well as other non-science majors. It examines the conceptual frameworks that underlie physics, including mechanics, heat, 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.

**P221 Global Climate Change 3 credits**

This course first examines physical, geological, and astronomical processes involved in the global climate change debate. We will ask ourselves what is the current data, make predictions on local areas in which we live, and propose possible solutions. The course design is problem-based. That is, students will actively participate in discovering relevant questions, data, underlying scientific principles, and solutions. As a result details of possible topics can be a little bit fluid, but possible topics include: Current climate data and controversies; Basic climate science; Data and predictions on local area; Biological, sociological and economic impact; Possible solutions. We hope to bring to the foreground the processes scientists use to draw conclusions about the physical nature of climate, building an understanding of the nature of explanation in science, and investigating how science interacts with society in general.

**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, 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. Offered in alternate fall semesters. 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**

### **Dual-Degree Program in Chemistry/Engineering or Physics/Engineering**

A transfer agreement between Saint Mary's University of Minnesota and the University of Minnesota College of Science and Engineering (CSE) allows Saint Mary's students who major either in chemistry (CHEM) or physics with an engineering sciences emphasis (PHES) to choose a course of studies leading to a paired liberal arts/engineering degree. Students with sufficient pre-college preparation can follow one of eight (see areas below) dual-degree engineering program paradigms to direct their completion of coursework requirements for their CHEM or PHES major in three years' study at Saint Mary's. They would then apply to transfer to the CSE via a facilitated transfer process into their chosen engineering major program; complete the additional requirements at CSE for that major; and graduate with two degrees: a Bachelor of Arts (B.A.) in either CHEM or PHES, bestowed by Saint Mary's; and a Bachelor of Engineering (B.Eng.) in one of eight engineering fields. These include CHEM: chemical engineering; PHES: aerospace engineering, civil engineering, electrical engineering, geoenvironmental, industrial and systems engineering, materials science engineering or mechanical engineering), granted by CSE. Normal progress toward program completion would result in the Saint Mary's B.A. being earned by the end of the first year at CSE (that is, the fourth year in the program), and the B.Eng. at the end of the second year at CSE (the fifth program year).

Students interested in the dual-degree program in one of these eight engineering areas should consult the chemistry or physics department chair for program prerequisites and specific course requirements.

## **Pre-Health Professions**

### **Dental, Medical, Optometry, Pharmacy, Physical Therapy, Veterinary Randy Krainock, D.V.M., Ph.D., Adviser**

Health profession programs typically assess five areas of a student's undergraduate resume in selecting candidates for admission: successful completion of pre-requisite courses; grade-point average (GPA); score on entrance examinations; experience in the profession; and evidence of effective communication abilities, interpersonal skills, and breadth of interest and knowledge. An array of Saint Mary's University majors or major / minor combinations may be selected to fulfill professional school pre-requisite course requirements. Majors in biology, biochemistry, chemistry, and physics typically include these courses or the curriculum may be enhanced to include the necessary classes. Students should work closely with a science faculty advisor to monitor the specific requirements of their chosen professional program to ensure that they are prepared to apply for admission. Advisors and students collaborate, in part, to plan course sequences with the goals of graduation and preparation to successfully complete the specific entrance examinations (MCAT, GRE, etc.). Professional school admission boards place considerable value on students' experience within the profession and on exposure to research. Science faculty advisors encourage and facilitate, as possible, students "shadowing" practitioners in the field. Student summer employment, internships, and experiences in the area of interest are strongly promoted. Student undergraduate research is a requirement for the biology, chemistry, and physics majors. The departments also strongly encourage student participation in summer research internships / fellowships competitively available across the nation. Clinical observation, research exposure, and professional certificate training (CNA, EMT, etc.) are viewed favorably by program admission boards as evidence of a student's commitment and motivation to become a health professional. The general education requirements at Saint Mary's University emphasize the development of verbal and written communication and provide exposure to the humanities, the social sciences, and the arts; these are valuable assets in gaining admission to professional programs. Students are encouraged to participate in any of a wide variety of extra-curricular (campus organizations, athletics) and volunteer activities on or off campus. Letters of recommendation highlighting the student's interest, abilities, and accomplishments outside of the sciences are extremely helpful to professional admission boards in understanding the personal qualities of the student applicant. Students interested in a pre-health degree path should contact their academic advisor for full details.

## **Pre-Law**

### **Lawrence Price, J.D., J.C.L., Adviser**

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 Reverend Robert Horihan, Rector, Adviser**

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 30 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 master's 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**

### **Elizabeth Seebach, Ph.D., L.P., 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. There is also an active student-led Psychology Club.

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 43 credits):**

A. All of the following;

PY111	General Psychology
PY201	Psychology of Success
PY211	Developmental Psychology
PY220	Abnormal Psychology
PY235	Quantitative Analysis for Psychological Science
PY305	Learning and Cognition
PY310	Social Psychology
PY335	Scientific Research in Psychology

- PY370 Personality Psychology
- B. One of the following:
- PY340 Biopsychology
- PY341 Health Psychology
- C. The following or section D:
- PY489 Thesis Planning
- PY490 Research: Data Collection
- PY491 Thesis
- D. The following or section C:
- PY488 Internship Planning
- PY496/497 Internship: Psychology
- PY498 Internship Integration
- E. Seven credits chosen from:
- PY300 Collaborative Research II
- PY306–309 Special Topics in Psychology
- PY430 Clinical and Counseling Psychology
- 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. 13 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.

**PY201 Psychology of Success: Skills for Academics, Career, and a Balanced, Ethical Life 3 credits**

This skills based course will equip students with interpersonal communications skills, team building and group process skills, self-concept exploration and perspective taking, time management and assessment skills, and an understanding of the research and theory behind these skills. In order to effectively communicate, one needs to know how to clearly deliver a message and one needs to be able to understand how the message will be and has been received. Further we will continue to explore the aspirational pieces of the American Psychological Association's Ethical Principles and Code of Conduct. Finally, research on achieving balance in academic, occupational, and leisure pursuits will be explored. Prerequisite: PY111 or consent of instructor.

**PY211 Developmental Psychology 3 credits**

This course explores the study of growth and development across the lifespan. 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.

**PY235 Quantitative Analysis for Psychological Science (with lab) 3 credits**

This course introduces students to statistical procedures relevant to the science of psychology. Students will examine the theoretical bases and practical applications of descriptive and inferential statistics such as measures of central tendency, analysis of variance, correlation, and regression. The course will emphasize the numerical and visual representations of



motivation, job satisfaction, work attitudes, group processes, leadership, performance evaluation, selection, placement, training, and development. Prerequisites: PY111.

- PY335 Scientific Research in Psychology with Lab** 3 credits  
This course is designed to give students an opportunity to develop knowledge and skills associated with research in psychology, including critically evaluating research reports, collecting data, interpreting data analysis, and reporting results. Emphasis is placed on choices and implications of research design (e.g., comparisons among experimental and non-experimental approaches, threats to internal and external validity), appropriate application of reporting results, and research ethics. Students will participate in weekly laboratory sessions, which are focused on developing, testing, and reporting research ideas with small groups. Prerequisite: PY235
- PY340 Biopsychology** 3 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. Recommended PY211 and PY220.
- PY341 Health Psychology** 3 credits  
This course is designed to focus on foundations and current research on the topic of stress in the area of health psychology. Physiological and psychological components of stress, as well as classic and current research into the human experience of stress will be explored. In addition, this course will help students develop skills necessary to examine and analyze psychological research. Prerequisite: PY111.
- PY370 Personality Psychology** 4 credits  
Personality psychology examines the question, "What does it mean to be a person?" This course includes historical ways in which we have tried to understand human persons. Classical personality theories including psychodynamic, cognitive, behavioral, trait and humanistic/existential are studied and evaluated. Contemporary research in personality areas such as attachment, temperament, the big five traits, and psychological well-being is studied and integrated with historical and classical approaches. Prerequisites: PY111 and PY220.
- PY430 Clinical and Counseling Psychology** 4 credits  
Major theoretical approaches to clinical psychology, counseling psychology, psychotherapy, assessment and diagnosis, and research methods will be covered. Roles and functions of clinical and counseling psychologists will be considered in the light of similarities and differences in these specialty areas within psychology. Students will gain entry level counseling skill, explore ethical issues within each therapeutic approach, explore the assumptions underlying assessment approaches, and consider the wellness approach to diagnosis and treatment. Current research and contemporary empirical methods will be explored throughout this course. Prerequisites: PY111, PY220, and PY305 or PY310.
- 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. Topics have included: Psychology of Aging, Health Psychology, Positive Psychology, Psychology of Emotion and Sport Psychology. 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, 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: junior standing, PY211, PY220, PY305, PY310, and PY335.
- 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. Prerequisites: PY290 and PY489. Graded pass/no credit.

