RECOGNITION OF THE COLLEGE

Accredited:
The College is accredited by The Higher Learning Commission and is a member of the North Central Association
30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504
Phone: (800) 621-7440
www.ncahlc.org

Specific programs of the College are accredited by:
Accreditation Council for Occupational Therapy Education
Board of Accreditation of the American Society of Exercise Physiologists
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
Commission on Accreditation in Physical Therapy Education
Commission on Collegiate Nursing Education
Council on Social Work Education
National League for Nursing
Teacher Education Accreditation Council

Approved:
Minnesota Board of Nursing
Minnesota Board of Teaching

Membership:
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American Library Association
Association for Gerontology in Higher Education
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of Schools of Allied Health Professions
Council for Adult and Experiential Learning
Council of Independent Colleges
Minnesota Private College Council
National Association of Independent Colleges and Universities
National Collegiate Honors Council

The College of St. Scholastica is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

The College of St. Scholastica does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, disability, age, marital status, status regarding public assistance or local commission status in its programs, procedures and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Lori Collard
Affirmative Action Officer
Tower Hall 2100
The College of St. Scholastica
1200 Kenwood Avenue
Duluth, Minnesota 55811
(218) 723-6602
E-mail: lcollard@css.edu

Please address all correspondence to:

Vice President for Enrollment Management
The College of St. Scholastica, 1200 Kenwood Ave., Duluth, Minnesota 55811
Telephone: (218) 723-6046
(800) 447-5444
Web site: www.css.edu
E-mail: admissions@css.edu
TTY/TDD (218) 723-6790
This catalog includes the best information available at the time of publication. All information is subject to change without notice or obligation. Updated information and course schedules can be found on the College Web site at www.css.edu.
RECOGNITION OF THE COLLEGE

Accredited:
The College is accredited by The Higher Learning Commission and is a member of the North Central Association
30 N. LaSalle St., Suite 2400,
Chicago, IL 60602-2504
Phone: (800) 621-7440
www.ncahlc.org

Specific programs of the College are accredited by:
Accreditation Council for Occupational Therapy Education
Board of Accreditation of the American Society of Exercise Physiologists
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
Commission on Accreditation in Physical Therapy Education
Commission on Accreditation of Athletic Training Education
Commission on Collegiate Nursing Education
Council on Social Work Education
National League for Nursing
Teacher Education Accreditation Council

Approved:
Minnesota Board of Nursing
Minnesota Board of Teaching

Membership:
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American Library Association
Association for Gerontology in Higher Education
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of Schools of Allied Health Professions
Council for Adult and Experiential Learning
Council of Independent Colleges
Minnesota Private College Council
National Association of Independent Colleges and Universities
National Collegiate Honors Council

Registered with:
The College of St. Scholastica is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

The College of St. Scholastica does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, disability, age, marital status, status regarding public assistance or local commission status in its programs, procedures and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Lori Collard
Affirmative Action Officer
Tower Hall 2100
The College of St. Scholastica
1200 Kenwood Avenue
Duluth, Minnesota 55811
(218) 723-6602
E-mail: lcollard@css.edu

Please address all correspondence to:
Vice President for Enrollment Management
The College of St. Scholastica,
1200 Kenwood Ave.,
Duluth, Minnesota 55811
Telephone: (218) 723-6046
(800) 447-5444
Web site: www.css.edu
E-mail: admissions@css.edu
TTY/TDD (218) 723-6790
# TABLE OF CONTENTS

- Recognition of the College .................................................... 2
- Academic Calendars ............................................................... 4
- Mission, Vision, and Identity .................................................... 7
- Academic Overview ............................................................... 10
- Campus Life ......................................................................... 18
- Admission ............................................................................... 29
- Financial Aid ........................................................................ 36
- Tuition and Fees ................................................................. 39
- Academic Program ............................................................... 43
- Academic Policies and Services ............................................. 59
- Curriculum ........................................................................... 67
- Course Descriptions ............................................................ 147
- Faculty and Staff ................................................................. 223
- Board of Trustees ............................................................... 245
- Alumni Association ............................................................. 246
- Parents Association ............................................................. 246
### THE COLLEGE OF ST. SCHOLASTICA CALENDAR

#### FALL SEMESTER 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Traditional Schedule</th>
<th>Accelerated Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6</td>
<td>Classes Begin</td>
<td>Fall I Classes Begin</td>
</tr>
<tr>
<td>September 8</td>
<td>Opening Convocation</td>
<td>Last Day to Drop with Full Refund</td>
</tr>
<tr>
<td>September 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 19</td>
<td>Last Day to Drop or Add Classes</td>
<td></td>
</tr>
<tr>
<td>October 5</td>
<td>Community Day - School in Session</td>
<td></td>
</tr>
<tr>
<td>Oct. 19 - 28</td>
<td>Academic Advisement</td>
<td></td>
</tr>
<tr>
<td>October 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 31</td>
<td>Mid-Semester Break</td>
<td>Fall I Classes End</td>
</tr>
<tr>
<td>Oct. 31 – Nov. 4</td>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>November 7</td>
<td>Last Day to Withdraw</td>
<td>Last Day to Drop with Full Refund</td>
</tr>
<tr>
<td>Nov. 23 - 27</td>
<td>Thanksgiving Break</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>December 16</td>
<td>Last Day of Regular Schedule</td>
<td></td>
</tr>
<tr>
<td>December 17</td>
<td>Commencement</td>
<td>Commencement</td>
</tr>
<tr>
<td>Dec. 19 - 22</td>
<td>End of Course Exams</td>
<td></td>
</tr>
<tr>
<td>December 22</td>
<td></td>
<td>Fall Term II Classes End</td>
</tr>
<tr>
<td>Dec. 23 – Jan. 16</td>
<td>Semester Break</td>
<td>Semester Break</td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Traditional Schedule</th>
<th>Accelerated Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td>Classes Begin</td>
<td>Spring I Classes Begin</td>
</tr>
<tr>
<td>January 24</td>
<td></td>
<td>Last Day to Drop with Full Refund</td>
</tr>
<tr>
<td>January 30</td>
<td>Last Day to Drop or Add Classes</td>
<td></td>
</tr>
<tr>
<td>February 29</td>
<td>Community Day – School in Session</td>
<td></td>
</tr>
<tr>
<td>March 9</td>
<td></td>
<td>Spring I Classes End</td>
</tr>
<tr>
<td>March 10 - 18</td>
<td>Spring Break</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 19</td>
<td></td>
<td>Spring II Classes Begin</td>
</tr>
<tr>
<td>March 21 - 30</td>
<td>Academic Advisement</td>
<td>Last Day to Drop with Full Refund</td>
</tr>
<tr>
<td>March 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 2</td>
<td>Last Day to Withdraw</td>
<td></td>
</tr>
<tr>
<td>April 2 - 6</td>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>April 5 - 9</td>
<td>Easter Break</td>
<td></td>
</tr>
<tr>
<td>May 4</td>
<td>Last Day of Regular Schedule</td>
<td></td>
</tr>
<tr>
<td>May 7 - 10</td>
<td>End of Course Exams</td>
<td></td>
</tr>
<tr>
<td>May 10</td>
<td></td>
<td>Spring II Classes End</td>
</tr>
<tr>
<td>May 13</td>
<td>Commencement</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

#### SUMMER SESSIONS 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Traditional Schedule</th>
<th>Accelerated Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 21</td>
<td>Summer Session I Classes Begin</td>
<td>Summer Session I Classes Begin</td>
</tr>
<tr>
<td>May 28</td>
<td>Last Day to Drop with a Full Refund</td>
<td>Last Day to Drop with Full Refund</td>
</tr>
<tr>
<td>May 28</td>
<td>Memorial Day – No Classes</td>
<td>Memorial Day – No Classes</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day – No Classes</td>
<td>Independence Day – No Classes</td>
</tr>
<tr>
<td>July 6</td>
<td>Summer Session I Classes End</td>
<td>Summer Session I Classes End</td>
</tr>
<tr>
<td>July 9</td>
<td>Summer Session II Classes Begin</td>
<td>Summer Session II Classes Begin</td>
</tr>
<tr>
<td>July 16</td>
<td>Last Day to drop with a Full refund</td>
<td>Last Day to Drop with Full refund</td>
</tr>
<tr>
<td>August 24</td>
<td>Summer Session II Classes End</td>
<td>Summer Session II Classes End</td>
</tr>
</tbody>
</table>

#### Alternative Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Traditional Schedule</th>
<th>Accelerated Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 21</td>
<td>Summer Session III Classes Begin</td>
<td></td>
</tr>
<tr>
<td>May 28</td>
<td>Memorial Day – No Classes</td>
<td></td>
</tr>
<tr>
<td>June 8</td>
<td>Summer Session III Classes End</td>
<td></td>
</tr>
<tr>
<td>June 4</td>
<td>Summer Session IV Classes Begin</td>
<td></td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day Observed – No Classes</td>
<td></td>
</tr>
<tr>
<td>July 27</td>
<td>Summer Session IV Classes End</td>
<td></td>
</tr>
</tbody>
</table>

(note: some Summer courses follow unique schedules within the overall May 21 to August 24 time frame)
# THE COLLEGE OF ST. SCHOLASTICA CALENDAR

<table>
<thead>
<tr>
<th>FALL SEMESTER 2012</th>
<th>TRADITIONAL SCHEDULE</th>
<th>ACCELERATED SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4</td>
<td>Classes Begin</td>
<td>Fall I Classes Begin</td>
</tr>
<tr>
<td>September 6</td>
<td>Opening Convocation</td>
<td></td>
</tr>
<tr>
<td>September 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 17</td>
<td>Last Day to Drop or Add Classes</td>
<td>Last Day to Drop with Full Refund</td>
</tr>
<tr>
<td>October 3</td>
<td>Community Day - School in Session</td>
<td></td>
</tr>
<tr>
<td>Oct. 17 - 26</td>
<td>Academic Advisement</td>
<td></td>
</tr>
<tr>
<td>October 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 29</td>
<td>Mid-Semester Break</td>
<td></td>
</tr>
<tr>
<td>Oct 29 - Nov 2</td>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>November 5</td>
<td>Last Day to Withdraw</td>
<td>Last Day to Drop with Full Refund</td>
</tr>
<tr>
<td>Nov. 21 - 25</td>
<td>Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>December 14</td>
<td>Last Day of Regular Schedule</td>
<td>Commencement</td>
</tr>
<tr>
<td>December 15</td>
<td>Commencement</td>
<td></td>
</tr>
<tr>
<td>Dec. 17 - 20</td>
<td>End of Course Exams</td>
<td></td>
</tr>
<tr>
<td>December 20</td>
<td>Semester Break</td>
<td></td>
</tr>
<tr>
<td>Dec. 21 – Jan. 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPRING SEMESTER 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 14</td>
<td>Classes Begin</td>
<td>Spring I Classes Begin</td>
</tr>
<tr>
<td>January 21</td>
<td>Dr. Martin Luther King Day – No Classes</td>
<td>Last Day to Drop with a Full Refund</td>
</tr>
<tr>
<td>January 28</td>
<td>Last Day to Drop or Add Classes</td>
<td></td>
</tr>
<tr>
<td>February 27</td>
<td>Community Day – School in Session</td>
<td></td>
</tr>
<tr>
<td>March 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 9 - 17</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 18 - 27</td>
<td>Academic Advisement</td>
<td></td>
</tr>
<tr>
<td>March 24</td>
<td>Last Day to Drop with Full Refund</td>
<td></td>
</tr>
<tr>
<td>Mar. 28 – Apr. 1</td>
<td>Easter Break</td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td>Last Day to Withdraw</td>
<td></td>
</tr>
<tr>
<td>April 1 - 5</td>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>May 3</td>
<td>Last Day of Regular Schedule</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 6 - 9</td>
<td>End of Course Exams</td>
<td></td>
</tr>
<tr>
<td>May 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 12</td>
<td>Commencement</td>
<td></td>
</tr>
<tr>
<td><strong>SUMMER SESSIONS 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 20</td>
<td>Summer Session I Classes Begin</td>
<td>Summer Session I Classes Begin</td>
</tr>
<tr>
<td>May 27</td>
<td>Last Day to Drop with a Full Refund</td>
<td>Last Day to Drop with a Full Refund</td>
</tr>
<tr>
<td>May 27</td>
<td>Memorial Day – No Classes</td>
<td>Memorial Day – No Classes</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day – No Classes</td>
<td>Independence Day – No Classes</td>
</tr>
<tr>
<td>July 5</td>
<td>Summer Session I Classes End</td>
<td>Summer Session I Classes End</td>
</tr>
<tr>
<td>July 8</td>
<td>Summer Session II Classes Begin</td>
<td>Summer Session II Classes Begin</td>
</tr>
<tr>
<td>July 15</td>
<td>Last Day to drop with a Full refund</td>
<td>Last Day to drop with a Full refund</td>
</tr>
<tr>
<td>August 23</td>
<td>Summer Session II Classes End</td>
<td>Summer Session II Classes End</td>
</tr>
<tr>
<td>Alternative Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 20</td>
<td>Summer Session III Classes Begin</td>
<td></td>
</tr>
<tr>
<td>May 27</td>
<td>Memorial Day – No Classes</td>
<td></td>
</tr>
<tr>
<td>June 7</td>
<td>Summer Session III Classes End</td>
<td></td>
</tr>
<tr>
<td>June 3</td>
<td>Summer Session IV Classes Begin</td>
<td></td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day Observed – No Classes</td>
<td></td>
</tr>
<tr>
<td>July 26</td>
<td>Summer Session IV Classes End</td>
<td></td>
</tr>
</tbody>
</table>

(note: some Summer courses follow unique schedules within the overall May 20 to August 23 time frame)
From the President

In this catalog are listed all the specific requirements for earning an undergraduate degree at The College of St. Scholastica. The details are certainly important, but so is the big picture: An education at St. Scholastica is designed to help you prepare yourself to make a living and to make a life. Your studies will be grounded in the liberal arts and shaped by Benedictine values and the Catholic intellectual tradition. Teachers who will challenge and inspire you will expand your view of the world. You will leave prepared for meaningful work and for making a contribution to your chosen field and the society in which you live.

This catalog introduces you to the opportunity of a lifetime. We welcome you to our community of learners!

Sincerely,

Dr. Larry Goodwin, President
Mission:
Shaped by the Catholic Benedictine heritage, The College of St. Scholastica provides intellectual and moral preparation for responsible living and meaningful work.

Vision:
The College of St. Scholastica will be widely regarded as an academic community grounded in the rich Benedictine heritage, and sending forth thoughtful leaders, sharpened and sensitized by the liberal arts, who are committed to serve and to transform the world.

The Purposes of The College of St. Scholastica Are To:
Foster an environment in which students, staff, and faculty will be inspired with the Benedictine values expressed in community, hospitality, respect, stewardship, and love of learning.

Stimulate a zest for lifelong learning by supporting the general education goals of critical thinking, intellectual integrity, aesthetic appreciation, and intellectual curiosity.
Prepare students, through undergraduate and graduate programs, for responsible leadership in professional positions and/or advanced studies.

Provide programs for traditional and nontraditional students to meet community needs.

Lead public interfaith discussions of ethics and peace and justice issues in the tradition of our Catholic Benedictine intellectual heritage.

Ensure continued access to a faith-based institution of higher learning through proper stewardship of human and fiscal resources.

Our Identity:
The College of St. Scholastica is the only independent college in northeastern Minnesota.

The College was founded in 1912 by a group of pioneering Benedictine Sisters who offered college courses to six young women. Today St. Scholastica educates almost 4,000 men and women yearly and has more than 17,000 alumni.

The 186-acre campus is on a ridge overlooking Lake Superior. Campus buildings include Tower Hall, the Science Center, Our Lady Queen of Peace Chapel, the Burns Wellness Commons, Mitchell Auditorium, the College Library, the St. Scholastica Theatre, the Student Union, Somers Residence Hall and eight apartment complexes.

Adjoining the campus are St. Scholastica Monastery, home of the Benedictine Sisters; Westwood Apartments for Seniors; and the Benedictine Health Center, a continuous care facility for seniors. These facilities serve the needs of the Duluth area and provide opportunities for practical experience for many of the College’s health and behavioral sciences students.

The College’s small, friendly community enables students to participate successfully in academics and extracurricular and recreational activities. A 14:1 student-to-teacher ratio permits students to seek individualized help and encouragement.

National surveys have repeatedly recognized the College for academic excellence and value. In its most recent “Best Colleges” rankings, U.S. News & World Report ranks St. Scholastica in the first tier in the Midwest Regional University category.

Duluth:
Mid-America’s gateway to the sea, Duluth’s Lake Superior harbor hosts ships from dozens of nations each year. The Boundary Waters Canoe Area Wilderness is within two hours driving distance, as is Lake Superior’s Apostle Islands National Lakeshore.

Duluthians enjoy the beauty and sport of four seasons. In close proximity to the College are beaches, biking and jogging trails, ski resorts, cross-country ski trails, boating and fishing sites, and rinks for skating, curling and hockey. Duluth offers a wide variety of cultural activities as well. The city’s entertainment and convention center hosts a long list of popular entertainers every year. The Minnesota Ballet, Duluth Playhouse and Duluth-Superior Symphony Orchestra provide exciting year-round seasons, as well as opportunities to perform. Glensheen, a 39-room neo-Jacobean style mansion built on the Lake Superior shore, the Heritage and Arts Center and the Marine Museum at Canal Park highlight Duluth’s many historical attractions. The city is a regional healthcare center and offers a wide variety of shopping in several malls and in many specialty shops.

Duluth’s low crime rate, high quality of life and extraordinary natural beauty frequently earn it high rankings in national “best places to live” surveys.

Extended Minnesota Campuses:
The College of St. Scholastica, through Extended Studies, offers programs in Duluth, Brainerd, Rochester, St. Cloud, and St. Paul, Minnesota.

The extended sites provide a stimulating learning environment geared to working adults. The programs features instructors who are professionals in their fields. Classes are offered year-round in the evenings, weekends, and online.

Each campus offers comfortable classroom environments with up-to-date classroom technology, nearby parking and staff onsite.
Please refer to the specific campus of interest listed below for more information on specific majors and degree programs offered at each campus.

**Brainerd campus at Central Lakes College**
501 West College Dr.
Brainerd, MN 56401
(218) 855-8006 or (800) 933-0346 ext. 8006
www.css.edu/brainerd.xml

**Duluth campus**
1200 Kenwood Ave.
Duluth, MN 55811
(218) 723-6772 or (877) 723-677
www.css.edu/duluth.xml

**Rochester campus**
221 1st Ave. SW, Suite 100
Rochester, MN 55902
(507) 424-0144 or (866) 416-0144
www.css.edu/rochester.xml

**St. Cloud campus**
4150 2nd St., Suite 330
St. Cloud, MN 56301
(320) 529-6663 or (866) 211-2337
www.css.edu/stcloud.xml

**St. Paul campus**
340 Cedar St., Suite 50
St. Paul, MN 55101
(651) 298-1015 or (888) 298-4723
www.css.edu/stpaul.xml

Visit the College website at: www.css.edu.
This section of the catalog provides an overview of all of the academic programs at The College of St. Scholastica. Curriculum details for the undergraduate programs are provided in the Academic Program, Curriculum, and Course Descriptions sections of this catalog.

Undergraduate and Graduate Programs of the College

The table provides an alphabetical listing of the undergraduate and graduate programs offered by The College of St. Scholastica. Unless otherwise indicated, all subjects are available on the Duluth campus; several are also offered in online formats or on one or more of the extended campuses in Duluth, Brainerd, Rochester, St. Cloud, and St. Paul. Undergraduate programs are described in detail in this catalog; updates are on the College website. Graduate program information is in the graduate catalog or on the website.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>♦♦</td>
<td>♦</td>
</tr>
<tr>
<td>Advertising and Public Relations</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>American Indian Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Sign Language</td>
<td></td>
<td>♦</td>
</tr>
<tr>
<td>Art</td>
<td>♦♦</td>
<td></td>
</tr>
<tr>
<td>Athletic Training</td>
<td></td>
<td>♦</td>
</tr>
<tr>
<td>Biochemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>♦♦</td>
<td></td>
</tr>
<tr>
<td>Biology, Cytogenetics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology, Cytotechnology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology, Middle and Secondary Education</td>
<td>♦♦</td>
<td>♦</td>
</tr>
<tr>
<td>Business Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Technology Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic Studies</td>
<td>♦♦♦</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>♦♦</td>
<td></td>
</tr>
<tr>
<td>Chemistry, Middle and Secondary Education</td>
<td>♦♦</td>
<td>♦</td>
</tr>
<tr>
<td>Coaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>♦♦</td>
<td></td>
</tr>
<tr>
<td>Computer Science/Computer Information Systems (CS/CIS)</td>
<td>♦♦</td>
<td></td>
</tr>
<tr>
<td>CS/CIS, Applied Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS/CIS, Healthcare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS/CIS, Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS/CIS, Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS/CIS, Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS/CIS, Web Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics, Applied</td>
<td>♦♦</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education, Elementary</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Undergraduate</td>
<td>Graduate</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>Education, Middle and Secondary (see subject areas)</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Educational Media and Technology</td>
<td>♦</td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Educational Technology</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Electronic Health Records</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Engineering, Dual Degree</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>English</td>
<td>♦</td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>English, Middle and Secondary Education</td>
<td>♦</td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Exercise Physiology</td>
<td>♦</td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Film Studies</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Finance</td>
<td>♦</td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>French</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>German</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Gerontology</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Global, Cultural and Language Studies</td>
<td>♦</td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Health Information Management</td>
<td>♦</td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Health Information Management – Records</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Health Information Management and Exchange</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Health Information Project Management</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Health Information Revenue Management and Compliance</td>
<td>♦ ♦ ♦ ♦ ♦</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Healthcare Administration</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Healthcare Informatics</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Healthcare Management</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>History</td>
<td>♦</td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Information Technology Leadership</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Information Technology Leadership – Operations</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>ITL, Enterprise Systems</td>
<td></td>
<td>♦ ♦ ♦ ♦ ♦</td>
</tr>
<tr>
<td>Subject</td>
<td>Undergraduate</td>
<td>Graduate</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>ITL, Information Technology Project Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITL, Information Technology Security</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITL, Internet and Wireless Technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITL, Software Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Media Specialist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>♦</td>
<td>♦ ♦</td>
</tr>
<tr>
<td>Management, Business Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Mathematics, Middle and Secondary Education</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Medieval and Renaissance Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Music Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music, K – 12 Education</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Nursing Informatics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing, Adult Nurse Practitioner</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Nursing, Clinical Nurse Specialist</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Nursing, Family Nurse Practitioner</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Nursing, Gerontological Clinical Nurse Specialist</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Nursing, Gerontological Nurse Practitioner</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Nursing, Psychiatric Mental Health Nurse Practitioner, Adult</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Nursing, Psychiatric Mental Health Nurse Practitioner, Family</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Undergraduate</td>
<td>Graduate</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Major</td>
<td>Minor</td>
</tr>
<tr>
<td>Ojibwe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ojibwe Language and Culture Education</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Online Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>♦♦</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological Sciences</td>
<td>♦♦</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>♦♦</td>
<td></td>
</tr>
<tr>
<td>Psychology, Human Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Self-Designed</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Social Studies, Middle and Secondary Education</td>
<td>♦♦</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Social Work, School Licensure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>♦♦</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theater</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theology and Religious Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theology and Religious Studies, Pastoral Ministry</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Theology and Religious Studies, Religious Education</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Theology and Religious Studies, Youth Ministry</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Women’s and Gender Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women’s Spirituality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Glossary of Terms

Major: A designation signifying an area of academic emphasis; the completion of specific requirements in the major field indicates mastery of the subject as defined and approved by the appropriate department. The major is recorded on the student's transcript. Majors come in three types: the departmental major, the school major and the self-designed major.

Departmental majors: Departmental majors are named on transcripts, listed in the catalog, have specific structures and requirements including prerequisites, and represent a commitment by the College to offer everything necessary for students to complete the major within the Four-Year Pledge (and its exceptions). Most departmental majors are the same as academic departments, such as English, Nursing, or Psychology. Some academic departments house more than one major, such as Management, Applied Economics, and Accounting. The faculty member responsible for each major is listed in the catalog.

School majors: Four of the academic schools sponsor school majors. School major requirements are listed in the catalog under the school name. School deans are responsible for advising and approving school major plans.

Self-designed majors: The individual student who desires to pursue a course of study which does not fit any department or school structure can work with an individual faculty member to create a coherent program that reflects academic rigor and individual initiative. Self-designed plans need approval by the Undergraduate Curriculum Committee before more than half of the planned credits are taken.

Minor: A designation signifying an optional area of academic emphasis in addition to the chosen major. The completion of specific requirements in the minor field indicates a working knowledge of a subject as defined and approved by the appropriate department. The minor is recorded on the student’s transcript.

Concentration: An area of specialization within a major. The concentration is recorded on the student’s transcript.

Certificate: A cluster of courses that results in the award of a certificate, but not a degree.

Licensure program: A specialized form of a certificate that enables students to pursue licensure in a particular profession. Licensure programs serve the needs of students who already hold a degree in another subject area and therefore do not require another degree. For example, to become eligible for licensure as a teacher, a student with no previous degree would work toward a bachelor’s degree in one of our education majors; a student who already has a bachelor’s degree would enroll in one of our licensure programs.

Course offerings: A group of courses in a specific area without a corresponding major or minor.

Degrees

The College of St. Scholastica currently awards the following degrees:

- Bachelor of Arts (B.A.)
- Bachelor of Science (B.S.)
- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Master of Education (M. Ed.)
- Master of Science (M.S.)
- Doctor of Nursing Practice (D.N.P.)
- Doctor of Physical Therapy (D.P.T.)

Four-Year Pledge to Students

The College of St. Scholastica pledges that new students who enter the College as first-year undergraduate students and follow the requirements below, will graduate in four years. If you have followed the requirements below and do not complete your education in four years, St. Scholastica will offer you a grant (after federal and state financial aid have been credited to you) to cover tuition costs until the degree program is completed.

The College of St. Scholastica makes this pledge because it is committed to quality education, has confidence in its advisement program and availability of course offerings, and desires to keep the College affordable to all students.
Requirements of the St. Scholastica Four-Year Pledge:

1. Enroll in a full course load for your intended major every semester. For most majors this requires an average of 16 credits per semester; selected majors with external licensure requirements (for example, nursing and education) have higher semester course load requirements.

2. Be formally accepted into the major you graduate with according to the schedule specified by the major. In most cases this is no later than the spring semester of your second year, though some majors with external licensure requirements may require earlier application to the major.

3. Follow the major course sequence in the advisors’ manual, and maintain the major’s required academic progression and skills requirements. For students in majors with external licensing requirements, students must follow the course sequence in the four year schema for the major from the first semester of enrollment; graduating with these majors in four years requires that students undertake carefully planned, ambitious course schedules from the start of their academic careers at The College of St. Scholastica.

4. Attain the required grade in all courses in your major and maintain the grade point average required of your major.

5. Do not fail or withdraw from any course without making up the credits during this four-year period of time.

6. Enroll without “stopping-out” for personal, financial, or other reasons. The pledge does not apply if a student elects additional majors, minors, or certifications that extend the course of study. In addition, this pledge does not apply to students in the Chemistry, Middle and Secondary Education major, as the dual science and education requirements often extend the degree beyond four years.

Academic Organization

The undergraduate majors and minors of the College are housed within six academic schools. Extended Studies collaborates with the schools to offer programs in nontraditional formats on the Duluth campus, extended campuses across Minnesota, and online.

School of Arts and Letters
- American Indian Studies
- Art
- Catholic Studies
- Communication
- English
- French
- German
- Global, Cultural, and Language Studies
- History and Politics
- Humanities
- Journalism
- Medieval and Renaissance Studies
- Music
- Ojibwe
- Philosophy
- Photography
- Political Science
- Public Relations
- Russian
- Social Studies
- Secondary Education
- Spanish
- Theatre
- Theology and Religious Studies
- Women’s and Gender Studies

School of Business and Technology
- Accounting
- Computer Science / Computer Information Systems
- Economics, Applied
- Finance
- Management
- Marketing
- Organizational Behavior

School of Education
- Educational Media and Technology
- Elementary Education
- Middle and Secondary Education
- Ojibwe Language and Culture Education
Pre-Medical and Pre-Health Professions Advising

Students seeking admission to a health professional program often complete a major in the sciences and are advised by science faculty with experience working with students who plan to attend medical, pharmacy, dental, veterinary, optometry, podiatry, or chiropractic school at institutions other than the college.

Students seeking admission to one of the college’s graduate health professional programs in athletic training, exercise physiology, health information management, nursing, occupational therapy, or physical therapy, should work closely with advisors to ensure that they meet undergraduate degree requirements as well as specific program prerequisites.

Pre-Law Advising

Students seeking admission to law school may major in any one of a number of academic disciplines. These students will participate and assist with an active pre-law program and with a student governed Pre-Law Society. The Pre-Law Society, under the guidance of its faculty advisor, will mentor and guide pre-law students through all steps of the law school application process. The Pre-Law Society also sponsors workshops and speakers, as well as other opportunities to explore and examine the legal profession.

Other Pre-Professional Advising

Students seeking admission to other professional programs in disciplines such as library science are well served by members of the faculty who have the expertise to guide them in selecting majors and activities that support their admission to these programs.
The relatively small size of the College community and its spacious, wooded setting make St. Scholastica a unique learning environment as well as an excellent place for friendship and community.

Everything a student needs is available on campus. Housing, food service and recreational facilities are near academic buildings. Most days are full of activities, events, concerts, speakers and programs.

Duluth’s excellent city transit system connects the College with shopping areas, movie theaters and places to visit and explore, and it’s free to St. Scholastica students with their student ID!

**Residential Life**

The Residential Life Center at The College of St. Scholastica provides a community that reflects the values of the College.

Resident students enjoy many educational, recreational, spiritual, social, cultural and community service programs offered by the Residential Life staff, resident advisors and academic role models. They have easy access to faculty and academic resources, as well as to student activities and athletic facilities and events.
The College believes that a well-rounded experience is best achieved in a community living component during a student’s first and second year of college. As a result, it is the policy of The College of St. Scholastica that all first-year and second-year students are required to live on campus. To be released from this requirement, students must meet the following criteria and receive permission from the Director of Housing: Discontinuing from St. Scholastica, studying abroad, documented medical reasons, graduation, dismissal, internship, student teaching, marriage and/or living at a family member’s permanent Duluth residence.

Admission to The College of St. Scholastica does not automatically guarantee housing for juniors and seniors. Campus housing accommodations are limited and are assigned on a “first-come, first-served” basis. Upon receiving notification of admission to the College, students will receive a Housing Contract. To reserve campus housing, students must return the Housing Contract with the required room deposit to the Residential Life and Housing Office. Roommate assignments for the academic year are made by mid-August.

Food Service
The College’s Food Service offers a variety of nutritional, reasonably priced meals in two locations on campus. Students living in Somers Hall and Suites are required to participate in one of the flexible board plans which are in effect when classes are in session. Commuter students or those living in campus apartments may also join meal plans specially tailored to their needs.

Campus Ministry
Campus Ministry serves all students at The College of St. Scholastica. The mission of Campus Ministry is to support students in their faith journeys and empower them to live the Gospel values of peace and justice. Personal relationships, pastoral counseling, retreats, conferences, prayer experiences, worship and liturgical celebrations, faith sharing/discussion groups and social justice opportunities support personal and spiritual growth. Grounded in the Benedictine Catholic tradition, we provide an opportunity for seekers to grow in their Catholic identity as well as provide multi-faith programming that is open to and supportive of persons from all faith traditions.

Grief/Crisis Support
If a student experiences a death or crisis in his/her immediate family or with someone to whom he/she is close, help is available from the Campus Ministers and the Dean of Students.

Student Union and Activities
Located on the ground floor of Tower Hall, the Student Union and Activities Office is the community center of the College for all the members of the College family - students, faculty, administration, alumni and guests. As the “living room” of the College, the Union at St. Scholastica provides the services, conveniences, and amenities the members of the College family need in their daily life on campus. It is a place for getting to know and understand one another through informal association.

The Port Information Desk
The Port is your information headquarters at the College, featuring the Java Express Coffee Shop serving espresso, cappuccino, teas, and a variety of other gourmet coffees and pastries. Tickets for concerts, dances, and other programs are also sold at The Port. In addition, any questions about student activities at St. Scholastica can be answered at The Port. Game equipment for Storm’s Den may be checked out with a student ID.

Student Organization Names
- Active Minds
- American Society of Exercise Physiologists
- Amnesty International
- Asian Fun Club
- Association for Student Parent Success
- Biochemistry/chemistry
- Biology Club
- BWCA Club
- CAB
Cable
Calling All Catholics
Cheerleading Club
Circle K
CJL
Climbing Club
College Democrats
College Republicans
Computer Club
CSS Education Club
CSS News
Dance Team
Drum Line
Earth Action
Figure Skating Club
Film Club
Grace Campus Fellowship
Habitat for Humanity
Ice Fishing Club
Indigenous Students Alliance
InterNational Club
Intervarsity
KMC
MGT Club
Math Society
Northern Explorers
Open Doors
Otakus Anonymous
Out of Words
Parents Association
PASS/Psi Chi
Peer Advising
Peer Ministry
PT Club
Pre-Law
Pre-Dental
Pre-Med
Pre-Pharmacy
Relay for Life
RHA
Rotaract Club
Saints Investment Group
SCCS
Social Work Club
Spanish Club
Speak Up!
Stockfestapalooza
Storm’s Advocates
SOTA
Student Alumni Association
SHIMA
Student Nursing Association
Student Senate
Students-4-Life
Students for a Free Tibet
Students Today Leaders Forever
Third Wavers
United for Africa
VITA
Volleyball Club
Women’s Hockey Club

Campus Activities Board (C*A*B)

C*A*B is responsible for planning dances, performances, movies and other special events. These afford St. Scholastica students respite from their studies and allow them to appreciate other cultural activities that St. Scholastica has to offer. All events are planned and carried out by students.

Student Activities Office

The Student Activities Office provides personal growth and development experiences through nonacademic and co-curricular activities. The Student Activities Office promotes student involvement in clubs, organizations, and activities. Student activities are a way for students to connect with other students with similar views, aspirations and concerns and then provide a framework for those students to work together for the common goal, whether that goal is social, recreational, cultural, or political. A variety of campus organizations, clubs, and leadership workshops provide students with many avenues for personal, vocational and social growth.

Student Senate

The Student Senate, the officially recognized student government body at St. Scholastica, handles a variety of social, cultural and intellectual programs. The Senate also provides direction for all student activities and represents the students in all elements of the College community. Members of the Senate are significantly involved in the governance structure of the College through participation in faculty and institutional standing committees.
Sports and Recreation

Intercollegiate Athletics

The College of St. Scholastica’s athletic programs hold membership in the NCAA Division III. The College offers 20 varsity sports programs, 10 for men and 10 for women. With exception of ice hockey (NCHA) and Nordic skiing (CCSA), all teams compete in the Upper Midwest Athletic Conference (UMAC).

In the fall, the Saints compete in men’s and women’s cross country, men’s and women’s soccer, women’s volleyball, and football. Men’s and women’s cross country have both won the past two conference championships, with the women taking the title the last 10 consecutive years. Men’s and women’s soccer, along with volleyball all won conference regular season titles in 2010 without dropping a single game. Either the men’s or women’s soccer programs have appeared in the NCAA Division III National Tournament in each of the past four seasons.

Men’s and women’s basketball, men’s and women’s Nordic skiing, men’s and women’s indoor track and field, and men’s and women’s ice hockey compete during the winter season. The Mars Lakeview Arena, located at the nearby Marshall School campus, is home to the CSS Hockey programs. The NCHA conference is one of the best conferences in Division III hockey and brings some of the top teams to the Twin Ports. The men’s and women’s indoor track and field programs have both won the conference indoor championships the last two seasons.

Baseball, softball, men’s and women’s tennis, and men’s and women’s outdoor track and field compete in the spring. The baseball team has won 14 straight UMAC Championships and competed in six consecutive NCAA Regional Tournaments. Both the men’s and women’s tennis programs have won 14 straight conference championships. The softball team has taken the UMAC regular season title in 13 of the last 14 seasons.

Physical Education Classes

Students can earn credits by participating in a variety of physical activities offered in physical education courses. From racquet sports (tennis and racquetball), outdoor education (skiing, rock climbing, canoeing, sea kayaking, dog sledding, winter camping and backpacking), aerobic training (aerobics, physical conditioning), to golf, tennis, basketball, volleyball and bowling, St. Scholastica provides something for every student.

Campus Recreation

Campus Recreation serves as The College of St. Scholastica’s home for recreation, sport and spirit! Students, faculty, staff, Sisters and alumni enjoy access to the Burns Wellness Center. The 63,000-square-foot addition to the existing Reif Center is a field house complex featuring an indoor six-lane 200-meter running track, four multipurpose courts, a free weight room, an aerobic dance room, a cardiovascular fitness mezzanine overlooking the track, and locker rooms. Campus Rec provides the most popular and heavily used programs and facilities on campus by offering a broad mix of activities designed to appeal to a large range of abilities and interest levels.