**PY491****Thesis**

1 credit

In this course students analyze, interpret, and integrate their findings for their experiment or study complete a written report following APA guidelines, 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. PY430 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.

**Social Science**  
**David Lynch, Ph.D., Chair**

The social science department houses the following programs: criminal justice, human services, 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 (either a Corrections or Law Enforcement track)  
Global Studies  
Human Services  
Political Science  
Sociology

The social science department also offers a major in educational studies jointly with the education department. The major is appropriate for students interested in providing education services in non-traditional contexts such as child and family services, corrections, health education, human services and other non-profit settings. Students may choose from concentrations in adult learning contexts, child and family contexts, religious education, and youth development and leadership. *See Education section of this catalog for course requirements and additional information.*

**Minors Offered:**

Criminal Justice  
Global Studies  
Political Science  
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.

**Criminal Justice Major (45 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 Investigation 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, MN 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 and Gender  
HS352 Public Policy  
S319 Social Theory

**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. 12 upper-division credits from:

CJ302 Correctional Processes  
CJ352 Drugs in American Society  
CJ402 Minnesota Criminal Law  
CJ425 Ethnicity, Class and Gender  
CJ452 Victimology  
CJ460 Law Enforcement Professional  
S301 Crime and Delinquency  
S320 Children and the State

**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. (Typically offered every semester.)

- 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. (Typically offered every spring semester.) 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. (Typically offered every spring semester.) 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. (Typically offered every fall semester.) 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. (Typically offered every spring semester.)
- CJ425 Ethnicity, Class and Gender** 3 credits  
This course provides numerous theoretical perspectives on ethnicity, class and gender along with a variety of activities which ensure each student an opportunity for developing an experience base with members of various ethnic, social class and gender communities. Also offered as S425. (Typically offered every spring semester.) 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. (Typically offered every other spring semester.)
- 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. (Typically offered fall semester). 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. The result of this course is the completion of thesis proposal. Prerequisite: must have taken PS342/S350 and successfully pass S250 and S350 before registering for course.
- CJ490 Research in Criminal Justice** 2 credits  
In this required course for majors, the student must complete an original research project that results in the completion of a thesis. Prerequisite: Must be taken after 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. Students are required to complete a full time internship of 270 hours on site. Up to six credits equal a full time internship. Each additional credit requires 45 additional hours at the internship site. 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. Must be taken either concurrently or after completion of CJ496/497. Students who do not meet this requirement will be removed from the course.

**Human Services Program****Valerie Edwards Robeson, M.S.W., Coordinator**

Human services is a complex social system designed to prevent, identify and respond to the problems people can experience in daily living, such as poverty, abuse, illness and social isolation. The human services program prepares students for entry-level human services employment and for graduate study in related fields.

**General Goals for Learning**

Students:

- Understand the interactive nature of persons and their environments;
- 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 in 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 from the following courses:

B305 Human Anatomy  
 B306 Medical Terminology  
 B313 Physiology  
 CJ302 Correctional Processes  
 CJ325 Drugs in American Society  
 H355 U.S. Women's History

HS352/PS370	Public Policy
HS465–475	Seminars in Human Services
PH305	Health Care Ethics
PS332	American Constitutional Law II
PY306–309	Special Topics in Psychology
PY310	Social Psychology
PY370	Personality Psychology
PY470–479	Seminars in Psychology
S425	Ethnicity, Class, and Gender Issues
S301	Crime and Delinquency
S320	Children and the State
S365	Sociology of Aging
S407	Social and Political Movements
S443	Sociology of the Family
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 proficiency in Spanish or American Sign Language.

### 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; develop and evaluate human services-related programs, and write requests to inform 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, provides 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.

**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 3 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 oriented internship. The global studies major prepares 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 (3 credits)
- GE305 Geography (3 credits)
- H112 Global History Since 1500 (3 credits)
- PS313 International Politics (3 credits)
- PS320 Comparative Politics (3 credits)

B. One of the following:

- BU215 Business Statistics (3 credits)
- ST132 Reasoning with Statistics (3 credits)
- ST232 Intro to Statistics (2 credits)

C. Language Requirement:

Two years or equivalent of college-level modern language

D. Study abroad or internationally orientated internship: minimum of 3 credits and consent of chair required.

E. Upper Division Electives:

Six elective courses totaling 18 credits from F, G, H, and I with a minimum of one course from each of F, G, H, and I

F. Social Science:

Six elective courses totaling 18 credits from F, G, H, and I with a minimum of one course from each of F, G, H, and I

- LCT375 Global Issues (3 credits)
- PS314 American Foreign Relations (3 credits)
- PS315–16 Topics in International Relations course (3 credits)
- and
- PS318–19 Topics
- PS321–329 Topics in Comparative Government course (3 credits)

G. Economic/Business: Six elective courses totaling 18 credits from F, G, H, and I with a minimum of one course from each of F, G, H, and I

- EC440 International Trade, Finance and Monetary Issues (3 credits)
- MG410 International Management (3 credits)
- MK430 International Marketing (3 credits)
- PS317 International Political Economy (3 credits)

H. Cultural: Six elective courses totaling 18 credits from F, G, H, and I with a minimum of one course from each of F, G, H, and I

- AR360 Art History
- E352 Edge of Empire (3 credits)
- E370 Literature in Evolution (3 credits)
- E373 Postcolonial Fictions (3 credits)
- E381 Adventures of the Writer in World Literature (3 credits)
- E383 Geographies of Identity
- E390 Women's Narrative (3 credits)
- H391 Chinese and Chinese–American Films as Cultural Markers (3 credits)
- MU341 Music History I (3 credits)
- MU342 Music History II (3 credits)
- SP331 Civilization/Culture of Spain (3 credits)
- SP332 Civilization/Culture of Latin America (3 credits)
- SP414 Themes in Latin American Film (3 credits)
- SP443 Medieval/Renaissance Spanish Literature (3 credits)
- SP444 18th–19th Century Spanish Literature (3 credits)
- SP445 Latin American Literature through 18<sup>th</sup> Century (3 credits)
- SP446 19th–20th Century Latin American Literature (3 credits)
- TA321 History of Theatre II: Enlightenment to Romanticism (3 credits)
- TA421 History of Theatre III: Realism and Naturalism to the Present (3 credits)
- TH270 Christianity in a Global Context (3 credits)

I. History: Six elective courses totaling 18 credits from F, G, H, and I with a minimum of one course from each of F, G, H, and I:

- H311 U.S. Foreign Relations (3 credits)
- H315 American–East Asian Relations (3 credits)
- H317 History of Latin America (3 credits)
- H366 Modern Europe 1789–1914 (3 credits)
- H367 Europe in the Era of World War I 1914–1945 (3 credits)
- H380 Imperial Russia (3 credits)
- H381 Revolutionary and Post-Revolutionary Russia (3 credits)
- H390 Modern China (3 credits)

J. Both of the following:

- GS489 Thesis Development (1 credit)
- GS490 Research in Global Studies (2 credits)

**Political Science Major (41 credits):**

The Political Science major prepares students for governmental careers, law or graduate school through the development of a factual understanding of American government politics, policy and institutions, and international issues and the development of research, critical thinking, writing and speaking skills.

**Political Science Core**

A. All of the following:

PS102	American National Government
PS242	Logic of Analysis
PS306	Political Theory
PS313	International Politics
PS320	Comparative Politics
PS342	Field Methods
ST132	Reasoning with Statistics (or ST232 Introduction to Statistics or BU213 Business Statistics)

B. 6 credits International and Comparative Government (courses numbered PS314–329, excluding PS320)

PS314	American Foreign Policy
PS315–319	Topics in International Relations
PS321–329	Topics in Comparative Government

C. 6 credits American Government, Law, and Policy (courses numbered PS332–339 and PS370–379)

PS332	American Constitutional Law
PS333–339	Topics in American Government and American Law
PS370	Public Policy
PS371–379	Topics in Public Policy and Administration

D. One political science or public administration seminar

PS451	Seminar in Public Administration
PS460	Seminar in Political Science:

**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 political science 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. Offered fall and spring semesters.

Prerequisite: approval of the global studies coordinator. Junior or senior status.



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 and spring semesters. Also offered as S350. Prerequisite: PS242/S250.

**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. Offered once per year, typically spring semester.)

**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.

**Sociology Major (35–39 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
- S319 Social Theory
- S350 Field Methods

B. One of the following:

- ST132 Reasoning with Statistics
- ST232 Introduction to Statistics

C. 15 credits in sociology selected in consultation with a department advisor from the following:

S310–318	Topics in Sociology
S320	Children and the State
S365	Sociology of Aging
S400–405	Sociology Seminars
S406	Environmental Sociology
S407	Social and Political Movements
S425	Ethnicity, Class and Gender
S443	Sociology of the Family
S469	Individual Research

D. Section D or E:

S489	Thesis Development
S490	Research in Sociology

E. Section D or E: minimum 6 credit internship:

S496/497	Internship
S498	Internship Integration

**Sociology Minor (20 credits):**

A. All of the following:

S110	Sociological Imagination
S250	Logic of Analysis
S319	Social Theory
S350	Field Methods

B. 6 additional credits in sociology selected in consultation with the student's adviser from the following:

S310-318	Topics in Sociology
S320	Children and the State
S365	Sociology of Aging
S400–405	Sociology Seminars
S406	Environmental Sociology
S407	Social and Political Movements
S425	Ethnicity, Class, and Gender
S443	Sociology of the Family
S469	Individual Research

**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. (Offered every spring semester).

**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. (Offered every semester.)

**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 are examined in this course. (Offered every semester.)

**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. (Offered every semester.) 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).

**S310-318 Topics in Sociology** 1–4 credits

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

- S319 Social Theory** 3 credits  
 This course examines the historical development of modern sociological theory from its roots in 18<sup>th</sup> century normative social philosophy to contemporary, empirically-based theory. In simple terms, social theory explains and guides the social observations sociologists make in their practice. In many cases, social theories attempt to predict future occurrences in society as well. Social theory attempts to answer those “big” questions human beings have perennially asked like: What makes society possible? How do societies maintain order? Are humans free and to what degree? Why is there inequality? Why are societies different? Why and how do societies change? Prerequisite: S110 or CJ111
- 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 every 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. (Offered every other fall semester.) Prerequisites: S110 and junior or senior status.
- 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. (Offered every other fall semester.) 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.
- 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.

## **Theatre and Dance**

### **Jimmy Bickerstaff, M.F.A., Ph.D. 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, a vocation or a source of delight or entertainment. Theatre students prepare for careers in the industry by choosing one of five tracks: musical theatre, dance, acting/directing, design/ technology, and general studies.

### **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 theatre; and
- Specific knowledge of important theatrical movements, works of dramatic literature, and performance 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 performances 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 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 Valência Kierlin Theatre Program in London** Theatre majors who meet institutional requirements and who are in good standing in the department are expected to participate in the London theatre semester in London, England. The London theatre experience, under the guidance of Saint Mary's University faculty, includes:

- Attending classes in theatre and dance, 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.

### **Scholarships**

The Lillian Davis Hogan Scholarships are endowed four- year renewable scholarships for bachelor degree seeking students intending to major in theatre.

### **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.

### **Majors Offered:**

Theatre:

- Acting/Directing Track
- Dance Track
- Design/Technology Track
- Musical Theatre Track
- Theatre Studies Track

### **Minors Offered:**

- Dance
- Musical Theatre

## Theatre

### Theatre Core Requirements: (33 credits)

#### A. All of the following:

TA100	Script Analysis and Dramatic Literature
TA105	Stage Craft and Lab
TA111	Tech Lab I
TA155	Acting I: Introduction
TA240	Directing I
TA299	Career Development I: Sophomore Review
TA301	Theatre in London
TA311	Tech Lab II
TA322	Theatre History and Dramatic Literature to 1700
TA323	Theatre History and Dramatic Literature since 1700
TA360	London: Page to Stage
TA425	Career Development II: Senior Capstone
TA475	Dramatic Theory, Criticism, and Research

#### B. Students must complete a minimum of 3 credits in design/technical theatre from:

TA270	Scene Design
TA275	Lighting Design
TA280	Costume Design

### Acting/Directing Track (22 credits):

#### A. Theatre core requirements

#### B. All of the following:

TA111	Tech Lab I (1 additional semester)
TA260	Acting II—Voice and Movement
TA358	Acting III—London
TA499	Graduation Project

#### C. One Dance Technique Class from:

DA110	Tap I
DA120	Jazz I
DA130	Modern I
DA140	Ballet I
DA210	Tap II
DA220	Jazz II
DA230	Modern II
DA240	Ballet II
DA310	Tap III
DA320	Jazz III
DA330	Modern III
DA340	Ballet III
DA410	Tap IV
DA420	Jazz IV
DA430	Modern IV
DA440	Ballet IV
DA450	Ballet V
DA455	Ballet VI
DA460	Ballet VII

#### D. Six Rehearsal/Performance Labs:

TA175	Rehearsal–Performance Lab I
TA375	Rehearsal–Performance Lab II
DA175	Rehearsal–Performance Lab I
DA375	Rehearsal–Performance Lab II

#### E. Take appropriate directing or acting course for your area:

TA340	Directing II
TA470	Acting IV—Styles

#### F. 3 additional credits from:

TA257	Musical Theatre I – Audition
TA340	Directing II
TA346–349	Special Topics in Theatre (Performance-related sections)
TA350	Playwriting

TA357 Musical Theatre II – Workshop  
TA455 Arts and Cultural Management  
TA470 Acting IV—Styles

G. Although not required, candidates are highly encouraged to participate in the Dublin Workshop at Gaiety School of Acting (end of the London semester).