Fitness

Campus Recreation offers a wide range of fitness classes for the beginner to the advanced. Classes such as Pilates, yoga, dance, and multiple aerobic classes are offered each semester to meet a variety of interests. Campus Recreation also offers fitness assessments and strength and conditioning programs in conjunction with the Exercise Physiology Department.

Intramural Sports

The College of St. Scholastica’s Intramural Sports Program is designed to encourage students, staff, and faculty to participate in organized sporting activities that challenge the body, mind, and spirit. The program includes men’s, women’s, and corecreational opportunities in sports such as basketball, volleyball, wiffle ball, flag football, kickball, floor hockey, dodge ball, and soccer. All teams are student-led and the program is directed by the intramural coordinator.
Outdoor PURSUIT! Program
Outdoor PURSUIT! (OP!) is an outdoor recreation program which consists of a fully equipped gear rental center, indoor climbing wall, and tons of opportunities to get outside during all four seasons. OP! offers a wide range of activities from kayaking, biking, hiking, and rock climbing in the summer and fall, to skiing/snowboarding, dog sledding, winter camping, and ice climbing in the winter. It offers trips coast to coast and also takes advantage of some of the most pristine outdoor venues in the WORLD including the Boundary Waters Canoe Area Wilderness, Apostle Islands National Park. If you want to do it, OP! tries to make it happen. OP! also sponsors S.O.A.R. (Student Outdoor Adventure Retreat). SOAR is a program for incoming students to move in early and go on a five-day outdoor trip while meeting other incoming students and learning about college life at CSS. In addition to sponsoring outdoor events, OP! offers the students of St. Scholastica volunteer and paid positions in the gear rental center, the indoor climbing wall, outdoor leadership, and teambuilding programs. Look for more information at: www.css.edu/outdoorpursuit.xml

Student Achievement Center
Orientation
Summer and fall orientation programs prepare students for a positive adjustment to St. Scholastica. The orientation program combines academic advising with social activities. Participation offers opportunities for students to begin friendships and become comfortable with faculty, staff and the campus. All new and transfer students are assigned a peer advisor for their first semester.

Academic Support Services
Academic counseling helps with any problem which is interfering with academic success and achievement. Counseling is available for students having difficulty with reading, spelling, math, writing, etc. Other services include assistance with time management, test-taking strategies, or other problems with study habits and attitudes.

Center for Academic Success
Center for Academic Success Vision: In accordance with The College’s strategic goal to “address the needs of traditional and nontraditional learners,” the Center for Academic Success will engage students in successful learning strategies and practices that will support their academic goals.

The Center for Academic Success offers an array of services to help even the most efficient student. The CAS focuses on where the student currently is on their academic path. Whether it is extra support to increase performance—from a D to a C or a B+ to an A; finding out how students learn best, the Center for Academic Success assists any student.

Description of Current Services:
• Tutoring in specific subject areas—individual and small groups
• Collaborative Learning Groups—students from a specific course will get together in a study group that is facilitated by a tutor

Study Skills Consultation focuses on:
• Test Taking
• Time Management and Organization
• Concentration and Distractions
• Note-Taking
• Learning Styles

Disability Resource Center
Any student needing assistance in gaining equal access to classes or college resources because of a physical, psychological, or learning disability, as well as attention deficit/hyperactivity disorder, or a hearing impairment should request assistance through this office.

It is the policy of The College of St. Scholastica that all otherwise qualified individuals with disabilities will be given equal educational opportunities in the classroom and other College-sponsored programs and activities, including study abroad programs. The College will ensure that no otherwise qualified individual with disabilities will be excluded from participation in, denied the benefits of, or subjected to discrimination in any College class, program, or activity.
New and Transition Student Advisor
The new and transition student advisor assists transfer students with the transition to St. Scholastica, both socially and academically and also assists students on academic probation to reach their academic goals and potential.
- Advises pre-occupational therapy and pre-physical therapy students
- Manages Academic Progress Reports and mid-term grade reports

Veterans Resource Center
The Veterans Resource Center (VRC) provides resources and transition services to all military veterans, current and former military members, and their families in a way that promotes the Benedictine values of respect, hospitality, and community.

The Center works with various College staff and community agencies to ensure you have equal access to educational benefits, as well as assistance with and/or information on:
- Payment extensions while waiting for educational benefits
- Military transfer credits
- Veteran resident status
- Academic accommodations
- Withdrawals due to deployments
- Referrals to the correct service providers
- Access to service providers on-site
- Events for veterans and military families
- Scholarships

For the extended sites of the College, where a center is not available, the Duluth Center will coordinate development of services with the Regional Coordinators of the Minnesota Higher Education Veteran's Affairs offices.

Student Support Services
Student Support Services (SSS) is a 100 percent federally funded TRiO Program through the Department of Education ($293,865 annually). SSS is designed to assist eligible (low income, first generation and/or disabled students) undergraduate students achieve academic and personal success, remain in school, and graduate with a bachelor's degree. SSS offers a wide array of services including:
- Academic Support
- Personal Development
- Career Guidance
- Financial and Economic Literacy
- Resource Lending Library

Please visit our website to learn more about the services and programming we offer.

McNair Scholars Program
The McNair Scholars Program is one of five TRiO Programs funded by the U.S. Department of Education. It is a graduate school preparatory program designed to assist low-income, first generation students or students underrepresented in their field of study to prepare for and enter graduate school. The program includes mentoring by St. Scholastica faculty, completion of an independent research project, opportunities to publish and present research findings, preparation for graduate school entrance tests, a research allowance, and trips to graduate schools and cultural events.

Upward Bound Math and Science
Upward Bound Math and Science (UBMS) is a TRiO Program funded through the Department of Education. The goal of UBMS is to prepare high school students for post-secondary education, ensure high school and college graduation, and encourage careers in math and science. At The College of St. Scholastica, UBMS currently serves 52 students from Northeastern Minnesota. Eligible students receive academic support, tutoring services, and attend a monthly Saturday Session during the school year. Students also participate in a six-week summer residential program. All academic activities are related to the fields of math and science.

Upward Bound
Upward Bound (UB) is a TRiO Program funded through the Department of Education. The goal of UB is to prepare high school students for post-
secondary education and to ensure both high school and college graduation. At The College of St. Scholastica, UB currently serves 75 students at six target schools in northern Minnesota. Eligible students receive academic support, tutoring services, and attend a monthly Saturday Session during the school year. Students also participate in a six-week summer residential program.

Educational Talent Search
Educational Talent Search (ETS), a TRiO Program funded by the U.S. Department of Education, is intended to identify individuals with the aptitude for education beyond high school and to assist them in completing secondary school and pursuing post-secondary education.

ETS provides services for qualified individuals enrolled in middle, junior and senior high schools, as well as other young adults. Individuals are identified through schools, social service agencies, community or self-referrals. Services may include career and academic advising, tutoring, assistance with completion of forms, financial aid information, testing information and registration for college entrance tests, information on colleges, universities, trade/technical schools, college visits and cultural events.

Withdrawal Procedure
The College of St. Scholastica admits qualified students from diverse geographical, cultural, economic, racial and religious backgrounds. When reviewing applications, the Admission Committee looks for evidence that a student has the ability to succeed academically and socially at St. Scholastica. Students who decide to leave the College (or are academically or administratively dismissed) are required to complete the official withdrawal procedure. This procedure is initiated through the Dean of Students’ Office. It involves the student contacting the following administrative offices: Academic Advisement, Registrar, Residential Life and Housing, Food Service, Student Accounts and Financial Aid. Every effort is made to assist the withdrawing student with the issue(s) that are keeping the student from succeeding at the College.

In compliance with the Student Right to Know Act, graduation rates are available from the Dean of Students’ Office.

Student Center for Health and Well-Being
The Student Center for Health and Well-Being (SCHAWB) provides students with services, education, information, and support utilizing a wellness model. The model serves to enhance personal development, physical and emotional well-being, and responsible life choices in a supportive community.

Counseling Services
Counseling services are in Tower Hall, Room 2150, 723-6085; hours are Monday - Friday from 8 a.m. to 4:30 p.m. Counseling services are available to students at any stage of their educational career and includes services for students in graduate and extended programs. These services are free to St. Scholastica students. Services offered in this department include:

Personal Counseling
Personal counseling is a vital component of the support services offered at The College of St. Scholastica. Professional counselors work closely and confidentially with students on a variety of issues including: developmental transitions (i.e. beginning college, graduation, etc.), relationship problems with peers or family, substance abuse, eating disorders, difficulty handling emotions and assistance in referrals to community resources. Workshops are held on such topics as assertion, time and stress management, and healthy relationships.

Academic Counseling
Some students may have problems adjusting to the academic environment. Counseling Services can assist students in developing skills necessary to overcome these challenges.

Crisis Intervention
A person in crisis and in need of services should immediately notify Security (ext. 4000), his/her residence advisor, Counseling Services (ext. 6085), or Student Health Services (ext. 6282). They will intervene and decide the best course of action.
Recovery Program
The CSS Recovery Program is a Collegiate Support Program for students who are chemically dependent. The Collegiate Recovery Program provides a welcoming and supportive community where students in recovery, who are committed to sobriety, can find enhanced academic, personal and professional success which will nurture, encourage and equip them to continue to become thoughtful leaders committed to serve and transform the world.

The College of St. Scholastica received a planning grant for the development of the Recovery Program from the Miller-Dwan Foundation #200801-03.

Student Health Service
Student Health Service (part of SCHAWB) provides clinic hours for the evaluation and care of illness, injury and mental health. Our staff includes registered nurses and nurse practitioners. We work collaboratively with our on-campus counselors and the physical therapy faculty. We are able to perform lab testing for strep, mono, urinary tract infections, pregnancy, blood glucose, and hemoglobin. We also provide immunizations, dressings and splints as needed, the loan of durable medical equipment such as crutches and wheel chairs, and over-the-counter medications for common illnesses. We provide health screening exams for health science majors and those involved in campus sponsored study abroad programs. Our nurse practitioners provide services ranging from physical exams to mental health medication evaluations. Our staff also provides campus-wide health education and information.

Alcohol and Other Drug Awareness and Violence Prevention Programs
The mission of these programs is to increase awareness, promote responsible behavior, and to help develop a culture of mutual responsibility in the St. Scholastica community. The goal of these programs is to present information to students, faculty, and staff in an interesting and thought provoking manner so students can make informed and thoughtful choices about their lives.

Career Services
Deciding on a college major and career can be an engaging and exciting process rather than one of confusion or frustration. At Career Services, counselors are available to assist students in examining interests, abilities, skills and values and researching how these best fit with various careers and majors. An extensive career resource library is available and includes occupational and career information, employer directories, resume and job search books, employment outlook and graduate/professional school information.

Career Services is also available to assist students in the job and internship search. Local, regional and national job/internship listings are regularly updated and available on our website. Counselors and a job search intern are available to provide resume critiques, mock interviews and job and internship search strategies. Career Services participates in a variety of job and career fairs and offers programming on networking, dining etiquette, effective interviewing, resume writing and job search. A calendar of events, links to valuable careers sites, and on-line workshops can be accessed through the Career Services home page.

Diversity and Intercultural Services
The College of St. Scholastica recognizes that students can and do benefit from a support network that acknowledges their unique perspective. The Office of Diversity and Intercultural Services provides counseling, academic advisement, service referrals and cross-cultural awareness opportunities.

Office of International Programs
The Office of International Programs (OIP) works with students to foster cross-cultural communication both on campus and beyond. The OIP provides International Student Services and study abroad coordination.

International Student Services supports students in their adjustment to St. Scholastica and life in the U.S. We are committed to assisting stu-
dents with immigration issues and referring students to other resources on and off campus. International Student Services is dedicated to supporting, advocating for and promoting the success of international students while at St. Scholastica and beyond. We offer social and informational programming to serve international students, the campus and the local community. The OIP director determines immigration policy and processes for the college and extended campuses to ensure compliance with U.S. immigration law.

The OIP will also provide students with a starting point for researching study abroad programs. The study abroad coordinator will promote study abroad programs, help students choose an appropriate study site, provide guidance and answer questions throughout the application process, and prepare students for what they will face both before and after completing their program abroad. The study abroad coordinator will also be responsible for helping to create program policies, risk management procedures, and supporting faculty members in their work toward program development and execution.

Campus Services

Bookstore
The Bookstore (independently run by Nebraska Book Company) offers new and used books and materials for all courses, either for purchase or rental. They offer a wide variety of St. Scholastica apparel and gift items, school supplies, electronics, greeting cards, snacks and other convenience items. Online ordering and special orders are welcome.

The Bookstore hours are Monday through Friday 8:30 - 4:30; however, they often have extended hours for the beginning of classes and special campus events.

Business Office services

Tuition and fee payments
Payments may be made via the Internet, in the Business Office, or through the mail. Accepted payment methods are credit card (Visa, Master-Card and Discover), check, cash or money order. Visa, MasterCard and Discover are accepted through The College of St. Scholastica website.

Check cashing services
Check cashing is available for students during regular office hours (maximum $50). There is a $20 charge for all returned checks. After three returned checks, check-cashing privileges will be suspended.

Campus card accounts
Students may put money on their campus card account for books, meals and vending services in the Business Office.

Parking permits
Faculty, staff and students are required to purchase a parking permit if they park a vehicle on campus. Parking permit application forms are available on the College website.

Notary public services
These services are available in the Business Office free of charge.

Student accounts
Students with questions about their account may contact the student accounts staff in the Business Office. Payment plan options, insurance information and insurance waiver cards are located in the Business Office as well.

Information Technology
The Information Technologies Department seeks to foster an environment that promotes and enhances the College’s vision and exemplifies its Benedictine values by providing the technologies to be adaptable, efficient, competitive, and forward thinking; while remaining fiscally responsible as we serve students, faculty and staff. Technology is available to students in seven computer labs throughout the campus. The ResNet Program provides high speed Internet access to every residence hall room. Wireless connectivity is available in many student common areas and classrooms. State-of-the-art technology is integrated into many courses to include online materials in WebCT, wireless stu-
dent response systems, and some lectures available as podcasts. Registered students are issued a login and password providing access to all IT services. Computer workshops and other computer services are available at the Computer Support Help Desk, ext. 5911.

St. Scholastica Library
The St. Scholastica Library serves as a foundation for inquiry and learning in the Catholic intellectual tradition by supporting the liberal arts, professional, and graduate programs. A millennium ago Benedictine monastics recognized the office of librarian and the custom of lending books both within and outside of monasteries. Today, housed above the beautiful Our Lady Queen of Peace Chapel, the library continues a long tradition of service to the St. Scholastica community by addressing the needs of the modern scholar. The library’s collection reflects the strengths of the College’s curriculum and is particularly strong in the areas of nursing, physical therapy, education and Catholic studies. In addition, the library has special collections in the areas of children and young adult literature and American Indian studies, with the latter collection counted among the best in the state of Minnesota. The online catalog, ScholastiCAT (part of MnPALS) allows students to search the local collection as well as many other libraries in Minnesota, and North and South Dakota. Six librarians work with a support staff of four to provide a full range of services for students, including reference, a popular reading section, checkout of laptop computers, and other A.V. resources, and formal instruction in how to best use a modern academic library. An interlibrary loan program (MINITEX) provides access to the collections of the University of Minnesota and other Minnesota libraries as well as to libraries throughout the United States and the world. The library’s numerous online databases and discovery service (SOLAR) allow students to access approximately 50,000 full-text journals, providing both distance and on-campus students with quality resources. Additional services, such as document delivery, are also available for students enrolled in GEO (extended and online) programs.

Cultural and Performing Arts Events and Opportunities

Mitchell Auditorium
The acoustically superb Mitchell Auditorium is a premier performing arts center that hosts school productions, concerts, guest speakers, and student activities. The Music Department offers many concerts on campus, including the Cambiata Series, featuring internationally known performers. Students may attend many events for free or at discounted rates.

Alworth Center for the Study of Peace and Justice
The Alworth Center for the Study of Peace and Justice seeks to bridge social and political barriers, bringing together people of all ages and philosophies toward the common goals of peace and justice. The Center sponsors lectures, workshops, seminars and courses on a variety of topics.

Braegelman Catholic Studies Program
Catholic Studies at The College of St. Scholastica continues the College’s Benedictine tradition of rigorous engagement with the Catholic intellectual tradition, which sweeps across and includes all fields of study. In addition to offering the academic major, minor, and certificate in Catholic Studies, the Braegelman Catholic Studies Program sponsors various lectures and presentations on topics of interest to those who wish to expand their understanding of Catholic intellectual and faith traditions. Current listings are noted on the College website. The program was endowed by the Sisters of St. Scholastica Monastery and named for Sister Athanasius Braegelman, president of the College from 1942-1954, and Sister Bernice Braegelman, who taught Scripture and other classes at the College from 1941-1972.

Interreligious Forum
This forum promotes understanding, respect and peace among the diversity of faith communities in the Northland through sustained cross-cultural discussion, shared study, and collaborative projects and events.
The guiding principle of the Interreligious Forum is community partnership, drawing on the strengths and interests of community members and organizations to foster a culture of intellectual inquiry about religious thought, culture, and politics. The forum’s collaborative efforts help build relationships of trust and mutual concern which sustain and revitalize intellectual exchange about religious matters in the region. It serves as a resource to the region through community reading groups, lectures, panel discussions, and the arts. Recent events have included a film series on Islam and talks by Jean Comaroff and Karen Armstrong.

**Music Lessons and Ensembles**

Music lessons are available. In addition, all music ensembles are open to non-music majors as well as to music majors. Concert band offers a large ensemble experience for students interested in performing quality band literature. Jazz ensemble members explore different styles of jazz through playing, improvising and listening. Collegiate chorus welcomes all students who wish to perform light classics and popular music from different times. Chamber Choir performs choral masterworks from all historical periods. Students interested in chamber groups may choose from flute, string, piano, wood wind, clarinet, saxophone or brass ensembles, recorder consort, viol consort and mixed ensemble. Pianists may also perform as accompanists. Students earn fine arts credits as members of ensembles.

**Theatre Productions**

Students have the opportunity to attend or participate in theatre productions open to all majors. Three to four plays are produced each year. Over four years, St. Scholastica produces a play from every major period in theatre history. Productions are staged in the St. Scholastica Theatre and students are encouraged to audition or to work on the technical crew.

**Minnesota Public Radio**

The College of St. Scholastica is the educational sponsor of WSCD-FM 92.9 and WSCN-FM 100.5, member stations of the Minnesota Public Radio network. The stations’ programming features a rich blend of cultural and informational offerings, including events and speakers recorded at St. Scholastica.
The College of St. Scholastica admits qualified students from diverse geographical, cultural, economic, racial and religious backgrounds. When reviewing applications, the Admissions Committee looks for evidence that a student has the ability to succeed academically and socially at St. Scholastica. Most of the information in this section applies to traditional undergraduate students who intend to enroll on the Duluth campus. Transfer students, Extended Studies students, early entry candidates, international students, and non-degree seeking students should refer to the special sections here.

**Admission to the College**

Admission to The College of St. Scholastica is granted to first-year students on the basis of:

1. Graduation from an accredited high school or its equivalent (GED average 75th percentile or above).

2. A satisfactory Calculated Index Score (CNX).

This score is derived from a formula that utilizes the cumulative grade point average from high school and the composite college-bound score of the ACT or SAT or, in the absence of ACT/SAT scores, the composite score of the Admissions Committee approved place-
ment test. The placement test score will then be used as a substitute for the ACT or SAT in computing the CNX.

Admission is granted to transfer students on the basis of:
1. Completion of 12 semester credits at a regionally accredited institution.
1. A satisfactory cumulative Grade Point Average (GPA) from all previously attended post-secondary institutions.

The Admissions Committee also evaluates, on an individual basis, any applicant who does not meet the minimum requirements. The final decision of the Admissions Committee is based on all available pertinent data.

Time of Application for Admission
To ensure that the student will receive the benefits of pre-college counseling, application for admission by first-year traditional students should be made as early as possible after the completion of the junior year of high school. An application should be in the Office of Admissions at least one month prior to the first day of classes of the semester the student is entering. Although the Office of Admissions processes applications on a continuing basis, certain programs reserve the right to impose a deadline. In addition, various departments at the College have application deadlines for transfer students. Prospective students should contact the Office of Admissions for specific deadlines.

Personal Interviews
A personal interview with a member of the College admissions staff and a tour of the campus are strongly recommended for prospective students. The College of St. Scholastica reserves the right to require a personal interview prior to admission of any student to the College.

Campus Visits
The Office of Admissions recommends that prospective students visit the campus during the school year. A week day visit is encouraged as it allows the student to observe classes as well as the academic and extra curricular life of the College. Although appointments are not required, they are recommended for those who desire to meet with College faculty, admissions staff members or take a guided tour. Arrangements to visit can be made by calling 1-800-249-6412 or 218-723-6046; e-mail: admissions@css.edu; or online: www.css.edu/visit.xml.

First-Year Student Application Procedure
First-year student applicants must:
1. Complete The College of St. Scholastica application for admission.
2. Send a $25 nonrefundable application fee (check or money order payable to The College of St. Scholastica), or submit an application online, which has no application fee.
3. Submit an official high school transcript, which includes:
   • Coursework completed and grades.
   • High school rank, if available.
   • Test scores - ACT or SAT (if test scores are not on transcript, a copy of the scores must be sent to the Office of Admissions).
   • Take the Admissions Committee approved placement exam if ACT/SAT scores cannot be provided.

Students will be notified of their admission status when all the credentials have been received and reviewed by the Admissions Committee.

College Credit Options
Advanced Placement
The College participates in the Advanced Placement Program of The College Board. Advanced placement or college credit is given to qualified students on the basis of these examinations. In order to receive credit a student must receive an Advanced Placement score of three, four or five.

International Baccalaureate Credit
Students who have been formally admitted to The College of St. Scholastica may petition for up to four transfer credits for each International Baccalaureate (IB) course completed with a Higher Level Examination grade of four or above on a seven-point scale. The related academic
department at the College will determine the acceptability of a course.

To petition for credit, students must submit to the Registrar a written request for credit, a certificate for each Higher Level IB Examination completed and a syllabus for each course. The certificate will be copied and returned to the student. Documentation on an official transcript will also be accepted.

**Special Status Admission**

Interested first-year applicants who do not meet the established admissions requirements of the College may be considered for the First-Year Developmental Program or special status admissions. The Office of Admissions will communicate this option to eligible students.

**First-Year Development Program**

Interested first-year applicants who demonstrate the potential necessary to succeed at the College but do not meet the established admissions criteria, may be enrolled in the First-Year Development Program (FYDP). The FYDP is specifically designed to assist selected first-year students in acclimating to the rigor and expectations of college-level work.

The FYDP begins with a Summer Bridge Program one week prior to the start of the academic school year. It continues with a study skills course, regular meetings with an academic advisor and peer mentor, and required attendance at scheduled workshops and tutoring throughout the year. After 36 students are enrolled in the FYDP, a waiting list will be activated. Students may be accepted into the FYDP for fall semester entry only and must submit the matriculation fee and housing deposit by March 1.

**Conditional Admission**

Interested transfer applicants who do not meet the established admissions requirements of the College may be considered for conditional admission. Applications and supporting documentation must be submitted for review by the Admissions Committee at least one month prior to the first day of classes of the semester for which the student wishes to enroll. At the end of the first term, the conditional admission status may be lifted if the applicant has a 2.0 GPA on all credits attempted. If not, the student will be put on probation.

**Fresh Start Program**

A student returning to The College of St. Scholastica after a minimum non-enrollment period of five years may petition for a fresh start in his/her GPA. The student must petition the Registrar for the deletion of his/her former GPA. The new record will show all past courses, grades and credits, without indicating honor points. The GPA would then be calculated only on the credits earned upon return to The College of St. Scholastica.

**Enrollment: First-Year, Transfer, and Returning Students**

Students accepted for admission to The College of St. Scholastica enroll by registering for classes and by sending the $200 enrollment deposit to the Office of Admissions by the date stated in the letter of acceptance to the College. If the applicant intends to reside on campus, a deposit of $350 is required, $150 of which covers the housing deposit.

**Special Status Admission**

Interested applicants who do not meet the established admission requirements, and have been out of college/university for less than five years will be reviewed and may be considered for admission. Applications and supporting documentation must be submitted for review by the Special Status Committee at least two weeks prior to the first day of classes of the term for which the student wishes to enroll.

Interested applicants who do not meet the established admission requirements and have been out of college/university for over five years should provide application and supporting documentation to the Extended Studies director of the campus they wish to attend for review and consideration for admission.

Hard copies of all required forms are available upon request.
Deferred Admission
A student may delay his or her entrance to The College of St. Scholastica for up to one year. Students deferring entry to the College will be assured of positions in the class for which they apply. Students who wait longer than one year must reapply to the College.

Readmission to the College
A College of St. Scholastica student who has been absent from the College for one year or more and is in good academic standing must apply for readmission to the College. This no-fee application is available through the Office of Admissions and may be completed at the time of registration. Official transcripts of all coursework completed while absent from the College will be required as part of the readmission process.

A student who left the College on academic probation or enforced withdrawal, must, in addition to fulfilling the requirements listed above, apply at least one month prior to the first day of classes of the semester for which the student expects to enroll and is advised to show evidence of positive life change or academic progress in support of the application. All such applications are referred to the Admissions Committee, which will provide a recommendation to the vice president for academic affairs. The decision made by the vice president for academic affairs is final.

Transfer Student Application Procedure
The College of St. Scholastica plays an important role in meeting the educational needs of community college graduates and other qualified students who wish to transfer to St. Scholastica.

Transfer applicants must:
1. Complete all steps outlined for first-year applicants (note: transfer students with 24 or more college credits need not submit high school transcripts or test scores).
2. Request official college transcripts from all previous colleges.

Information for transfer students:
1. The transfer student must be in good academic standing at all previous colleges, having a grade point average of at least 2.0 (C) on a 4.0 scale.
2. Only courses with grades “C” and above will transfer.
3. Transferred courses are not included in computing the grade point average of the student at St. Scholastica.
4. The number of transfer students who can be accepted in some academic areas such as, but not restricted to, nursing, physical therapy, and education, is limited and some programs require students to transfer in at the sophomore level. Transfer students should contact the Office of Admissions early for specific information on their intended major.
5. College credits completed at institutions approved by a regional accrediting agency are acceptable for transfer provided they are comparable to courses offered at The College of St. Scholastica. In order for a course to be comparable, The College of St. Scholastica must either list the course in its current catalog or offer a significant number of course offerings (minimally four) within the school having primary responsibility for that general area of instruction. Generally, occupational/vocational college-level courses are not accepted at The College of St. Scholastica. Grades recorded as “P” for Pass, “CR” for Credit, etc., will be transferred only if verification is provided by the Registrar of the previous institution that the work was completed with a “C” or better grade. Students desiring transfer credit for courses completed at another institution may be required to provide a copy of the catalog description or the class syllabus from that institution so that the valuation of transfer credit may be made accurately. Limited or provisional credit also may be accepted from specialized or special purpose institutions, including the U.S. Armed Services, provided the work is applicable to St. Scholastica’s baccalaureate degree pro-
grams and is recommended in appropriate publications of The American Council on Education.

**Extended Studies Admissions Procedures and Policy**

Prospective students are asked to refer to the undergraduate or graduate (as appropriate) application checklist on the Extended Studies Web page.

*Hard copies of all required forms are available upon request.*

**Regular Admission**

*Applicants without previous post-secondary enrollment*

Graduation from an accredited high school with a grade point average of 2.0 or better or General Equivalency Diploma (GED) average 75th percentile or above is required.

**Transfer Applicants**

Admission is granted to transfer students on the basis of:

1. Completion of a minimum of 12 semester credits at a regionally accredited institution.
2. Good academic standing at all previous colleges, having a grade point average of 2.0 or above on a 4.0 scale. Only courses with grades of “C” or better will be considered for transfer.

College credits completed at institutions which are approved by a regional accrediting agency are acceptable in transfer provided they are comparable to courses offered at the College. In order for a course to be comparable, the College must list the course in its current catalog or offer a significant number of course offerings within the school having primary responsibility for that general area of instruction. Generally, occupational/vocational college-level courses are not accepted at the College. Transfer grades of “P” for pass or “CR” for credit will be transferred only if verification is provided by the Registrar of the previous institution that the work was completed with a “C” grade or better. Students desiring transfer credit for courses completed at another institution may be required to provide a copy of the catalog description or the course syllabi from that institution so that the evaluation of transfer credit may be made accurately. Limited or provisional credit may also be accepted from specialized or special purpose institutions, including U.S. Armed Services, provided the work is applicable to the College’s baccalaureate degree program and is recommended in appropriate publications of the American Council on Education.

**Special Status Admission**

Interested applicants who do not meet the established admission requirements, and have been out of college/university for **five years or less** will be reviewed and may be considered for admission. Applications and supporting documentation must be submitted for review by the Special Status Committee at least one week prior to the first day of classes of the term for which the student wishes to enroll.

Interested applicants who do not meet the established admission requirements and have been out of college/university for **over five years** please provide application and supporting documentation to the Extended Studies Director for the campus you wish to attend for his/her review and consideration for admission.

If either the Special Status Committee or the Extended Studies Director determines that the applicant should be considered for conditional admission, please see below:

**Conditional Admission**

Applicants who do not meet the established admission requirements, and have been reviewed by the Special Status Committee or Extended Studies Director and have received a recommendation of Conditional Admission, will be admitted with the following stipulations:

1. First term enrollment limited to one course. Conditional admission status can be lifted if the applicant earns a 2.0 or better grade point average on course credits attempted during the first term of enrollment.
2. If the student does not achieve a “C” grade or higher in course credits attempted, The College of St. Scholastica reserves the right not to enroll the student for a second term.

3. A student placed on probation for the second term of enrollment will be required to complete an academic contract with an adviser. If the student fails to meet established academic goals during the second term, the student will be suspended for two terms. If the student attends a post-secondary institution and raises his/her overall grade point average, he/she will be eligible for readmission.

**Early Entry Admission (Minnesota Post-Secondary Enrollment Options Program - PSEOP)**

The College of St. Scholastica participates in the Minnesota Post-Secondary Enrollment Options Program (PSEOP). High school students who are interested in this opportunity must contact the Office of Admissions for more information on requirements for admission to the program. PSEOP applicants must apply for the program before May 1.

Acceptance to this program is competitive. Applicants may be offered acceptance as early entry students after meeting the following requirements:

1. Completion of the junior level in a Minnesota high school.
2. A class rank in the 80th percentile or higher.
3. Evidence of college-bound high school coursework on the official high school transcript.
4. Satisfactory recommendations from the student’s high school principal or guidance counselor.
5. An essay of exceptional quality evaluated by the PSEOP coordinator.
6. An interview with the PSEOP coordinator.

**International Student Admission**

International students are students who wish to pursue an academic program or degree at The College of St. Scholastica and are in the United States on an educational immigration status of F-1 or J-1 visa. These students are not citizens, permanent residents or refugees in the United States.

Admission requirements for international students are as follows:

1. A completed College of St. Scholastica International Student application that includes a written essay.
2. A $50 (U.S. dollars) nonrefundable application fee.
3. Original or certified copies of all secondary and post-secondary course transcripts, in English or with English translation. Students must have completed a college preparatory program in secondary school. This program should include coursework in the humanities, laboratory sciences, mathematics, social sciences and history. Applicants must have ranked in the top one-third of their secondary school class.
4. TOEFL (Test of English as a Foreign Language) test scores, including the TWE (Test of Written English) essay rating. A score of 550 on the written test, a score of 213 on the computer-based test or a score of 79 on the iBT TOEFL test, or a four on the TWE essay rating are required for admission. The British International English Test (IELTS) will also be acceptable. A minimum score of 6.5 is required for admission.
5. A completed “Certification of Finances” form (included in the application packet), with certification from the sponsor’s bank or additional financial documentation, in English or with English translations.
6. An affidavit of support (USCIS Form I-134) for students with U.S. sponsors.
7. A complete health record including all immunizations, in English or with English translation.
8. A photocopy of the first page (name-page) of the student's passport which includes the applicant's photo.

These materials must be received no later than 90 days prior to the beginning of fall or spring semester.

As required by the U.S. Department of State, international students must demonstrate that they have access to adequate funds to meet their educational and personal expenses while attending college in the U.S. The College of St. Scholastica requires a $500 tuition deposit before issuing the I-20 A-B form. Upon acceptance to the College, and receipt of the initial deposit ($500), the associate director of admissions will issue the I-20 A-B form, allowing the student to apply for a visa to enter the U.S.

**Non-Degree Seeking Students**

A person who is not interested in pursuing a degree at the College may take courses if he/she satisfies the College's admission requirements and is properly registered in the class.

A non-degree seeking student may enroll in classes once the following forms have been submitted:

1. A completed non-degree seeking student information form. This form is available in the Office of Admissions.
2. A completed registration form (including instructor's permission, if necessary) signed by an Academic Support Services staff member.

Upon completion of the academic work, the courses will be listed on the regular college transcript. Non-degree seeking students are not eligible for financial aid. A non-degree seeking student may apply to become a degree-seeking student by completing the normal application process.

**Denial of Admission**

The College reserves the right to deny admission to any person who, in the judgment of the Admissions Committee, does not possess the qualifications necessary to succeed at St. Scholastica. While academic achievement is stressed, the College emphasizes the holistic approach to total living that requires great sensitivity on the part of the entire student body, faculty, and administration. Accordingly, students who might be successful elsewhere may not be admitted to the College unless the Admissions Committee is thoroughly convinced that they can meet the St. Scholastica standard.

**Falsification of Transcripts**

Any applicant who submits falsified transcripts will not be granted admission to The College of St. Scholastica. If falsification of transcripts is determined after the student has enrolled, he/she will be dismissed from the College.
The Financial Aid office at The College of St. Scholastica seeks to support the mission of the College by providing services that assist students in identifying resources - federal, state, institutional and others - to finance their education. St. Scholastica’s institutional philosophy on student aid places primary responsibility on the student to provide funds for educational expenses; however, the institution’s commitment to a diverse and representative student body is reflected in the fact that nine out of every 10 St. Scholastica students are recipients of some form of aid. Students interested in receiving need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA).

The College participates in all the usual federal and state financial aid programs.

These include:

1. **Federal**
   - Pell Grants
   - Stafford Loan (Subsidized)
   - Stafford Loan (Unsubsidized)
   - Parent PLUS Loan
   - Graduate PLUS Loan
   - Perkins Loan
   - Nursing Student Loan
Work Study
Robert C. Byrd Scholarship
Reserve Officers Training Corps Scholarship
Veterans Administration Scholarship
Federal Indian Scholarship Program

2. State
Minnesota State Grant Program
Work Study
S.E.L.F. Loan Program
State Indian Scholarship Program
MN Rehabilitation Services
Post-Secondary Child Care Grant Program
Public Safety Officer's Survivor Grant

There is also a substantial amount of institutional aid invested in financial aid programs. In addition to the $3.1 million in St. Scholastica grants, the College awards need-based scholarships provided by over 139 donors. The generosity of these people and foundations is essential in helping to meet the financial needs of our students.

Academic/leadership scholarships are awarded by the Admissions Office to incoming students. Incoming students can receive information about the following scholarships from the Admissions Office: Access Scholarship, Benedictine Scholarship, the Raymond Prebilic Scholarship, Summit Scholarship, and the Transfer Achievement Grant.

Financial aid is awarded in the form of scholarships, grants, loans or student employment.

General Eligibility Criteria for Financial Aid

A student must:

1. Be accepted as a degree-seeking student at the College.
2. Be a citizen of the U.S. or possess permanent resident status.
3. Maintain satisfactory academic progress in the course of study pursued according to the standards and practices of the institution. (See section of catalog entitled Satisfactory Academic Progress.) If the student loses eligibility for financial aid due to unsatisfactory academic progress, there is a procedure to regain eligibility.

4. Not be in default on any educational loan previously received at St. Scholastica or another institution.
5. Complete the application process as outlined below and respond to notices or requests from awarding agencies within the specified time. (Failure to respond correctly may result in cancellation of funding for a student.)

Financial Aid Refund Policy

Financial Aid Refunds. Students who withdraw from all classes during the 100 percent tuition refund period will receive a full refund of all their financial aid unless they complete a Withdrawal Survey Form (Available in the dean of student's office, documenting their attendance at each class. Upon receipt of the Withdrawal Survey Form, the federal financial aid refund policy will be calculated. If students receive a full (100 percent) refund of tuition, they are ineligible for any state, institutional, or private sources of financial aid.

Federal (Return of Title IV Funds) Refund Policy. Students with federal aid who withdraw (or are expelled) after a semester starts, but before completing 60 percent of the term, may need to return a portion of their federal (Title IV) aid. The percentage of Title IV aid to be returned is equal to the number of days remaining in the semester divided by the number of calendar days in the term. Scheduled breaks of more than four consecutive days are excluded.

Minnesota Office of Higher Education (OHE) Financial Aid Refund Policy. St. Scholastica is required to use the OHE financial aid refund policy when calculating refunds for Minnesota State Grants and Minnesota SELF loans. After supplying St. Scholastica's “billing refunds” and the “Return of Title IV Funds” refund calculations to the student's account, a proportionate share of the state aid is refunded using the following formula: “remaining refund” x “MN financial aid funds”/“all non-Title IV financial aid.” Students retain funds earned through the Minnesota State Work Study Program prior to withdrawing from St. Scholastica.
Financial Aid Application Process

1. Complete the Free Application for Federal Student Aid (FAFSA) each year. The FAFSA is available online at www.fafsa.ed.gov in high school guidance offices. The priority deadline to submit the FAFSA is March 15.