H. Although not required, directing candidates are highly encouraged to take TA243 Stage Management.

**Dance Track (22 credits):**

A. Theatre core requirements

B. All of the following:

DA280 Anatomy and Kinesiology

DA370 Dance Composition

DA380 Dance History

DA499 Graduation Project

C. Four Dance Technique Classes (level II or higher)

DA210 Tap II

DA220 Jazz II

DA230 Modern II

DA240 Ballet II

DA310 Tap III

DA320 Jazz III

DA330 Modern III

DA340 Ballet III

DA410 Tap IV

DA420 Jazz IV

DA430 Modern IV

DA440 Ballet IV

DA450 Ballet V

DA455 Ballet VI

DA460 Ballet VII

D. Five Rehearsal/Performance Labs

TA175 Rehearsal–Performance Lab I

TA375 Rehearsal–Performance Lab II

DA175 Rehearsal–Performance Lab I

DA375 Rehearsal–Performance Lab II

**Design/Technology Track (22 credits):**

A. Theatre core requirements

B. Three of the following:

TA230 Sound and Electrics

TA242 Makeup Design

TA270 Scenic Design

TA275 Lighting Design

TA280 Costume Design

TA346–349 Special Topics (on campus or London)

C. All of the following:

TA110 Introduction to Visual Communication for Theatre

TA111 Tech Lab I (1 additional semester)

TA243 Stage Management

TA311 Tech Lab II (2 additional semesters)

TA342–345 Assistant Design in area of focus

TA499 Graduation Project

D. Six Crew/Performance Labs:

TA185 Crew/Performance Lab I

TA385 Crew/Performance Lab II

**Musical Theatre Track (24 credits)**

A. Theatre core requirements

B. All of the following:

DA365 Musical Theatre Dance

MU170 Ear Training

TA257 Musical Theatre I—Auditioning  
 TA357 Musical Theatre II—Workshop  
 TA499 Graduation Project  
 C. Two Dance Technique classes (level II or higher) from:  
 DA210 Tap II  
 DA220 Jazz II  
 DA230 Modern II  
 DA240 Ballet II  
 DA310 Tap III  
 DA320 Jazz III  
 DA330 Modern III  
 DA340 Ballet III  
 DA410 Tap IV  
 DA420 Jazz IV  
 DA430 Modern IV  
 DA440 Ballet IV  
 DA450 Ballet V  
 DA455 Ballet VI  
 DA460 Ballet VII  
 D. Five Rehearsal/Performance Labs  
 DA175 Rehearsal—Performance Lab I  
 DA375 Rehearsal—Performance Lab II  
 TA175 Rehearsal—Performance Lab I  
 TA375 Rehearsal—Performance Lab II  
 E. One semester of Voice Lessons  
 MUL208 Voice  
 MUL408 Voice  
 F. One semester of Musical Theatre Coaching  
 MUL209 Voice Coaching  
 MUL409 Voice Coaching  
 G. Four credits from the following:  
 MU130/131 Music Fundamentals I and II  
 MU160 Theory I  
 MU171 Piano Class

**Theatre Studies Track (22 credits)**

A. Theatre core requirements  
 B. The following courses:  
 TA111 Tech Lab I (1 additional semester)  
 TA311 Tech Lab II (1 additional semester)  
 C. One Dance Technique Class  
 DA110 Tap I  
 DA120 Jazz I  
 DA130 Modern I  
 DA140 Ballet I  
 DA210 Tap II  
 DA220 Jazz II  
 DA230 Modern II  
 DA240 Ballet II  
 DA310 Tap III  
 DA320 Jazz III  
 DA330 Modern III  
 DA340 Ballet III  
 DA410 Tap IV  
 DA420 Jazz IV  
 DA430 Modern IV  
 DA440 Ballet IV  
 DA450 Ballet V  
 DA455 Ballet VI  
 DA460 Ballet VII  
 D. Three Rehearsal/Performance Labs:  
 DA175 Rehearsal—Performance Lab I  
 DA375 Rehearsal—Performance Lab II

TA175 Rehearsal–Performance Lab I  
TA375 Rehearsal–Performance Lab II

E. Three Crew/Performance Labs

TA185 Crew/Performance Lab I  
TA385 Crew/Performance Lab II

F. 12 additional credits of elective credits at 300 level or higher as approved by the department chair from:

TA302 Modern Movies  
TA330 Dublin Theatre Workshop  
TA340 Directing II  
TA342 Assistant Scenic Design  
TA343 Assistant Costume Design  
TA345 Assistant Lighting Design  
TA346–349 Special Topics in Theatre  
TA350 Playwriting Workshop  
TA357 Musical Theatre II—Workshop  
TA358 Acting III—London  
TA455 Arts and Cultural Management  
TA470 Acting IV—Styles  
TA496/497 Internship in Theatre  
TA499 Graduation Project

**Dance Minor (21 credits):**

The dance minor provides opportunities for students in other majors. The dance minor offers courses in dance technique, 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. 2 credits from:

DA230 Modern II  
DA330 Modern III  
DA430 Modern IV

C. 2 credits from:

DA240 Ballet II  
DA340 Ballet III  
DA440 Ballet IV  
DA450 Ballet V  
DA455 Ballet VI  
DA460 Ballet VII

D. 4 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. 5 elective dance credits (not used to satisfy A–D above):

DA110 Tap I  
DA120 Jazz I  
DA130 Modern I  
DA140 Ballet I  
DA203 Irish Ceili  
DA210 Tap II  
DA220 Jazz II  
DA230 Modern II  
DA240 Ballet II  
DA250–259 Special Topics in Dance  
DA310 Tap III  
DA320 Jazz III

DA330	Modern III
DA340	Ballet III
DA365	Musical Theatre Dance
DA410	Tap IV
DA420	Jazz IV
DA430	Modern IV
DA440	Ballet IV
DA450	Ballet V
DA455	Ballet VI
DA460	Ballet VII
DA470	Dance Pedagogy and Application
DA499	Graduation Project

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

**Theatre Minor (22 credits):**

The theatre 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 course:

TA100 Script Analysis and Dramatic Literature

B. One of the following

TA105 Stage Craft and Lab

TA155 Acting I

C. One of the following:

TA322 Theatre History and Dramatic Literature to 1700

TA323 Theatre History and Dramatic Literature since 1700

DA380 Dance History

D. Two of the following:

DA175 Rehearsal–Performance Lab I

DA375 Rehearsal–Performance Lab II

TA175 Rehearsal–Performance Lab I

TA185 Crew-Performance Lab I

TA375 Rehearsal–Performance Lab II

TA385 Crew-Performance Lab II

E. Eleven additional credits, including six upper division credits:

TA230 Electrics and Sound

TA242 Stage Makeup

TA243 Stage Management

TA270 Scene Design

TA275 Lighting Design

TA280 Costume Design

TA257 Musical Theatre I: Audition

TA260 Acting II: Voice and Movement

TA301 Theatre in London

TA302 Modern Movies

TA311 Tech Lab II

TA322 Theatre History/Dramatic Lit to 1700 (if not taken in section C above)

TA323 Theatre History/Dramatic Lit since 1700 (if not taken in section C above)

TA330 Dublin Theatre Workshop

TA340 Directing II

TA342-345 Assistant Design

TA346-349 Special Topics in Theatre

TA350 Playwriting Workshop

TA357 Musical Theatre I – Workshop

TA358 Acting III – London

**Musical Theatre Minor (22 credits):**

This minor provides students an opportunity to continue developing their musical theatre skills while pursuing another major. Theatre majors are not eligible for the minor.

A. One of the following:

MU130/131 Fundamentals I and II

- MU160 Theory I  
 MU171 Piano Class  
 B. All of the following:  
 TA100 Script Analysis and Dramatic Literature  
 MU170 Ear Training  
 TA155 Acting I: Introduction  
 TA257 Musical Theatre I: Audition  
 DA365 Musical Theatre Dance  
 TA357 Musical Theatre II: Workshop  
 C. Two credits dance technique level II  
 D. Two semesters of TA/DA175 or TA/DA 375

## 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.
- DA175 Rehearsal Performance Lab I** 0–1 credit  
 This course is designed to provide students the opportunity to apply learned techniques and theories to a particular role onstage. Students will further develop and apply their analysis skills, performance theory and practice skills onstage. Students will further develop and apply their analysis skills, performance theory and practice skills and techniques, as well as critical thinking and self-disciplinary skills through dance production. Prerequisite: all students must audition for roles and register for the appropriate section within the first week of the semester. Can be taken up to six times for credit. May not be repeated more than twice in a semester.
- DA203 Irish Ceili** 0–1 credit  
 This course introduces student 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. No dance experience is required. Graded pass/no credit.
- DA210 Tap II** 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** 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** 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** 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.

**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.

**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.

**DA375 Rehearsal: Performance Lab II 0–1 credit**

This course is designed to provide students the opportunity to apply learned techniques and theories to a particular role onstage. Students will further develop and apply their analysis skills, performance theory and practice skills and techniques, as well as critical thinking and self-disciplinary skills through dance production. Advisors will help monitor registration in the upper and lower divisions based on leadership roles within a given production. Registration for this course is mandatory for all students cast in a 'main-stage' dance production. Prerequisite: all students must audition for roles and register for the appropriate section within the first week of the semester. May be taken up to six times for credit. May not be repeated more than twice in a semester.

**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, choreography 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.
- DA455 Ballet VI** 3 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 advanced pointe technique. Prerequisite DA450 and consent of instructor.
- DA460 Ballet VII** 3 credits  
An advanced level of classical ballet providing the continuation of placement technique, while focusing on advanced artistry. This course includes the opportunity to study advanced pointe technique. Prerequisite: DA455 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.

### Theatre Courses

- TA100 Script Analysis and Dramatic Literature** 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.
- TA105 Stage Craft and Lab** 3 credits  
The goal of this course is to provide the student with an introduction to the basic techniques commonly used in theatre production. This course is the prerequisite for all theatre design courses. The course focuses on simultaneous development of crafts found in scenery, lighting, and costumes. Successful completion of this course satisfies the Theatre and Arts Major and Minor requirement and the prerequisite for design courses. Offered fall semester. A materials fee is required.
- TA110 Introduction to Visual Communication for Theatre** 3 credits  
This course will provide the foundation for additional theatrical design courses. It is intended to introduce the student to the basic theories, practices, and functions of theatrical design and the roles of theatrical scenic, lighting, costume, and sound designers. The course will examine the elements of design, the principles of composition, and the design process from initial concept through finished design. In this class, students will create and analyze compositions in order to learn the processes and tools the designer uses to solve design problems and communicate these solutions to others visually. These tools are both conceptual (manipulating elements and principles of design) and physical (freehand drawing, figure drawing, model making, and painting). Offered fall semester.
- TA111 Tech Lab I** 1 credit  
Tech Lab is an experiential-based course open to all students. In shop settings, the focus will be on behind the scenes production of theatre. Through individual production assignments students will learn the duties and requirements of theatre production, develop skill in the tools and techniques production. This course may be repeated up to three times and may not be taken twice in the same semester, and cannot be taken at the same time as TA105 Stage Craft or during the London semester. The course requires 45 hours of lab per semester in at least two-hour blocks, scheduled with the instructor
- TA155 Acting I: Introduction** 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 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.)

**TA175 Rehearsal: Performance Lab**

0–1 credit

This course is designed to provide students the opportunity to apply learned techniques and theories to a particular role onstage. Students will further develop and apply their play analysis skills, performance theory and practice skills and techniques, as well as critical thinking and self-disciplinary skills through theatrical production. Registration for this course is mandatory for all students cast in a 'main-stage' theatre production. Prerequisite: all students must audition for roles and register for the appropriate section within the first week of the semester. Can be taken up to six times for credit. May not be repeated more than twice in a semester

**TA185 Crew: Performance Lab I**

0–1 credit

This course is an experiential-based course open to all students interested in a guided study of various theatrical arts in the context of a production atmosphere. In the production setting, the focus is on running all backstage elements of a show from technical rehearsals through closing performance and strike. Through individual running crew assignments, students will learn what the duties and requirements are to mounting a theatre production, and running it during performances. Can be taken up to six times for credit. May not be taken more than twice in a 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 TA105.

**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 in short classroom scenes and through guided practice in directing scenes to be presented for an audience. Offered fall semester. Prerequisites: TA100 and TA105.

**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. 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 spring semester.

**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 Musical Theatre I: Auditioning**

3 credits

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. Offered fall semester. Prerequisites: TA100 and TA155.

**TA260 Acting II: Voice and Movement**

3 credits



- 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.
- 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. Students 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 Assistant Scenic Design** 1 credit  
 The Assistant Designer will work closely with a faculty designer on a specific departmental production. The student will co-design a show with a faculty designer including research, budgeting, engineering/drafting, tech week, and fabrication, as needed. Prerequisite: Grade of B or better in TA270 Scenic Design and consent of instructor.
- TA343 Assistant Costume Design** 1 credit  
 The Assistant Designer will work closely with a faculty designer on a specific departmental production. The student will co-design a show with a faculty designer including research, budgeting, rendering, tech week, and construction, as needed. Prerequisite: Grade of B or better in TA280 Costume Design and consent of instructor.
- TA345 Assistant Lighting Design** 1 credit  
 The Assistant Designer will work closely with a faculty designer on a specific departmental production. The student will co-design a show with a faculty designer including research, budgeting, plotting, tech week, and hang and focus, as needed. Prerequisite: Grade of B or better in TA275 Lighting Design and consent of instructor.
- TA346–349 Special Topics in Theatre** 1–3 credits  
 Courses dealing with specialized topics, including those relevant to the actor, director, designers, or other theatre practitioners.
- TA350 Playwriting Workshop** 3 credits  
 This course consists of building blocks for those interested in pursuing playwriting. Techniques for character development, conflict, dialogue, and dramatic action will be explored through specific writing assignments. The culminating work is a short one-act play written by students.
- TA357 Musical Theatre II: Workshop** 3 credits  
 The workshop serves as a production caldron. Tailored to the specific needs of the students in the class, the workshop concentrates on the journey from script and score to public performance. The class will be run in the context of a rehearsal in that the elements of historical context, analysis, music, staging, choreography, and character work will combine to create the musical performance. The semester will culminate in a showcase of individual, vocal ensemble, and musical scene performances. Offered spring semester. Prerequisite: TA257
- TA358 Acting III: London** 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.
- TA360 London 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 in London. Prerequisite: theatre majors or minors.
- TA375 Rehearsal: Performance Lab II** 0–1 credit  
 This course is designed to provide students the opportunity to apply learned techniques and theories to a particular role onstage. Students will further develop and apply their play analysis skills, performance theory and practice skills and techniques, as well as critical thinking and self-disciplinary skills through theatrical production. Advisors will help monitor registration in the upper and lower divisions based on leadership roles within a given production. Registration for this course is mandatory for all students cast in a 'main-stage' theatre production. Prerequisite: all students must audition for

roles and register for the appropriate section within the first week of the semester. May be taken up to six times for credit. May not be repeated more than twice in a semester.

**TA385 Crew: Performance Lab II** 0–1 credit  
This course is an experiential-based course open to all students interested in a guided study of various theatrical arts in the context of a production atmosphere. In the production setting, the focus is on leadership roles in running all back stage elements of a show from technical rehearsals through closing performance and strike. Through leadership crew assignments, students will facilitate mounting a theatre production and running it during performances. May be taken up to six times for credit. May not be repeated more than twice in a semester.

**TA425 Career Development II: Senior Capstone** 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. Offered fall semester. Prerequisite: TA299.

**TA455 Arts and Cultural Management** 3 credits  
This course is designed to introduce students to the field of arts and cultural management as it applies to the performing arts, visual arts, and arts services organizations. Arts explored include management models, marketing, development and grant writing, finances and facilities management and planning. Students apply knowledge in these areas to an arts and cultural organization which they create in class. The course culminates with the students presenting their projects in an open forum. Offered in alternate spring semesters. Prerequisite: consent of instructor. Cross coded as AR455 and MU455.

**TA470 Acting IV: Styles** 3 credits  
This course provides for the study of various acting styles found in the genres of realism, comedy, and tragedy. Periods of study include Elizabethan, Restoration, French Neo- classic, Victorian, and/or Early American. Work is focused on researching the background and demands of each period and style and to include this work in more intense scene and monologue work. Offered in alternate spring semesters. Prerequisites: TA100, TA155, TA260, and TA358.

**TA475 Dramatic Theory, Criticism, 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. This course satisfies upper division writing skills area. Offered fall semester. Intended for senior theatre majors; other students may apply to the course instructor for permission to enroll.