2. Incoming students need to complete The College of St. Scholastica Financial Aid Application Form on the College website.

3. Review the Financial Aid Award Letter and respond to enclosed materials.

Student Rights and Responsibilities

1. Payment of financial aid awards from College controlled funds will be made by giving the student credit on his/her student account. Such payments will normally be made each semester. Payment of financial aid awards from sources beyond College control will be made at the discretion of the donor.

2. Each student who receives or applies for financial aid must notify the Financial Aid Office of any financial aid award received from sources outside the College.

3. Each applicant/recipient has the right to review his/her financial aid application and supporting documents.

4. Each student who receives a Federal Nursing Student Loan or a Federal Perkins Loan (formerly the National Direct Student Loan) must complete Entrance Counseling online through the College website. Each student has the responsibility to complete the necessary promissory note, truth-in-lending statement, etc., within 10 days after the start of a semester. Failure to do so may result in loan cancellation.

5. Every student who has received a Federal Perkins Loan, a Federal Nursing Student Loan or a Federal Family Education Loan while in attendance at St. Scholastica must have an exit interview regarding these loans prior to graduation or withdrawal. Failure to do so will result in credentials being withheld.

6. Federal, state and institutional policies and procedures change. Applicants should be sure that they have the latest information.

Outside Financial Aid Resources

Designated scholarships are offered by many organizations such as labor unions, fraternal orders and religious organizations. Students may obtain information concerning these scholarship opportunities from the secretaries of these groups. Special application forms are usually required.

High school seniors should be in close contact with their guidance office to become aware of scholarships for their high school and/or area graduates.

The Financial Aid Office operates a scholarship directory service (free of charge) to assist students in locating funding from outside sources. Students can access this directory on the College website.

Financial Aid

Students with physical handicaps who wish to further their education or expand their area of employability may be eligible for vocational rehabilitation benefits. Students should check their home state Division of Rehabilitation Services to determine the amount of financial aid which may be available under this program.

The Veterans Administration pays veterans’ benefits directly to qualified students. The College veterans’ coordinator will answer questions concerning the G.I. Bill, Dependent Educational Assistance Program Benefits and V.A. Contributory Benefits. The College veterans’ coordinator may be contacted through the Registrar’s Office.

War Orphans Educational Assistance Act (Ch. 35, Title 38, U.S. Code) provides benefits to sons,
daughters, wives and husbands of deceased veterans and of living veterans who have disabilities considered to be total and permanent in nature. The veteran must have died or become disabled as a result of service in the armed forces and must have been discharged under conditions other than dishonorable. Generally a young person must be between 12 and 23 years of age to attend school under this program. The eligible young person may receive up to 36 months of education. Applications and further information may be obtained from any county veterans’ office or college veterans’ coordinator.

Indian scholarship funding may be available from the Minnesota State Indian Scholarship Program and/or the tribe in which the student is enrolled. Students are encouraged to apply early as there may be limited funding. Either contact these organizations directly or consult with the Financial Aid Office.

**Air Force ROTC Scholarships**

St. Scholastica students are invited to apply for Air Force ROTC college scholarships. Air Force ROTC offers high school seniors and college students five-, four-, three-, two- and sometimes one-year scholarships which cover tuition, fees, and a book allowance. Awards are based on the applicant’s potential as an Air Force officer, as demonstrated by a combination of the Air Force Officer Qualifying Test score, academic achievement and recommendation of an AFROTC scholarship committee. Application for four-year scholarships must be made early in the senior year of high school. Students seeking scholarships should contact the Department of Aerospace Studies:

University of Minnesota - Duluth
1049 University Drive
Duluth, MN 55812-3011
(218) 726-8159

**Tuition and Fees**

**Fee Schedule**

The following is the official fee schedule for the 2011-2012 academic year for traditional undergraduate and graduate students at The College of St. Scholastica. Basic fees for the year include tuition, room and board, health service fees and some of the special course/lab fees. Students will make payment and accept refunds for courses in accordance with the terms and conditions outlined in the current published tuition/fees and refund policy statement of the College. Finance fees and collections costs will be assessed if the amount is not paid in full.

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Per Academic Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>For students carrying 12 through 18 credits per semester.</td>
<td>$14,664</td>
<td>$29,328</td>
</tr>
<tr>
<td>Less than 12 credits or each credit over 18 will be charged at $916 per credit. Graduate tuition: $715 per credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical therapy and occupational therapy students will be charged the graduate tuition rate upon acceptance into the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition rates may vary for some programs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Health service fee | Required of all undergraduate and graduate students with 9 or more credits per semester. | $89 | $178 |

| Student Health Insurance (2010-2011 rate) | Student health insurance is automatically charged to full-time undergraduate main campus students with 12 or more credits unless the online waiver form is completed by the student via the student’s Banner Web account. Waivers must be completed by September 25. | $934 |
Undergraduate students with 9 to 11 credits or graduate students with less than 12 credits have the option to enroll in the program by contacting the Student Accounts Office.

Student insurance is mandatory for all international students (undergraduate or graduate) regardless of number of credits enrolled. Insurance can be held either through a separate policy or the College’s policy. Proof of insurance is required if the policy is not through the College student insurance plan.

<table>
<thead>
<tr>
<th>Housing</th>
<th>Per Academic Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grove Apartments</td>
<td>$1,984</td>
<td>$3,968</td>
</tr>
<tr>
<td>Birch, Maple, Pine and Willow Apartments</td>
<td>$2,485</td>
<td>$4,970</td>
</tr>
<tr>
<td>Cedar Hall, Scanlon, Kerst 2 Bedroom</td>
<td>$2,564</td>
<td>$5,128</td>
</tr>
<tr>
<td>Cedar Hall, Scanlon, Kerst 4 Bedroom</td>
<td>$2,823</td>
<td>$5,646</td>
</tr>
<tr>
<td>Somers Residence Hall Complex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double</td>
<td>$3,858</td>
<td>$7,716</td>
</tr>
<tr>
<td>Suite</td>
<td>$4,104</td>
<td>$8,208</td>
</tr>
</tbody>
</table>

Includes board plan of 14 meals per week (students have the option of choosing 17 or 10 meals per week by contacting Food Services). A deposit of $150 is required to secure the reservation of housing; this is held as a damage deposit. (Nonrefundable after May 1).

Other

$200 enrollment fee is due on May 1. For applications made after May 1, payment is due upon receipt of acceptance for admission.

Accelerated Learning

Tuition for undergraduate and graduate degree programs is calculated by course credit. Please refer to the Accelerated Learning Web page for a current academic year tuition schedule.

Special course fees (per semester):

Some courses may have lab or course fees associated with them. Details are listed in the class schedule.

The College reserves the right to make adjustments in tuition and fees without advance notice in order to meet current costs.

Student Insurance

The Student Accounts Office, in conjunction with Health Services, offers information about our student insurance coverage. The College requires all undergraduate and graduate students with 12 or more credits to be covered by a health and accident insurance plan. Arranging such coverage is the student’s responsibility and can be done through the College or through a separate policy. If the student is covered by a separate policy, the College requires the student to complete the online waiver form located in their Banner Web account. Full-time undergraduate main campus students are automatically charged the nonrefundable premium and covered under the College’s student insurance plan unless the online waiver is completed. All other students have the option of enrolling in the insurance plan through the online process by September 25. Students enrolled under the College’s insurance plan are also required to pay the Health Service Fee.

Student insurance is mandatory for all international students either through a separate policy or the College’s policy. If the policy is not through the College, proof of insurance is required.
Finance Fee Assessments
When student accounts are not paid in full or a payment plan has not been arranged, a monthly finance fee of .66 percent will be assessed to the unpaid balance until the account is paid in full. Finance fees are assessed the last business day of each month. Students waiting for financial aid should contact the Financial Aid Office to determine if the finance fee should be waived due to financial aid arriving late. Students are expected to apply for financial aid on a timely basis. If financial aid has not been received prior to the due date for fees, a finance fee will be assessed if the student still has a balance owing. Finance fees will be waived only in those instances in which the student submitted all required paperwork in a timely manner. Students must contact the Financial Aid Office or Student Accounts to make arrangements.

Refunds
Generally, no refund on room, board, tuition or other fees is made for late entrance, suspension, dismissal or withdrawal.

Application fee: No part of the application fee shall be refunded.

Enrollment fee: The $200 enrollment fee will be refunded to applicants who drop enrollment prior to the May 1 deadline.

Registration drop/add or withdrawal from College: A student who drops a course after courses begin must obtain a drop/add form from the Registrar’s Office and personally process it through his/her instructor(s), advisor and the Registrar. When a student who has officially registered for an academic term drops a class(es) to bring him/her out of the 12-18 credit plateau, the student may be entitled to a refund as outlined below.

The student is responsible for filling out a drop/add form on a timely basis. Failure to do so may result in a reduction or forfeiture of refund. The official date of drop will be the date the drop was received in the Registrar’s Office. A student may not drop a course after June 30 of each year. Students may appeal to the Registrar’s Office if extenuating circumstances exist.

A student who is withdrawing must obtain a Withdrawal Form from the VP/Dean of Student Affairs and personally process it through the offices listed on that form.

16-Week Sessions
Tuition, course/lab fees, room and board
If the registrar certifies that the student dropped during the drop/add period of the course or before the first two weeks of school ................. 100 percent
When student has attended classes and has processed the drop/add or withdrawal form to cancel within:
Weeks three and four .................. 75 percent
Weeks five and six .................... 50 percent
Weeks seven and eight ................ 25 percent
Week nine and thereafter .............. No refund
Refunds are calculated using the starting dates of each term and not the day individual classes begin.

8-Week Sessions
Tuition and course/lab fees
If the registrar certifies that the student dropped during the drop/add period of the course or before ......................... 100 percent
When a student has attended classes and has processed the drop/add or withdrawal form to cancel within:
Week two ......................... 75 percent
Week three ......................... 50 percent
Week four ......................... 25 percent
Week five and thereafter .............. No refund
Refunds are calculated using the starting dates of each term and not the day individual classes begin.

Should the student drop a course or withdraw from the College, the refund will be calculated according to the above schedule (subject to federal, state and institutional financial aid regulations).

Payments
Tuition and other fees are due two weeks prior to the beginning of a term. Payment may be made in person or mailed to the Business Office.
in T1130. Checks and money orders should be made payable to The College of St. Scholastica. The College offers two online payment methods for students and their parents. One is a credit card method; the other is an electronic check (ACH) method. Both require the student to login using their student ID and password. It is the responsibility of the student to ensure that his/her account is paid in full and on time. Accounts with an unpaid balance are subject to a .66 percent monthly finance fee. Failure to receive the electronic bill does not relieve the student from his/her financial obligation or finance fee if the amount due is not paid by the due date. Students are encouraged to contact the student accounts staff in the Business Office for information and assistance regarding their accounts with the College.

**Payment Plans**

To assist with budgeting expenses, The College of St. Scholastica offers the Automatic Payment Plan. Payments are processed from checking or savings accounts on the fifth (5th) of each month; from July to April. There is a non-refundable $45 enrollment fee to participate in the plan. To take advantage of the full 10-month plan, students must enroll no later than June 22. Agreements submitted after this date will result in a reduced number of payments.

**Student Refunds**

A credit balance occurs when a student’s financial aid exceeds educational charges. Refunds are processed weekly after the drop/add period ends for the semester. To ensure compliance with federal regulations, students receiving refunds are requested to fill out an electronic authorization form informing the College how they would like their financial aid refunded.

**Billing**

Electronic schedule/bills are sent to the student’s CSS Gmail account approximately one month prior to the semester due date. The student is responsible for any changes in courses or fees after the initial schedule/bill. Late registration and/or changes in fees do not extend due dates. Electronic statements will be sent to the student’s Gmail account monthly. Students may allow other parties to receive copies of their electronic bills by providing authorization through their Banner Web account.

**Holds**

Without a payment arrangement in place, registration holds are placed on any student account with a balance over $500, preventing the student from registering for subsequent semesters. If a student is past due on a Federal Perkins and/or Federal Nursing Loan or has not completed an exit interview for these loans, a hold will be placed on their official grade transcripts. Official transcripts will be withheld due to an outstanding account balance greater than $25 regardless of enrollment in a payment plan.

If a student leaves the College with a balance owing, the College may refer the account to a collection agency or credit bureau and pass any collection costs on to the student. Finance fees are still in effect if a student becomes inactive and owes a balance.

**Hope Scholarship and Lifetime Learning Credit**

The Taxpayer Relief Act of 1997 (TRA97) provides a tax credit to all students who qualify. The College will send a 1098-T form by January 31 of each year to the most recent home address on file, as required by the IRS. The College will not give out tax advice but will provide information to assist in determining eligibility. For more information on this tax credit, please visit The College of St. Scholastica’s website (http://www.css.edu/administration/finance-department/tax-credit-information/tax-relief-act-of-1997.html).

**Tuition Changes**

The College typically changes tuition each year to enable it to meet its financial obligations. Although the College attempts to provide students with adequate notice of such changes, the College reserves the right to make adjustments in tuition and fees without advance notice in order to meet current costs.
The curriculum at The College of St. Scholastica reflects a commitment to prepare students for their responsibilities as working professionals, as citizens of a democracy and as individuals who seek to live full human lives. A student’s academic program consists of three parts: general education requirements (General Education), specialized coursework (a major) and electives. The major prepares the student for graduate school or for a profession and is normally selected during the sophomore year. Elective courses allow students to pursue particular interests.

Students who complete an undergraduate degree at The College of St. Scholastica will achieve outcomes related to:

- Heritage
- Scope and depth of learning
- Intellectual and foundational skills
- Personal and social responsibility
- Integration of learning
Degree Requirements

The following minimum College requirements must be met for the bachelor of arts degree:

1. Satisfactorily complete a minimum of 128 semester credits including:
   a. Forty-two upper-division credits (numbered 3000 or above). A major program as stipulated by a department or advisor.
   b. Achieve a minimum GPA of 2.0 in the major as well as an overall “C” average.

2. Fulfill the residence requirement:
   a. The last 32 credits before graduation must be earned at The College of St. Scholastica.
   b. A minimum of 16 credits must be earned in a major field at The College of St. Scholastica.
   c. Cross-registered courses may count toward residence; CLEP and Portfolio Assessment credits must be earned prior to the final 32 credits.

3. Complete the general education requirements. Requirements for some majors are more stringent than these minimums.

General Education Program

The mission of the General Education Program at The College of St. Scholastica is to engage students in defining and practicing responsible living and meaningful work. The first three of the College outcomes define this distinctive program and reflect the Benedictine values of the College. The program has three components: a first-year experience known as Dignitas and two required courses in composition and communication, a range of liberal arts courses called Pathways and an upper-division Writing Intensive requirement.

Historically Benedictines have been scholars, caregivers, educators and artists; the liberal arts mirror the broad pathways that Benedictines have pioneered. The rigor and breadth of our program prepare St. Scholastica students to meet the present and face the future with wisdom, faith and imagination.

Learning Outcomes for the Twenty-First Century

Heritage

The College of St. Scholastica is a Catholic academic institution in the Benedictine tradition. We are shaped by the Benedictine principles of formative study, meaningful work, responsible living and daily prayer. The College of St. Scholastica embraces the fundamental principles of the Catholic Intellectual Tradition: reason and faith are equally valid and ultimately compatible; rational inquiry and the search for meaning are key values; the contributions of other perspectives are enriching. The College intentionally fosters a community of diverse voices, religions and philosophies. St. Scholastica students should reflect our distinctive identity and, as beneficiaries of the College’s heritage, recognize their responsibilities to the academic community that nurtures them and to other communities in which they may contribute.

Students at St. Scholastica will:

• Articulate the ways they have experienced the Benedictine values while at the College.
• Recognize the Catholic Intellectual Tradition and its role in their college experience.
• Contend with academic issues where the tension between reason and faith is present.
• Analyze critical questions of our time from the perspective of the College’s Benedictine heritage and the Catholic Intellectual Tradition.

Scope and Depth of Learning

As an institution founded on the love of learning, the College has a commitment to prepare students for their responsibilities as working professionals, as citizens and as individuals who seek full human lives. St. Scholastica students need the scope and depth of learning that will enable them to understand and navigate the world in which they live.

Students at St. Scholastica will:

• Recognize and value different ways of knowing by exploring a wide range of liberal arts and sciences courses.
• Achieve the learning outcomes designated by their major.

**Intellectual and Foundational Skills**

St. Scholastica students need intellectual and foundational skills that prepare them for responsible living and meaningful work.

Students at St. Scholastica will:

• Think critically and analytically.
• Write and speak clearly and effectively.
• Demonstrate linguistic proficiency in a second language.
• Recognize the need and importance of living and working in a diverse community.
• Demonstrate scientific, mathematical and technological abilities.
• Evaluate uses and sources of information.

**Personal and Social Responsibility**

As a Catholic and Benedictine institution, the College has a particular obligation to share with St. Scholastica students why it believes in the worth and dignity of all persons, why it places importance on extending hospitality to all and why it works for peace, justice and stewardship in a diverse world.

Students at St. Scholastica will:

• Apply academic learning to public issues.
• Recognize, analyze and work to resolve ethical and social issues.
• Engage in activities that promote physical, spiritual and emotional well-being.
• Examine the influence of personal, social and institutional factors on discrimination and prejudice.
• Develop an understanding and appreciation of service in service learning activities.

**Integration of Learning**

To prepare students for responsible living and meaningful work, the College believes that students should direct a substantial portion of their effort toward excellence within a particular discipline. In addition, the College believes that ongoing study in the liberal arts and sciences will prepare students for the challenges of the twenty-first century. Since the skills and knowledge necessary for life and work are changing more quickly than at any time in history, St. Scholastica students need practice in applying and integrating their learning.

Students at St. Scholastica will:

• Integrate learning between liberal arts and science courses and the coursework in their major.

**Dignitas**

*Dignitas*, a year-long common experience for first-year traditional students, is an introduction to The College of St. Scholastica: who we are, what we stand for and how to find your place in this community. *Dignitas* provides a framework for your entire college experience by introducing you to the key components of a Scholastica education: community, reflection, intellectual challenge and social justice.

It all begins with community. Our Benedictine founders lived in community; our Benedictine sponsors live in community today. Because St. Scholastica is a college, we are particularly concerned with learning communities. Your *Dignitas* class will create one of many such communities: acknowledging that none of us has cornered the market on wisdom, we work together to discover, understand and create knowledge. With respect for the individual and hospitality to ideas, we challenge each other to entertain new ideas and think critically about our own beliefs.

As a Benedictine institution, we are also about reflection and contemplation. Unlike more urban religious orders, Benedictines generally locate themselves apart from the hustle of the street, not to isolate themselves from the world, but to provide a space for reflection and renewal before venturing back out into the fray. This emphasis on reflection translates, in educational terms, into a commitment to think seriously about ideas and experiences: to connect theory and practice, to examine our experience in light of others’ experiences and in light of theories we are learning; and to challenge received wisdom. In an increas-
ingly anti-intellectual world, we are about the life of the mind, and we are not embarrassed to proclaim this. You will be challenged!

Finally, we are about social justice. Our emphasis on community compels us to look outward to the larger communities in which we live - our city, our country, our world. Human dignity is the thread that connects the many different Dignitas sections. As we reflect, critique and construct our own perspectives on dignity, we challenge ourselves to apply that knowledge to create ever better communities: to touch the world.

In keeping with our emphasis on community, in the Dignitas program, you will be able to remain with the same small group of students and faculty for the year as you explore an intellectually challenging subject, participate in co-curricular activities and become integrated into the St. Scholastica community.

The two courses are:

Dignitas 1101
The Responsible Self, fall semester, 2 credits

Dignitas 1102
And Dignity for All, spring semester, 2 credits

Dignitas Program Outcomes

Outcome 1:
Accept and value the challenges and responsibilities involved in being a first-year college student.
• Actively engage in intellectual development.
• Take responsibility for personal choices.
• Articulate how personal choices impact self, learning and others.
• Develop the necessary skills to make informed meaningful choices.
• Evaluate choices based on the theme of Dignity.

Outcome 2:
Reflect on issues from various perspectives.
• Become actively engaged in learning.
• Clarify values.
• Develop critical thinking skills.
• Develop the capacity to understand and interact effectively with others who differ in beliefs, behaviors, values and world view.

Outcome 3:
Make connections with the larger community.
• Become familiar with the St. Scholastica mission statement and our identity as a Catholic, Benedictine community.
• Explore a variety of experiences and perspectives on the St. Scholastica campus and the greater community.
• Become actively engaged in at least one St. Scholastica community group.

Additional Required First-Year Courses

ENG 1110 First-Year Composition (4 credits)
ENG 1110 emphasizes the development of thinking and writing skills. Based on principles of contemporary writing pedagogy, the course includes prewriting activities, the writing process, considerations of audience and purpose, writing reflections, peer evaluation, drafting, group writing and conferences with one's instructor. Early assignments depend on personal experience and then sequence to referential and argumentative writing. Includes basic documentation and bibliographic instruction.

CTA 1102 Human Communication (4 credits)
CTA 1102 combines the areas of interpersonal communication and public speaking. The course focuses on the nature of the communication process as it applies to relationships, the self, perception, verbal communication, assertiveness, listening skills, nonverbal communication, conflict management and cultural differences. Students will be introduced to styles of presenting themselves and their ideas to public groups. The course emphasizes purpose, audience analysis, choice of supporting material, organization, delivery behaviors and rhetorical skills.

Pathways

Students satisfy the Pathways component of the general and liberal arts requirements by taking a wide range of courses, amounting to approximately one-third of the 128 credits required for graduation.
Cultural Diversity (I) (4 cr.)
Students are required to take one course that can count for both cultural diversity and another liberal arts distribution requirement.

Social Sciences (II) (4 cr.)

World Languages (III) (0-8 cr.)
Students need to demonstrate a language competency equal to the second semester of a beginning language course. This requirement can be met in one of four ways:

1. By having completed three years of one language in high school grades 9-12.
2. By successfully completing ASL 1112, FRN 1112, GMN 1112, LTN 1112, OJB 1112, RUS 1112, or SPN 1112.
3. By showing equivalent proficiency at the same course levels (respectively in American Sign Language, French, German, Latin, Ojibwe, Russian, or Spanish) through a St. Scholastica placement exam.
4. By English not being your first language.

Literature (IV) (4 cr.)

Analytical Reasoning (V) (4 cr.)

Natural Science (VI) (4 cr.)

History (VII) (4 cr.)

Fine Arts (VIII) (4 cr.)

Philosophy (IX) (4 cr.)

Religious Studies (X) (4 cr.)

Writing Intensive (WI) (4 cr.)

Students are required to take an upper division Writing Intensive course in their junior or senior year. This requirement must be taken at St. Scholastica.

The Roman numerals found after course titles in this catalog identify which Pathway(s) a specific course fulfills. Each course may be used to satisfy only one Pathway with the exception of the cultural diversity requirement.

Courses Approved for Pathways Requirements (the most current set of Pathways courses is listed on the General Education website at http://www.css.edu/Academics/General-Education.html).

I. Cultural Diversity

Cultural Diversity challenges the student to articulate how her/his perception of reality is culturally embedded and how values, assumptions and beliefs are reflected in behavior. This scrutiny fosters respect for the diversity of peoples and cultures. This respect requires more than mere exposure to cultural differences; it requires intellectual discourse which examines such differences critically and is attentive to the challenges of understanding those whose lives are shaped by cultures other than one’s own.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART/INS 2204</td>
<td>American Indian Art and Music</td>
</tr>
<tr>
<td>CTA 2205</td>
<td>Performing Culture</td>
</tr>
<tr>
<td>CTA 2240</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>CTA 2525</td>
<td>The Media, Race and Gender</td>
</tr>
<tr>
<td>ENG 1130</td>
<td>Introduction to Women’s Literature</td>
</tr>
<tr>
<td>ENG 2210</td>
<td>Ethnic Literature</td>
</tr>
<tr>
<td>ENG/MER 2220</td>
<td>Medieval &amp; Renaissance Worlds in Literature</td>
</tr>
<tr>
<td>ENG/RUS 2280</td>
<td>Literature in Translation</td>
</tr>
<tr>
<td>GCL 1101</td>
<td>Introduction to Global, Cultural and Language Studies</td>
</tr>
<tr>
<td>GCL 2220</td>
<td>Dance, Gender and Culture</td>
</tr>
<tr>
<td>GCL 3200</td>
<td>Popular Music and Political Movements</td>
</tr>
<tr>
<td>GCL 3202</td>
<td>Culture Through Film</td>
</tr>
<tr>
<td>GCL 3302</td>
<td>Europe Today</td>
</tr>
<tr>
<td>GCL 3401</td>
<td>Healthcare Across Cultures</td>
</tr>
<tr>
<td>GCL 3915</td>
<td>The Tanzanian Experience</td>
</tr>
<tr>
<td>GCL 4411</td>
<td>Strangers in Their Own Land</td>
</tr>
<tr>
<td>GCL/POL 4402</td>
<td>Environmental Politics</td>
</tr>
<tr>
<td>GCL/SPN 3303</td>
<td>The Other Americas</td>
</tr>
<tr>
<td>HIS/INS 2201</td>
<td>American Indian History I</td>
</tr>
<tr>
<td>HIS/INS 2202</td>
<td>American Indian History II</td>
</tr>
</tbody>
</table>
II. Social Sciences

*Social Science is the study of psychological, economic, social, cultural and/or political thinking and behavior in individuals and societies. Students discover the interconnectedness and relationships among motivation, learning and development, including the causes and implications of differences and similarities among people.*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 2230 Principles of Micro economics</td>
<td></td>
</tr>
<tr>
<td>ECN 3335 Contemporary Healthcare Economic Systems</td>
<td></td>
</tr>
<tr>
<td>ECN 4430 Current Economic Issues</td>
<td></td>
</tr>
<tr>
<td>GCL/POL 2001 Introduction to Political Science</td>
<td></td>
</tr>
<tr>
<td>GCL 2201 Peaceful Resolution of International Conflicts</td>
<td></td>
</tr>
<tr>
<td>GCL/POL 3001 Politics of Globalization</td>
<td></td>
</tr>
<tr>
<td>GCL 3301 Human Rights</td>
<td></td>
</tr>
<tr>
<td>GCL 3302 Europe Today</td>
<td></td>
</tr>
<tr>
<td>GCL/SPN 3303 The Other Americas</td>
<td></td>
</tr>
<tr>
<td>HIS/WGS 2231 Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>INS 1101 Introduction to American Indian Studies</td>
<td></td>
</tr>
<tr>
<td>INS 3320 American Indian Women: Myth/Reality</td>
<td></td>
</tr>
<tr>
<td>INS/PHL 3301 American Indian Philosophy</td>
<td></td>
</tr>
<tr>
<td>INS/SWK 4410 Counseling the American Indian</td>
<td></td>
</tr>
<tr>
<td>INS/SWK 4415 American Indian Families</td>
<td></td>
</tr>
<tr>
<td>INS/SWK 4420 Human Behavior and the American Indian Community</td>
<td></td>
</tr>
<tr>
<td>MUS 2303 Music of the Caribbean</td>
<td></td>
</tr>
<tr>
<td>MUS 2304 Music of Africa</td>
<td></td>
</tr>
<tr>
<td>MUS 2305 Jazz Music and Musicians</td>
<td></td>
</tr>
<tr>
<td>MUS 3309 World Music</td>
<td></td>
</tr>
<tr>
<td>POL 2280 Rethinking Religion and Culture after 9/11</td>
<td></td>
</tr>
<tr>
<td>RUS 2209 Russian Language Camp</td>
<td></td>
</tr>
<tr>
<td>SOC 2265 Diversity and Marginality (of Minority) in the U.S.</td>
<td></td>
</tr>
<tr>
<td>SOC 2433 The Family and Society</td>
<td></td>
</tr>
<tr>
<td>TRS 3101 Christianity and World Religions</td>
<td></td>
</tr>
<tr>
<td>TRS 3380 Women’s Spirituality and Literature</td>
<td></td>
</tr>
<tr>
<td>WGS 1011 Introduction to Women’s and Gender Studies</td>
<td></td>
</tr>
</tbody>
</table>
III. World Language

Language guides our thinking, shapes our perceptions and is the foundational element of culture. The four skills of language study—listening, responding, reading and writing—provide the key that opens the door to a deepened understanding and appreciation of the world's cultures and peoples.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 1111</td>
<td>Beginning American Sign Language and Culture I</td>
<td></td>
</tr>
<tr>
<td>ASL 1112</td>
<td>Beginning American Sign Language and Culture II</td>
<td></td>
</tr>
<tr>
<td>FRN 1111</td>
<td>Beginning French Language and Culture I</td>
<td></td>
</tr>
<tr>
<td>FRN 1112</td>
<td>Beginning French Language and Culture II</td>
<td></td>
</tr>
<tr>
<td>GMN 1111</td>
<td>Beginning German Language and Culture I</td>
<td></td>
</tr>
<tr>
<td>GMN 1112</td>
<td>Beginning German Language and Culture II</td>
<td></td>
</tr>
<tr>
<td>LTN 1111</td>
<td>Beginning Latin Language and Culture I</td>
<td></td>
</tr>
<tr>
<td>LTN 1112</td>
<td>Beginning Latin Language and Culture II</td>
<td></td>
</tr>
<tr>
<td>OJB 1111</td>
<td>Beginning Ojibwe Language and Culture I</td>
<td></td>
</tr>
<tr>
<td>OJB 1112</td>
<td>Beginning Ojibwe Language and Culture II</td>
<td></td>
</tr>
<tr>
<td>RUS 1111</td>
<td>Beginning Russian Language and Culture I</td>
<td></td>
</tr>
<tr>
<td>RUS 1112</td>
<td>Beginning Russian Language and Culture II</td>
<td></td>
</tr>
<tr>
<td>RUS 2209</td>
<td>Russian Language Camp</td>
<td></td>
</tr>
<tr>
<td>SPN 1111</td>
<td>Beginning Spanish Language and Culture I</td>
<td></td>
</tr>
<tr>
<td>SPN 1112</td>
<td>Beginning Spanish Language and Culture II</td>
<td></td>
</tr>
</tbody>
</table>

IV. Literature

Literary study emphasizes close reading of and thoughtful expression about texts from a variety of perspectives and issues, ranging from forms and genres to modes and historical-cultural contexts. Focused on language, literary study involves both individual work and communal ways of understanding texts through oral and written interpretation. Literary study fosters the imaginative and intellectual effort needed to engage in varying cultural experiences to understand human values.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTA 2205</td>
<td>Performing Culture</td>
</tr>
<tr>
<td>CTA/ENG 3330</td>
<td>Theatre: Greek - Elizabethan</td>
</tr>
<tr>
<td>CTA/ENG 3331</td>
<td>Theatre: Restoration-Twentieth Century</td>
</tr>
<tr>
<td>CTA/ENG 4420</td>
<td>Film and Literature</td>
</tr>
<tr>
<td>ENG 1115</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>ENG 1120</td>
<td>Mythology</td>
</tr>
<tr>
<td>ENG 1130</td>
<td>Introduction to Women's Literature</td>
</tr>
<tr>
<td>ENG 1140</td>
<td>Modern World Literature</td>
</tr>
<tr>
<td>ENG 2210</td>
<td>Ethnic Literature</td>
</tr>
<tr>
<td>ENG/MER 2220</td>
<td>Medieval &amp; Renaissance Worlds in Literature</td>
</tr>
<tr>
<td>ENG 2250</td>
<td>Introduction to Poetry</td>
</tr>
<tr>
<td>ENG 2251</td>
<td>Introduction to Fiction</td>
</tr>
<tr>
<td>ENG 2252</td>
<td>Introduction to Drama</td>
</tr>
<tr>
<td>ENG 2270</td>
<td>Irish Poetry and Drama</td>
</tr>
<tr>
<td>ENG/RUS 2280</td>
<td>Literature in Translation</td>
</tr>
<tr>
<td>ENG 3310</td>
<td>American Literature I: Beginnings to 1900</td>
</tr>
<tr>
<td>ENG 3311</td>
<td>American Literature II: 1900 to Present</td>
</tr>
<tr>
<td>ENG 3315</td>
<td>American Short Story</td>
</tr>
<tr>
<td>ENG 3320</td>
<td>British Literature I: Medieval to Neoclassical</td>
</tr>
<tr>
<td>ENG 3321</td>
<td>British Literature II: Romantic to Modern</td>
</tr>
<tr>
<td>ENG 3340</td>
<td>American Novel</td>
</tr>
<tr>
<td>ENG 3350</td>
<td>British Novel</td>
</tr>
<tr>
<td>ENG 3370</td>
<td>Studies in Women's Literature</td>
</tr>
<tr>
<td>ENG 3390</td>
<td>Irish Literature</td>
</tr>
<tr>
<td>ENG 4400</td>
<td>Shakespeare I</td>
</tr>
<tr>
<td>ENG 4401</td>
<td>Shakespeare II</td>
</tr>
<tr>
<td>ENG 4410</td>
<td>Individual Author</td>
</tr>
<tr>
<td>INS 2203</td>
<td>American Indian Literature</td>
</tr>
</tbody>
</table>
V. Analytical Reasoning

Analytical reasoning is an approach to knowledge which includes the ability to break down a larger problem and theory into constituent elements, gain an organized, logical and/or empirical understanding of the patterns and relationships among those elements, apply that understanding in a methodical fashion to similar situations and communicate that understanding in language appropriate to the problem. The development of analytical abilities enables students to consider and respond more capably to the complexities of responsible living and the challenges of meaningful work.

Course Title Course
CIS 2085 Programming I w/Java
CTA 3445 Argumentation
MTH 1110 Liberal Arts Mathematics
MTH 1111 College Algebra
MTH 1113 Mathematical Ideas I
MTH 1114 Mathematical Ideas II
MTH 1116 Mathematics for Elementary School Teachers
MUS 1101 Music Theory I
PHL 1105 Logic
PSY 2335 Statistics for Professional Practice
PSY 3331 Statistics
SWK 3131 Statistical Methods for Evidence-Based Practice I
SWK 3132 Statistical Methods for Evidence-Based Practice II

VI. Natural Sciences

The natural sciences attempt to discover principles or laws which describe life and the physical universe through the cycle of observation, formulation of hypotheses, experimentation and development of theory. The fruits of scientific discovery enable humans to appreciate the beauty and interconnectedness of the universe in its many parts and exercise stewardship over the resources nature provides. Students who take natural science courses are better able to understand the scope and limits of the scientific endeavor, how science has shaped the modern world and the technical issues society now faces.

Course Title Course
BI 1102 Human Biology and Heredity
BI 1103 Current Environmental Topics
BI 1104 Life Science
BI 1120 General Biology II
BI 3101 Conversations with the Naturalists
CHM 1010 Everyday Chemistry
CHM 1020 Introductory Chemistry for Health Sciences
CHM 1110 General Chemistry I
HSC 2201 Nutrition
PSC 1201 Concepts of Physics
PSC 1501 A Short Course in Physics

VII. History

History is an interdisciplinary study that reflects upon and analyzes human experience. It focuses on the ways women and men are active agents in transforming the world and how the past illuminates the present. Students explore human societies in different times and places, encouraging cross-cultural comparisons. Courses in history contribute to creating better informed, more critically thinking citizens who understand themselves and the world around them in deeper, more diverse ways.

Course Title Course
GCL 2050 Introduction to Mexico
HIS 1101 World History I
HIS 1102 World History II
HIS 1110 History of the United States I
HIS 1111 History of the United States II
HIS 1112 Religion in the United States
HIS/INS 2201 American Indian History I
HIS/INS 2202 American Indian History II
HIS 2212 Medieval Europe
VIII. Fine Arts

Art is created in all human cultures as a response to life. All forms of art can enable us to express depths of spirituality and emotion, rationally explore that which gives us pleasure, shape social values, reach out to others across time and culture and create something more lasting than we are. Through the creation and study of art, students consider its definition, interpretation and impact on humanity. Art merits both technical and reflective study as part of a liberal education.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1105</td>
<td>Introduction to Art</td>
</tr>
<tr>
<td>ART/CTA 1107</td>
<td>Photography I</td>
</tr>
<tr>
<td>ART 1120</td>
<td>Drawing I</td>
</tr>
<tr>
<td>ART 1124</td>
<td>Basic Design</td>
</tr>
<tr>
<td>ART 1126</td>
<td>Modern Art History</td>
</tr>
<tr>
<td>ART/CIS/CTA 2041</td>
<td>Computer Visual Design</td>
</tr>
<tr>
<td>ART 2121</td>
<td>Painting I</td>
</tr>
<tr>
<td>ART 2122</td>
<td>Color Theory</td>
</tr>
<tr>
<td>ART 2125</td>
<td>Print Making</td>
</tr>
<tr>
<td>ART/CTA 2201</td>
<td>The Film as Art</td>
</tr>
<tr>
<td>ART/INS 2204</td>
<td>American Indian Art and Music</td>
</tr>
<tr>
<td>ART 2221</td>
<td>Painting II</td>
</tr>
<tr>
<td>CTA 1150</td>
<td>Introduction to Theatre</td>
</tr>
<tr>
<td>CTA 2100</td>
<td>Theatre Practicum</td>
</tr>
<tr>
<td>CTA 2150</td>
<td>Acting for the Stage</td>
</tr>
<tr>
<td>CTA 2220</td>
<td>Film Genres</td>
</tr>
<tr>
<td>CTA 2250</td>
<td>Stagecraft</td>
</tr>
<tr>
<td>CTA/ENG 3330</td>
<td>Theatre: Greek - Elizabethan</td>
</tr>
<tr>
<td>CTA/ENG 3331</td>
<td>Theatre: Restoration-Twentieth Century</td>
</tr>
<tr>
<td>CTA 4220</td>
<td>Great Filmmakers</td>
</tr>
<tr>
<td>CTA/ENG 4420</td>
<td>Film and Literature</td>
</tr>
<tr>
<td>GCL 2220</td>
<td>Dance, Gender and Culture</td>
</tr>
<tr>
<td>GCL 3200</td>
<td>Popular Music and Political Movements</td>
</tr>
<tr>
<td>GCL 3202</td>
<td>Culture Through Film</td>
</tr>
<tr>
<td>HUM 2150</td>
<td>Ethnicity and the Performing Arts</td>
</tr>
<tr>
<td>MUS 1001</td>
<td>Fundamentals of Music</td>
</tr>
<tr>
<td>MUS 1101</td>
<td>Music Theory I</td>
</tr>
<tr>
<td>MUS 1211</td>
<td>Collegiate Chorus</td>
</tr>
<tr>
<td>MUS 1212</td>
<td>Hand Drum Ensemble</td>
</tr>
<tr>
<td>MUS 1213</td>
<td>Drum Line</td>
</tr>
<tr>
<td>MUS 1214</td>
<td>Steel Band</td>
</tr>
</tbody>
</table>
## IX. Philosophy

*Philosophy, the love of wisdom, uses natural reason to guide the search for the good life. The study of philosophy challenges the student to think critically and make and evaluate arguments. The aim of philosophy courses is to contemplate those questions that will lead to responsible living.*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1301</td>
<td>Music in Western Culture</td>
</tr>
<tr>
<td>MUS 1410</td>
<td>Beginning Piano Class</td>
</tr>
<tr>
<td>MUS 1411</td>
<td>Class Piano II</td>
</tr>
<tr>
<td>MUS 1421</td>
<td>Beginning Voice Class</td>
</tr>
<tr>
<td>MUS 1430</td>
<td>Beginning Guitar Class</td>
</tr>
<tr>
<td>MUS 1431</td>
<td>Beginning Recorder</td>
</tr>
<tr>
<td>MUS 1713</td>
<td>Music Lessons</td>
</tr>
<tr>
<td>MUS 1715</td>
<td>Music Lessons</td>
</tr>
<tr>
<td>MUS 1723</td>
<td>Music Lessons</td>
</tr>
<tr>
<td>MUS 1725</td>
<td>Music Lessons</td>
</tr>
<tr>
<td>MUS 1745</td>
<td>Music Lessons</td>
</tr>
<tr>
<td>MUS 2301</td>
<td>Introduction to Opera</td>
</tr>
<tr>
<td>MUS 2302</td>
<td>Introduction to Symphony</td>
</tr>
<tr>
<td>MUS 2303</td>
<td>Music of the Caribbean</td>
</tr>
<tr>
<td>MUS 2304</td>
<td>Music of Africa</td>
</tr>
<tr>
<td>MUS 2305</td>
<td>Jazz Music and Musicians</td>
</tr>
<tr>
<td>MUS 2306</td>
<td>Mozart’s Life and Works</td>
</tr>
<tr>
<td>MUS 2307</td>
<td>Beethoven’s Life and Works</td>
</tr>
<tr>
<td>MUS 3211</td>
<td>Chamber Choir</td>
</tr>
<tr>
<td>MUS 3212</td>
<td>Concert Band</td>
</tr>
<tr>
<td>MUS 3213</td>
<td>Jazz Ensemble</td>
</tr>
<tr>
<td>MUS 3214</td>
<td>String Orchestra</td>
</tr>
<tr>
<td>MUS 3309</td>
<td>World Music</td>
</tr>
<tr>
<td>MUS 3310</td>
<td>History of Medieval and Renaissance Music</td>
</tr>
<tr>
<td>MUS 4211</td>
<td>Small Ensembles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 2205</td>
<td>Philosophy of Person</td>
</tr>
<tr>
<td>PHL 2214</td>
<td>Introductory Ethics</td>
</tr>
<tr>
<td>PHL 2220</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>PHL 2223</td>
<td>Political Philosophy</td>
</tr>
<tr>
<td>PHL 3302</td>
<td>History of Ancient and Medieval Philosophy</td>
</tr>
<tr>
<td>PHL 3304</td>
<td>History of Renaissance and Modern Philosophy</td>
</tr>
<tr>
<td>PHL 3345</td>
<td>Contemporary Philosophy</td>
</tr>
<tr>
<td>PHL 3350</td>
<td>Contemporary Ethical Issues</td>
</tr>
<tr>
<td>PHL 3354</td>
<td>Management Ethics</td>
</tr>
<tr>
<td>PHL 3355</td>
<td>Development of Values in Children</td>
</tr>
<tr>
<td>PHL 3360</td>
<td>Philosophies of Feminism</td>
</tr>
<tr>
<td>PHL 3369</td>
<td>Metaphysics</td>
</tr>
<tr>
<td>PHL 4420</td>
<td>Philosophy of Science</td>
</tr>
</tbody>
</table>

## X. Religious Studies

*Religious studies invites students to explore religion as a central means of preparing themselves for responsible living and meaningful work by challenging them to work for justice and social change, and encouraging them to shape religious beliefs and spiritual values for their personal and professional lives. Special emphasis is placed on our Catholic and Benedictine heritage.*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 3378</td>
<td>Spirituality and Prayer</td>
</tr>
<tr>
<td>TRS 1101</td>
<td>Introduction to Christian Theology</td>
</tr>
<tr>
<td>TRS 1102</td>
<td>Sin, Suffering and Salvation</td>
</tr>
<tr>
<td>TRS 1103</td>
<td>Introduction to the Bible</td>
</tr>
<tr>
<td>TRS 1104</td>
<td>Introduction to the Hebrew Scriptures</td>
</tr>
<tr>
<td>TRS 1105</td>
<td>Introduction to the New Testament</td>
</tr>
<tr>
<td>TRS 1110</td>
<td>Introduction to Catholicism</td>
</tr>
<tr>
<td>TRS 1420</td>
<td>Introduction to Spirituality</td>
</tr>
</tbody>
</table>
XI. Writing Intensive

During junior or senior year, students must select a four-credit course designated Writing Intensive (WI) outside their major. This requirement must be completed at St. Scholastica. The purpose of this requirement is twofold: 1) students will have the opportunity to apply liberal arts skills and values developed in their major field to a body of subject matter outside their major; and 2) students will have the opportunity to further develop and practice writing skills essential to personal and professional growth.

Courses designated WI build on skills developed in Dignitas. In WI courses students write about personal experience, narrate events, gather, summarize and evaluate information, rewrite and edit, incorporate feedback in drafts, develop arguments and produce texts which reflect research. WI courses challenge juniors and seniors to apply further those communication skills and principles they have learned in and out of the classroom.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRS 1510</td>
<td>God for Guys: Towards a Masculine Spirituality</td>
</tr>
<tr>
<td>TRS 2101</td>
<td>Contemporary Moral Issues</td>
</tr>
<tr>
<td>TRS 2120</td>
<td>The Christian Faith in Art: The College of St. Scholastica in Rome</td>
</tr>
<tr>
<td>TRS/HIS 2222</td>
<td>A History of Christian Thought</td>
</tr>
<tr>
<td>TRS/WGS 2243</td>
<td>Women and Religion</td>
</tr>
<tr>
<td>TRS 2401</td>
<td>Benedictine Tradition</td>
</tr>
<tr>
<td>TRS/HIS/MER 2403</td>
<td>The Way of the Pilgrim</td>
</tr>
<tr>
<td>ENG 3300</td>
<td>Creative Writing: Fiction and Nonfiction</td>
</tr>
<tr>
<td>ENG 3301</td>
<td>Creative Writing: Poetry</td>
</tr>
<tr>
<td>ENG 3315</td>
<td>American Short Story</td>
</tr>
<tr>
<td>ENG 3340</td>
<td>American Novel</td>
</tr>
<tr>
<td>ENG 3350</td>
<td>British Novel</td>
</tr>
<tr>
<td>ENG 3360</td>
<td>Technical Novel</td>
</tr>
<tr>
<td>ENG 3362</td>
<td>Advanced Writing</td>
</tr>
<tr>
<td>ENG 3364/ MGT 3150</td>
<td>Management Communication: Written</td>
</tr>
<tr>
<td>ENG 3370</td>
<td>Studies in Women's Literature</td>
</tr>
<tr>
<td>ENG 4400</td>
<td>Shakespeare I</td>
</tr>
<tr>
<td>ENG 4401</td>
<td>Shakespeare II</td>
</tr>
<tr>
<td>ENG 4410</td>
<td>Individual Author</td>
</tr>
<tr>
<td>ENG 4430</td>
<td>English Language and Linguistics</td>
</tr>
<tr>
<td>GCL 3401</td>
<td>Healthcare Across Cultures</td>
</tr>
<tr>
<td>GCL/POL 4402</td>
<td>Environmental Politics</td>
</tr>
<tr>
<td>GCL 4411</td>
<td>Strangers in Their Own Land</td>
</tr>
<tr>
<td>HIS 3206</td>
<td>Historiography and Historical Methods</td>
</tr>
<tr>
<td>HIS 3212</td>
<td>The Renaissance and Reformation in Global Perspective</td>
</tr>
<tr>
<td>HSC 3101</td>
<td>Health for All: A Global Perspective</td>
</tr>
<tr>
<td>MER 4444</td>
<td>Seminar: Medieval and Renaissance Studies</td>
</tr>
<tr>
<td>PHL 3302</td>
<td>History of Ancient and Medieval Philosophy</td>
</tr>
<tr>
<td>PHL 3304</td>
<td>History of Renaissance and Modern Philosophy</td>
</tr>
<tr>
<td>PHL 3345</td>
<td>Contemporary Philosophy</td>
</tr>
<tr>
<td>PHL 3350</td>
<td>Contemporary Ethical Issues</td>
</tr>
<tr>
<td>PHL 3354</td>
<td>Management Ethics</td>
</tr>
<tr>
<td>PHL 3355</td>
<td>Development of Values in Children</td>
</tr>
<tr>
<td>PHL 3360</td>
<td>Philosophies of Feminism</td>
</tr>
<tr>
<td>PHL 3369</td>
<td>Metaphysics</td>
</tr>
<tr>
<td>PHL 4420</td>
<td>Philosophy of Science</td>
</tr>
<tr>
<td>PSC 4150</td>
<td>Science and Culture</td>
</tr>
</tbody>
</table>
SOC 3433  Social Issues and Social Change
TRS/HIS 2320  Religion and Politics
TRS 3101  Christianity and World Religions
TRS 3110  Gospel of John
TRS 3120  Paul's Letters
TRS/GER 3310  Religious Perspectives on Death, Dying and Grieving
TRS/HSC 3311  Religious Perspectives on Healthcare Ethics
TRS 3312  Spirituality, Resilience, Recovery
TRS 3325  Faith, Values and Film
TRS 3340  Spiritual Living in the 21st Century
TRS 3380  Women's Spirituality and Literature
TRS 4130  Biblical Studies Seminar
TRS 4220  Catholic Studies Seminar
TRS 4440  Women Mystics
WGS 4555  Women's and Gender Studies Practicum/Seminar

Disciplinary Concentration
In order to prepare students for responsible living and meaningful work, the College believes that students should direct a substantial portion of their effort toward excellence within a particular discipline. This entails pursuing a major to develop a depth of knowledge and skills and the modes of inquiry common to the discipline, as well as considering the larger context of the roles the discipline plays in society. Requirements for all the majors are found in the curriculum section starting on page 63 of the catalog.

Electives
Electives provide an opportunity for students to explore areas of interest outside of the General Education program and the major. The number of electives a student can take will vary based on the student's major, the number of college credits they brought to the College from other sources, and the number of credits taken each semester. Students are encouraged to stretch themselves by selecting electives that expose them to new ideas.

Study Abroad
Many options are available including College sponsored courses, programs at universities affiliated with the College and independent programs. For information about St. Scholastica programs, please see the Study Abroad coordinator, Robin Banks, in the Office of International Programs located in Tower 16. For information about non-St. Scholastica programs, please contact Tom Homan in Tower 2106.

Argentina
The College of St. Scholastica has a special affiliation with Lincoln University College (LUC) in Buenos Aires, Argentina. LUC is fully accredited by the government of Argentina as an institute of higher education. It is an American institution with an international faculty, housed in a grandiose villa in the heart of the city. LUC provides a range of general education courses along with a strong business program. Argentina offers many opportunities for travel, both within the country and to nearby Latin American destinations. All courses are taught in English and students take intensive Spanish to enrich their learning experience. Tango lessons are also available!

Belize
Senior and graduate nursing students have the unique opportunity to complete a service learning program in Belize. Students are placed in local clinics and schools and even make home visits to offer medical care to the members of the community. Although the senior and graduate programs differ in their curriculum, both programs emphasize experiential learning through a process of action and reflection.

China
The College offers a semester at a new liberal arts college in China near Hong Kong. All instruction is in English and the student body and faculty are international. General education and business credits can be earned through this program. Campus housing is available.
Students also have the option of studying in China during the winter break. The winter break session is a two to four credit program covering Chinese economics, government, language and history. All majors are welcome to participate. Program participation requires that students enroll in the fall semester MGT 3777 course, Introduction to Chinese Culture.

**England**
The British American College London (BACL) shares the Regent’s College campus with two British business schools. Some 2,000 students from over 100 countries are enrolled at this international, multi-ethnic college set amidst trees and ornamental gardens in the heart of London. The curricula offered enable students to earn credits toward general education requirements. The college has a special affiliation that enables The College of St. Scholastica to award academic credits directly for BACL courses. All students reside on campus. BACL also offers summer classes including “Shakespeare in the Park.” Many courses focus on the history and civilization of Britain as well as the fine and performing arts. Special courses take students to the theater and inside museums and historic buildings as a part of their coursework. Continental Europe is a train ride away. BACL follows the American semester calendar and learning approach. Its faculty is predominantly British.

**Germany**
The College of St. Scholastica cosponsors an exchange program with the University of Leipzig, developed for students in the health science fields, which promotes the integration of language and professional interests in an immersion model. During a two-week stay after the end of spring term, St. Scholastica students live with and shadow Leipzig students in their professional training and clinical practice in Germany. In the fall term, Leipzig students come to the St. Scholastica campus and repeat the exchange. Participation in the exchange requires a minimum of one year college/three year’s high school German and is recommended at the end of the junior or senior level to maximize professional experience.

**India**
The College offers students the chance to participate in a winter break program to Hyderabad, India. The primary objective of this interdisciplinary course is to introduce students to the cultural, psychological, sociological, political, geographic, environmental, scientific, and economic issues of the country. Students will be exposed to individual social values and political and economic systems that affect our perspectives and lifestyles. Through individual projects, students will interact with their mentors developing research and critical thinking skills. This course satisfies the general education requirement of cultural diversity, and all majors are welcome.

**Ireland**
The College of St. Scholastica seeks to enlarge the educational horizon of its students by providing a study center in Ireland during the spring semester of each academic year. The program enables a student to pursue a full semester’s coursework in liberal education in addition to experiencing intercultural exchange, travel and personal enrichment. The course offerings will vary each year dependent upon the two resident St. Scholastica faculty members at the center for a given semester. Enrollment each year is limited and selection of students is made on the basis of date of application, goals, faculty and staff letters of reference, satisfactory grade point average and submission of the necessary deposit to reserve space.

**Italy**
St. Scholastica offers students the opportunity of an accelerated travel course in Catholic Studies. The course is listed in the student course manual as TRS 2120. As part of the program, students travel as a class to Rome, Italy, a city internationally known for its historic artistry. The city is used as the classroom, giving students a chance to examine religion and faith expressed in the wide variety of art on display there. Course availability is dependant upon the number of registered students.
Mexico
The College offers a summer program in Cuernavaca, Mexico. Students and faculty live and study at Quest Mexico. The center is dedicated to educating students about social justice issues and the life of the poor in Mexico. Students will study Spanish language at a local language school and learn about Mexico from Quest Mexico staff. St. Scholastica faculty teach two classes on Latin American topics. The final two weeks of the program are spent in a service learning placement in the community. Students must be at the sophomore level and have the equivalent of two semesters of Spanish language to participate in the program.

Morocco
This winter break program in Casablanca, Morocco, looks into the marketing relationship in the utilization of the application of contemporary marketing to the basic marketing function with ultra fragmented distribution channels in the Middle East. The premise of the research is to illustrate how the contemporary marketing fundamental principles can apply in an environment that still, until this modern day, utilizes the trading principles of the 18th century. Yet, at the same time, this environment functions with contemporary marketing concepts that we utilize in the West.

Russia
The College of St. Scholastica conducts a series of summer language camps in cooperation with the Karelian State Pedagogical University in Petrozavodsk, Duluth's sister city in Russia. Russian language camps are intended for American students of Russian and are held in June and July in Petrozavodsk. Language classes are taught at the beginner through advanced-intermediate level by the faculty of the Karelian Pedagogical University. The Russian camps also include a number of cultural and recreational activities as well as extended visits to St. Petersburg and Moscow. The Russian language camps are an integral part of St. Scholastica's Russian Language Program, but they are open to any interested student.

In alternate summers, St. Scholastica faculty offer English language camps for students from Petrozavodsk. St. Scholastica students also are encouraged to participate in these camps by acting as hosts to the College's guests from Russia.

Tanzania
Students at St. Scholastica have an opportunity to spend a few weeks in the summer on a service learning program in Tanzania. The purpose of this program is two-fold. In a required course, students examine the concepts of culture, cultural competence and health from a global perspective while preparing for the service learning experience. Students are introduced to history, language, and sociopolitical systems of Tanzania along with Swahili language and safe travel preparation. Secondly, the program provides a service learning opportunity in a third world country. In this setting, students and faculty have the opportunity to explore equity and justice issues through critical examination of their personal and professional values in light of the Benedictine values which are also embraced by our hosts – the Benedictine Sisters of St. Agnes in Tanzania. Service learning projects match the skills and talents of the students and faculty with the work and needs of the rural people that the Tanzanian sisters serve. Everyone involved in the program assists in gathering and carrying medical and teaching supplies for the two monasteries we visit.

HECUA Off-Campus Study Programs
The College of St. Scholastica is a member of the Higher Education Consortium for Urban Affairs (HECUA). HECUA provides off-campus experiential learning opportunities that link academic study with hands-on work for social change. Students earn 16 St. Scholastica credits in the semester-long programs and four St. Scholastica credits in January term programs. The program is open to all St. Scholastica majors. St. Scholastica financial aid travels with students in semester programs. More information can be found in the “College Offerings” section of this catalog or at www.hecua.org.

Bangladesh
Ecuador
Faculty occasionally lead study programs to other countries. Arrangements can also be made for St. Scholastica students to participate in other college and university programs abroad. Financial aid, however, may not be available for programs other than those sponsored by St. Scholastica. For a full list of study abroad opportunities, please visit our website at www.css.edu/Academics/Study-Abroad.html.

The College of St. Scholastica Honors Program

The Honors Program at The College of St. Scholastica was created to give intellectually motivated students enriched learning experiences and a community of peers devoted to a vigorous life of the mind. The Honors Program encourages students to take responsibility for their own learning through discussion-oriented classes. Investigation of compelling and controversial ideas and an emphasis on depth of coverage of material from multiple perspectives are other features of the Honors Program. Honors courses meet general education requirements, so do not involve extra coursework. Typically, meeting two of the following criteria will lead to the opportunity to request an interview with the Honors director for admission to the program: top 15 percent of high school class, high school grade point average of 3.5 or above on a 4.0 scale, and ACT score of 26/SAT score of 1100. See page 142 for further details.

Prior Learning Assessment

The college classroom is not the only place college-level learning may occur. The College of St. Scholastica has several mechanisms by which it recognizes college-level learning acquired outside the classroom.

Portfolio Assessment

Students who wish to document prior learning through Portfolio Assessment begin the process by attending an on-line workshop that helps them decide if this program will be useful. In the on-line workshop, students identify their college-level learning experiences. The on-line workshop facilitator guides students through the process of documenting their equivalent learning in a portfolio that will be reviewed by faculty members. To register for the on-line workshop please contact your academic advisor.

Credit by Examination

The College Board and the Educational Testing Service provide a national program of examinations called the College-Level Examination Program (CLEP) that is used to evaluate college level education. The Registrar maintains a list of the CLEP exams that meet Pathways requirements. Academic departments determine which CLEP examinations can substitute for major requirements, so students are advised to discuss their CLEP plans with their academic advisor. Note that credit cannot be granted for both a course passed by examination and a regular classroom course that duplicates the subject matter. No credit can be given for an examination if an advanced course in that area has already been taken.

Challenge Exams

A degree-seeking undergraduate student may request the opportunity to take a “challenge” examination to seek credit for a course for which a CLEP examination is not available. Challenge opportunities are provided at the discretion of the department chair. Please contact your academic advisor for specific procedures to request a challenge.

Cross-Registration

Full-time students at St. Scholastica may also enroll for up to two courses per semester at two other local universities without payment of additional tuition. Such enrollment, called cross-registration, is available at the University of Minnesota-Duluth and the University of Wisconsin-Superior. Cross-registration is open at the University of Wisconsin-Superior to a total of 15 St. Scholastica juniors and seniors. There
are no numerical limits at the University of Minnesota-Duluth. If a student’s total credits exceed 18, the student will be charged for those excess credits at the current College of St. Scholastica cost-per credit rate. Course or lab fees must be paid prior to registration. The grade earned at the cross registered institution counts in your St. Scholastica GPA.

Complete details of the program are available in the Registrar’s Office. Cross-registration is not available during the summer, nor does it include graduate level work at any time.

A variation on cross-registration may be available with other institutions with advisor approval. For example, many students on our Brainerd campus take consortium work through Central Lakes College.

**Summer Session**

The College offers a variety of study opportunities during the summer, including traditional courses on the Duluth campus, accelerated courses at all of our extended campuses, and online courses. Contact an academic advisor for more information on summer offerings.
Academic Honesty Policy

Academic honesty and integrity are highly valued in our campus community. Academic honesty directly concerns ethical behaviors which affect both the academic environment and the civic community. Academic dishonesty seriously violates the integrity of the academic enterprise and will not be tolerated at St. Scholastica.

Definition
Academic dishonesty is defined as follows: misrepresentation of the work of others as one's own, dishonesty in testing; violating authorized guidelines established by instructors for individual assignments, sabotaging or damaging the work of others, or engaging in dishonesty in other academic work.

Implementation
To minimize student misunderstanding, faculty shall state in writing what degree of cooperation or help is authorized and what behaviors constitute academic dishonesty on collaborative efforts by students (team projects, group work, etc.). Students shall be responsible for asking faculty for clarification in any unclear situation.
Enforcement
Since academic dishonesty is a transgression against the entire college community, the entire community should be involved in handling the problem. Students and faculty are encouraged to contact instructors with reports of, or concerns about, academic dishonesty. If a faculty member has determined that a student has been academically dishonest, the violation must be reported.

Penalties
In cases of academic dishonesty, the minimum penalty to be applied by the faculty member shall be failure of the assignment or test, and the maximum penalty shall be failure of the course. In addition, a department may deny admission to or dismiss from a program a student who has engaged in academic dishonesty, and the vice president for Academic Affairs or vice president for Student Affairs may exclude such a student from extracurricular activities or expel him or her from the College, even on the first instance of academic dishonesty.

Appeals
An aggrieved student may appeal any adverse decision regarding academic dishonesty by following the procedure outlined in the academic appeal procedure.

Class Attendance
Students are expected to be responsible for their educational progress by attending classes regularly, participating during class sessions, and completing required work outside the classroom. Specific attendance requirements are set by instructors. Students receiving veteran’s benefits are expected to attend all scheduled classes. Students are encouraged to discuss any attendance issues with their faculty member or an academic advisor.

Only registered students may participate in classes.

Prerequisites and Placement Testing
Prerequisites (eligibility requirements) are stated after each course description. A student who fails the first course in a sequence may not register for the succeeding course unless the prerequisite course has been successfully repeated or the student has the permission of the instructor. All placement testing not done during regularly scheduled student orientation will be done in the Center for Academic Success under the supervision of the director of academic support services.

Classification
Classification of students is determined by the number of semester credits satisfactorily completed. Sophomores must have completed at least 28 credits; juniors, 61 credits; and seniors, 93 credits.

Course Load
The traditional full-time student load is 16 semester credits. In exceptional cases, permission to enroll in more than 18 semester credits may be obtained from the student’s advisor. An additional fee is assessed for course loads beyond 18 credits. To be classified as full time, a student must carry at least 12 semester credits: a student carrying less than 12 credits is part time and pays tuition per credit. The State of Minnesota requires a student to be registered for 15 credits in order to be classified as full time for state financial aid purposes.

Catalog Authority
The St. Scholastica catalog in effect at the time a student first enrolls is the matriculation plan for the student while attending St. Scholastica; the student should refer to the appropriate catalog when needed. Should the student re-enroll after an absence of two years, the new catalog is in effect.
Registration

Registration (the act of officially enrolling in classes) is difficult to personalize while maintaining efficiency, but this is what St. Scholastica attempts to do. Registration, therefore, becomes part of the orientation program for new students and a special process for all students every semester thereafter. Only registered students may participate in classes.

At St. Scholastica, registration takes place near the middle of the semester when each student meets with his/her advisor to review educational plans and specify class schedules for the succeeding semester. To ensure accurate fee statements, grant allocations and statistics upon which many decisions are based, it is imperative that all students complete registration each semester according to the announced procedures and deadlines.

Changing Registration

Students may drop a course during the first two weeks of a semester without that drop being officially recorded. However, the instructor and the advisor must sign all drops after the first day of the term. Through the ninth week, students may withdraw from individual courses but a grade of W will be entered on the students’ records. No drops or withdrawals are permitted after the ninth week of a semester unless there are circumstances beyond the control of the student that prevented an earlier, timely drop or withdrawal. In no circumstances will drops or withdrawals be permitted after the close of the fiscal period in which the course was held. Drop and withdrawal deadlines for courses that begin or end on nonstandard dates will be set by the Registrar, but the drop and withdrawal intervals will be proportional to intervals for a full academic semester.

Once registered for a semester, students may add additional courses to their enrollment until the end of the second week, with instructor permission. No adds will be permitted after the second week. Students who are registered for a class but who do not attend the class by the end of the second week, will be dropped from the class list.

The forms to be completed for dropping, withdrawing from, or adding classes are available in the Registrar’s Office.

Repeated Courses

Unless there are extenuating circumstances, a student may repeat only those courses in which he/she earned a C- or lower grade at The College of St. Scholastica. In the case of extenuating circumstances, the student may appeal through the Registrar’s Office for permission to repeat a course in which he/she earned a “C” or higher grade at St. Scholastica. Consideration of an appeal will be made in consultation with the course instructor. In either case, both grades will remain on the student’s permanent record but only the grade earned in the second enrollment will be used in grade point computations; similarly, credit will be awarded only with the second enrollment. Except in very unusual circumstances, courses may not be attempted a third time.

Courses failed at The College of St. Scholastica may not be repeated at any other college.

Auditing

A student may audit a course only with prior approval of the instructor. A student who registers to audit receives no academic credit in the course and is charged one-third the tuition of those who register for credit in the course. Changes from credit status to audit status or from audit to credit status are allowed only during the first two weeks of a semester and are subject to instructor approval.

Application to Major and Minor

To major or minor in a given department, most students apply for acceptance during the spring semester of the sophomore year or at 61 credits or above. Some majors require an earlier application process. Forms are available in the Registrar’s Office.
Grading

A student’s performance is recorded in grades as follows:

- A: 4.0 grade points
- A-: 3.7 grade points
- B+: 3.3 grade points
- B: 3.0 grade points
- B-: 2.7 grade points
- C+: 2.3 grade points
- C: 2.0 grade points
- C-: 1.7 grade points
- D+: 1.3 grade points
- D: 1.0 grade points
- D-: 0.7 grade point
- F: 0.0 grade point

An incomplete “I” may be assigned by the instructor at his/her discretion at the end of a term. A limit is placed on the length of time that “I” may stand on the student’s record unless extended by the instructor. That limit is the 10th week of the subsequent term, excluding summer terms. The temporary grade “IP” is awarded when a course is designed to continue beyond the boundaries of an academic term. The instructor will change “IP” grades to “F” if the coursework is not completed within the time agreed upon by the student and the instructor.

Students also have the option of taking courses under the “Pass-No Credit” evaluation system. A student wishing to exercise this option is required: (1) prior to registration, to obtain signatures of approval from both the advisor and from the chair of the department in which the student has declared a major; (2) to indicate on the registration form any course to be taken “Pass-No Credit.”

Students who have not yet declared a major should not take courses on a “Pass-No Credit” basis, as “Pass-No Credit” courses are not typically permitted within the major.

Individual departments may also decide that certain courses will be offered as “Pass-No Credit” (P/N) courses, and all students enrolled in the course would be so evaluated. A grade of “P” indicates the student has done at least “C” work in the course.

College Honors

A student whose cumulative grade point average is 3.75 or above graduates with highest honors. A student whose cumulative grade point average is between 3.50 and 3.75 graduates with honors. A minimum of 48 St. Scholastica credits with grade points is required to graduate with honors or with highest honors. A Dean’s List of full-time students achieving a 3.75 grade point average is published each semester.

Satisfactory Academic Progress

In order to continue at The College of St. Scholastica, a student must maintain satisfactory academic progress. Satisfactory academic progress means that a student maintains a cumulative grade point average (GPA) at the minimum standard or higher and completes the minimum number of course credits required to complete degree requirements in the maximum allowable time frame. Minimum academic standards expected at The College of St. Scholastica are:

- First-year students: cumulative GPA of 1.75 at the end of the first semester and a cumulative GPA of 2.0 at the end of the second semester; completion ratio of 75 percent.
- Sophomores, juniors and seniors: a cumulative GPA of 2.0 at the end of each semester; completion ratio of 75 percent.

Academic Probation and Dismissal

A student whose cumulative GPA and/or completion ratio falls below these minimum academic standards will be placed on academic probation at the end of the semester.

Students on academic probation remain on probation for the entire following semester and remain eligible for financial aid during the probationary semester. They are required to maintain no fewer than 12 credits during the probationary semester. They may not take courses with the grade option of “Pass-No Credit.” The vice president for Academic Affairs may set additional conditions that must be met during the probation semester.
A student whose cumulative GPA and/or completion ratio remains below the minimum standards at the end of the probationary semester may be dismissed. However, if satisfactory progress has been made toward the required GPA and/or completion ratio, the student may be able to repeat probation for a second semester and may be eligible for financial aid. Final decisions on repeat probations are made by the vice president for Academic Affairs. In addition to dismissal for lack of satisfactory academic progress, students may be dismissed for conduct that is not in harmony with the policies of the College.

Students on probation must develop a plan for academic improvement with an academic advisor. This may include use of the tutor center, developmental courses and/or reduction in work hours and extracurricular activities. Probation precludes holding elective office, participating in athletics or theatre productions or any other time-consuming extra-curricular activities. Eligibility for varsity sports will be determined each semester. For the purposes of financial aid, students working under a plan to improve will be considered making satisfactory progress during the probationary term.

Recognizing that there may be extenuating circumstances which account for the student's not making satisfactory academic progress, such as a death in the immediate family or serious illness, the student may appeal to have the status changed within the time frame specified in the dismissal letter. The appeal should state both the reason for lack of academic progress and steps planned to improve the academic situation.

Withdrawal Policy

Any student who withdraws from the College during the course of the academic year holds an exit interview with the dean of students. A student is legally registered until he/she files an official withdrawal or completes the period of registration. Enrollment certifications and refunds are based upon two documents: the official registration form and official withdrawal form. A student who has left the College while in good standing may reenter at any time by simply following the designated readmission and registration procedures.

No withdrawals are permitted after the ninth week of the traditional semester or the fifth week of the Extended Studies term. From the first day of classes until the ninth week of the semester or the fifth week of the Extended Studies term, withdrawals and subsequent refunds follow the Course Drops and Withdrawals Policy. Appeals for withdrawals after the ninth week of the semester or the fifth week of the Extended Studies term are considered only under the following circumstances:

1. Institutional error (student was never here; not withdrawn; financial aid and/or registration problems).
2. Medical circumstances (non-routine, serious medical concerns; documentation required).
3. Family emergency (specific written explanation required).
4. Unusual circumstances (specific written documentation required).

Each request will be submitted to the dean of students. All decisions of the dean are final. Extended Studies student requests are submitted to the campus director of the campus of enrollment. All decisions are final.

Release of Transcript and Grade Report

Copies of transcript and grade reports will not be released if the student has an unpaid balance at St. Scholastica resulting from charges made for tuition and fees, fines, room damage assessments, student emergency loan, health hold, library hold or delinquent/defaulted Federal Perkins, Nursing or Ordean Student Loans.

When all debts to the College are paid in full, students who wish a copy of their transcript must submit a written request to the Registrar’s Office or complete an information release form supplied by a third party requester.

Fees charged for each copy of an official transcript are as follows:

The first two transcripts printed upon graduation are free; each additional copy is $5; immediate service is $10.
Student Records

Students are hereby notified that pursuant to the Family Educational Rights and Privacy Act of 1974, students are entitled to review those records, files, documents and other materials which contain information directly related to themselves which are maintained by the College. It is further understood that a student may request a hearing, in accordance with the regulations issued by the Secretary of Education, to challenge the content of the educational records, in order to ensure that the records are not inaccurate, misleading or otherwise in violation of one’s rights. The student may insert in the records a written explanation regarding the contents of such records if the College does not make the suggested corrections or deletions.

Student access and review is subject to the following conditions:

1. The College has 45 days to comply with a written request to the College official responsible for maintaining the record sought.

2. All information declared confidential by the Act or excluded from the definition of “education records” by the Act is unavailable for inspection.

3. After reviewing the records, the student may request the unit maintaining the record to remove or modify information believed to be misleading, inaccurate or inappropriate. If the request is refused, the student may insert in the records a written explanation regarding the contents to which he/she objects or may file an appeal with the President’s Office which will be heard by a person or committee designated by the president.

Release of Information

Students are further notified of the fact that the Act states that the following information may be construed to be directory information which is available to the public, and is hereby so declared: name, address, telephone listing, date of birth, photograph, major field of study, part-time/ full-time status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, classification, degrees and awards received and the most recent previous educational agency or institution attended. Students have the right to inform the College that any or all of the bold-faced information should not be released without prior consent. If a student wishes to restrict the release of this information, a written request to that effect must be completed in the Registrar’s Office prior to the fifth day of fall semester classes. After the student has filed the required written request, the College will notify the appropriate offices and begin to comply with the request as soon as possible.

No information other than the items listed above will be released without specific written permission except as provided by law. A complete statement of the St. Scholastica policy is available in the Registrar’s Office.
### Graduate Placement Report

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Grads</th>
<th>Grads Responded</th>
<th>%</th>
<th>Employed in Major</th>
<th>%</th>
<th>Employed out Major</th>
<th>%</th>
<th>Total Employed</th>
<th>%</th>
<th>Grad. School or Continuing Ed.</th>
<th>%</th>
<th>Total Employed and Continuing Ed.</th>
<th>%</th>
<th>Unemployed and Seeking</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>291</td>
<td>254 (87.3)</td>
<td></td>
<td>154 (60.6)</td>
<td></td>
<td>22 (8.7)</td>
<td></td>
<td>176 (69.3)</td>
<td></td>
<td>79 (31.1)</td>
<td></td>
<td>245 (96.5)</td>
<td></td>
<td>9 (3.5)</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>296</td>
<td>237 (80.1)</td>
<td></td>
<td>139 (58.7)</td>
<td></td>
<td>19 (8.0)</td>
<td></td>
<td>158 (66.7)</td>
<td></td>
<td>75 (31.7)</td>
<td></td>
<td>233 (98.3)</td>
<td></td>
<td>2 (0.8)</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>318</td>
<td>249 (78.3)</td>
<td></td>
<td>130 (52.2)</td>
<td></td>
<td>41 (16.5)</td>
<td></td>
<td>171 (68.7)</td>
<td></td>
<td>75 (30.1)</td>
<td></td>
<td>246 (98.8)</td>
<td></td>
<td>2 (0.8)</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>409</td>
<td>212 (51.8)</td>
<td></td>
<td>97 (45.8)</td>
<td></td>
<td>41 (19.3)</td>
<td></td>
<td>138 (65.1)</td>
<td></td>
<td>61 (28.8)</td>
<td></td>
<td>199 (92.9)</td>
<td></td>
<td>8 (3.8)</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>444</td>
<td>282 (63.5)</td>
<td></td>
<td>164 (58.2)</td>
<td></td>
<td>44 (15.6)</td>
<td></td>
<td>208 (73.8)</td>
<td></td>
<td>62 (22.0)</td>
<td></td>
<td>270 (95.7)</td>
<td></td>
<td>9 (3.2)</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>567</td>
<td>306 (54.0)</td>
<td></td>
<td>183 (59.8)</td>
<td></td>
<td>52 (17.0)</td>
<td></td>
<td>236 (77.1)</td>
<td></td>
<td>64 (20.9)</td>
<td></td>
<td>300 (98.0)</td>
<td></td>
<td>5 (1.6)</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>482</td>
<td>227 (47.0)</td>
<td></td>
<td>147 (64.8)</td>
<td></td>
<td>18 (7.9)</td>
<td></td>
<td>165 (72.7)</td>
<td></td>
<td>60 (26.4)</td>
<td></td>
<td>225 (99.1)</td>
<td></td>
<td>2 (0.8)</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>615</td>
<td>296 (48.0)</td>
<td></td>
<td>187 (63.2)</td>
<td></td>
<td>24 (8.1)</td>
<td></td>
<td>211 (71.3)</td>
<td></td>
<td>81 (27.4)</td>
<td></td>
<td>292 (98.6)</td>
<td></td>
<td>3 (1.0)</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>676</td>
<td>349 (52.0)</td>
<td></td>
<td>218 (62.5)</td>
<td></td>
<td>26 (7.4)</td>
<td></td>
<td>244 (69.9)</td>
<td></td>
<td>94 (26.9)</td>
<td></td>
<td>338 (96.8)</td>
<td></td>
<td>10 (2.9)</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>551</td>
<td>314 (57.0)</td>
<td></td>
<td>184 (58.6)</td>
<td></td>
<td>30 (9.6)</td>
<td></td>
<td>214 (68.2)</td>
<td></td>
<td>90 (28.7)</td>
<td></td>
<td>304 (96.8)</td>
<td></td>
<td>9 (2.9)</td>
<td></td>
</tr>
</tbody>
</table>

Five Year Average 51.6 61.8 10.0 71.8 26.1 97.9 1.9

*’Unemployed not seeking’ group not included in placement totals.