**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.

## **Theology**

**Susan Windley-Doaust, 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  
Educational Studies - Religious Education  
Theology

### **Minors Offered:**

Theology

### **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
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.

**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. 12 credits from the following courses:

GK101	Basic Greek I
GK102	Basic Greek II
HB101	Basic Hebrew I
L101	Introduction to Latin I
L102	Introduction to Latin II
L201	Intermediate Latin I
L202	Intermediate 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. One of the Faith Traditions One (FT1) courses from:

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

B. One of the Faith Traditions Two (FT2) courses from:

H333	The Reformation
TH250	Christian View/Human Person
TH260	Foundations in Catholic Theology
TH270	Christianity in Global Context

C. One of the following courses:

TH209	Methods in Catholic Theology
TH260	Foundations in Catholic Theology

D. 9 additional theology credits (minimum two upper division courses)

**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 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. 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 practical ministry 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 tenets, e.g., the Triune God, the creation of the cosmos and humanity, sin, grace, salvation, revelation, 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.

**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 and 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 or TH260.
- 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 fall semesters. Prerequisite: TH115 or TH209 or TH260.
- 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. Offered in alternate spring semesters. Prerequisite: TH115 or TH209 or TH260.
- TH360 History of Catholic Thought** 3 credits  
Defining moments in Catholic tradition from earliest Christianity 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 or TH260.
- TH375 Contemporary Catholic Thought** 3 credits  
In concert 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 or TH260.
- TH380–390 Special Topics** 1–3 credits
- 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 or TH260 and TH220.
- 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. Offered in alternate fall semesters.
- 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 or TH260.
- TH475 Interactive Research 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 in alternate spring semesters. Prerequisite: junior or senior status in the theology department.
- TH497 Internship in Pastoral Youth 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 coordinator facilitate placement, planning, and assessment through the university’s internship office. The internship involves a theological reflection.

# Institutes and Affiliate Programs

## INSTITUTES AND AFFILIATE PROGRAMS

### **Christ the Teacher Institute for Education**

**Brother Paulos W. Mesmer, FSC, Director; Associate Dean and Associate Professor of Education**

In 1991, there was a growing number of young religious in East Africa who intended to devote their lives to teaching. However, at that time only a few programs were devoted to preparing teachers, particularly for secondary school teaching. The De La Salle Christian Brothers (The Brothers of the Christian Schools), having been engaged in secondary school management in East Africa since 1955, took the initiative to establish a teacher training program in Nairobi, Kenya. Brother Leonard Courtney, FSC, Ph.D., was the founding director of Christ the Teacher Centre (as it was then called).

In 1993, Saint Mary's College (as Saint Mary's University of Minnesota was called then) was requested to sponsor Christ the Teacher Centre as an institute of its School of Education. Over the next two years, intensive work was accomplished by Brother Raphael Patton, FSC, Ph.D., the second Director, in cooperation with Brother Louis DeThomasis, FSC, Ph.D., then President of Saint Mary's College.

Formal announcement that Saint Mary's was authorized by the North Central Association of Colleges and Schools to extend its accreditation to include the three-year diploma and bachelor of science in education degree was received in August 1995; at this time, the official name of the program became Christ the Teacher Institute for Education (CTIE), an institute of the School of Education of Saint Mary's University of Minnesota.

The first graduates of Christ the Teacher Institute for Education were awarded the Bachelor of Science in education degree in May 1997 from Saint Mary's University of Minnesota. In March 2005, the Higher Learning Commission granted Saint Mary's University the approval to change the title of the degree from Bachelor of Science to Bachelor of Education.

### **The programs offered at CTIE:**

Three-year Diploma in Education  
Bachelor of Education in Education

The three-year diploma and B.Ed. programs include concentrations in the following areas of study:

- Biology
- Business Studies
- Chemistry
- Christian Religious Education
- Computer Education
- English
- Geography
- History
- Kiswahili
- Mathematics
- Physics

### **De La Salle Language Institute**

**Rebecca Vogel, Director**

See page 86 of the catalog.

### **GeoSpatial Services**

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 Prairie Island Field Station, and on the 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 its 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**  
**Scott McMahan, 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. Currently, the university scholarship has 17 named and endowed scholarships that serve over 60 Saint Mary's students. Students agree to commit to a lifestyle characterized by good character, scholarship and service to the community.

In 1994, the institute was created. Currently it 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 (UTS) featured on PBS, produces international journalism and engages the Saint Mary's' community to reflect 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 Business Leadership Breakfast series, in partnership with Lurie Besikof Lapidus & Company, LLP, is a monthly breakfast forum for business leaders to learn and explore a variety of dynamics impacting leadership.

**The Kabara Institute for Entrepreneurial Studies**  
**James Bedtke, M.B.A., Executive 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**

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 Saint 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 MO; Holy Family Catholic Worker in Kansas City, MO; San Miguel Middle School in Chicago, Ill.; and Ocean Tides School in Narragansett, R.I. Students eligible for LTIP must interview with the director of the program, have earned a minimum of 24 credits, and be entering their sophomore year.

**Maryknoll Institute of African Studies**  
**Rev. Prof. Michael Kirwen, M.M., Ph.D., Director and Associate Dean**

Located in Nairobi, Kenya, 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 at: [www.mias.edu](http://www.mias.edu) and [wwwafricancultures.org](http://wwwafricancultures.org) or see the Saint Mary's University Graduate and Professional Programs catalog.

# Schools of Graduate and Professional Programs

## SCHOOLS OF GRADUATE AND PROFESSIONAL PROGRAMS

Saint Mary's Schools of Graduate and Professional Programs (SGPP) has been a pioneer in "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 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 North in Minneapolis. The campus administers two undergraduate certificate programs, a bachelor completion program with majors, twelve graduate certificate programs, 26 master degree programs, one specialist degree program, three doctoral degree programs, and several professional programs, including graduate continuing education. Classes are held primarily on evenings and weekends, and flexible class scheduling allows students to attend school full- and part-time.

Facilities include classrooms, interactive teleconferencing studio classrooms, the library, writing center, computer facilities, bookstore, and meeting space. Administrative offices include those of university administration, program staff, admission, the campus registrar, student services, and staff.

The 2500 and 2450 Park Avenue buildings of the campus are named for Roman Catholic saints who represent Saint Mary's University. The original facility at 2500 Park is named LaSalle Hall after Saint John Baptist de La Salle, the founder of the De La Salle Christian Brothers and the patron saint of teachers. The 2450 Park building is named Martin de Porres Hall after the Dominican Brother who is known as the patron saint of interracial harmony. Mother Teresa Hall at 2440 Park is named after Agnes Gonxha Bojaxhiu, now known to the world as Mother Teresa. Mother Teresa founded hundreds of clinics, schools, orphanages, homeless shelters and other projects around the world and is a 1979 Nobel Peace Prize recipient. The 2304 building, named Park Avenue North, was purchased by the university in the fall of 2006 from the Memorial Blood Center. The university renovated the building to accommodate the growing need for space. In 2014, it was renamed Brother Louis Hall in honor of Brother Louis De Thomas, FSC, President Emeritus of Saint Mary University.

Saint Mary's latest expansion is the University Center purchase, which includes a historic mansion, carriage house, modern events center, and 100 parking spaces.

### **Winona Campus**

The Schools of Graduate and Professional Programs offers master's degrees, a doctoral program, certificate programs, and continuing education on the Winona campus.

### **Rochester Center**

The Saint Mary's University Rochester center was established in 1985 and offers an array of programs, based on need and interest, to students in and around Rochester, Minn. Located in the Heintz Center of the University Center, it is home to state-of-the-art classrooms, computer facilities and meeting space.

### **Apple Valley Center**

Saint Mary's began offering graduate school courses in Apple Valley during the summer and fall of 2003. Since then, Saint Mary's Apple Valley Center has expanded to include bachelor-completion and master's degree programs in business and police science as well as advanced degrees in education. The Apple Valley Center is located at 14200 Cedar Avenue, Apple Valley.

### **Oakdale Center**

The Oakdale Center was opened in July 2010 to expand Saint Mary's presence in the Twin Cities East Metro. The center is located at 7200 Hudson Boulevard N, Suite 200 at the intersection of I-94 and I-694.