* Please note that for the year 2000 Total Employed/School there were 10 graduates working and attending graduate school concurrently.
American Indian Studies Program

This program provides opportunities for St. Scholastica students to study American Indian history, contemporary developments and tribal cultures, as well as to interact with American Indian professionals and peers. Knowledge of American Indian contributions to our social, political, economic and scientific development will enable students to develop a broader view and a deeper appreciation of our national heritage.

Director: Barbara King, M.S.W.

American Indian Studies minor

American Indian Studies offers a 24-credit minor designed to complement programs in a variety of different majors. The objectives of the minor are to:

- Promote an awareness and understanding of the history, culture and philosophy of American Indians.
- Recognize the different life experiences of American Indians.
• Improve the ability of students to integrate this knowledge with their future professional careers.

Each of the following minor courses are worth 4 credits: INS 2201, 2202 (HIS 2201, 2202) and 3301 (PHL 3301); selection of one course from either INS 2203 or 2204 (ART 2204); and one course from INS 3308 (HIS 3308), 3320 or 4401. Four additional credits are needed to complete the minor. Students may petition the department to take alternative elective courses.

Outcomes
Objectives of the program include courses that will:

• Address the methodological and historiographical issues involved in any approach to American Indian studies.

• Utilize various theoretical models for interpreting various areas of discipline, i.e. history, literature, philosophy, etc.

• Focus on changing from an “additive” to “inclusive” understanding of how gender and race impacts the American Indian life experience.

• Focus on the value of incorporating the everyday experience of ordinary people in the creation of American Indian history.

• Provide an understanding of American Indian life experience which will provide a mirror and window on student’s own assumptions about race, class and gender.

• Explore the history and differences in oral and written communication among American Indians.

• Require correct grammar and punctuation in all written work.

• Require the student to be brief but thorough in written communications; explore the value and importance of seeing through the eyes of others.

• Examine the role of race and class in the shaping of American Indian history and culture; explore the issues of American Indian cultural identity.

• Examine what constitutes knowledge of the spiritual practices and belief systems of American Indian communities.

• Be able to understand the life experience of American Indians and apply the knowledge to contemporary issues.

• Understand paradigms and paradigmatic approaches to political action and processing information.

• Examine what constitutes knowledge of art forms and music and its application to everyday life.

• Explore the issues of American Indian cultural identity through art and music.

All students, both Indian and non-Indian, are encouraged to select courses as electives from the core courses listed above. Students may also select courses to fulfill the curricular area distribution requirements.

Art
We are constantly surrounded by visual stimuli, but we rarely take time to reflect on them or participate in their creation. Art courses offer a chance to do both. If, as Abbe Dubes claims, “The first purpose of art is to touch us,” a study of visual principles and the cultural and historical contexts for art production can deepen our responses and strengthen our ability to connect with others through original creations.

Art is a means of problem solving, a way of knowing, a unique form of communication, one of the ways in which human beings are distinct from other species. Art can be a powerful means of creating empathy and communicating truth. The art major prepares the student to develop a clear personal expression as a visual artist in a chosen medium. Students will also demonstrate technical skill and the ability to evaluate and critique their own work as well as the work of other artists.

Program director: Po-Lin Kosuth, M.F.A.
Art major
The 38-credit major consists of 18 credits in foundation courses (ART 1105, 1120, 1124, 1126, and 4577) and 20-24 credits in one of three concentrations. Painting/Drawing (ART 2121, 2221, 3321, 3421, 4521, 4621, 2220, 2320, 3420, and 2122), Media Art (ART, 2041, 2122, 2307, 3241, CTA 3041, 3141 and 3341), or Photography (ART 1107, 2207, 2307, 3327, and 4427). Additionally, there are other credits available for electives beyond the 38 credits.

Art major outcomes
Students will:
1. Master technical skill to produce artwork in the chosen medium.
2. Demonstrate knowledge and understanding of the role of an artist.
3. Demonstrate aesthetic awareness and critical judgment of artwork.

Art minor
The art minor requires 22 credits, including 14 core credits, ART 1120, 1124, 1126, 4477 and 8 credits of art electives.

An art minor is a good complement to any major in any field.

Communication, Theatre, and Art Department
Communication is the process of conveying messages to others, whether in a one-to-one encounter, in a public speech to many, in a mass medium that reaches millions, or in an artistic venue. Communicators know how to design messages for a variety of media and how to change that message depending on the audience or the medium. Good communicators know that effective messages are structured differently for speech, print, photography, film, visual art, radio, theatre or television.

Knowledge of many areas is essential to successful structuring of these messages; e.g., language, rhetoric, culture, history, art, music, drama, technology and science. Communication is by its very nature a liberal art. Effective and accurate communicators are needed in this information age. Imaginative people, who can speak, write and produce messages for a variety of media, are valuable.

In addition to the conventional Communication major, the department offers majors in Art, Journalism, and Public Relations.

Four minors are offered: Communication, Art, Theatre, and Photography.

Chair: Merry Renn Vaughan, Ph.D.

Art major: see listing under ART.

Communication major
The Communication major in the Communication, Theatre, and Art Department prepares students to design, adapt, and analyze mediated and interpersonal messages appropriate for specific audiences in a variety of settings. The students enrolled in this program will be able to create and critique persuasive arguments and conduct research. The liberally educated Communication major understands the rights and responsibilities of communicators and the historical and contemporary contexts of the field.

The Communication major requires 46 credits in CTA, including a core of: CTA 1114, 2240 or approved study abroad experience, 3445, 4414, 4445, 4 credits in film, ENG 2105, an approved upper level writing course. 16 credits of CTA electives beyond the core are also required, including 8 upper-division credits. (This requirement allows a self-designed emphasis.) A minimum grade of “C” must be maintained in all required classes. A minor in another area is required.

Communication major with Film Studies Concentration
Those students who have an interest in studying film may concentrate their electives in the Communication major entirely on film. This concentration would be comprised of film theory and criticism courses rather than film production courses. Students who complete this major and concentration will not only have grounding in
general communication theory and media analysis, but also an area of specialization in film theory and criticism.

The Communication major requires 46 credits in CTA, including a core of: CTA 1114, 2240 or approved study abroad experience, 3445, 4414, 4445, 2201, ENG 2105, thesis project, 4 credits in 2220, 2301, 4220, and one upper-division film elective. A minimum grade of “C” must be maintained in all required classes. A minor in another area is required.

Admission to the Communication major and Communication major with Film Concentration
Students need to apply to the Communication major after completing 8 CTA credit hours but before completing 24 credit hours of CTA courses and have completed ENG 2105 with a grade of B– or higher. The CTA credits taken prior to admission to the major must average a C+ (2.3). Students apply to the major by writing a brief essay, completing the application to the major change of major form with a current unofficial transcript attached, and being interviewed by departmental faculty. The department will admit students who perform well in the interview, write an excellent essay, exhibit appropriate behavior for a future professional, and who conform to the deadline.

Communication major outcomes
1. The Communication major prepares students to create messages that are appropriate for a specific audience in a variety of settings or media on a variety of topics.
2. The Communication major prepares students to create and critique persuasive arguments.
3. The Communication major prepares students to fulfill personal and career goals by being able to recognize, analyze, and work to resolve legal, ethical, and social issues related to professional practice.
4. The Communication major prepares students to interpret the rhetorical situation and respond accordingly in the exchange (be a good communicator).
5. Students who complete the film concentration would have an additional Communication Literacy component in regard to understanding the history and development of film as an art form, primary theories of film aesthetics, and the capability to intellectually critique a film.

Journalism major:
see listing under JOURNALISM.

Public Relations major
The Public Relations major provides a basic foundation for students who will work in a variety of settings. These students will be able to design appropriate messages for specific audiences using a number of media. The interdisciplinary nature of this program reflects the liberal arts focus of the College.

The Public Relations major requires 46 credits including: CTA 1014, 1114, 2240 or approved study abroad experience, 3445, 4404, 4414, 4417, 4424, 4434, 4445, 4555, ENG 2105, MGT 3550. A minimum grade of “C” is required in all required CTA classes for this major.

Admission to the Public Relations major
Students need to apply to the Public Relations major after completing 8 CTA credit hours but before completing 24 credit hours of CTA courses and have completed ENG 2105 with a grade of B– or higher. The CTA credits taken prior to admission to the major must average a C+ (2.3). Students apply to the major by writing a brief essay, completing the application to the major change of major form with a current unofficial transcript attached, and being interviewed by departmental faculty. The department will admit students who perform well in the interview, write an excellent essay, exhibit appropriate behavior for a future professional, and who conform to the deadline.

Students in this major must be accepted into the major prior to enrolling in the internship.

Public Relations major outcomes
1. The Public Relations major prepares students to create messages that are appropriate for a specific audience in a variety of settings or media on a variety of topics.
2. The Public Relations major prepares students to create and critique persuasive arguments.
3. The Public Relations major prepares students to fulfill personal and career goals by being able to recognize, analyze, and work to resolve legal, ethical, and social issues related to professional practice.
4. The Public Relations major prepares students to infer potential outcomes of communication choices.

Communication minor
Twenty credits are required in CTA 1114, 2240, 4445 and two additional 4-credit CTA electives with at least one upper-division course. A minimum grade of "C" is required in all required CTA classes for this minor.

Photography minor
The visual image is ubiquitous in American culture. One cannot venture far without seeing photographs used in news, entertainment, advertising, sports and other applications. Photography has also played a key role in shaping our collective memory of watershed events. Photography is communication. Photography is art. Students who revel in creative image-making and want to use the camera as an expressive tool would find value in the photo minor at St. Scholastica. A photo minor dovetails with related careers, especially in the advertising, public relations, graphic design and publication fields.

Photography Minor Coordinator: Edward Smith.
The Photography minor requires at least 22 credits to include ART/CTA 1107, 2207, 2041, 3327, 4427, 4999. The independent study in Photography is a project agreed upon between the student and photography instructor that results in a student exhibition. Students may substitute a topics course in photography for one of the required courses.

Photography minor outcomes
1. Students will master technical film and print processing skills in black and white, color, and some 19th century printing techniques and appropriate aesthetic display of these photographs.
2. Students will learn about digital photography and be conversant in using modern digital photographic manipulation software.
3. Students will continuously study photography aesthetics and be able to distinguish major principles of composition across a variety of photographic applications.

Theatre Program
The Theatre Program at The College of St. Scholastica provides opportunities for theatre minors, and students majoring in other fields to develop a sense of aesthetics through exposure to theatre as a performing art. Students who perform develop responsibility for their own work. This collaborative art form also requires students to be responsible to the entire production team. The curriculum of the Theatre Program stresses an understanding of theatre history and dramatic literature and improves skills in performance and technical theatre. This combination of learning, work, and artistic expression is a unique part of the liberal arts. The College of St. Scholastica Theatre Program is distinguished from professional preparation programs in that the production selection is firmly grounded in academic, not populist, plays and the program emphasis is on student learning and participation.

Theatre Program coordinator: Merry Renn Vaughan, Ph.D.

Theatre minor
Requires 22 credits in CTA 2100 (4 cr.), 3330, 3331, and
1. Performance Emphasis: CTA 2150 and one of the following: CTA 2250, 4150, 4250, 4999.
2. Technical Theatre Emphasis: CTA 2100 - Technical (2 cr.), 2250, and one of the following: CTA 2150, 4150, 4250, 4999.

All Theatre minors are required to work on a minimum of four productions with at least one tech-
nical theatre practicum. The technical theatre practicum can be taken for zero credits if option one is chosen.

Theatre minor outcomes

1. Students will develop a general understanding and appreciation of the major periods of theatre history and the major pieces of dramatic literature.
2. Theatre students will develop a sense of responsibility for their own performance as well as for the entire production.
3. Theatre students will develop skills for use in performance and technical theatre that will allow the student to work in theatre beyond the collegiate environment. The students will understand how to effectively communicate a play to an audience through both performance and technical elements.

English Department

Businesses, both for profit and nonprofit, as well as state and federal agencies expect employees to have the communication skills essential in today’s world of work. With an English major an individual will develop those skills important to success and satisfaction in public and personal life. In addition to business and governmental work, St. Scholastica English majors enter law school, medical school and a variety of graduate programs. They teach middle, junior and senior high school students and, most importantly, read and write.

The English faculty is committed to fusing liberal arts and professional programs in an effort to serve the needs of students and nurture a community of learners. The English faculty undertakes the task of giving English majors a critical understanding and appreciation of literature and the development of the English language. The faculty seeks to teach majors how to read a text critically and how to respond intelligently in writing. The faculty strives to prepare graduates who use the English language effectively and creatively. In addition the faculty fosters the recognition that writing and reading are ways to explore the human condition as well as learn and develop personally.

Chair: Thomas Zelman, Ph.D.

English major

The English major (without teaching licensure) requires a minimum of 40 credits in English; 24 of those credits must be in courses numbered 3000 or above. Majors should have successfully completed or been exempted from ENG 1110; this course does not count among the 40 English credits required for this major. Specific requirements include five courses as follows: one course from the genre sequence (ENG 2250, 2251, 2252), three courses from the period surveys (ENG 3310, 3311, 3320, 3321), one course from the advanced writing offerings (ENG 3300, 3301, 3360, 3362, 3364).

Although the English major (without teaching licensure) allows considerable freedom in choosing courses, students should consult carefully with their advisors. Advisors can help students shape their programs to fit career goals - for example, to develop a deep literary background in preparation for graduate study in English, to develop writing, reading and analytical thinking skills in preparation for law school, or to develop communication skills in conjunction with courses in Communication or Management in preparation for a career in business or government.

Students planning to use the English major as preparation for professional graduate programs (for example, law, journalism or library science) may wish to seek advice from English faculty members and others. The College’s pre-law advisor is James Crane, a member of the English Department.

English major with Middle and Secondary School Education

The English major with teaching licensure requires a minimum of 40 credits in English; 24 of those credits must be in courses numbered 3000 or above. The student must plan to take courses in the areas listed below. Courses marked with an * are required by the English
Department in order to meet English standards and the licensure requirements of the Minnesota Board of Teaching. Interested students should also see the Secondary Education Licensure Program requirements published by the Education Department.

ENG 1110 does not count among the 40 English credits required for this major. Also, the following courses - ENG 4440, ENG 4445, EDM 3220 and the CTA courses - are required for licensure but do not count toward the 40-credit total required for the English major. These requirements are subject to change.

Composition: *ENG 3300 or 3301.Students must complete ENG 1110 and CTA 1102 prior to admission to the major. Students must have knowledge of traditional grammar terminology and its application prior to registering for student teaching.


Children/Young Adult Literature: *EDM 3220

American and British Literature: *Any two courses from the period surveys: ENG 3310, 3311, 3320, 3321.

Language Study: *ENG 4430

Teaching Methods: *ENG 4440 and ENG 4445.

Oral Communications: *CTA 1102.

Communications: *CTA 1114 and one of the following: CTA 1107, 2150, 2214, 2205, 3041, 4150, 4420.

**English minor**

A minor in English requires a minimum of 20 credits in ENG; 8 of those credits must be in courses numbered 3000 or above. Minors must also take at least one course from the genre sequence (ENG 2250, 2251, 2252). ENG 1110 does not count toward the English minor.

**English Departmental Policies:**

* Admission and Application to Major: Students intending to major (with or without licensure) should take at least three or four ENG courses before applying. The genre courses (ENG 2250, 2251, 2252) are highly recommended; any of the British Literature or American Literature survey courses (ENG 3310, 3311, 3320, 3321) would also serve. Students should apply for admission to the major in the spring semester of the sophomore year. A minimum College of St. Scholastica cumulative grade point average of 2.7 is required for acceptance. At the time of application, students will write an application to major essay and undertake a departmental interview with English faculty.

* Departmental Assessment: In conjunction with their advisor, majors will assist the department in its ongoing assessment by developing a portfolio of their writing culled from courses and other sources. They will submit this portfolio anonymously for departmental review in their senior year and participate in an exit interview with English faculty. This process is for departmental assessment alone and in no way affects an individual’s standing in the department or graduation from the College with a major in English.

**Departmental outcomes**

Students will:

1. Analyze, evaluate and place in context literary works from various cultures.
2. Demonstrate knowledge of the conventions of genres.
3. Demonstrate an ability to understand and hold various points of view and lines of reasoning in tension.
4. Demonstrate personal and intellectual engagement in responding to literary works.
5. Use language in creative ways to explore self and the human condition.
6. Demonstrate an ability to write for a variety of audiences in a variety of forms.
7. Articulate an understanding of the impact literary study has on their lives.
8. Demonstrate knowledge of grammar and mechanics and the conventions of standard English.
**Department of Global, Cultural and Languages Studies**

The Department of Global, Cultural and Language Studies strives to advance the understanding of cultural processes that shape and transform social, economic, political, and personal identities in an increasingly interconnected world. The program uniquely fulfills the College’s commitment to “responsible living and meaningful work” through the pursuit of critical thinking and self-knowledge, exposure to a variety of cultural and disciplinary perspectives, and in particular through a passion for social justice.

Students majoring in Global, Cultural and Language Studies examine topics related to culture, power, place, identity, globalization, development, and international issues. Through this coursework students practice and master transcultural and translinguistic skills as well as theoretical and analytical tools which they then apply through experiential learning in the form of an internship and off-campus experiences. The goal is ultimately to direct student engagement with concerns of equality and social justice in both their local communities and the wider world.

Central to the orientation of the Department is the idea that language and culture are interconnected, not independent of one another. As such, their study requires an intentionally interdisciplinary and participatory approach that deliberately integrates the study of language, literature, history, politics, anthropology and the arts to develop a multifaceted understanding of intercultural relations.

The faculty’s expertise in languages, literature, and the arts provides a distinctive approach to global studies by placing such symbolic systems at the heart of learning, allowing students a nuanced investigation of individuals’ and groups’ worldview and ways of knowing. Both substantive and transformative, this approach equips students with the knowledge and tools necessary to analyze culture through a broad institutional perspective and a more intimate field experience reaching toward intercultural competence and global literacy.

Chair: David Schuettler, Ph.D.

**Departmental outcomes**

In the Department of Global, Cultural and Language Studies students will:

- Understand language as integral to intercultural competence;
- Achieve world language fluency at the intermediate-mid level following ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines;
- Articulate the role of culture in shaping perception, behavior, attitudes and beliefs;
- Analyze the issues and problems posed by living and working in an increasingly interconnected global community;
- Apply interdisciplinary approaches to formulate creative solutions to contemporary global challenges;
- Evaluate how the integrated knowledge of another language and culture informs actions leading to social justice and peace.

**Core courses required for a major in GCL:**

Completion of 8 credits of one language beyond 1104 with a minimum GPA of 3.0

- **GCL 1101:** Introduction to Intercultural Studies 4 credits
- **GCL 2111:** Migration, Diaspora, Identity OR **HIS/POL 2001:** Introduction to Political Science 4 credits
- **GCL 3101:** Advanced Social and Cultural Theory 4 credits
- **GCL 4555:** Experiential Learning/Study Abroad/Internship 0 - 6 credits
- **GCL 4001:** Senior Seminar 2 credits

**Plus two of these four courses:**

- **GCL 2201:** Peaceful Resolution of Conflict 4 credits
- **GCL 3301:** Human Rights 4 credits
- **GCL 3001:** Politics of Globalization 4 credits
- **GCL 4402:** Environmental Politics 4 credits

**Plus one of these two courses:**

- **GCL 3302:** Europe Today 4 credits
- **GCL 3303:** The Other Americas 4 credits
Plus 4 credits of Cultural elective:
HIS/WMS 2231: Cultural Anthropology 4 credits
GCL 2050: Introduction to Mexico 2 credits
GCL/HUM 2101: Cross-Cultural Understanding 4 credits
GCL 2220: Dance, Gender, and Culture 2 credits
GCL 3200: Popular Music and Political Movements 4 credits
GCL 3202: Culture through Film 2 credits
GCL 3250: Voices of the Earth 4 credits
GCL 3304/HIS 3301: Modern Russian History 4 credits
GCL 3401: Health Care across Cultures 4 credits
GCL 4411: Strangers in their Own Land 4 credits
Total minimum credits required for GCL major: 44 credits

Minor in Global, Cultural and Language Studies: GCL1101 plus 16 other credits in GCL. In addition students must complete 8 credits of language study beyond 1104 with a minimum GPA of 2.75.

American Sign Language
The ASL program includes two full years (sixteen credits) of language study. Students will have the opportunity to understand deaf culture and its dynamics as well as to articulate their responses to relevant social aspects and values of the deaf culture and the community.

French
The French program includes language study at the beginning and intermediate levels using a communicative approach, as well as more advanced coursework that provides students the ability to pursue more in-depth study of French and Francophone literature, culture, and linguistics. Several courses in the French sequence count toward a major or minor in Languages and International Studies in addition to a minor in French.

French minor: 20 credits beyond FRN 1111 including FRN 3301, FRN 3303 or 3304 and FRN 3305.

German
The German program includes over two years of German language study based on a communicative approach emphasizing listening, speaking, reading and writing skills, as well as cultural studies. CSS Students have the opportunity to participate in the St. Scholastica/Leipzig Exchange Program, with students from the Leipzig Medical Training Institute in Germany.

German minor: Minimum of 20 credits beyond GMN 1111, and including GMN 1112, 2201, 2202. Remaining credits may be fulfilled by any other GMN courses, GCL 3401 (Europe Today), or GCL 3202 (German Film offering, Sec. 002) courses and Study Abroad options. All minors are required to participate in a summer language program abroad, preferably at the Goethe Institute (four weeks/4 cr.) or with the St. Scholastica/Leipzig Exchange Program (two weeks/2 cr.). GCL 4555 (GCL Internship) and other credited study abroad programs may be substituted with permission of the instructor, who also reserves the right to substitute requirements when warranted.

Latin
Long before French, Spanish or the other Romance languages came to be, people spoke, shopped, negotiated and read in Latin. Latin vocabulary continues to be found in medical terminology, the sciences, and theology. The Latin program offers a full year (8 credits) of language study introducing grammar, syntax and basic vocabulary, with an aim toward reading fluency and some degree of oral expression. Students begin to examine the culture and society in which this language flourished, as well as its effect on post-classical cultures and languages. It is an excellent complement to the Medieval and Renaissance Studies minor.

Ojibwe
The Ojibwe language is spoken by many Anishinaabe (Ojibwe) people in Minnesota, Wisconsin, Michigan and Canada. During recent generations, Anishinaabe communities - in partnership with non-Indian allies - have been engaged in a process of revitalizing the language, nearly lost
for a variety of historical reasons. Courses are open to all students who are interested in Ojibwe language and way of life.

The language embodies the beliefs and cultural practices of the Anishinaabe people, so students learn their origins and meanings as well as the language skills.

Language and culture complement each other. One cannot be learned without the other.

The Ojibwe language describes more than the physical world; therefore, emotions and spiritual states are expressed in the form of verbs, and many things are understood as animate.

**Russian**

The Russian language and culture program includes three years of Russian language study with particular emphasis on speaking and listening skills. To supplement this basic language sequence, the College participates in an ongoing series of faculty and student exchanges during the regular academic year with the Karelian State Pedagogical University in Petrozavodsk, Duluth's sister city in Russia. In addition, American students of Russian may participate in a five week summer Russian language camp in Petrozavodsk operated by the Pedagogical University, or they may want to help host Russian students who come to an English language camp at the College in alternate summers.

**Russian minor:** Minimum of 20 credits beyond RUS 1111, including RUS 1112 and RUS 2201-2202. Students must also take either RUS 2280 or HIS 3301, as well as either RUS 2209 or RUS 3301-3302. (Other study-abroad experiences may be accepted in fulfillment of RUS 2209.)

**Spanish**

The Department of Global, Cultural and Language Studies at The College of St. Scholastica offers both a major and a minor in Spanish. The courses in the program combine academic and experiential learning to prepare students with the linguistic and cultural skills to engage in responsible living and meaningful work in Spanish-language contexts. Through the exploration of language, history, culture, literature, service-learning, and contemporary issues in the Spanish-speaking world, the major and minor encourage communicative competency and the appropriate interpersonal/intercultural skills in both foreign and domestic settings. The programs prepare students with a solid background for work in or continued learning about Spanish and Hispanic cultures. Students may pursue a Minnesota K-12 license to teach Spanish by completing the Spanish major and the appropriate education courses as specified below.

Additional courses are being developed for the Spanish curriculum. Please consult the on-line version of the catalog for the most current information.

**Requirements for the major in Spanish**

**Core Courses:** 16 – 22 credits required.
- SPN 2101 Intermediate Spanish I or SPN 2150 Intermediate Spanish I in Mexico 4 credits
- SPN 2102 Intermediate Spanish II 4 credits
- SPN 3101 Advanced Spanish in Context I 4 credits
- SPN 3102 Advanced Spanish in Context II 4 credits
- An Internship or Service-Learning placement in Spanish 0 - 6 credits
- Civilization and Culture courses: 4 credits required.
  - SPN 3601 Civilization of Spain 2 credits
  - SPN 3602 Civilization of Latin America 2 credits
- Literature courses: 6 credits required.
  - SPN 2514 Hispanic Poetry 2 credits
  - SPN 3516 Hispanic Short Stories 2 credits
  - SPN 3901 Hispanic Women Writers 2 credits
  - SPN 3951 Masterpieces of Hispanic Literature 4 credits
  - SPN 3777 Topics in Hispanic Literature 2 - 4 credits

**Elective credits:** (May include additional courses in Culture/Civilization and Literature): 14 credits required.
- ENG 2280 Literature in Translation* 4 credits
- HIS/GCL 3307 Latin American History 4 credits
- GCL 2050 Introduction to Mexico 2 credits
GCL 3202 Culture Through Film (Hispanic Films) 2 credits
GCL/SPN 3303 The Other America 4 credits
SPN 3150 Spanish Conversation in Mexico 4 credits
SPN 3777 Topics in Spanish 2 - 4 credits

Total credits required for Spanish major: 40 - 46 credits

* Only when the topic is Spanish language literature in translation.

• No more than 4 credits taught in English may count towards the major.

• Coursework taken while studying abroad in non-CSS programs may replace courses in the program with the prior consent of a Spanish advisor.

• Study abroad in a Spanish-speaking country is strongly recommended, including for the K-12 Teaching Preparation Track.

K-12 Teaching Preparation Track

Students pursuing a Minnesota K-12 license to teach Spanish must complete the following:

• The Spanish major
• SPN 3440 Spanish Teaching Methods course (4 cr.)
• SPN 3445 Spanish Methods Field Experience (1 cr.)
• Middle/Secondary Education requirements (see Education Department for details)

Requirements for the minor in Spanish

• Twenty credits beyond the level of SPN 1112. Students who test out of SPN 2101 and/or SPN 2102 will have the value of the credits for these courses counted towards the minor.

• SPN 3101 or SPN 3102. Similar courses in a study abroad program may replace this course with prior approval from CSS Spanish faculty. Prerequisite: SPN 2102.

• At least one Spanish language literature course.

• Completion of one of the following civilization or culture courses: GCL/SPN 3303, GCL/HIS 3307, SPN 3601, or SPN 3602. In lieu of these courses, students may participate in a semester-long program to a Spanish-speaking country, with the prior consent of CSS Spanish faculty.

• Up to one course taught in English may count towards the minor. These courses include GCL/SPN 3303 (The Other America), HIS 3307 (Modern Latin American History), and GCL 3202 (Culture Through Film, Hispanic Films). Other courses in English may count with prior approval from CSS Spanish faculty.

• GCL 4555 (GCL Internship) may count towards the minor with prior approval from CSS Spanish faculty.

Department of History and Politics

The Department of History and Politics at St. Scholastica offers a number of programs, including a major and minor in History, a minor in Political Science, and a minor in American Indian Studies. The department also contributes to the major in Social Studies Secondary Education, and to the liberal arts component of general education for all St. Scholastica students. It strives to cultivate creative and critical thinking; to foster an appreciation for the richness and diversity of human experience and for the meaning of human dignity in varied historical and social contexts; and to encourage responsible work on behalf of human values, justice, and the fuller realization of human potential.

History, the department’s core discipline, is the critical study of the human past. Encompassing all spheres of human experience, inquiry, belief and aspiration, history is the most integrative of humane disciplines. It satisfies a deep need to know who we are, both as individual persons sharing a common humanity and as members of various groups (whether based on gender, class, ethnicity or religion, or whether local, national or global). The deeper is our historical knowledge, the deeper is our self knowledge. And only with this type of knowledge can we formulate
wise goals to help guide our future, again both as individuals and collectively. The study of history is an indispensable part of a liberal education; it enables students to make informed judgments on a wide range of public issues and to argue their positions cogently.

Political science examines the origins, uses, justification and distribution of power in society, as well as the relationship between power and other social “goods” such as wealth, rights and liberties. The nature, organization and functions of the state, as the sovereign center of political power, are among the main subjects of politics. Political science can be both descriptive and normative. When descriptive, it investigates how power, wealth and rights actually are distributed. When normative, political science (or political philosophy) explores how they ought to be distributed. Politics, in short, is about how societies are governed, how competing ideas about what is best for society are articulated and resolved, and how decisions in one part of the world affect other parts of the world. The study of politics provides an opportunity to understand not just how societies work, but also how to make them better.

History, one of the classic liberal arts, is an excellent preparation for graduate studies as well as many professions: education, law, politics, public policy, civil and foreign service, archival and library science, museum studies, historic preservation and public history. A minor in political science can prepare students for a range of career opportunities not only in law, but in government, journalism, business or interest-group advocacy.

Chair: Randall A. Poole, Ph.D.

History major
A History major must successfully complete 36 semester credits in history, at least 20 of which must be completed at St. Scholastica. Required courses consist of HIS 3206 (Historiography and Historical Methods) and a 4000-level seminar. In addition, students must complete at least one course from each of the following fields (total of 12 credits): United States history, World history, and European history. At least 20 of these credits must be upper-division credits (3000 or higher). Application process: Students apply for a major in History at the end of their sophomore year; they are expected to have a 2.75 average and should submit a brief essay to the department chair explaining why they wish to major in history. The History major is a bachelor of arts degree program.

History minor
A History minor must complete 20 credits in history, with at least 12 being completed at St. Scholastica. Required courses consist of HIS 3206 (Historiography and Historical Methods) and a 4000 level seminar.

Political Science minor
The minor consists of a total of 20 credits, 12 of which must be: POL 2001 (Introduction to Political Science), HIS 3310 (U.S. Foreign Relations), and PHL 2223 (Political Philosophy). The remaining eight credits will be selected from the following courses: CTA 4417 (Mass Media Law and Ethics), GCL 3301 (Human Rights), POL 3331 (American Government), POL 3001 (Politics of Globalization), POL 4402 (Environmental Politics), POL 2280 (Rethinking Religion and Culture after 9/11), SWK 3360 (American Social Welfare Policy), and GCL 3200 (Popular Music and Political Movements). In addition, Political Science minors are strongly advised to study in the Washington D.C. Semester Program at American University (contact the department chair for application information).

Social Studies Secondary Education major
This is an outcome-based major approved by the Minnesota Board of Teaching. It provides Social Studies licensure for grades 5-12. This program requires the completion and assessment of outcomes in the social sciences (anthropology, economics, geography, history, political science, psychology, sociology); the integration of these disciplines; and teacher education. Basic social science outcomes, as specified by the Minnesota Board of Teaching, are achieved through
the following courses: HIS 1101 or 1102; HIS 1110 and 1111; HIS 2201 or 2202, 3206, 3214 and 3327; HUM 1174; POL 2001 or 3331; PSY 1105; SOC 1125; HIS/WGS 2231; SSC 3900 and SSC 3905. In addition to fulfilling these basic outcomes, each student must complete an additional four HIS credits. Students must also complete general requirements for Middle/Secondary licensure listed in the Education section of this catalog. Each candidate will meet with departmental members for an informal evaluation prior to admission. The Social Studies Secondary Education major is a bachelor of arts degree program.

Departmental outcomes

Students of history:
1. Acquire knowledge and understanding of US, European, and other areas of world history, as well as of international history, intellectual history and the history of ideas, cultural history, and religious history.
2. Appreciate the role of race, class, ethnicity and gender in history (social history).
3. Evaluate primary documents and historical scholarship, and acquire knowledge of major trends in historiography.
4. Plan, conduct, and present historical research projects.
5. Understand how history shapes ideas and practices of citizenship and liberal democracy, struggles for social justice, and human values.
6. Appreciate the integral nature of history and of the liberal arts and sciences.

Humanities major

The Humanities major affords students an opportunity to create, with some limits, an individual program of study in one or more of the humanities disciplines included in the School of Arts and Letters. The humanities disciplines are central to a liberal arts education. At this college the departments and programs included in the School of Arts and Letters are: Art; Communication, Theatre, and Art; English; History and Politics; American Indian Studies; Global, Cultural, and Language Studies (including American Sign Language, French, German, Latin, Ojibwe, Russian, Spanish); Medieval and Renaissance Studies; Music; Philosophy; Theology and Religious Studies; Women and Gender Studies. A student choosing a Humanities major has the opportunity to study the broad relationships and connections among the humanities disciplines, while also focusing on those of particular interest and significance. A major in Humanities is an excellent, multifaceted preparation for many non-specialized careers; the emphasis on reading, writing and critical evaluation of a broad range of historical/theoretical/artistic developments gives a graduate skills essential to personal fulfillment and professional success in the world, a world which demands effective communication skills, multicultural understanding and the ability to identify and articulate an understanding of and position on a range of issues and problems.

A student graduating with a B.A. in Humanities from The College of St. Scholastica will:
1. Demonstrate understanding of the relationships and connections among the humanities disciplines studied.
2. Demonstrate understanding of the basic and essential principles of at least one School discipline.
3. Analyze knowledgeably a problem germane to the School disciplines or critically evaluate a proposition pertinent to the chosen field of study.
4. Communicate effectively an analysis of a problem or evaluation of a proposition.

Coordinator: Tammy Ostrander, Ph.D.

Plan A: A comprehensive major for students wishing a broad liberal arts education. Courses are chosen to achieve breadth.

Requirements: 48 credits from the offerings of any three of the following departments and/or prefixes listed under the School of Arts and Letters (ART, CTA, ENG, GCL [ASL, FRN, GMN, OJB,
Plan B: Primarily intended for the student who is designing his/her own major within the Humanities. Courses are chosen to achieve depth in two areas.

**Requirements:** 48 credits from the offerings listed under the School of Arts and Letters and any of its departments/prefixes. At least 24 credits must be upper division courses (numbered 3000 or higher). At least 24 credits must be from one discipline; at least 12 of these credits upper division. Some leeway is allowed in the above requirements, according to the needs of the student’s program and subject to approval of the School Dean. The 48-credit requirement is fixed.

**Journalism major outcomes**

1. The Journalism major prepares students to create messages that are appropriate for a specific audience in a variety of settings or media on a variety of topics.

2. The Journalism major prepares students to create and critique persuasive arguments.

3. The Journalism major prepares students to fulfill personal and career goals by being able to recognize, analyze, and work to resolve legal, ethical, and social issues related to professional practice.

4. The Journalism major prepares students to integrate principles and practices with broader liberal arts and science courses in order to understand the potential outcomes of various choices made during communication exchanges.