### **Greater Minnesota and Wisconsin**

Saint Mary's University Schools of Graduate and Professional Programs creates learning communities when and where they are needed.

For the latest information on course delivery sites throughout Minnesota and Wisconsin, please contact the Twin Cities campus toll-free at 866-437-2788.

### **Mandeville, Jamaica**

Saint Mary's University in collaboration with The Catholic College of Mandeville, offers a Master of Education in Teaching and Learning program in Mandeville, Jamaica. This program is also offered in the U.S. The program is designed for practicing classroom teachers who want to earn a master's degree as part of a professional learning community. Approximately 75 students are served annually in Jamaica-based learning communities.

### **Schools of Graduate and Professional Program Offerings**

#### **Graduate Continuing Education**

Best Practices Academy  
Graduate Professional Development for Educators  
Professional Development Initiatives for Educators

#### **Undergraduate Certificates**

Accounting

#### **Bachelor of Science Degree Completion**

B.S. Accounting  
B.S. Allied Healthcare Management  
B.S. Business Administration  
B.S. Healthcare and Human Services Management  
B.S. Human Resource Management  
B.S. Information Technology  
B.S. Marketing  
B.S. Nursing  
B.S. Police Science  
B.S. Psychology  
B.S. Sales and Marketing

#### **Master Degrees**

M.A. African Studies  
M.A. Arts and Cultural Management  
M.A. Counseling and Psychological Services  
M.A. Education  
M.A. Education - Wisconsin  
M.A. Educational Leadership  
M.A. English as a Second Language  
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. International Development  
M.A. Lasallian Leadership  
M.A. Lasallian Studies  
M.A. Literacy Education  
M.A. Management  
M.A. Marriage and Family Therapy  
M.A. Organizational Leadership  
M.A. Philanthropy and Development  
M.A. Public Safety Administration  
M.A. Special Education

M.A.S. African Studies  
M.B.A. Master of Business Administration  
M.Ed. Learning Design and Technology  
M.Ed. Teaching and Learning  
M.S. Accountancy  
M.S. Geographic Information Science  
M.S. Information Technology Management  
M.S. Nurse Anesthesia  
M.S. Project Management

**Graduate Certificate programs**

Addiction Studies  
Culturally Responsive Teaching  
Educational Administration – Director of Special Education  
Educational Administration – K–12 Principal  
Educational Administration – Superintendent  
Geographic Information Science  
Gifted Inclusive Instruction  
K–12 Reading Teacher  
Marriage and Family Therapy

**Specialist Degree**

Ed.S. Educational Administration

**Doctoral Degrees**

D.B.A. Business Administration  
Ed.D. Leadership  
Psy.D. Counseling Psychology

**Saint Mary's University of Minnesota  
Title II Report, 2014-2015 Academic Year**

Saint Mary's University is committed 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 backgrounds and needs. Like the learners our teachers will serve, we seek to enhance the potential and capacities of all learners.

**Teacher Preparation Program Information**

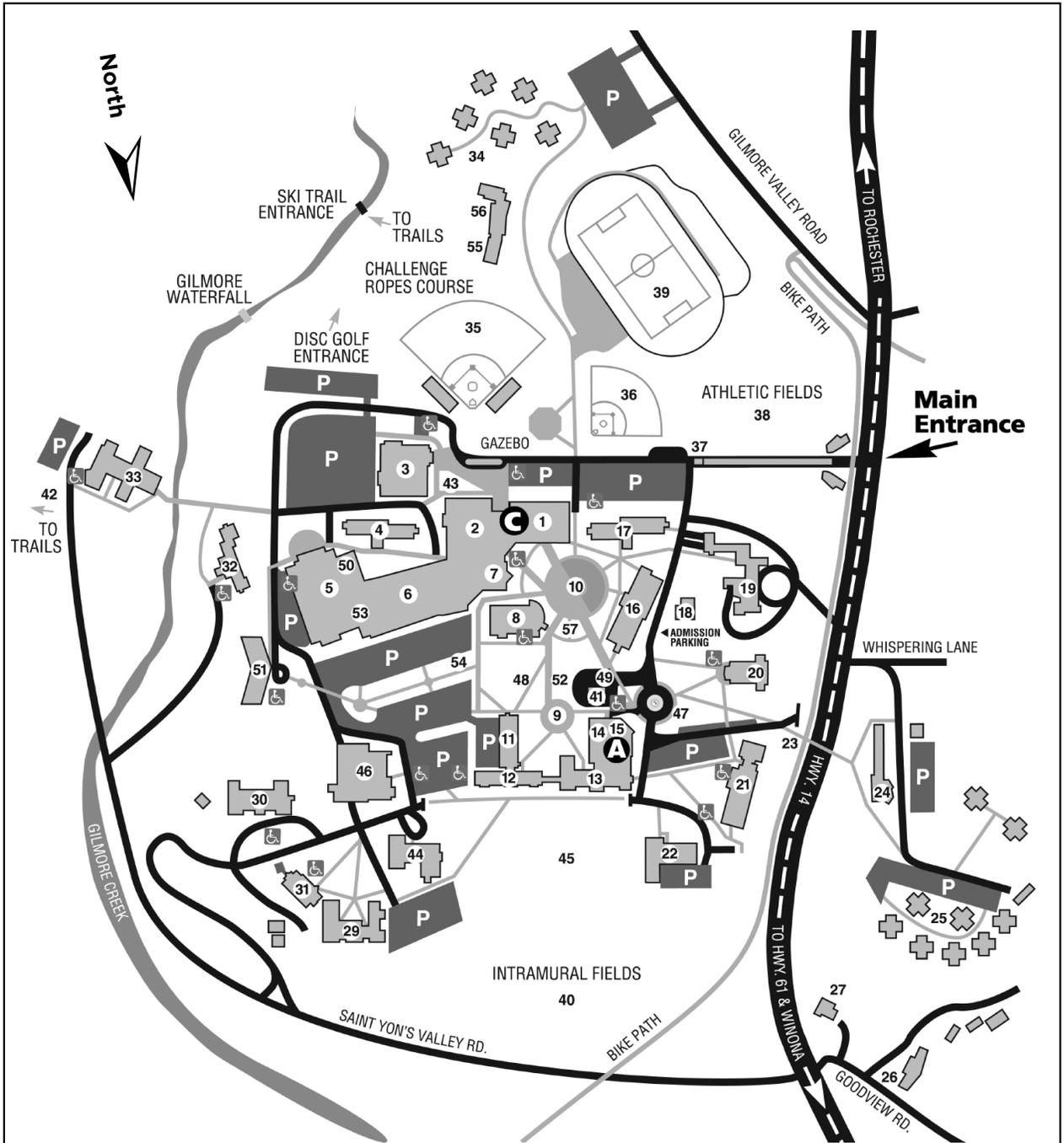
Student to teacher ratio for student teaching supervision	3:1
Average number of supervised hours per week required in schools for student teachers	40
Total number of weeks required in supervised student teaching: Undergraduate	14
Total number of weeks required in supervised student teaching: Graduate	15
Total number of hours spent in the supervised student teaching experience (UG)	560
Total number of hours spent in the supervised student teaching experience (Graduate)	600
Is the program approved/accredited by the state?	Yes
Is the program designated as low performing?	No

**Required Minnesota Teacher Testing Results**

*\*\*Number of individuals taking assessments is summative of all categories of completers (1,2,3, 4,and 5). Level 3 completers have finished all program requirements, with 1s/2s still in stages of program completion and 4s/5s 1+ years beyond finishing program. Institutional and Statewide pass rates are averages across the categories of completers for each assessment. ESL data not reported due to low n. Numbers are inclusive of undergraduate and graduate teacher licensure candidates.*