**Medieval and Renaissance Studies Program**

Medieval and Renaissance Studies offers an interdisciplinary minor focusing on western culture from late antiquity through the early modern period. The minor encompasses 20 credits.
from a range of disciplines, including history, philosophy, languages, literature, economics, music, art and theology. Core courses give a foundation for study of medieval and Renaissance thought and cultures; elective courses provide opportunities to pursue particular areas of interest. Students may count no more than two electives from any given discipline (e.g., history, English, music) toward completing the minor. With careful planning, students can integrate coursework in the General Education Program to develop an interdisciplinary focus in medieval and Renaissance studies.

Coordinator: William Hodapp, Ph.D.

**Core courses – 8 credits**

- MER/ENG 2220 Medieval and Renaissance Worlds in Literature 4 credits
- MER 4444 Seminar: Medieval and Renaissance Studies 4 credits

**Elective courses - 12 credits**

- CTA/ENG 3330 Theatre: Greek - Elizabethan 4 credits
- ECN 3322 Medieval European Economic History 4 credits
- ENG 3320 British Literature I 4 credits
- ENG 4400 Shakespeare I 4 credits
- ENG 4401 Shakespeare II 4 credits
- ENG 4410 Individual Author: Chaucer 4 credits
- HIS 1101 World History I 4 credits
- HIS 2212 Medieval Europe 4 credits
- HIS 3212 Renaissance and Reformation in Global Perspective 4 credits
- HIS 3303 History of Great Britain 4 credits
- LTN 1103 Beginning Latin Language and Culture II 2 credits
- MER 3777 Topics in Medieval and Renaissance Studies 2 or 4 credits
- MUS 3310 History of Medieval and Renaissance Music 4 credits
- PHL 3302 History of Ancient and Medieval Philosophy 4 credits
- PHL 3304 History of Renaissance and Modern Philosophy 4 credits
- PSC 4150 Science and Culture 4 credits
- SPN 3601 Civilization: Spain 4 credits
- TRS 1110 Introduction to Catholicism 4 credits
- TRS 2120 The Christian Faith in Art: The College of St. Scholastica in Rome 4 credits
- TRS 2401 Benedictine Tradition 4 credits
- TRS 3240 Sacraments and Liturgy 4 credits
- TRS 4440 Women Mystics 4 credits

**Music Department**

“Let us rise in chanting that our hearts and voices harmonize.”

* (The Rule of St. Benedict, Ch. 19)

An education in music leads to an understanding of ways to explore the nature of existence, communicate to others and create works of enduring value. The mission of the Music Department is to serve students of all levels of interest and skill by empowering them to experience and express themselves through music and, in so doing, to help them exemplify Benedictine ideals of academic excellence, cultural development, personal integrity and community service.

Music courses help students develop skills and knowledge in music theory, music history and literature, and music performance. All areas of music study help students develop an understanding of aesthetic effects produced by the materials, organization and cultural context of a work of art.

Music majors may choose among four concentrations: Music Performance, Music Education, Music Literature and Music Management. Music Performance students may specialize in piano pedagogy. Music Education students choose one of two tracks leading to K-12 licensure: vocal music education or instrumental music education. Graduate credit may also be obtained in early music, although no graduate degree is offered. See “Graduate Program” for information and course descriptions.

Chair: LeAnn House, Ph.D.

**Music major**

Concentrations within the music major offer options to students who plan to pursue a profession in music (Music Performance, Music Education, Music Management) as well as students...
who want their music studies to provide a strong liberal arts foundation from which to pursue a range of professional interests (Music Literature).

**Music Performance concentration**

MUS 1101, 1102, 1302, 1421 or competency, 2111, 2112, 2251, 2297, 2298, 2411 or competency, 2412 or 2413 or competency, 3111, 3112, 3310, 3311, 3312, 4297, and four credits of music electives other than music lessons and ensembles. Music Performance majors must also take at least 24 credits of music lessons, at least four of which must be in the major instrument/voice at 4000 level, with a maximum of 32 credits allowed. An ensemble (MUS 1211, 1212, 1213, 1214, 3211, 3212, 3213, 3214, 4211, or approved off-campus ensemble) must be taken each semester for a total of at least eight semesters with a maximum of 12 credits allowed. MUS 1390 must be taken each semester. General education language requirement must be passed in French or German (or Italian).

**Music Education concentration**

MUS 1101, 1102, 1302, 1421, 2111, 2112, 2251, 2252, 2297, 2298, 2411, 2412, 2413, 3111, 3112, 3309, 3310, 3311, 3312, 3298, 3411, 3412, 3413 or 3414, 3415, 3416 or 3417, 4297. Language requirements must be fulfilled in French, German, or Spanish (or Italian). See also the Education Department for requirements for Secondary Licensure. Music Education students must take a minimum of 12 credits of music lessons on the major instrument/voice, completing the 4000 level, with a maximum of 24 credits allowed. An ensemble (MUS 1211, 1212, 1213, 1214, 3211, 3212, 3213, 3214, 4211, or approved off-campus ensemble) must be taken each semester for a total of seven semesters. At least four semesters must be in choir, band, or orchestra and three semesters must be in other ensembles. Music lessons and ensembles need not be taken while student teaching. MUS 1390 must be taken each semester.

**Music Management concentration**

MUS 1101, 1102, 1302, 1421 or competency, 2111, 2112, 2251, 2297, 2298, 2411 or competency, 2412 or competency, 2413 or competency, 3111, 3112 and two of these three courses: 3310, 3311, 3312; MGT 2120, MKT 2320; twelve credits of upper division management electives to be chosen with advisor. Music Management students must take at least 14 credits of music lessons on the major instrument/voice, studying at least one semester at the 3000 level, with a maximum of 24 credits allowed. An ensemble (MUS 1211, 1212, 1213, 1214, 3211, 3212, 3213, 3214, 4211 or approved off-campus ensemble) must be taken each semester for a total of at least seven semesters with a maximum of eight credits allowed. MUS 1390 must be taken each semester. Electives in foreign languages and Management Communication are strongly recommended.

**Music Literature concentration**

MUS 1101, 1102, 1302, 2111, 2112, 2251, 2298, 2411 or competency, 2412 or 2413 or competency, 3111, 3112, 3310, 3311, 3312, 2-credit senior paper or project (MUS 4888). Music lesson requirement: 8 credits, including at least six semesters of music lessons in the main instrument/voice and piano lessons until keyboard proficiencies are completed. Ensemble requirement: a minimum of four semesters of ensemble. MUS 1390 must be taken each semester.

**Music minor**

MUS 1101, 1102, 1302, 2251; at least 10 credits combined total of music lessons and ensembles - minimum of two semesters of lessons, minimum of two semesters of ensembles; four credits of electives chosen with the consent of the department chair from MUS 2111, 2112, 2411, 2412, 2413, 3111, 3112, 3309, 3310, 3311, 3312. Total of 26 credits.

Opportunities for additional experiences include:

1. Teaching children in the St. Scholastica Music Preparatory Department under faculty guidance.
2. Conducting or accompanying church choirs.
3. Playing or singing in community ensembles.
4. Performing for events on and off campus.
Admission
At the completion of the sophomore year, students make formal application to the department. Students not qualified by completion of their second year may need additional time to complete upper-division courses.

**Minimum admission requirements are:**
1. Junior-level standing.
2. (A) For Music Performance, Music Education, and Music Management students: admission to 3000-level of music lessons (includes giving a sophomore recital) and completion of MUS 2298 Keyboard/Sight-singing Proficiency.
   (B) For Music Literature students: two semesters of music lessons on the main instrument/voice.
3. Cumulative GPA of 2.0.

**Retention requirements:**
Students must earn a minimum of C- in all courses required for the major and remain in good academic standing with the College to maintain status as a Music major.

All Music majors (except senior Music Literature students) take music lessons in their major performance area each semester until performance requirements are satisfied. Performance finals are required each semester on the major instrument. Students may take a maximum of three music lessons/performance classes each semester. Music lessons may be taken for one, two or four credits (four credit lessons require 50-minute lessons) each semester. See specific requirements for each concentration (above). Class piano or piano lessons must be taken each semester until completion of MUS 2298.

All Music majors (with exceptions noted above) participate in an ensemble each semester. Students in ensembles are expected to participate in all performances on and off campus and to attend any necessary extra rehearsals. See specific requirements for each concentration given above. Ensembles may be taken for one or zero credits.

Outcomes
Music major graduates will demonstrate:
1. Skills and knowledge to convey musical ideas effectively in performance.
2. Knowledge of and research competence in music history and literature.
3. Analytical skills and knowledge of music theory, including application in compositional processes.
4. Aesthetic awareness and critical judgment of musical works and performances.
5. The ability to work and learn independently in projects such as recitals and research papers.

Philosophy
Philosophy is an activity of inquiry as well as a body of knowledge. It is the sense of wonder with which even our everyday experiences are approached. Etymologically the word “philosophy” means “love of wisdom” in Greek, and the concern of wisdom with lived experience and with leading a good life remain central to the philosophical enterprise. The starting point for the philosophical project is human reason confronting the world of personal and interpersonal experience. The end is understanding reality and making good decisions promoting human and worldly well-being.

Philosophers critically examine basic assumptions in any area of study or life, then try to draw conclusions based on sound reasoning. The Philosophy Department serves the broader mission of the College by offering courses designed to help the student develop the ability to think clearly and critically and to make decisions on valid interpretations of reality and defensible values.

Chair: Steven Ostovich, Ph.D.

Philosophy minor
PHL 1105, 2214 and 12 additional credits approved by the department.
A philosophy minor would be a useful addition to any major program. Philosophy practices students in the critical thinking skills that serve the work of analysis and interpretation at the heart
of the Arts and Sciences; these skills also prepare students to assume leadership roles in the professions. The minor curriculum of core courses in logic and ethics plus three more PHL courses selected with advisement keeps the minor a live option for students no matter what their major.

The minor curriculum also is flexible and can be tailored to a student’s interests and goals. For example, students who want to add a philosophy minor to a major in a discipline in the School of Arts and Letters might focus on aesthetics and critical theory in their philosophy courses; students majoring in the health sciences or business could study more ethics in relation to their majors; natural science majors could develop a critical awareness of the history of science and metascience through the study of modern philosophy; and pre-Law majors could strengthen their background in political philosophy.

The philosophy minor also prepares students for further study of philosophy in graduate school. The College does not offer a major in philosophy, but for students interested in intense philosophical study beyond the minor and/or in preparation for graduate study in philosophy, law, business, etc., it is possible to do a Humanities major with philosophy as the primary disciplinary component. Please see the Humanities section of this catalog.

Program outcomes
Through philosophy courses the student is helped to:
1. Develop and hone critical thinking skills.
2. Identify and develop values which affirm life and personal, social, and environmental well-being.
3. Exercise good judgment in matters regarding truth, goodness, and beauty and be able to defend the responsibility of those judgments.
4. Learn the history of philosophy as a cultural phenomenon.

Faculty
Steve Ostovich, Ph. D. (Marquette), chair
Albert Nephew, Ph. D. (Marquette)
Drew Mannetter, Ph. D. (Wisconsin-Madison)

Theology and Religious Studies Department
The Theology and Religious Studies Department is at the heart of the Catholic Christian presence at St. Scholastica and, as such, represents the center of the College’s Benedictine Catholic identity. Our unique charism is to lift up the theological disciplines as vital to the College’s mission by providing opportunities for students to gain a critical appreciation for faith and religion. In so doing, the dynamic of Anselm’s axiom that theology is “faith seeking understanding” is loosed to stimulate and broaden students’ critical thinking skills, to contribute to their moral, ethical, and spiritual development, and to shape their attitudes, values, and interests in ways that will enable them to become valuable contributors to society and to provide leadership for society’s transformation.

Theology and Religious Studies represents an ideal liberal arts major that is attractive to graduate schools and employers alike because of the insights that students gain into the most profound questions of human existence and the skills that they acquire in critical analysis and problem solving. Although explicitly shaped by the Benedictine Catholic tradition in which we stand, we engage and reflect on that heritage in dialogue with other religious traditions. In order to meet the needs of a diverse student body, the department offers a broad curriculum that includes courses in theology, biblical studies, ethics/moral theology, religion and culture, spirituality, and world religions.

The department offers a major in Theology and Religious Studies with several concentrations. It also offers a minor in Theology and Religious Studies.

Chair: Denise Starken, Ph.D.

Theology and Religious Studies major:
Students majoring in Theology and Religious Studies choose one of the following concentrations: Theology and Religion; Pastoral Ministry; or Youth Ministry and Religious Education. Majors complete the following coursework (40 credits total):
1. 12 semester credits from among departmental core courses:
   Four credits in Theology, selecting from among:
   - TRS 1101 Introduction to Christian Theology
   - TRS 1102 Sin, Suffering and Salvation (addition)
   - TRS 1110 Introduction to Catholicism
   - TRS 1122 Faith, Foundations, and Great Ideas

2. 16 semester credits from among departmental area courses:
   - 4 credits in Theology (TRS 3240, 3315, 3350, or appropriate TRS 4777)
   - 4 credits from Biblical Studies (TRS 3110, 3120, 3130, or 4130)
   - 4 credits from Moral Theology (TRS 2101, 3310, 3311, or appropriate 4777)
   - 4 credits from World Religions (currently listed as topics courses (TRS 3777 or 4777)

3. 12 additional semester credits, with requirements for each concentration as follows:
   - Theology and Religion: 12 credits in 3000/4000 level TRS electives with advisement
   - Pastoral Ministry: TRS 2110, Introduction to Ministry; TRS 4555, Internship in Pastoral Ministry; 4 credits in 3000/4000 level TRS elective
   - Youth Ministry and Religious Education: TRS 2110, Introduction to Ministry; TRS 4408, Theory and Method of Teaching Religion; TRS 4555, Internship in Pastoral Ministry

The Department also offers a Minor in Theology and Religious Studies. Students pursuing a minor are required to complete 24 credits as follows: 8 credits from among department core courses and 16 credits from among all department courses, 8 credits of which must be in 3000/4000 level TRS courses.

The College also offers a major and a minor in Catholic Studies. The Braegelman Program in Catholic Studies is designed for students interested in deepening their knowledge of Catholicism’s rich tradition and its interaction with culture. Students who wish to know more are welcome to contact Fr. William Graham at W.Graham@css.edu or visit the Catholic Studies website.

**Program outcomes**

Students who complete the major in Theology and Religious Studies will demonstrate:

1. Basic knowledge in the areas of systematic foundational theology, biblical studies, moral theology, and world religions.
2. Effective use of theological resources.
3. Theological reflection by engaging spiritual and religious traditions with human experience.
4. Ability to participate in religious and theological dialogue.
5. Skills for ethical reflection, decision-making and action, in both their personal ethical lives and in the area of social ethics and justice.
6. Ability to read, write about and discuss religious and theological topics.
7. In the case of majors who concentrate in areas of ministry, skills of effective ministry, including the teaching of religion, retreat work, preparation of prayer and worship services, organization of groups and activities (especially activities oriented to creating a just world), and self care.

**The Braegelman Catholic Studies Program**

Catholic Studies at the College of St. Scholastica continues the College’s Benedictine tradition of rigorous engagement with the Catholic intellectual tradition. The College seeks to send forth thoughtful leaders, inspired by the Gospel, well schooled in the liberal arts, committed to serve and to transform the world. Those engaged in Catholic Studies examine religious ideas and ideals, and participate in the ongoing study of Catholic thought and culture. They seek dialogue with Catholics of all mind sets, with Chris-
tians from other denominations, believers from other faith traditions and all, including non-believers, who seek the truth with sincerity. The program was endowed by the Sisters of St. Scholastica Monastery and named for Sister Athanasius Braegelman, president of the College from 1942-1954, and Sister Bernice Braegelman, who taught Scripture and other classes at the College from 1941-1972.

The Braegelman Catholic Studies Program introduces students to the Catholic intellectual tradition on which the very idea of a modern university is based. The tradition sweeps across and includes all fields of study with the conviction that all seeking is search for truth and those who seek truth will find God. The program invites and facilitates dialogue between faith and modern culture. The interdisciplinary nature of the study highlights for students the complementary interaction of faith and reason. The curriculum, beginning with and grounded in theology and philosophy, must then be both broad and diverse as it engages students with the transformative realities of the arts and sciences. The curriculum is designed to appeal to the student of any faith tradition who seeks greater appreciation for the heritage on which The College of St. Scholastica is built and which has shaped western culture. The major is designed to fit nicely with any number of other fields of study and will work well as a double, or second, major for many students. Therefore, this interdisciplinary program of Catholic Studies will invite the participation of faculty in the fields of theology, history, the arts, the social and natural sciences, philosophy, and English.

Catholic Studies major:
36 credits as follows: TRS 1101 OR 1110; 1103 OR 1104 OR 1105; 3310, 3350, the Catholic Studies Seminar and 16 credits, chosen with the help of the program director, from TRS and the arts, philosophy, social sciences and natural sciences. At least 8 of these credits must be at the 3000 or 4000 level. Students will be encouraged to select courses that demonstrate the depth and breadth of the Catholic intellectual tradition.

Catholic Studies minor:
20 credits as follows: 12 TRS credits and 8 additional credits from TRS, the arts, philosophy, social sciences and natural sciences. At least 4 of these credits must be at the 3000 or 4000 level.

Other Opportunities in Theology and Religious Studies:
Catholic Studies Certificate: 16 credits as follows: at least 12 TRS credits and 4 additional credits from TRS, the arts, philosophy, social sciences and natural sciences. Students will be encouraged to select courses that demonstrate the depth and breadth of the Catholic intellectual tradition.

Director: The Reverend William C. Graham, Ph.D.

Women’s Spirituality Certificate:
See Women’s Studies Program

Admission and retention procedures and policy
Formal application for admission to the Theology and Religious Studies major should be made during the spring semester of the sophomore year. The criteria which are considered for admission to the program follow.

1. Applicants must have completed at least four Theology and Religious Studies courses before applying.
2. Criteria for admission:
   a. Junior standing
   b. Cumulative GPA of 2.0 (on a 4.0 scale)
   c. Cumulative GPA of 2.7 in all courses required for the Theology and Religious Studies major
   d. “C” grade or better in all courses required for the major.
3. Retention in the Theology and Religious Studies major is contingent upon maintaining the acceptable academic standards listed above, plus satisfactory professional and academic integrity.
**Women’s and Gender Studies Program**

The Women’s and Gender Studies Program provides opportunities for students to think beyond the boundaries of traditional gender roles in academics, in institutions, and in everyday life. The program includes a minor in Women’s and Gender Studies as well as a certificate in Women’s Spirituality. The program follows an interdisciplinary approach, encouraging students to explore diverse experiences and perspectives. Individual courses seek to transform the learner’s world view by giving careful attention to the scholarship of the discipline from multicultural perspectives. Students integrate classroom knowledge with hands-on service learning opportunities.

Director: C. Neal Keye, Ph.D.  
Associate Director: Jill Dupont, Ph.D.

**Women’s Studies minor**

The Women’s Studies minor requires 20 credits within two schools, including at least three departments.

*The following courses are required:*

- WGS 1011 Introduction to Women’s Studies
- WGS 4555 Women’s Studies Practicum/Seminar

*The following courses are electives:*

- CTA 2525 Media, Race and Theory
- CTA 3525 Feminist Criticism of Media Text
- ENG 1130 Introduction to Women’s Literature (I, IV)
- ENG 3370 Studies in Women’s Literature (*offered every other year*)
- HIS 3320 Women in United States History I (VII)
- HIS 3321 Women in United States History II (VII)
- HIS/WGS 3324 African American History I (I, VII)
- HIS/WGS 3325 African American History II (I, VII)
- HIS/WGS 3350 Feminism and Globalization: Women, Religion and the Body
- HUM 2150 Ethnicity and the Performing Arts
- INS 3320 American Indian Women: Myth and Reality (I, II)
- LIS 2220: Dance, Gender, & Culture
- MUS 3309: World Music
- PHL 3360 Philosophies of Feminism (WI)
- PSY 3340 Psychology of Gender (*offered every other year*)
- SOC 2231 Cultural Anthropology (I, II)
- SOC 2433 The Family and Society (I, II)
- TRS/WGS 2243 Women and Religion (X)
- TRS 3380 Women’s Spirituality and Literature (I, WI)
- TRS 4440 Women Mystics (X, WI)
- WGS 2777 Topics in Women’s Studies

*Various departments offer courses which are applicable to women’s studies. Check with the coordinator for current offerings on the schedule.*

**Women’s Spirituality Certificate**

The Women’s Spirituality certificate requires 16 credits of coursework and a Benedictine Immersion Retreat.

**Required Capstone Experience**

Benedictine Immersion Retreat, 0 cr.

- TRS/WGS 2243 Women and Religion (X)
- TRS 3380 Women’s Spirituality and Literature (I, WI)

*The following courses are electives:*

- TRS 2401 Benedictine Tradition (X)
- HUM 3340 Spiritual Living: 21st Century (X, WI)
- HUM 3378 Spirituality and Prayer (X, WI)
- PHL 3360 Philosophies of Feminism
- TRS 4440 Women Mystics (X)
- WGS 1011 Introduction to Women’s Studies (I)
School of Business and Technology

The School of Business and Technology combines an academic emphasis on liberal arts with experiential learning to create global leaders with strong professional skills who act with integrity and a strong sense of social responsibility. The School offers a variety of programs including: accounting, applied economics, computer science/computer information systems, finance, organizational behavior, management and marketing.

Mission statement
We develop leaders who embody the values of the School of Business and Technology and consistently demonstrate the highest levels of ethical decision-making, social responsibility, global awareness, and professional excellence.

Values of the School of Business and Technology
Respect: Value the dignity and worth of all people, and utilize all resources responsibly.
Fairness: Treat all justly and equitably.
Courage: Act in accordance with one’s beliefs.
Love of Learning: Investigate and integrate the broad spectrum of human experience to enrich life.
Innovation: Create and implement new ideas.
Community: Share responsibility and develop a sense of unity while valuing the uniqueness of the individual.

Dean: Kurt Linberg, Ph.D.

Accounting

Accounting B.A. major

The purpose of the major is to prepare students for careers in accounting and to provide exceptionally strong preparation for the CPA and CMA exams.

Required courses: ACC 2210, 2220, 3300, 3310, 3320, 3400, 4420, 4430, 4450; ECN 2230, 2280; MGT 2120, 3130, 3150, 4160; FIN 3420; CIS 2105; MTH 1111; PSY 3331.

Minimum 2.4 cumulative grade point average in the required courses.

Coordinator: Paul W. Khoury, M.B.A., C.P.A.

Accounting major outcomes

The student completing the Accounting major will be able to:

1. Prepare, analyze, interpret and use accounting information in the process of business decision-making.
2. Be employed in an entry-level accounting position.
3. Demonstrate the interdisciplinary skills needed for success in the accounting profession.
4. Articulate a set of values and apply it to business decision-making.

Accounting minor

A minor in Accounting is offered for students who want to develop accounting skills while majoring in areas such as, but not limited to, Management, Computer Information Systems, Health Information Management or Math. The minor requires 20 credits of accounting courses. Required courses include ACC 2210, 2220, and three additional accounting courses at 3000 level or higher. The minor should be designed with an accounting faculty member. Some of the courses have prerequisites that must be completed prior to enrollment.

150-credit hour Accounting Program:

Designed for students who wish to pursue a career in public accounting in states that require 150 semester hours of college-level education to become certified as a CPA. This is a program of study that leads to the B.A. degree with a major in accounting and students may choose to take additional courses at the undergraduate level or enroll in the Master of Arts in Management Program.

Business and Technology Studies

B.A. major

This major provides students an opportunity to explore a wide range of topics drawn from the disciplines of management and computer informational technology or to arrange an individualized course of study in fields represented by the majors offered within the School of Business and Technology.

Whereas a degree in Business and Technology Studies may prepare a student for entry-level employment, students should be aware that this school major may not provide sufficient depth of preparation for admission to a graduate program or specialization in one of the management or computer information disciplines. Students who wish to earn this school major should meet with the Undergraduate Chair of the School of Business and Technology in the fall semester of the sophomore year to evaluate the appropriateness of the degree for their career goals.

The school major is generally intended for students who are not seeking a baccalaureate degree in any other program with in the School of Business and Technology. Therefore, the school major is not offered as a second major.

The school major in Business and Technology Studies requires a minimum of 36 credits in courses which carry a ACC, CIS, ECN, FIN, MGT or MKT prefix. Of the 36 credits, 20 must be earned in one disciplinary area and 16 credits must be chosen from courses at the 3000-level or higher. The balance of credits needed for graduation should be selected in consultation with the student's academic advisor and the Undergraduate
Chair to ensure that the student's individual educational and career objectives can be attained.

**Application:**
A student seeking to earn a B.A. in Business and Technology Studies should first schedule an appointment with the Undergraduate Chair of the School of Business and Technology or a designated advisor to discuss the appropriateness of the school major and a proposed course of study. Students submit the application to major form and an essay to the dean. The essay should explain how earning a B.A. in Business and Technology Studies advances the educational and career goals of the student.

Coordinator: Thomas E. Gibbons, Ph.D.

**Computer Science / Computer Information Systems**

Computer Science/Computer Information Systems at St. Scholastica is an innovative alternative to the computer science programs offered at many colleges and universities. Students in the program learn current and emerging computer technologies and the means to apply these system technologies in solving organizational problems. In addition to the core computer concepts, students select a specific application concentration in business management, healthcare, Web development, math, or software engineering. Students may also seek departmental approval for a custom designed concentration.

Graduates find work in a variety of large and small organizations as Web developers, software engineers, application programmers, database specialists, and business/system analysts. Some graduates are working for computer consulting firms or working as entrepreneurs, while others are managing the information systems of large and small organizations.

Coordinator: Thomas E. Gibbons, Ph.D.

**Computer Science/Computer Information Systems B.A. or B.S. major:**
CS/CIS majors must complete the following required courses and at least one of the concentrations below. The concentration choice determines whether the student receives a B.A. or B.S. degree.

Required courses: CIS 1004, CIS 1007, CIS 2011, CIS 2085, CIS 2087, CIS 3105 or CIS 3089, CIS 3107, CIS 3108, CIS 4109, CIS 4555, and 10 additional CIS elective credits in courses numbered 3000 or higher; one of the following analytical courses: MTH 2211 Short Calculus, MTH 2221 Calculus I, MTH 2401 Discrete Mathematics I, PHL 1105 Logic, PSY 3331 Statistics.

**Concentrations for CS/CIS major:**

**Economics Concentration (B.A.)**
ECN 2230 Microeconomics, ECN 2280 Macroeconomics, 12 credits of upper-level ECN courses including either ECN 3330 Managerial Economics or ECN 3380 Money and Banking.

**Healthcare Concentration (B.S.)**

**Management Concentration (B.A.)**

**Mathematics Concentration (B.S.)**
MTH 2221 Calculus I, MTH 2222 Calculus II, MTH 3322 Linear Algebra, MTH 4411 Probability and Statistics I or PSY 3331 Statistics, and 4 additional credits of upper-level MTH coursework. Courses in this concentration do not count toward the analytical requirement for the CS/CIS major. CIS 3089 Data Structures and Algorithm Analysis is recommended for this concentration over CIS 3105 MIS.
Software Engineering Concentration (B.S.)
CIS 3044/45 Visual Basic Programming or CIS 3048/49 C# .Net Programming, CIS 3285 Software Design, CIS 3287: Software Quality, CIS 4032: Telecommunications and Networking (2 cr.), CIS 4034: Server-Side Web Development, CIS 4042: Computer Security (2 cr.). CIS courses in this concentration do not count toward the required 10 CIS elective credits for the major. CIS 3089 Data Structures and Algorithm Analysis is recommended for this concentration over CIS 3105 MIS.

Web Development Concentration (B.A.)
ART/CIS/CTA 2041 Computer Visual Design, CIS 3034 Client-Side Web Development (2 cr.), CIS 4034 Server-Side Web Development, MGT 3140 E-Commerce or MKT 3320 Marketing on the Internet, CIS/CTA 4041 Web Design. One of the following two-credit courses: CIS 3044 Visual Basic Programming, CIS 3046 C# .NET Programming, CIS 4032 Telecommunications and Networking, CIS 4042 Computer Security. CIS courses in this concentration do not count toward the required 10 CIS elective credits for the major.

Custom-Designed Concentration
A 20-credit concentration in other departments approved by the CIS department chair.

CS/CIS Program outcomes
The student completing the CS/CIS major will be able to:

1. Analyze, design, and construct solutions to simple and complex problems.
2. Evaluate, select and apply methods and software tools to meet organizational needs.
3. Communicate ideas through oral presentations, written documents, and software documentation.
4. Effectively work as a member of a team to complete a project under project management direction.
5. Articulate and apply her/his own personal and organizational values within the context of professional codes of ethics.
6. Research and demonstrate an ability to learn and apply new technologies and/or methodologies.

CS/CIS minor
A minor in CS/CIS requires 20 credits: Four credits from CIS 1004, CIS 1007, CIS 1008, and CIS 2105; CIS 2085, CIS 3107, and 8 additional credits of CIS courses numbered 2000 or above.

Economics
Economists like to say that everything in the world can be explained by economics. While perhaps that is a slight exaggeration, the fact is that economists study issues as small as how people decide what to do during a day and as large as global warming. Economics is a field that students will be able to use throughout their lives.

If a student desires a major that will provide a challenge; qualify him/her for virtually any management position; allow the opportunity to double major; and give insight on many of the opportunities that will be presented in everyday life, a major in Applied Economics would be an appropriate choice. With the Applied Economics major the student will focus on classes that are interesting and provide information that will be useful throughout his/her whole life. The Applied Economics major also lets the student broaden his/her horizons by taking classes outside of the major. This helps graduating Applied Economics majors to have a wide-ranging education that will be helpful in virtually every job market.

Coordinator: Robert Hoffman, Ph.D.

Required courses: ECN 2230, 2280, 3330, 3380, plus 16 credits of additional economics electives; PSY 3331 or equivalent, CIS 2000 or higher; and ACC 2210. A student chooses one of two tracks: the Information Systems Track (A CIS elective at the level of 2040 or above, CIS 3105; and MGT 3130) or Financial Sector Track (MGT 3420, FIN 3440 and ACC 3400 or FIN 4460).

Minimum 2.4 cumulative grade point average in the required courses.
Economics major outcomes
The student completing the Applied Economics major will be able to:

1. Understand the basic terms, fundamental concepts, and the key economic theories of macroeconomics and microeconomics.
2. Exhibit professional skills and will be responsible members of the community.
3. Access information, assess the validity and reliability of information, and be able to interpret the information obtained.
4. Display a command of existing knowledge and be able to use economics to analyze policy disputes.
5. Use economics to analyze issues that arise in other academic disciplines.
6. Present the results of their economic analysis, orally and in writing, to people outside the field of economics.

Economics, applied minor
A minor in Applied Economics is offered to students who would like to complement their major with courses grounded in economic methodology. Applying economic thinking to another field of study has repeatedly generated new insights for the student. The minor requires 20 credits of Economics courses.

Required courses include: ECN 2230, 2280, and either ECN 3330 or 3380, plus two additional upper-level economics courses; and CIS 2000 or higher.

Finance
Finance can be divided into three areas:

1) Financial Management is the study of how managers obtain funds, manage working capital, and allocate funds to long-term investments. Every firm, no matter how small, needs someone to manage funds. A manager also uses financial information to assess the strategies of the firm and to assess whether the firm is achieving its objectives.

2) Financial Markets and Institutions is the study of money markets (short-term debt) and capital markets (long-term debt and equity). Attention is given to how financial traders behave in a global market, the role played in the financial market by different financial institutions (commercial banks, credit unions, investment banks), and the effects upon the financial system of national and international policymakers.

3) Investment is the study of how individuals manage portfolios and provide financial planning.

Coordinator: Robert Hoffman, Ph.D.

Finance B.S. major
Finance majors would be prepared to enter jobs in any of the three areas of finance.

Required courses: ACC 2210, 2220; CIS 2105; ECN 2230, 2280; FIN 3420; FIN 4500; FIN 4600; FIN 4900; MGT 2120; MGT 4160; MTH 1111; PSY 3331; plus an additional 16 credits of upper-division elective credits, which must include a minimum of eight Finance (FIN) credits and may include up to eight upper division credits from the following disciplines: Accounting, Applied Economics, Management, Marketing, or Computer Information Systems. PHL 3354 will fulfill 4 of the elective credits.

Minimum 2.4 cumulative grade point average in the required courses.

Finance major outcomes
The student completing the Finance major will be able to:

1. Assess, interpret and evaluate financial statements. Evaluation includes the use of ratio analysis.
2. Perform financial analysis and forecasting for use in all levels of decision making. Students apply finance theory (time value of money) to determine value.
3. Understand the functions and operations of financial markets and institutions.
4. Create a diversified portfolio understanding the relationship between risk and expected return.
5. Utilize various technologies in financial decision-making.
6. Have a working knowledge of Code of Ethics & Standards of Professional Conduct of financial practitioners and use them to address ethical challenges they may encounter in a professional setting.

Finance minor
Finance minor requirements: ACC 2210, FIN 3420, FIN 4900; and either two upper division finance electives or ECN 2280 and FIN 4500.

Management
The goal of the Management major is to prepare students for managerial careers in a wide range of for-profit and not-for-profit organizations. The major emphasizes the human dimensions of management and teaches students how to apply theoretical concepts to the solution of real world problems. In addition to completing the required management courses, students may focus on specific areas of interest through their choice of management electives.

Coordinator: David Anstett, M.B.A.

Management B.A. major
Required courses: ACC 2210, 2220; CIS 2105; ECN 2230, 2280; MGT 2120, 3130, 3150, 3240, 4170, FIN 3420 and MKT 2320; PHL 3354; plus an additional 16 credits of upper-division elective credits, which must include a minimum of eight Management (MGT) credits and which may include up to eight upper division credits from the following disciplines: Accounting, Applied Economics, Marketing, Organizational Behavior, or Computer Information Systems.

Although a management internship may be designed to earn more than four credits, the internship will count as only one elective course.

Minimum 2.4 cumulative grade point average in the required courses.

Management major outcomes
The student completing the Management major will be able to:
1. Demonstrate the ability to utilize accounting, finance, human resources, information technology, and marketing knowledge in order to support managerial decision-making.
2. Demonstrate problem-solving skills, by using critical thinking and quantitative methods, in creating and implementing strategic and operational plans appropriate for a business or nonprofit organization.
3. Apply required skills in developing effective group and team dynamics associated with leading, motivating and inspiring teammates to successfully complete a major project.
4. Demonstrate effective oral and written communication skills appropriate for a manager.
5. Understand how global issues and diversity will impact future work.
6. Apply ethical behaviors in addressing challenges encountered as managers.

Management minor
The minor in Management requires at least 20 credits of Management courses and must include: MGT 2120, 3240, MKT 2320 plus two upper-division Management courses (MGT prefix). Students may design a minor with any Management faculty member; a course plan must be approved by the department chair and filed with the Registrar.

Management 2+2 (satellite) Degree Program
This program is a consortium agreement with Itasca Community College (Grand Rapids, MN) which enables students to earn a baccalaureate degree with a Management major from The College of St. Scholastica. Students complete all degree requirements through courses offered by St. Scholastica and the local community college on the Itasca campus in Grand Rapids.

Marketing Program
The marketing major helps students develop the knowledge and abilities needed to construct marketing strategies and activities that can be applied in large corporations, small businesses, or a retail environment.
Marketing students will study topics including product design, customer relations, advertising, market research, marketing of services, marketing on the Internet, and creating strategic marketing plans.

Coordinator: David Anstett, M.B.A.

**Marketing B.A. major**
The Marketing major offers students new and dynamic career choices and prepares them to work for either an independent marketing agency, an advertising agency, or within a corporate marketing department. Additional coursework is available in personal selling, retailing, or small business marketing. An advisor will help students tailor their course selections to their particular needs and interests. In addition to the core business courses, students select a specific concentration in either marketing strategy or marketing analytics.

Marketing majors must complete the following required courses and at least one of the concentrations below.

Required courses: ACC 2210 Principles Financial Accounting, ACC 2220 Principles of Managerial Accounting; ECN 2230 Principles of Microeconomics; CIS 2105 Information Systems Applications; MGT 2120 Principles of Management, MGT 3130 Quantitative Methods, MKT 2320 Principles of Marketing, MKT 3320 Marketing on the Internet, MKT 3380 Logistics & Distribution Channel; PHL 3354 Management Ethics, plus eight upper division credits from the following disciplines: Accounting, Applied Economics, Finance, Marketing, Organizational Behavior, or Computer Information Systems or CTA 3241 Graphic Design, CTA 3041 Publication Design CTA 3341 Media Production, CTA 4041 Web Design CTA 4400 Advertising, or CTA 4404 Public Relations.

**Marketing Analytics concentration**
ECN 2280 Principles of Macroeconomics, MKT/FIN 3320/3777 Applied Financial Management, MGT 3335 Applied Business Statistics, CIS 3205/3777 Application of Business Intelligence, MKT 4320/4777 Marketing Analysis for Decision Making. Students choosing the Marketing Analytics concentration must maintain a 3.0 GPA and apply to acceptance into the concentration in the spring of their sophomore year.

**Marketing Strategy concentration**
MGT 3240 Human Resource Management, MKT 3340 Market Promotion, MKT 3350 Designing Successful Products, MKT 3370 Services Marketing, MKT 4360 Marketing Strategy. Minimum 2.4 GPA is required for this concentration.

**Marketing major outcomes:**
The student completing the Marketing major will be able to:

1. Relate marketing theory and practice by solving marketing case problems and creating strategic marketing plans.
2. Exhibit oral & written communication skills in a marketing context through oral and written marketing plans, personal selling demonstrations and new product presentations.
3. Develop problem-solving skills by using critical thinking methods to analyze marketing case studies, create innovative solutions to consumer problems, and justify strategic market positions.
4. Demonstrate skillful use of technology through multi-media presentations, creation of marketing websites and use of social media as a marketing strategy.
5. Integrate ethical and social responsibility in marketing through meaningful research projects that show social responsibility of organizations in action.

The students completing the Marketing Strategy concentration will be able to:

1. Utilize human resources to design successful products to meet consumer needs and wants, and to develop employees to become advocates of those products.
2. Understand implication of global issues in marketing through study abroad programs and cultural diversity speakers.

The students completing the Marketing Analytics concentration will be able to:

1. Analyze marketing data and identify statistically significant information from it.
2. Using data analysis methods, evaluate the effectiveness of a marketing plan.

Marketing minor
The minor in Marketing requires at least 20 credits of Marketing courses and must include: MKT 2320, 3320, 3340, and two upper-division marketing courses. Four internship credits (MKT 4555) may be used.

Organizational Behavior B.A. major
This program of interdisciplinary study prepares students who wish to more fully understand the behaviors of people within organizations and the human aspects of management. It may be combined with elective study in management or other disciplines, and forms a foundation for students who are interested in managing organization change initiatives. This major also prepares students who wish to undertake graduate study in various areas of organization studies or management.

Required courses: SOC 1125, HIS/WGS 2231; PHL 3354; PSY 3216, 3327, 3328, 3330; MGT 3150, 3240, 3550, 3560, 4150, 4261 and 4262.

Minimum 2.4 cumulative grade point average in the required courses.

Coordinator: Robert Hartl, M.A.

Organizational Behavior minor
The minor in Organizational Behavior requires at least 20 credits of Management and Psychology courses and must include: SOC 1125 or PSY 3327; PSY 3216, 3328; and MGT 3550, 3560 and 4261. Students may design a minor with any management faculty member; a course plan must be approved by the department chair and filed with the Registrar.

Organizational Behavior major outcomes
Students completing the Management, Marketing, or Organizational Behavior major will be able to:

1. Integrate management theory and practice.
2. Demonstrate oral and written communications skills.
3. Demonstrate problem-solving skills.
4. Demonstrate skillful use of technology.
5. Integrate personal values and management style.
6. Understand the implications of global issues in the practice of management.
Students who graduate with an Education degree from The College of St. Scholastica have a competitive edge in today’s job market. The College has a strong reputation for developing highly effective teachers. A shortage of qualified teachers exists in many parts of the U. S. with an increased shortage expected in this decade as large numbers of current teachers retire. The College of St. Scholastica’s Teacher Education Program is nationally accredited by the Teacher Education Accreditation Council (TEAC).

The School of Education, which prepares students to teach at the elementary, middle, and secondary levels in public and private schools, supports the general mission of the College by stressing intellectual and moral preparation for responsible living and meaningful work. The Education faculty views the education of pre-service and practicing teachers as a holistic and reflective integration of all that is necessary to be a humane, effective teacher in a diverse and changing society. Students who complete the Education Program have a firm foundation in the knowledge, skills, and dispositions to promote student learning. An important component of the program is the opportunity for early and extended field experiences in local classrooms prior to the required student
teaching experience. We strive to continually enhance our programs by being focused on student learning; well-grounded in research and best practices including assessment; collaborative with the K-12 educational community; and committed to integrating diverse perspectives.

The Minnesota Board of Teaching has approved The College of St. Scholastica to offer the Teacher Licensure Program. Licensures are available in elementary (grades K-6) and middle/secondary (grades 5-12) education, as well as in library media specialist (grades K-12), instrumental and vocal music (grades K-12), and Spanish (K-12). Middle/secondary licensure programs (grades 5-12) are available in communication arts/literature (English); social studies; mathematics; life science (biology); chemistry; and general science (grades 5-8). The School of Education also offers an interdisciplinary major (not currently a teaching license) in Ojibwe Language and Culture Education.

Dean: Jo Olsen, Ed.D.

Program outcomes reflect the six components of the School of Education’s conceptual framework: critical reflective practice, content knowledge, best practices, diverse perspectives, appropriate dispositions, and collaborative partnerships. Students who complete an Education Program at The College of St. Scholastica will:

1. Practice critical reflection in the analysis and improvement of their teaching.
2. Demonstrate a sound foundation of content knowledge in the subject areas they teach.
3. Understand and implement best practices in their teaching.
4. Demonstrate the dispositions critical to effective teaching.
5. Practice responsive teaching that meets the diverse needs of all students in their classrooms.
6. Collaborate effectively with stakeholders (e.g. parents, K-12 administrators, community members) to enhance student learning.

Licensure Program Requirements

Elementary Education major

The major requires successful completion of the following courses: First year: EDU 1540, 1505; sophomore year: EDU 2210, 2215, 2240, 2260, 2300, 2270, 2271, 2275; junior year: EDU 3250, 3610, 3615, 3620; senior year: EDU 3710, 3715, 4500, 4510; first year or sophomore year: MTH 1113 and 1114 or MTH 1116; PSC 1201, PSC 1202, and BIO 1104. (All EDU courses numbered 3000, or higher, require acceptance to the appropriate School of Education Program.) The Elementary Education major is a bachelor of science degree program.

It is recommended that all Elementary Education students have a minor in an area of their interest. All students planning to major in Elementary Education should have an advisor from the School of Education.

Undergraduate Chair: Valerie Tanner, M.A.

Middle/Secondary Teacher Licensure

Middle/secondary licensure requires completion of a teacher preparation major offered by one of the following departments: English (Communication Arts and Literature), History (Social Studies), Mathematics, Biology or Chemistry. Music (Instrumental or Vocal) education follows the Middle/Secondary Education Program sequence resulting in a K-12 license including Classroom Music. Spanish education follows the Middle/Secondary Education Program sequence resulting in a K-12 license. In addition to their major, students are required to take the following courses: First year: EDU 1505, 1540; sophomore year: EDU 2102, 2210, 2215, 2300, 2800, and 2805; junior year: EDU 3250 and 3800; senior year: EDU 4700, 4710. Each student also needs to take the methods course and its corresponding field experience required for her/his particular academic major. All EDU courses numbered 2500 or higher require acceptance to the appropriate EDU Program.
All students planning to major in a content area and complete the Middle/Secondary Education Program should have an advisor in their content major.

Undergraduate Chair: Valerie Tanner, M.A.

**Educational Media and Technology**  
**Library Media Specialist Licensure**

The Educational Media and Technology major prepares the student to assume the role of a K-12 school library media specialist. It provides a wide variety of experiences in theory and practice, educating the student to integrate information literacy and technology into the media program and the school curriculum. The Educational Media and Technology major is a bachelor of science degree program.

**Education requirements:**
EDU 1540, 1505, 2102, 2210, 2215, 2300, 2800, 2805, 3250, 3800, and 4710. Educational Media requirements: EDM 3220, 3222, 3224, 3226, 4228, 4230, 4232, 4235 and 4555.

If the student wants to obtain an additional license in elementary or middle/secondary education, see the program director for requirements. All EDU courses numbered 2500 or higher require acceptance to the appropriate EDU program.

Program Director: Marie Kelsey, Ph.D.

**Nonlicensure Program Requirements**

**Native Teacher Program**  
**Ojibwe Language and Culture Education major**

This baccalaureate program can be taken in conjunction with the Elementary, Middle/Secondary Education Program, the Social Work Program, the Educational Studies major or as a stand-alone major for those who wish to pursue graduate studies. This academic major prepares students to be proficient in the Ojibwe language; to establish a solid foundation in Ojibwe culture, traditions and history; and to understand effective teaching strategies and curriculum materials for working with American Indian children. The Ojibwe Language and Culture Education major as a bachelor of arts degree program.

**Program requirements**
Ojibwe language courses (16 cr.) OJB 1111, 1112, 2101, 2102, 3101, 4101, proficiency exam; Ojibwe language and culture core courses (12 cr.) EDU 3300 and 4300; Eng 4430; American Indian Studies courses (INS) (8 cr.); any INS course except INS 1101.

Program Director: William Howes

**Educational Studies major and minor**

Students completing this major/minor will have the opportunity to complete coursework with Education majors and students enrolled in licensure programs while completing coursework in other areas. This major is not a licensure track. It supports career exploration for those following a field of study allied with education. This may include students who have a desire to run children’s homes, in-home day cares; healthcare students who’s profession involves educating patients and their families; students who plan to be involved in the ministry of religious education; individuals who hope to learn how to effectively home school their children; those who aspire to be college professors; and international students who may have different needs when teaching in a different country.

**Program requirements**

**Major**
EDU 1540, 1505, 2102, 2200, 2300, 3250, 3400; Teaching methods courses (8 credits); Upper-division coursework through the School of Education (16 credits).

**Minor**
EDU 1540, 1505, 2200; one teaching methods course; 8 credits of upper division SOE coursework.

All students planning to major in Educational Studies should have an advisor from the School of Education.

Undergraduate Chair: Valerie Tanner, M.A.
Coaching coursework

School districts have the authority to hire anyone whom they judge to have:

1. The knowledge and experience necessary to coach a sport.
2. Six semester credits or the equivalent, or 60 clock hours of instruction in first aid and the care and prevention of athletic injuries.
3. A coaching methods or theory course.

Students can prepare themselves to coach by fulfilling these requirements. See Exercise Physiology and Physical Education for a listing of courses offered at St. Scholastica.

School Policies

Admissions

The School of Education utilizes a progressive admissions policy. A student must apply for initial admission. If accepted, the student must exhibit satisfactory performance in both coursework and field experiences. During the junior year, the student must apply for admission to student teaching. The criteria for admission to the Elementary Education major or Middle/Secondary Education Licensure Programs include:

1. Completion of Minnesota Teacher Licensure Basic Skills Exam (MTLE).
2. Completion or a plan for completion of all prerequisite coursework. Reference the School of Education’s Undergraduate Student Handbook or application to major/program form for details about prerequisite courses. Both are available on the School of Education website. (In most cases, the following are required for admission: EDU 1540, EDU 1505, EDU 2240 and EDU 2260 or EDU 2102, EDU 2210, EDU 2215, and EDU 2300)
3. Cumulative CSS and EDU GPA of 2.8, and a grade of “C” or better in all coursework required for their program.

The criteria for admission to student teaching include:

1. Senior standing and full admission to the School of Education Program.
2. Completion of, enrollment in, or have planned for completing all required courses prior to student teaching (methods and content courses).
3. A cumulative CSS and EDU GPA of 2.8, and a grade of “C” or better in all coursework required for the program. Middle/Secondary applicants must have a positive recommendation from faculty in their content major department.
4. Approval of program faculty.
5. Demonstrate satisfactory progress toward achievement of Standards of Effective Practice through portfolio development and course assessments.
6. Take all applicable MTLE Pedagogy and Content Exams.
7. Must have positive and acceptable Professional Behaviors Evaluations.
8. Provide proof of liability insurance.

For more information see the School of Education Handbook at the SOE website.

Portfolio/license application

Before applying for licensure, students are required to: (a) ensure their transcript is up-to-date and contains all required courses, (b) complete and present a portfolio documenting achievement of the licensure standards, biography, and the four philosophy statements, (c) pass the MTLE test (pedagogy test and content area test(s) in addition to the basic skills test), and (d) complete the verification form. Upon completion of all requirements, students may apply to the Minnesota Department of Education for the appropriate teaching license(s). Most current application information is available on the Minnesota Department of Education’s website.

Liability insurance

Students may be required to provide proof of liability insurance prior to participation in tutoring, field experiences or student teaching. Such coverage can be obtained through membership in the Education Minnesota Student Program.
through Education MN’s website. Student teachers are required to provide proof of liability insurance prior to the beginning of their student teaching experience.

**Background check**

The SOE requires a criminal background study prior to students entering field experiences or courses that require field experiences. MN law also requires that applicants for licensure complete a similar criminal background study. The criminal background study will be made at the initiation of field coursework utilizing:

- Conduct Review Statement (provided by the SOE).
- Verified Credentials (a private firm that does nationwide background checks).
- At the printing of this catalog, the student incurs a $50 fee for this process and each following year utilizing:
  * Conduct Review Statement (provided by the SOE).
  * Minnesota Criminal History review through the Minnesota Bureau of Criminal Apprehension.
  * Country or state criminal background check through the appropriate entity where student resided.

Some schools may require students to be fingerprinted for national criminal background checks prior to field experience or student teaching placements. This background check requires the student to obtain a fingerprint card and take it to a law enforcement agency to have the fingerprinting completed. There is a fee for this service. Should this be a requirement of the field experience placement, details will be discussed in the appropriate methods courses.

**Assessment information required by Title II of the Higher Education Act**

All teacher education programs are required to publish their students’ test results and other information about their education programs. See the School of Education’s website for the most up-to-date information available on the results of St. Scholastica’s students.
The Health Sciences major includes three choices:

1. The Health Sciences School concentration is intended for the student who has an interest in health care, but has not fulfilled the requirements for a specific program within the school. The Health Sciences degree is not intended as a primary major of study, but can be used as a foundation for the programs noted below and to create a defined focus of study when circumstances have prevented successful completion of the student's initial health care education choices. This major requires at least 36 credits in allied fields, with 16 credits in HSC designated courses or related courses approved by the dean of the School of Health Sciences. Sixteen of those credits must be at the upper division level. A clinical experience is highly recommended. Students with a departmental major within the health sciences are ineligible for this option. A student interested in this concentration must apply for an upper-division Health Sciences major through the school dean. There is no Health Sciences minor.
2. The Occupational Therapy concentration requires admission to the Occupational Therapy Program and satisfactory completion of the first year of the professional program. By entry into the Program in fall 2015, all students must have completed a bachelor's degree. See the Occupational Therapy Program description for further details.

3. The Athletic Training concentration requires admission to the Athletic Training Program and satisfactory completion of the first year of the professional program. See the Athletic Training Program description for further details.

A student graduating with a Health Sciences major from The College of St. Scholastica will:

1. Understand and articulate the broad relationships and connections among the disciplines studied within the school.
2. Understand and apply the most basic and essential principles of at least one allied discipline.
3. Knowledgeably analyze a problem germane to the allied disciplines or critically evaluate a proposition pertinent to the fields of study.
4. Clearly communicate his/her analysis of a problem or evaluation of a proposition.

Health Sciences major admissions and retention policies minimum admission requirements:

1. Junior level standing.
2. Cumulative GPA of 2.7 on a 4.0 scale.
3. C (2.0) in all courses required by the major department.
4. Student will develop a set of professional goals.
5. Personal interview, health examination and/or psychological testing may be required.
6. Each department reserves the right to set more rigorous selection criteria than those stated above as appropriate to students' academic and personal suitability for entry into professional practice. If such criteria are set, the department will make them available to students interested in seeking admission to the department.
7. Each department reserves the right to select the applicants with the best qualifications from those who meet minimum criteria.

Retention requirements

1. C (2.0) in each major course. In the case of sequential courses, it is necessary to obtain the grade before proceeding to the next level course.
2. A major course (one required by department) may be repeated once.
3. Each department reserves the right of retaining in the major only those students who satisfy requirements of scholarship, health and personal suitability for the profession.

Student alternatives

1. If a student fails to meet standards as set forth above for admission or retention, the student may request probationary status from the department chair.
2. A student may appeal through the College academic grievance procedure.

Department of Athletic Training

Athletic trainers are allied health/sports medicine professionals responsible for the prevention, recognition, evaluation, treatment, and rehabilitation/reconditioning of the physically active population. Athletic trainers perform under a physician's direction and are typically employed with professional teams, colleges and universities, high schools, clinics and hospitals, industry, and other various settings.

The program of study is an entry-level MS program. It is intended for students seeking certification and registration or licensure as an athletic trainer. Students must successfully complete 70 graduate credits over 23 consecutive months, including clinical experiences, and other requirements to be awarded the Master of Science in Athletic Training degree.
Students interested in athletic training should be aware that enrollment is competitive and limited to a maximum 14 students per year. Fulfillment of requirements does not guarantee admission. Selection for admission is based on several elements including academic record, professional exploration, essay, recommendations, and interviews. Students must apply as a 3+2 candidate or have evidence of a completed bachelor's degree as well as fulfillment of the health/prerequisite requirements upon matriculation. However, there are no requirements in terms of the prospective student's undergraduate major.

Assistant Professor or Chair: Dr. Hal Strough

General Information

The program is accredited by the CAATE (Commission on Accreditation of Athletic Training Education). Students should be aware they must be a graduate of an accredited program in order to be eligible for the BOC, Inc. (Board of Certification, Inc.) certification exam. Students that complete the exam would also be eligible for licensure/registration in any state throughout the country, except Texas which requires a separate state licensure exam.

Students should anticipate two academic years and two summers of study, the first of two occurring prior to the first academic year. The first summer session will involve academic coursework while the second summer session consists of an internship which must be secured by the student. Required clinical experiences are completed during the two academic years and second summer. These experiences frequently require commitments outside of the normal academic day and semester including evenings and weekends and, in some instances, necessitate personal transportation to clinical sites off campus. Students should keep these realities in mind when considering employment and other extracurricular obligations. They should also anticipate purchasing appropriate clothing for various clinical settings.

Admissions

Admissions decisions are based on assessment of the student application and previously completed work. Options for admissions are as follows:

Category #1: MS in 5 Option (AT-MS5): There will be a maximum of five slots in the program available to students through the MS in 5 option. Students enrolled at CSS may apply for the MS in 5 option during fall of their junior year. Transfer candidates must complete a minimum of 24 CSS credits prior to application. At the conclusion of the fourth year students will receive a BA in Health Sciences. Requirements for the BA in Health Sciences are as follows:

BA in Health Sciences, Athletic Training Concentration

BIO 1036 Cell Biology (2), BIO 2110 Vertebrate Anatomy and Physiology I (4), BIO 2120 Vertebrate Anatomy and Physiology II (4), CHM 1020 Introductory Chemistry for Health Science Majors (4) or CHM 1110 General Chemistry (4), EXP 3331 Exercise Physiology (4), PSC 2001 Physics I (4) or EXP 3322 Biomechanics (4), PSY 3331 Statistics (4), PSY 1105 General Psychology (4).


In addition to the MS in AT application materials required for post-baccalaureate admissions, students must successfully complete the following to merit consideration:

- 3.0 composite GPA and completion of 7 prerequisite courses with a minimum 3.0 GPA and no grades lower than C (C-/CD not accepted).
- Two additional recommendation forms from CSS faculty verifying suitability for graduate studies. No score below 3 is permitted.
• Satisfactory interview with admissions committee.
• Document a minimum 50 hours of exploration with a certified athletic trainer(s).

Students admitted on this basis must be prepared to commit full time to study and clinical experiences. Students that are not admitted on this basis may apply as a Post Baccalaureate or Secondary Consideration student as outlined below.

Category #2: Post Baccalaureate Admissions: Students apply directly to the master’s program for matriculation following completion of an undergraduate degree. Requirements for admission must be completed accordingly.

• Submit a completed Graduate Admissions Application form and nonrefundable fee of US $50;
• Provide evidence of at least a 2.8 cumulative and composite prerequisite GPA;
• Submit official transcript(s) of all previous graduate and undergraduate work confirming grades of C (C-/CD not acceptable) or higher in all individual prerequisite courses. These courses must be completed prior to matriculation;
• Provide evidence of professional exploration that reflects the breadth and depth of practice settings for athletic trainers (a minimum of two athletic training practice settings addressing the needs of distinct patient populations);
• Complete a Master’s of Athletic Training essay;
• Submit a minimum two Graduate Recommendation Forms, at least one of which must come from athletic trainer and one from a faculty in a major or science course; and
• An interview with member(s) of the admissions committee may be requested.
• Consideration of transfer credits is done on an individual basis.

Category #3: Secondary Consideration Admission: Students in category #2 may be considered if there are vacant slots and the candidate falls below minimum requirements in one or more categories but otherwise shows potential for satisfactory performance in the graduate program. Students must address any deficiencies on their essay.

Post Baccalaureate applications will be reviewed on a rolling basis beginning December 1st while MS in 5 applications are due October 15th. Upon acceptance, entry into the program begins in June. Once in the program, students must be enrolled full time, and all courses and clinical experiences must be successfully completed in the required sequence. Alterations in progression may be considered on an individual basis.

Applications for the program may be obtained by contacting:
Graduate Studies Office
Athletic Training Admissions
The College of St. Scholastica
1200 Kenwood Ave.
Duluth, MN  55811-4199

Prerequisites: Students must present evidence of successful completion of the following St. Scholastica courses (or equivalencies subject to consideration by the St. Scholastica Athletic Training Admissions Committee).

Required: BIO 2110 Vertebrate Anatomy and Physiology I (4), BIO 2120 Vertebrate Anatomy and Physiology II (4), CHM 1020 Introductory Chemistry for Health Science Majors (4) or CHM 1110 General Chemistry I (4), EXP 3331 Exercise Physiology (4), PSC 2001 Physics I (4) or EXP 3322 Biomechanics (4), PSY 3331 Statistics (4), PSY (4) (1105 General, 2208 Developmental, or 3423 Abnormal). NOTE: Equivalencies of 2110, 2120, 1020 and 2001 must include laboratory components.

Recommended: BIO 3020 Pathophysiology (4), HSC 2203 Intro to US Healthcare System (4), PSC 2002 Physics II (4), PSY 3341 Introduction to Counseling (2)

Exercise Physiology Department

Exercise Physiology is the study of physiological mechanisms underlying physical activity, the comprehensive delivery of treatment services concerned with the analysis, improvement and maintenance of health and fitness, rehabilitation of heart disease and other chronic diseases
and/or disabilities, and the professional guidance and counsel of athletes and others interested in athletics, sports training and human adaptability to acute and chronic exercise. Scientific results from exercise physiology research help to understand the physiological effects of systematic exercise, and the extent to which exercise helps in developing and maintaining cardiovascular and musculoskeletal integrity.

The Department of Exercise Physiology offers a bachelor of science degree in Exercise Physiology. During the spring semester of the senior year, students complete an internship (EXP 4555).

Larry Birnbaum, Ph.D.
Professor and Chair

Entrance requirements:
Students should apply for admission to the department by January 31 of spring semester of their sophomore year in college. Applicants must have at minimum a 2.7 cumulative grade point average and no grade lower than a C- in any course. Application and information about the interview can be obtained from the chair of the department.

Upon completion of the academic degree in Exercise Physiology, the student will:

1. Justify the roles exercise physiologists play in health care, fitness, and athletics, including the treatment and prevention of a variety of diseases that have a strong behavioral component such as cardiovascular disease, type 2 diabetes, obesity, and osteoporosis.

2. Perform and interpret assessments of physical and physiological parameters that indicate client health and fitness.

3. Critically evaluate research studies and apply the results to athletes, various patient populations, and the general public.

4. Display professional behavior in all interactions with clients and colleagues.

5. Develop individual exercise programs for a wide assortment of clients including athletes, various patient populations, and the general public.

6. Discuss the mind-body connection and the role that emotional health and stress management play in maintaining an individual’s health and well being.

7. Demonstrate effective written and oral communications skills.

Exercise Physiology major
All Exercise Physiology majors take the following prerequisite courses: CHM 1020*, CHM 1035, BIO/CHM 1036, MTH 1111, BIO 2110, 2120, PSY 2208, PSC 2001 and the following departmental core courses: EXP 1110, EXP 3321, EXP 3322, EXP 3323, EXP 3330, EXP 3331, EXP 3332, EXP 3334, EXP 4431, EXP 4436, EXP 4438, EXP 4555, PSY 3331.

*Students interested in DPT need CHM 1110 and CHM 1120 instead of CHM 1020, CHM 1035, and CHM/BIO 1036. They also need PSC 2001 and PSC 2002 as well as HSC 2209 and PSY 3423.

Health Informatics and Information Management Department
The major in Health Information Management is housed in the Department of Health Informatics and Information Management. It provides students with professional knowledge necessary to assume management responsibility for health records and health information systems in a variety of health related settings, including hospitals, clinics, long-term care settings, consulting firms, government agencies, insurance companies and software vendors. It is ideal for the person who likes the healthcare environment but does not want direct patient contact.

In 1934 The College of St. Scholastica became the first college in the U.S. to offer a major in this field. The program is accredited by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). Graduates are eligible to sit for the AHIMA national registration examination. Passing this examination entitles one to use the designation RHIA (Registered Health Information Administrator) after his/her name.
Professional practice experience (internship) is required in the senior year. The PPE consists of a directed practice focused on operational functions of HIM, a management affiliation, and an explorations component that gives each student the opportunity to work in a specialized setting or functional area in which they have an interest. The student provides travel and living expenses during this time.

A distance-based program has been designed for registered health information technicians (RHITs) and others with healthcare experience which enables them to earn a baccalaureate degree in Health Information Management. Online courses, transfer of previously completed coursework, and professional practice placement components comprise the program. The professional practice experience, which is adapted to individual student needs, has three or four components for distance students: directed practice for students with no previous HIM education or experience; clinical visits; an administrative project; and a two-to three-week management affiliation in a healthcare facility.

A post baccalaureate certificate option is available to students who enter the program with a previously earned baccalaureate degree. The post-baccalaureate certificate program requires completion of all Health Information Management course requirements as outlined for the major. The certificate, in combination with the student's prior bachelor's degree, qualifies the student to sit for the American Health Information Management Association's national registration examination.

A graduate program leading to a Master of Science in Health Information Management was established in 1997. Students interested in the master's degree should refer to the Graduate Program section of this Catalog.

Chair: Ryan Sandefer, M.A.
Undergraduate Program Director: Kathleen M. LaTour, M.A., R.H.I.A., F.A.H.I.M.A.

A student applying to the Health Information Management Program during spring semester of his/her sophomore year or at the time of transfer to the College. Admission to the department is based on a cumulative GPA of 2.7 on a 4.0 scale, grade of C (2.0) in all courses required by the major, and completion of the department's admission process, including a panel interview.

The HIIM department reserves the right of retaining in the major only those students who satisfy requirements of scholarship, health and personal suitability for the profession.

Student alternatives:
1. If a student fails to meet standards as set forth above for admission or retention, the student may request probationary status from the department chair;
2. A student may appeal through the College academic grievance procedure.

A student graduating with a major in Health Information Management from The College of St. Scholastica is well prepared to assume an entry-level position in this professional field. Specifically, program outcomes are designed to assure that graduates of the program will be prepared to demonstrate:

- Requisite professional knowledge, skills and competencies fundamental to the health information management profession.
- Self-directed learning skills using a variety of resources and technology.
- Critical thinking and systems thinking skills.
- Effective communication skills
- Personal attitudes and attributes critical to professional leadership.

Major:
BIO 1110 or 1036, 2110, 2120, and 3020; CIS 1007, 1008, 3105, 3107, and 3108; HIM 2101-4556 (online BS in HIM students substitute HIM 4520 as needed, HIM 4530, 4540 and 4550 for HIM 4555); HSC 2203; PSY 3331; TRS 3311. Admission and retention policies for the Health Information Management Department are consistent with those of the School of Health Sciences.
Occupational Therapy Department

Occupational therapists are needed when an individual’s ability to live independently, to care for personal needs, and to participate in work, school, family, and community life is disrupted by illness or injury. Occupational therapists strive to understand the importance of these occupations to the individual, and analyze the physical, mental, and social components of those occupations. They facilitate improved capability in the person, and then adapt the tasks and the environment, empowering the person to resume his/her occupations. Occupational therapists also provide support for wellness and prevention concerns. Occupational therapists work in schools, facilities for the elderly, clinics, and hospitals, as well as in alternative service delivery models such as prisons, community based settings, mental health agencies, and business/industry.

Occupational Therapy Entry-Level Master of Science Program

Department Chair: Diane Anderson, Ph.D, M.P.H., O.T.R./L.

Students may enter the Occupational Therapy Program during the senior year of undergraduate study or as a graduate student after completing a baccalaureate degree. (See section - Conversion to Post-Baccalaureate and 3.0 Entering GPA.) All liberal education requirements and Occupational Therapy Program prerequisites must be completed prior to beginning the occupational therapy coursework. Upon entry into the program, students will complete two consecutive years of professional occupational therapy education, plus six months of clinical fieldwork. Students will earn a Master’s of Science in Occupational Therapy. (Students entering the program during their senior year will also earn a baccalaureate degree in Health Sciences.) The program is offered on both a full-time and a part-time basis.

Prerequisites for admission

Both undergraduates and applicants with degrees must take the following prerequisites (or their approved transfer equivalents) for admission into the Occupational Therapy Program: BIO 1110 - General Biology; BIO 2110 and BIO 2120 - Anatomy Physiology I & II; BIO 3020 - Pathophysiology; HSC 2209 - Medical Terminology; PSC 1501 - Physics (or PSC 1201); PSY 1105 - General Psychology; PSY 2208 - Life Span Developmental Psychology; PSY 3330 - PSY/SOC Research Methods; PSY 3331 - Statistics; PSY 3423 - Abnormal Psychology; choice of SOC 1125 - Basic Concepts and Principles of Sociology; SOC 2433 - The Family and Society; HON 2125 - Global Sociology or HIS/WGS 2231 - Cultural Anthropology.

Admission

There are two methods of acceptance into the Occupational Therapy Entry-Level Master of Science (M.S.) Program, the First-Year Admissions Criteria Track (FACT) or the Standard Admissions Track.

First-Year Admissions Criteria Track (FACT)

First-year students at The College of St. Scholastica may apply for early application to the Occupational Therapy Program by following FACT, the First-Year Admissions Criteria Track. FACT is a criterion-based early admission program for the graduate Occupational Therapy Program. Students who declare their intent to pursue an M.S. degree in occupational therapy by the end of their first year will be guaranteed admission to the program after three years of undergraduate work, should the student meet the plan criteria. FACT is available for up to 20 first-year students on a first-come first-serve basis, with applications accepted until May 1.

Students who have enough credits when they arrive at The College of St. Scholastica as first-year college students to make them sophomores (or higher), may apply as FACT applicants only if there are less than 20 FACT applicants in the future occupational therapy class with whom they will apply.
1. Register as a FACT student with the Graduate Admissions office by the end of the first year (deadline for application is May 1). The first 20 qualified applicants will be accepted into the FACT program.

2. Complete 96 semester credits prior to entry into the professional program; including a minimum of 16 upper division credits.

3. Complete all general education requirements.

4. Complete all prerequisite courses for the Occupational Therapy Program.

5. Maintain an overall and a prerequisite grade point average of 2.7 with a grade of 2.0 or better in all prerequisite courses. (See section - Conversion to Post-Baccalaureate and 3.0 Entering GPA.)

6. Obtain a minimum grade of 2.7 on the first-year English composition course. Beginning with the fall 2011 cohort of FACT students (first-year students in fall 2011), the required grade for the first year English composition course is a minimum of 3.0.

7. Meet minimally one time per semester with an assigned member of the Occupational Therapy Program faculty.

8. Students who do not meet the criteria will be removed from the guaranteed FACT admission track, but may still apply to the graduate Occupational Therapy Program through the standard application process.

9. Benefits to the FACT applicant include guaranteed admission into the graduate Occupational Therapy Program, continuous access and interaction with an Occupational Therapy Program faculty member, and exemption from the application interview.

Application

The Occupational Therapy Program uses the Occupational Therapy Centralized Application Service (OTCAS) to apply to the Occupational Therapy Program. Visit the OTCAS website at AOTA (http://www.aota.org/Educate/EdRes/OTCAS/Applicant.aspx) for more information.

The Master of Science in Occupational Therapy Program will consider only those applicants who submit a completed application through OTCAS including:

- All official transcripts of Baccalaureate and graduate coursework.
  - Applicants must have earned a minimum cumulative GPA of 2.7 in all coursework and a 2.7 in each prerequisite course. (See section - Conversion to Post-Baccalaureate and 3.0 Entering GPA.)

- Official score from the GRE general test (http://www.ets.org/gre/).
  - Record your GRE score on the OTCAS application.
  - Submit official documentation of your score to the Graduate Admissions Office at The College of St. Scholastica.
  - The College of St. Scholastica will consider GRE test scores valid for five years from the test date.

- Documentation of a minimum of two 20-hour clinical observations completed within two years prior to application.
  - Each observation must meet the minimum 20-hour requirement.
  - The observations must be in a setting that offers the student the opportunity to work with either an occupational therapist or occupational therapist assistant.
  - This must be completed at two different locations with two distinctly different client populations (e.g. pediatrics and adult rehabilitation) to contribute to the applicant’s understanding of occupational therapy and how their personal skills match the demands of being a care provider and a therapist.
Two Letters of Reference
○ Each letter of reference should be from someone who is sufficiently familiar with the applicant to be able to speak to the applicant’s qualifications for success in Graduate school and offer behavioral examples to support the applicant. It is recommended to have one letter of reference from an occupational therapist or occupational therapy assistant. Students should also consider an employer, profes-
sor, or volunteer coordinator/supervisor. Directions for submitting letters of reference are available through the OTCAS website.

Standard admissions track
In addition to applying to OTCAS, Standard Admissions Track applicants will need to:
• Complete interviews with faculty of the Occupational Therapy Admissions Committee.
• Have completed all prerequisite requirements prior to the beginning of the occupational therapy courses.
• Prerequisite courses must be completed within the past 10 years.
• Have completed a baccalaureate degree from a nationally accredited institution. According to the conversion plan students may be accepted prior to completion of a baccalaureate degree. No specific baccalaureate major is required.
• Submit a TOEFL examination or the Michigan Test score, if applicant is an international student and the applicant’s primary language is not English. The minimum TOEFL score of 550 on the paper-based test or 213 on the computer-based text is required. A minimum Michigan Test score of 80 is required.

Note: Meeting minimal entrance requirements does not necessarily guarantee admission.

Preference is given to applications submitted by November 15 (of the junior year for those following the schema). Applicants will be considered after the submission date if there are spaces available. The initial acceptance pool consists of up to 20 qualified FACT students and the remainder of qualified St. Scholastica and transfer students for a class of 32.

For assistance with applications, students may contact the Office of Graduate Admissions, The College of St. Scholastica, 1200 Kenwood Avenue, Duluth, MN 55811-4199. Phone (218) 723-6285 or (866) 478-9277, Email gradstudies@css.edu.

Wait List Policy
• Qualified students who are not offered a seat after initial application review will be placed on a wait list.
• Students on the wait list will be rank ordered based on their qualifications and offered a place in the program as openings occur.
• Upon accepting 32 students, a waiting list will be established using the same admissions process outlined above. If vacancies occur, students on the waiting list will be notified and will have 10 business days from the time of their notification of acceptance to secure the offered position in the Occupational Therapy Entry Level Master’s Program by making a non-refundable $250 fall tuition deposit and submitting an Intent to Enroll form.

Conversion to post-baccalaureate and 3.0 entering GPA
The Occupational Therapy Program has made the decision to convert the Program to a 4+2½ (post-baccalaureate) model of education and require a 3.0 preferred minimum GPA for application into the program. These changes will phase in according to the following schedule.

The College of St. Scholastica defines a full-time St. Scholastica student as one who is registered for at least 12 credits/semester at St. Scholastica for two consecutive semesters immediately preceding the application, not including the semester in which the student is applying. An internal transfer is a student who does not meet the criteria for a full-time St. Scholastica student, but is registered at St. Scholastica for the fall in which they are applying to the program. An external transfer is a student who has never registered as a full-time St. Scholastica student.
Conversion Phase-In Plan

Table 1: ST. SCHOLASTICA Student, Academic Year, Application Year

<table>
<thead>
<tr>
<th>Freshman Status in</th>
<th>Sophomore Status in</th>
<th>Junior Status in</th>
<th>Able to apply as junior to the 3+2½ program with a minimum 2.7 GPA?</th>
<th>Senior Status in</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>2010-2011</td>
<td>2011-2012</td>
<td>yes</td>
<td>2012-2013</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2011-2012</td>
<td>2012-2013</td>
<td>yes</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

^ The new catalog would reflect the 4+2½ model and change to a 3.0 preferred admission GPA; the FACT program would switch to the 3.0 preferred minimum GPA once the information is listed in the catalog.

* Students are able to apply/reapply during their senior year.

A St. Scholastica student who applies to the Occupational Therapy Program in November 2014 must be either in their senior year or already have a bachelor's degree. By entry into the program in fall 2015, all students must have completed a bachelor's degree.

An internal transfer student (a student who is attending St. Scholastica but doesn't meet the criteria of a St. Scholastica student) must be a senior or have a bachelor's degree to apply to the program during the fall 2013 application cycle. An external transfer (a student who is not enrolled in St. Scholastica during the fall in which he/she applies) must be a senior or have a completed bachelor's degree to apply to the program during the fall 2012 application cycle.