ASSESSMENTS	SAINT MARY'S UNIVERSITY OF MINNESOTA RESULTS			MINNESOTA STATEWIDE RESULTS
	Number taking assessment	Number passing assessment	Institutional pass rate	Statewide pass rate
MTLE Basic Skills Reading	257	223	87%	88%
MTLE Basic Skills Writing	255	221	87%	87%
MTLE Basic Skills Mathematics	255	214	83%	87%
Communication Arts/Lit				
Subtest 1	11	11	100%	100%
Subtest 2	11	11	91%	98%
Social Studies				
Subtest 1	15	14	93%	92%
Subtest2	15	11	73%	85%
Elementary Ed				
Subtest 1	80	78	97%	95%
Subtest 2	80	80	100%	98%
Subtest 3	80	77	96%	93%
Pedagogy: Elementary				
Subtest 1	110	108	97%	98%
Subtest 2	100	99	99%	98%
Pedagogy: Secondary				
Subtest 1	95	94	99%	98%
Subtest 2	95	95	100%	100%
Special Education				
Subtest 1	18	18	100%	99%
Subtest 2	18	18	100%	100%

# Campus Map




**Saint Mary's**  
**University**  
 OF MINNESOTA  
**Winona Campus**



# Welcome to the Winona Campus!

700 Terrace Heights • Winona, MN 55987

Adducci Science Center <i>Classrooms, offices</i> .....	21	Performance Center .....	3
Brother Charles Hall, Hoffman Hall		<i>"The Mediatrix" by Mark Balma</i>	
<b>ADMISSION CENTER</b> .....	15	Joseph Page Theatre, Figliulo Recital Hall,	
Athletic Fields .....	38	Studio Theatre, Ben Miller Lobby	
Athletic Offices .....	50	Pines Hall <i>Student residence</i> .....	44
Benilde Hall <i>Student residence</i> .....	4	Plaza .....	10
Brother Jerome Rademacher Nordic Ski Center .....	55	Recreation and Athletic Center (RAC) .....	6
Brother Leopold Hall <i>Student residence</i> .....	56	Residencia Santiago Miller <i>Student residence</i> .....	34
Cascio Family Court .....	52	Saint Edward's Living Learning Center <i>Student residence</i>	17
<i>"Saint John Baptist de La Salle" by Bruce Wolfe</i>		Saint Joseph's Hall .....	29
Christian Brothers Residence .....	30	<i>Offices, classrooms, student residence</i>	
Ek Family Village <i>Student residence</i> .....	25	Art and Design Department	
Jul Gernes Pool .....	7	Saint Mary's Hall <i>Offices, classrooms</i> .....	13
Gilmore Creek Hall <i>Student residence</i> .....	32	Saint Mary's Press .....	46
Gostomski Fieldhouse .....	6	Saint Thomas More Chapel .....	20
<i>Track and fitness center, dance studio, courts</i>		Saint Yon's Hall .....	33
Griffin Hall <i>Classrooms, offices</i> .....	14	<i>Offices, classrooms, student residence</i>	
Gymnasium .....	2	Music Department	
Hall of Fame Room		Saint Yon's Valley and X-Country Trails .....	42
Heffron Hall .....	12	Sculpture <i>"Christian Brother" by Br. Jerome Cox, FSC</i> ...	57
<i>Offices, classrooms, student residence</i>		Sculpture <i>"Waiting" by Margaret Mear, BVM</i> .....	45
The Heights <i>Offices, classrooms</i> .....	31	Skemp Family Plaza .....	43
International Students Office		<i>"Stairway to the Stars" by Br. Jerome Cox, FSC</i>	
De La Salle Language Institute		Skemp Hall <i>Student residence</i> .....	11
The Hendrickson Center .....	15	Softball Field .....	36
<b>Admission Center</b>		Stonehedge <i>Residence</i> .....	26
Technology Center and World Room		Oscar and Mary Jane Straub	
Hillside Hall <i>Student residence, classrooms</i> .....	51	Millennium Clock Tower and Court .....	49
Ice Arena .....	5	Michael H. Toner Student Center .....	1
Regan Ice Arena Lobby		Dining Areas, Bookstore, Lillian Davis Hogan Galleries,	
Immaculate Heart of Mary Seminary .....	19	Presidents Room, Lounge, Student Activities	
Kelly Hall <i>Student residence</i>		Track and Field/Soccer Complex .....	39
Leo Hall <i>Student residence</i>		Leo Ochrymowycz Memorial Soccer Field	
IHM Seminary Convent .....	18	Traffic Circle .....	47
<b>CAMPUS SAFETY</b> .....	1	<i>"Logo Light" by Roderick Robertson, FSC</i>	
Intramural Fields .....	40	Trustees Lounge .....	53
Kulas-Connaughty Power House .....	41	Veterans Memorial .....	54
La Salle Hall .....	22	Visitor Booth .....	37
<i>Classrooms, offices, student residence</i>		Visitors Cottage #1 and #2 .....	27
Library .....	8	Vlazny Hall .....	16
Fitzgerald Library, McEnery Center		Student Life, Residence Life, Campus Ministry, Jay	
Maintenance .....	11	Johnson Wellness Center (health & counseling services)	
Max Molock Memorial Baseball Field .....	35	Watters Hall <i>Offices, student residence</i> .....	24
Memorial Plaza .....	48	Lasallian Honors Program	
Oakes Plaza .....	9		
<i>"Gateway to Belief" by Alexander Tylevich</i>			
Pedestrian Overpass .....	23		

<b>C</b> Campus Safety 507-457-1703	<b>A</b> Admission Center 507-457-1700	<b>P</b> Parking	<b>TTY</b> Phones at Information Desk & Library Reference Desk	<b>H</b> Handicap Accessible Parking <small>Check Information Desk for building handicap accessibility. Please use designated visitor parking spaces.</small>
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**Niels Anderson**, Head Men's and Women's Track and Field Coach  
**Amber Bartholomew**, Head Men's and Women's Swimming and Diving Coach  
**Ward Berndt**, Head Men's and Women's Cross-Country Coach; Assistant Track and Field Coach  
**Sam Borawski**, Assistant Softball Coach  
**Corbin Bowers**, Assistant Men's and Women's Soccer Coach  
**Neil Cassidy**, Head Women's Soccer Coach  
**Jill Collum**, Head Athletic Trainer  
**Blake Duden**, Assistant Men's and Women's Tennis Coach  
**Emily Franz**, Assistant Athletic Trainer  
**Jeffrey Halberg**, Head Men's and Women's Tennis Coach; Assistant Men's and Women's Soccer Coach  
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**Ben Kinne**, Assistant Men's Hockey Coach; Instructor  
**Michael Lester**, Head Volleyball Coach; Assistant Athletic Director  
**Eric Linnell**, Assistant Athletic Trainer  
**Terry Mannor**, Head Women's Hockey Coach  
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**William Moore**, Head Men's Hockey coach; Director Cardinal M-Club  
**Donald Nadeau**, Sports Information Director  
**Trevor Oakes**, Assistant Baseball Coach, Pitching Coach  
**Blake Peterson**, Assistant Men's Basketball Coach  
**Brent Pollari**, Head Women's Basketball Coach  
**J. Reszka**, Assistant Men's Hockey Coach, Ice Arena Manager  
**Jamison Rusthoven**, Head Men's Basketball Coach, Instructor  
**Matt Sagar**, Assistant Strength and Conditioning Coach  
**Kristin Sczublewski**, Assistant Women's Basketball Coach, Assistant Intramural Director

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**Sherry Boynton**, Development Assistant  
**Carol Byrne**, Database Coordinator  
**Brandon Gustafson**, Corporate Foundation and Government Support  
**Coral Logan**, Records, Research & Gift Processing Specialist  
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**Anthony Piscitiello**, Senior Advancement Director  
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**Very Reverend Robert Horihan**, Rector

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**Maria Garza-Cienfuegos**, Director of International Student Services  
**Mitchell Lawson**, Director of Study Abroad and International Center Associate  
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**Tammy Schmidt**, Director of Dance

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