Table 2: Transfer Student†, Academic Year, Application Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Able to apply as a junior to the 3+2½ program with a minimum 2.7 GPA?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internal transfer</td>
</tr>
<tr>
<td>2010-2011</td>
<td>yes</td>
</tr>
<tr>
<td>2011-2012^</td>
<td>yes</td>
</tr>
<tr>
<td>2012-2013</td>
<td>yes</td>
</tr>
<tr>
<td>2013-2014</td>
<td>no</td>
</tr>
</tbody>
</table>

^ The new catalog would reflect the 4+2½ model and change to a 3.0 preferred admission GPA.
† Transfer students must complete all occupational therapy application requirements; if they apply prior to completing an undergraduate degree, they must also complete the Benedictine Liberal Arts requirements.

Additional requirements once accepted into the program

Once accepted into the Occupational Therapy Program and prior to beginning classes, students must submit the following documentation for the Department of Occupational Therapy:

- A copy of proof of current certification in CPR (“CPR for the Professional Rescuer” through the American Red Cross or “Healthcare Provider BLS” through the American Heart Association).
- A copy of proof of current certification in first aid for adults and pediatrics.
- Students must obtain a health screen either through the College’s Student Health Services or the student’s own physician, including proof of immunizations, Varicella titer, Rubella titer, and Tdap. The Occupational Therapy Health Screen form is available here.
- All occupational therapy students, regardless of state of residency, are required to submit an annual Minnesota background study. The
study must be completed and returned with a “clear” status before the student may participate in clinical/fieldwork. Students will be notified in September to submit the appropriate forms for the Minnesota Background Study and for a background study in student’s home state if other than Minnesota.

• Occupational therapy students are also required to submit a federal criminal background study. Students will be notified how to submit the appropriate forms. The $50 cost is paid through course fees. NOTE: Students should be aware that if they have a criminal record, they may not be able to participate in fieldwork, obtain certification by NBCOT, or become registered / licensed by individual states to practice as an occupational therapist.

• Additional requirements for participation in fieldwork may include a drug test/screen, finger printing, additional immunizations or titers, etc.

Master’s of Science in Occupational Therapy

The vision of the Occupational Therapy Department is to be the first choice for students who seek an academically rigorous occupational therapy education that prepares them to be thoughtful, innovative, collaborative and practice ready.

The mission of the Occupational Therapy Department is to prepare, within the Benedictine traditions, occupational therapy professionals who will:

• Assist people of all ages and abilities to effectively participate in their life occupations.

• Provide population-based occupational therapy intervention that addresses continually changing needs as identified by communities.

• Create new opportunities with community partners to impact future practice.

Accreditation

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA’s phone number is (301) 652-AOTA and their website is www.aota.org.

Graduates of the program will be able to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Information about NBCOT and the certification examination can be found at www.nbcot.org.

Note: A felony conviction may affect a graduate’s ability to sit for the NBCOT Certification Examination or attain state licensure. An individual who has a felony background and is considering entering an occupational therapy educational program, can have his or her background reviewed prior to actually applying for the exam by requesting an Early Determination Review (http://www.nbcot.org/pdf/Early%20Determination%20Review.pdf).

All occupational therapy practitioners must pass the National Board of Certification in Occupational Therapy (NBCOT) exam in order to practice. The graduates of the Occupational Therapy Entry-Level Master’s Program at The College of St Scholastica have a high pass rate on the certification exam.

<table>
<thead>
<tr>
<th>NBCOT Exam Graduate Pass Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam Year</td>
</tr>
<tr>
<td>Number of graduates</td>
</tr>
<tr>
<td>Number of first-time test takers</td>
</tr>
<tr>
<td>Number of first-time test takers who passed</td>
</tr>
<tr>
<td>Percentage of first-time test takers who passed</td>
</tr>
<tr>
<td>Pass rate on retake</td>
</tr>
</tbody>
</table>
**Fees and expenses**
Course fees are assessed in all occupational therapy courses for course materials and other expenses. The amount is determined from actual costs each year. Students can anticipate total charges of approximately $1,200 for course fees and approximately $2,000 for textbooks and resources during the course of the two and one-half year program. During the time a student is completing fieldwork, the student is responsible for living expenses, transportation to and from the site, and other related costs. Level II Fieldwork experiences are full-time (40 hours/week) work experiences that often require homework assignments and outside responsibilities.

**Additional information**
Student handbooks are provided to all accepted applicants for specific policies and procedures related to academics and fieldwork.

**Occupational Therapy curriculum**
The following first-year graduate occupational therapy courses also serve as the final year of the undergraduate Health Science major for students accepted prior to completing a baccalaureate degree. The occupational therapy curriculum is in the process of revision. The complete and up-to-date curriculum is detailed on the Occupational Therapy Program website at http://www.css.edu/academics/school-of-health-sciences/graduate-areas-of-study/occupational-therapy.html.

OTH 5331 Research I: Design and Proposal (2 cr.)
OTH 5501 Foundations in Occupational Therapy (4 cr.)
OTH 5502 Life Span Occupational Performance: Task Analysis and Media (4 cr.)
OTH 5503 Motor Functioning Across the Life Span (2 cr.)
OTH 5504 Assessment and Intervention Skills (2 cr.)
OTH 5505 Functional Anatomy (4 cr.)
OTH 5515 Neuroscience (5 cr.) (cross-listed as PTH 5511)
OTH 5521 Biomechanical Practice in Occupational Therapy (4 cr.)
OTH 5522 Psychosocial Occupational Therapy

OTH 5552 Level I Fieldwork – A (1 cr.)
OTH 5553 Level I Fieldwork – B (1 cr.)

**Physical Therapy Department**
The Physical Therapy Program is a post-baccalaureate, graduate program leading to a Doctor of Physical Therapy (DPT) degree. Entry into the program requires completion of a bachelor's degree and program specific prerequisites. The student should be aware that the application process is competitive and completion of all prerequisites does not guarantee admission to the program. Students who intend to apply to the DPT Program must have a cumulative grade point average (GPA) of 3.0 or above based on all undergraduate degree coursework, and a program prerequisite coursework GPA of 3.0 or above.

Application to the DPT Program is made through the Physical Therapy Centralized Application Service (PTCAS) which can be accessed at http://www.ptcas.org/home.aspx. Information about all program prerequisites and additional requirements for application is available on the PTCAS website, as well as the St. Scholastica Graduate Admissions and Physical Therapy Department websites. The deadline for applications is November 1 prior to the year of admission.

The maximum number of students admitted to the graduate program is thirty six. Up to twenty-four positions are reserved for qualified St. Scholastica graduates. A minimum of six transfer students who have completed a bachelor’s degree at another institution will be admitted. The remaining positions will be selected from qualified applicants from either Scholastica or transfer institutions.

General information about the program and course of study can be found on the St. Scholastica Physical Therapy Department website.

**Social Work Department**
The mission of The College of St. Scholastica Social Work Program is to prepare social work practitioners who demonstrate entry-level com-
petence, practice ethical behavior, promote social justice and serve diverse communities in the Benedictine tradition, which includes the values of community, hospitality, stewardship, and love of learning. Social work addresses the needs of individuals, families, groups and communities. The core values of the profession are service, social justice, dignity and worth of the individual, importance of human relationships, integrity and competence. The College of St. Scholastica Social Work Program embraces the mission of the social work profession in the context of the College’s Benedictine tradition. The program requires graduates to be well prepared for beginning generalist professional practice.

The St. Scholastica Social Work Program is accredited by The Council on Social Work Education (CSWE). CSWE is recognized by the Commission for Higher Education Accreditation as the sole accrediting body for social work education in the United States. All accredited programs must comply with CSWE established policies and program standards. CSWE states

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (CSWE, 2008. Educational Policy and Accreditation Standards.)

Generalist social work practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. Baccalaureate social work practice incorporates all of the core competencies.

Graduates find employment in a variety of settings, some of which include: child and family service agencies, hospitals and other health care facilities, community action agencies, schools, child and adult protection, residential treatment programs, tribal social service agencies, gerontological services, mental health settings, criminal justice, developmental/mental disability programs, and international social work.

St. Scholastica graduates also may enter most MSW programs with advanced standing, requiring only 12 months of graduate study. For students who care about people and want to make a difference, social work may be the appropriate major.

Department Chair/Program Director: Lee Gustafson, Ph.D., M.S.S.W., L.G.S.W.

The St. Scholastica Social Work Program has three goals and eleven specified educational outcomes that are the basis for assessing program effectiveness. Students who graduate from this program have had courses grounded in the liberal arts and a successively more advanced set of professional learning experiences that lead to competence for entry-level social work practice, community service and graduate education. The mission, goals, and outcomes specified by the program are the same for the main campus and the distance sites, as follows:

**Goal One**

The College of St. Scholastica Social Work Program will prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities.
Outcomes
Students will:

1. Apply the NASW Code of Ethics in academic and professional practice settings with an understanding of and respect for the positive value of diversity.

2. Understand the forms and mechanisms of discrimination and oppression and, with this understanding, participate in activities that promote social and economic justice.

3. Demonstrate the professional use of self.

4. Understand the bio-psycho-social-spiritual variables that affect individual development and behavior, and apply theoretical frameworks to understand the interactions among individuals and between individuals and their social environment.

5. Understand the development of social policies; analyze the effects social policies have on client systems, workers, and agencies; and develop advocacy skills to promote socially just policy development.

6. Demonstrate the ability to produce and effectively use social science research and, with supervision, evaluate their practice interventions.

7. Demonstrate effective use of communication skills with varied and diverse client populations, colleagues and members of the community.

Goal Two

The Social Work Program will foster the mission of the College and the values from the Benedictine heritage: community, hospitality, respect, stewardship, and the love of learning.

Outcomes
Students will:

1. Examine Benedictine values, personal beliefs and social work values, and develop an integrated personal and professional value statement.

2. Demonstrate personal and beginning professional contributions to the community through direct service, research, and modeling ethical behavior.

3. Engage in the political process by creating a sense of community while valuing the uniqueness of the individual.

Goal Three

The Social Work Program will prepare students for lifelong learning.

Outcome

Students will demonstrate the ability to develop and maintain professional relationships, and continue professional growth and development.

The College of St. Scholastica undergraduate Social Work Program prepares students in the generalist social work practice model, with emphasis on acquisition of basic knowledge, values and skills essential to beginning level professional practice with individuals, families, groups and communities. The program is guided by the liberal arts tradition of the College and integrates a humanistic, egalitarian educational philosophy with rigorous, sequential academic programming. Students completing the program are prepared to work in rural, urban, and international areas with diverse populations.

Core Competencies

Accreditation standards require that the baccalaureate social work curriculum prepares graduates for generalist practice through mastery of a set of core competencies. These core competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. St. Scholastica Social Work students delineate the educational goals and objectives of the Social Work Program through demonstration of specific competencies that serve to inform and aid evaluation of those students’ preparation for generalist social work practice. These competencies serve as a link between what may be observed or demonstrated in student knowledge, value and skill performance, and the program’s curriculum expectations. In a general way, these competencies and accepted practice standards operationalize the educational objectives for students, faculty, and administration and provide a common set of definitions to gauge performance and behavior. The ten core competencies are listed below.
1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Social Work Licensure**
The College of St. Scholastica Social Work Program enables graduates to sit for licensure as a Licensed Social Worker (LSW) by the Minnesota Board of Social Work. Additionally, the curriculum is approved by the Minnesota Board of Teaching for School Social Worker Licensure. Students seeking licensure as a school social worker are required to complete the social work major coursework and SWK 4555 Senior Field Practicum in a school setting under the supervision of a licensed school social worker, consisting of at least 400 contact hours during one school year.

**Social Work major**

**General education requirements:**
- BIO 1102 or BIO 2110 and 2120
- PSY 1105 or PSY 2208
- SOC 2265 or SOC 4405 or INS 4410 or INS 4415 or INS 4420 or WGS 1011
- SOC 1125 or HIS/WGS 2231 or SOC 2433 - Social/Behavior Science elective (4 cr.)
- Religion elective (4 cr.)

**Social Work core requirements:**
SWK 2240, 3000, 3339, 3360, 3362, 3370, 3383, 3385; 3315 or 3380 or 3390 or 3395 or 4777; SWK 3500, 3555, 4000, 4440, 4441, 4449, 4470, 4500, 4555.

**Other requirements**
Students provide their own transportation to community learning experiences such as their field practicum during the junior and senior years. Students are required to obtain professional liability insurance and submit a criminal background check before beginning field experiences. Students first become members of NASW at the beginning of their junior year and maintain membership through graduation. Students planning to attend graduate school (including programs offering advanced standing in social work) are strongly recommended to take PSY 3331 - Statistics.

**Admission and retention procedure and policy**
All entering students are encouraged to submit their application for the Social Work major with the Registrar’s Office once they are an intended major. Social Work majors apply for formal admission to the Social Work Program during the spring semester of the sophomore year. For fall junior-status priority admission, students transferring from a community college with an A.A. degree should make application to both the College and the Social Work Program by April 15.

Admission to the Social Work Program is a prerequisite condition for registration in SWK 3370. Application to the Social Work Program includes the following:
1. Written application from the student.
2. One recommendation from a non-Social Work faculty member.
3. One recommendation from an agency supervisor who has observed the student in relationship to a client population.
4. One recommendation from a community member.
5. A structured writing sample.
6. Possible interview by the Social Work Program Admissions Committee.
The Social Work Program director/chair informs the student of the decision in writing by June 15. Possible actions include:

- Acceptance of application.
- Provisional acceptance of application.
- Denial of application. Students who are denied admission to the Social Work Program have the right to appeal the decision to the Social Work Advisory Council Grievance Committee.

Admission and retention criteria for the program are:

- Student must maintain acceptable academic standing. For admission this includes: junior standing; a 2.5 overall GPA (on a 4.0 scale); and a 3.0 cumulative GPA in psychology, sociology and social work courses. All social work courses must be passed with a minimum grade of C. Retention requires continuation of these minimum grades. Students who earn a grade below C in any required social work course must retake the course prior to enrollment in the next course in the professional practice sequence.
- Students are expected to exhibit commitment to the profession through attendance and active participation in classes.

Other evaluative criteria used by the program include:

- Ability to demonstrate increasingly more advanced writing skills.
- Demonstration of growth and maturity as a person and as a professional.
- Willingness to give and receive honest and respectful feedback.
- Increased growth in self-awareness.
- Satisfactory performance in prerequisite courses, as well as in seminar and field experiences.
- Positive references from academic and field representatives throughout the student’s education.
- Proper use of supervisory and collegial resources.
- Ability to uphold the NASW Code of Ethics.

Many students enter St. Scholastica having first completed a portion of their education through a community college or other academic institution. In some cases, students complete associate degrees in human service or through other degree programs. The College recognizes previous academic work through recognition of the Minnesota Transfer Curriculum. Additionally, the Social Work Program maintains strong reciprocal relationships with a number of community colleges, using specific articulation agreements between the community college program and the College Social Work Department. These articulation agreements specify transfer course equivalencies and other conditions to help transfer students meet necessary prerequisites, program admission requirements, and enter Scholastica “seamlessly.” Fulfilling the terms of an articulation agreement is necessary in order for a student to receive full credit of transferred coursework to be applied for St. Scholastica graduation. Please feel free to contact one of the Social Work Program distance-site coordinators or the department chair if you have questions about an articulation agreement.

The Social Work Program reserves the privilege of accepting and retaining in the program only those students who, in the judgment of the faculty, Admission Committee and Grievance Committee, satisfy the requirements of scholarship and the integrity of the social work profession as set forth in the NASW Code of Ethics. No academic credit is awarded for life or previous work experiences in this degree program.

Social Work Diversity Statement

The Social Work Program encourages all students to learn about the diversity in their communities. Program activities are dedicated to expanding students’ experiences with diversity and to assist them in developing cultural competency. The Social Work Program conducts all of its activities without discrimination on the basis of race, color, creed, religion, ethnic or national origin, gender, sexual orientation, disability, age, marital status, local commission status, or status with regard to public assistance.
The School of Nursing offers three undergraduate programs and a graduate program. Information about the graduate program is found on the College website. All programs are accredited by the Commission on Collegiate Nursing Education and are approved by the Minnesota Board of Nursing.

Department of Traditional Undergraduate Nursing

Traditional Undergraduate Nursing Program

The Traditional Undergraduate Nursing Program prepares students for entry-level professional nursing practice, including the health needs of underserved populations. This level of education is based on core knowledge and clinical competency applied through a unique blend of critical thinking, caring, communication and collaboration. Health promotion, illness management and population-based care are the focus of the traditional undergraduate curriculum. Students are prepared to practice holistically as leaders in healthcare delivery, with an educational foundation grounded in the Benedictine values. Throughout the curriculum simulation, technology and integrative therapies are blended to prepare students as healers of the mind, body and spirit. Graduates will have the skills and knowledge necessary for responsible living and meaningful work.
The program leads to a bachelor of science degree with a major in Nursing and qualifies the graduate to take the NCLEX-RN (National Council Licensure Examination for Registered Nurses). Graduates are eligible to apply for registration as a Minnesota public health nurse and have the academic credentials to pursue master’s study in Nursing.

The following Nursing program outcomes identify the depth and breadth of knowledge which graduates of all undergraduate nursing programs are able to demonstrate. Upon completion of the undergraduate nursing programs the graduate will:

1. Synthesize knowledge from nursing, the arts and sciences and the Benedictine values in the holistic practice of professional nursing.
2. Demonstrate professional values and behaviors consistent with professional standards.
3. Demonstrate competence for entry-level professional practice.
4. Advocate for healthcare that is sensitive to the needs of clients including vulnerable populations.
5. Assume responsibility for ongoing professional development in an ever-changing healthcare environment.

**Admission and Retention Procedure and Policies**

New first-year students are eligible for the ENTER Program, which is a criterion-based, early admission program. Eligible students who, upon admission to the College, declare their intent to pursue a baccalaureate degree in Nursing will be guaranteed admission to the Traditional Undergraduate Nursing Program if they meet the ENTER Program criteria (available on the Web and in the Traditional Undergraduate Nursing student handbook).

Students who do not meet the criteria will be able to apply to the Traditional Undergraduate Nursing Program through the following standard application process. Applicants should:

1. Submit a completed college application to the major form and plan of study work sheet to the Nursing Department during fall semester of sophomore year.
2. Complete a Health Care Provider or Professional Rescuer CPR course for Adults, Infants, and Children.
3. Complete a CNA course, take the state exam and be registered with the state as a CNA.
4. Have a minimum St. Scholastica GPA of 3.0 with at least a C in all required prerequisite courses.
5. Show evidence of meeting all immunization requirements.
6. Pass a background study upon admission.

The departmental Admission and Progression Committee reviews all applications. The department reserves the right to select those with the best qualifications from applicants who meet the minimum criteria. The department chair notifies applicants in writing of the committee’s action. Following acceptance to the major, students must maintain a minimum of a C grade in all nursing courses and required support courses.

Retention in the program is contingent upon compliance with academic policies stated in the college catalog, the student handbook and in the Traditional Undergraduate Nursing student handbook. Since the healthcare delivery system is changing rapidly, revisions may be necessary in course requirements prior to the publication of a new catalog. Any changes in requirements made prior to the student’s admission to the major are binding on the student.

**Admission to the major:**
- DGN 1101, 1102, ENG 1110, SOC 1125 or SOC 2433, PSY 2208, 3341, CHM 1020, BIO 1036 and CHM 1035, BIO 2110, 2120, 2020 and CTA 1102.
- Nursing requirements:
  - NSG 2200, NSG 3200, 3225, 3300, 3325, 3335, NSG 4200, 4225, 4235, 4240, 4343, 4500, and a Nursing elective, HSC 2215, 3020, 3777, and PSY 3331 or PSY 2335.
- Other requirements

The Traditional Undergraduate Nursing student handbook and other departmental publications detail specific requirements in regard to class attendance, clinical and laboratory responsibilities and uniform and equipment needs for students. Students provide their own transportation for off campus learning experiences in Nursing courses.
Transfer
Students wishing to transfer from another college or university apply through the Admissions Office. Transcripts are evaluated by the Office of Transfer Admissions and the Department of Traditional Undergraduate Nursing. Students are then advised regarding the appropriate course of study.

Post-Baccalaureate Nursing Program
The College of St. Scholastica's Post-Baccalaureate Nursing Program is a baccalaureate in nursing certificate option for college graduates with non-nursing majors. This program is based on the same philosophy and outcomes as the Traditional Undergraduate Nursing Program, incorporating an integrated approach to learning with a concentration in the nursing major. Upon completion of the program requirements, students will be eligible to take the NCLEX-RN licensure examination and to be registered as a public health nurse.

The program follows a cohort model, with each new group beginning in May and completing the program the following August. The program is accelerated and runs 15 months (four semesters), including two summer sessions. Students will work with nursing faculty and expert nurse preceptors in both urban and rural healthcare facilities. Because the program is intense, it is expected that students will not be able to work while attending classes.

Prerequisites for this program include:
Baccalaureate or higher degree attained, chemistry 4 credits, anatomy and physiology 6-8 credits, microbiology 3-4 credits, developmental psychology 3-4 credits, statistics 3-4 credits, nutrition 2-4 credits. Coursework must be completed prior to beginning nursing coursework with a grade of C or higher. Prerequisites over 10 years old must be repeated unless permission is obtained from the program chair. CLEP credits will be accepted. A CNA course followed by state registration as a CNA and current certification in CPR must be completed prior to entry into the Post-Baccalaureate Nursing Program.

Applications are accepted in the fall for the following May start.

Department of Non-Traditional Nursing
RN to BS Online Program
The RN to BS Online Nursing Program is designed for the associate degree or diploma RN who seeks a bachelor's degree in Nursing. This program is based on the same philosophy and outcomes as the Traditional Undergraduate Nursing Program. The BS degree includes general education courses and required nursing courses. If you have a bachelor of science or arts degree, an associate of arts degree or have met the Minnesota Transfer Curriculum, the majority of your general education requirements are satisfied. All additional general education requirements need to be completed before the start of the Nursing Program.

Academic programs will be individualized based on previous educational experience. You need 128 credits to graduate. Of these, 44 must be taken in the RN to BS Online Nursing Program. We will assist you with program planning. Upon completion of program requirements, including community health clinical, students will be eligible to be certified as a public health nurse.

The RN to BS Online Nursing Program is designed to build on your experience as a registered nurse. Sixteen semester credits in nursing, at $50 per credit, are credited toward the BS degree upon successful validation of prior learning by means of a nursing portfolio that documents your RN experience. Upon completion of program requirements, students will be eligible to be registered as a public health nurse.

Upper-division requirements for RN to BS:
NSG 3125, 3355, 3361, 4570, 4571 (optional), 4472, 4580, 4590, 4998; TRS 3311, and Statistics (Descriptive and Inferential)

Dean, School of Nursing: Marty Witrak, Ph.D., R.N.
Chair, Department of Traditional Undergraduate Nursing: Paula Byrne, M.S.N., R.N.
Chair, Post-Baccalaureate Nursing Program: Sheryl Sandahl, D.N.P., R.N., C.N.P., M.P.H.
Chair, Department of Non-Traditional Nursing: Susan Hyndman, Ed.D., R.N.
Biochemistry

See Chemistry Department

Biology Department

Biology in the broadest sense is the study of life. It is a diverse subject and understanding it requires a background in all the sciences. The biologist must understand the basics of physics, chemistry, math and the social sciences as they relate to living systems. He/she must also be able to synthesize that knowledge in order to understand the living world, a world that is both remarkably unified and wonderfully diverse.

Chair: Douglas K. Walton, Ph.D.

Biology major

A major in biology requires 32 semester credits. Biology courses must have a minimum grade of “C” to complete the requirements of the major. See tracks for specific course requirements. Application to the biology major is made during the spring semester of the sophomore year. See the Biology student handbook for more details.
Biology tracks:
1. Graduate school or research preparation:
   a) BIO 1110, 1120, 3500, one course from the following: BIO 3100, 3210, 3220, 4170.
   b) Biology electives to equal 32 total biology credits.
   c) CHM 1110, 1120, 2200, 2210, 3240.
   e) MTH 2211 or 2221.
   f) Recommended: a chemistry minor (requires completion of CHM 3000 Analytical Chemistry), a biology or chemistry research experience, PSY 3330 Research Methods, PSY 3331 Statistics, computer science, calculus series MTH 2221-2222, MTH 4411. See track schema in the Biology student handbook for more recommendations. The student must consult catalogs of desired graduate schools for any special requirements.

2. Forensics (DNA Analyst) preparation:
   a) BIO 1110, 1120, 2110, 2120, 2020, 2021, 3500, 4150, 4160, one course from the following: BIO 3100, 3210, 3220, 4170.
   b) CHM 1110, 1120, 2200, 2210, 3000, 3240. This course work meets the requirements for a chemistry minor.
   d) MTH 2211 or 2221, MTH 4411 (prereq. MTH 2221 and 2222) or PSY 3331.
   e) Recommended: BIO 3100, 3020, 3600, 4135, CHM 4120, a biology or chemistry research experience, PSY 3330 Research Methods, computer science, calculus series 2221-2222. See track schema in the Biology student handbook for more recommendations. The student must consult catalogs of desired graduate schools for any special requirements.

3. Medical school preparation:
   a) BIO 1110, 1120, 2110, 2120, 2020, 2021, 3130, 3500, one course from the following: BIO 3100, 3210, 3220, 4170.
   b) CHM 1110, 1120, 2200, 2210, 3240.
   d) MTH 2211 or 2221.
   e) Four courses of humanities (to include two composition courses and two other humanities courses, one of which must be an upper-division course.) Eight credits in PSY or SOC including one upper-division course. See track schema in the Biology student handbook for recommendations. The student must consult catalogs of desired medical schools for any special requirements.

4. Secondary teaching preparation:
   a) BIO 1110, 1120, 2110, 2120, 3500, 4170 (or 3210) and 8 credits from the following: BIO 2020/2021, 3100, 3210, 3220, 4170 to equal 32 total biology credits. Transfer students who have completed the equivalent of BIO 4170 elsewhere may be required to take a course with a research component.
   b) CHM 1110, 1120 [or CHM 1020, CHM 1035 and BIO 1036].
   c) MTH 1111.
   d) PSC 1202.
   e) PSC 1201 (or PSC 2001, 2002), PSC 4150.
   f) NSC 3335 - must take as a co-requisite with NSC 3333. NSC 3333 - must take as a co-requisite or as a prerequisite for EDU 3800.
   g) General requirements for secondary licensure as listed in the Education section of the catalog. The above is based on current information and is subject to change. The student must regularly consult with the Education Department for further information.

5. Pre-dentistry, pre-pharmacy and other pre-professional fields follow the pre-medicine track. The student must consult catalogs of desired professional schools for any special requirements.

6. Cytotechnology preparation:
   a) BIO 1110, 1120, 2110, 2120, 2020, 2021, 3500, electives to equal 32 total biology credits.
   b) CHM 1110, 1120 (CHM 1020, CHM 1035 and BIO 1036 may be substituted with departmental advisement).
c) MTH 1111.
d) Recommended: PSC 1201 or 2001 and 2002; CIS 1007 and CIS 1008; CHM 2200, 2210, 3240.
e) The student also needs an internship in a cytotechnology school to be a cytotechnologist. One year of internship in an approved cytotechnology program is equivalent to 32 semester credits of upper division biology coursework. The internship is taken in the senior year.

7. **Cytogenetics preparation:**
   a) BIO 1110, 1120, 2110, 2120, 2020, 2021, 3500, electives to equal 32 total biology credits.
   b) CHM 1110, 1120, 2200, 2210, 3240.
   c) MTH 2211 (or PSY 3331 and MTH 1111).
   e) The student also needs an internship in a cytogenetics school to be a cytogeneticist. One year of internship in an approved cytogenetics program is equivalent to 32 semester credits of upper-division biology coursework. The internship is taken in the senior year.

**Biology minor**
A minor in biology requires 22 semester credits. Biology courses must have a minimum grade of ‘C’ to complete the requirements of the minor.
Course requirements for the minor:
   a) one or more of these three courses (BIO 1110, BIO 1120, BIO 1036).
   b) additional biology credits, chosen with advisement, to equal at least 22 semester credits.
   c) Sixteen of the 22 credits must be courses with numbers 2000 or higher.

**Biology Department outcomes**
Students graduating with a degree in biology will:
1. Have a broad-based exposure to the world of biology.
2. Demonstrate effective written communication skills.
3. Demonstrate effective oral communication skills.
4. Demonstrate effective laboratory skills.

**Chemistry Department**
A classic definition of chemistry is “the branch of science concerned with the properties and transformations of matter.” Chemistry is sometimes called the “central science” because of its importance in other fields such as biology, agriculture, medicine, geology, nutrition, law enforcement and engineering. Without knowledge of chemistry, humans could not grow enough food, combat disease, drink clean water, make clothing, create artwork, or clean up the environment. Understanding chemistry helps humans appreciate the beauty of the natural world.

Chair: Paul Stein, Ph.D.
The Chemistry Department offers these programs:

**Chemistry major B.S. or B.A.**
The chemistry major provides a foundation in the sub-disciplines of organic, analytical, physical, and inorganic chemistry. Students may earn either a Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) degree.

The B.S. chemistry major (72 credits) is designed for students seeking entry-level employment as a chemist or a graduate degree in chemistry or a related discipline. Advanced coursework and a research experience in addition to the foundational courses complete the degree work for the B.S.

Required courses for the B.S. degree: CHM 1110, 1120, 2200, 2210, 3000, 3220, 3240, 3460, 3470, 4020, 4060, 4120, and 4 credits of upper division CHM electives; MTH 2221, 2222, 3322; PSC 2001, 2002.

A chemistry major may earn a second degree in biochemistry by completing the needed additional course requirements. (See the following section for a description of the B.S. Biochemistry major.)
The B.A. chemistry major (48 credits) is appropriate for students seeking to combine foundational study in chemistry with coursework in biology and social sciences as preparation for professional school in medicine, dentistry, optometry, pharmacy, and physician’s assistant. Students also may combine the B.A. major with a concentration of courses outside the School of Science to pursue chemistry careers in non-traditional areas such as law, journalism, computers, management, etc. Finally, the B.A. chemistry major offers students time to study abroad or pursue a more liberal education while having preparation to obtain entry-level employment as a chemist in many industries.

Required courses for the B.A. degree: CHM 1110, 1120, 2200, 2210, 3000, 3460, 4020 and 4 credits of upper division CHM electives; MTH 2221, 2222; PSC 2001, 2002.

Additional courses recommended for pre-medical studies are BIO 1110, 1120, 2110, 2120, 2020, 2021, 3500; PSY 2208, 3423. Since each professional school may have additional, specific admission requirements, pre-professional students should consult with their advisor and professional school catalogs for further details.

Biochemistry major, B.S.

This degree program emphasizes the role of chemical processes in living systems through a combination of coursework in biology, chemistry, and allied fields. It is appropriate for students interested in pursuing an advanced degree in biochemical sciences, forensic science, medicine (including pharmacy, dentistry, optometry, physician’s assistant), or for those seeking entry-level employment in the biochemistry or biotechnology industry.

Required courses: CHM 1110, 1120, 2200, 2210, 3000, 3240, 3430, 3431, 3460; BIO 1110, 2020, 2021, 3500, 3600; PSC 2001, 2002; MTH 2221, 2222; and 8 additional credits in upper-division BIO or CHM courses. Each professional school may have additional, specific admission requirements. Pre-professional students should consult with their advisor and professional school catalogs for further details. A student majoring in Chemistry may earn a second degree in biochemistry by completing the additional course requirements.

Middle/Secondary Chemistry Education major

This program is specifically designed for students seeking Minnesota licensure (grades 5-12 or 9-12). Note: more than four years are required to complete the licensure requirements unless students enter the College with advanced standing.

Required courses CHM 1110, 1120, 2200, 2210, 3000, 3240, 3460, 4020, 4060; BIO 1104; PSC 1202, 2001, 2002, 4150; MTH 2211; NSC 3333, 3335; EDU 1540, 1505, 2102, 2200, 2300, 2800, 2805, 3250, 3800, 4700, 4710. Registration in all EDU courses 2500 or higher requires acceptance into the EDU program. The student should have both a chemistry and education faculty advisor.

Chemistry minor

The minor is designed to provide basic competency in general, organic, and analytical chemistry for students not majoring in Biochemistry or Chemistry. Required courses: CHM1110, 1120, 2200, 2210, and 3000. No substitutions or exchanges are permitted for these courses.

Departmental policies

Application

Students apply for admission to the chemistry or biochemistry major in the spring semester of their second year or after they have completed CHM 1110, 1120, 2200, 2210, and 3000. A completed application to major form and essay are submitted to the department chair. Application to the minor may be made to the department chair after completing CHM 1110, 1120, and 2200.

Admission

Students admitted to the major must have an overall 2.0 grade point average and a minimum of grade of C- in all required courses. A minimum grade of C- is required in all courses in the minor.
Retention
Students must earn a minimum of C- in all courses required for the major and remain in good academic standing with the College to maintain status as a Chemistry or Biochemistry major. Beyond the minimum grade performance, students are expected to be involved in the community life of the department through attendance at its seminars, involvement in chemistry volunteer and outreach activities, participation in social functions, cooperation with program assessment activities, and if qualified, by serving as a teaching assistant.

Chemistry Department outcomes
Students graduating with a degree in Chemistry or Biochemistry will:
1. Possess understanding of the discipline sufficient to attend graduate or professional schools or enter the workforce as entry level scientists.
2. Collect, analyze, and present data accurately and understandably.
3. Communicate technical information effectively in both written and oral form.
4. Make ethical and moral choices in their professional and private lives.

Gerontology Program
Gerontology is the study of the biological, psychological and social aspects of aging. An understanding of aging is useful in many fields of work including nursing, social work, psychology, medicine, occupational and physical therapy, exercise physiology, economics and management. Thus, the study of aging complements many majors. Given the dramatic increase in the number of older adults expected in the United States in the next 30 years, those with preparation in gerontology will be best prepared to meet the demands of our aging population.

Program Director: Angela Rosenberg Hauger, Ph.D., L.P.

Gerontology minor/certificate
The Gerontology Minor/Certificate Program provides students with a strong foundation in gerontology, preparing them to work with and advocate for older adults. The program is structured so students are able to individualize their courses of study to fit their career needs. Typically, degree-seeking students choose the minor and non-degree seeking students choose the certificate. The requirements for both the minor and the certificate are the same (equivalent of 20 credits).

Requirements
Core courses (8 credits total): GER 3315 and GER 3316
Electives (8 credits from the following): GER 2203, GER 3310, GER 3318, GER 3325*, GER 3341*, GER 3424, GER 3777, GER 4125, and GER 4444, and SWK 4440. PTH 5513 and PTH 6567 or OTH 6524 count as 4 elective credits. *Only one of these courses may be used as an elective course.

Gerontology Directed Applied Project or equivalent: GER 4555 (4 credits) or GER 4556/5556 (0 or 1 credit) with supervised field work for credit as required by the student’s major.

Application to minor/certificate
Students must be enrolled at the College. Application to the minor/ certificate program involves a short consultation with the program director to plan coursework. There are no other requirements.

Outcomes
Upon completion of the Gerontology minor or certificate, the student will:
1. Appreciate the interdisciplinary nature of gerontology.
2. Demonstrate mastery of the biopsychosocial content area of gerontology.
3. Communicate about gerontological matters, demonstrating appropriate application of terms and content.
4. Demonstrate competency in accessing gerontological research findings and integrating these findings with other scholarly information and personal observations.
5. Understand how lifelong learning enhances quality of life for adults.
Mathematics Department

In brief terms, mathematics is not something a student takes, but something which he or she discovers and creates. Whether a student wants to teach math, plans graduate study, plans to apply mathematics in a math intensive field, or desires the ability to reason analytically, the study of mathematics adds up to an intellectual experience which, from the abacus to the rocket, has been essential to civilization.

The Mathematics Department offers an undergraduate program in mathematics to prepare students for graduate study, or careers in secondary education or industry. Students majoring in elementary education may also select a Mathematics minor.

Chair: Luther Qson, Ph.D.

Mission Statement

The mathematics department at The College of St. Scholastica seeks to support the mission of the College by providing instruction imbued with Benedictine values, in courses that engage students, foster their analytic ability, expose them to the power of mathematics as a lens for viewing reality, and empower them to continue their educations after they graduate. In particular, the mathematics department strives to:

1. Prepare math majors with a solid mathematical foundation and the ability to apply their knowledge in a math-related career, secondary math teaching, or advanced studies.
2. Provide strong supporting courses for Natural Science majors.
3. Provoke in students taking general education courses an awareness of mathematics in the world around them and a greater ability to solve problems and make informed decisions.
4. Prepare elementary education majors to be effective math teachers by developing their mathematical background in alignment with state standards.

Mathematics major, BA

Preparation for graduate studies in math or a career in a math-related field: Math 2221, 2222, 2401, 3321, 3322, 4332, 4411, 4500, 12 additional upper level MTH credits, and CIS 2085. Other options may be designed in consultation with the mathematics department, they should contain an equivalent amount of math coursework numbered 2221 and above. Students preparing for a job in a math-related field are encouraged to pursue a minor or second major, and pick supporting mathematics coursework in consultation with their advisor. Particularly, those interested in actuarial science should begin conversation about an appropriate course of study as soon as possible with their math advisors.

Middle/Secondary Mathematics Education major:

Students pursuing a middle and secondary mathematics teaching licensure must fulfill their mathematics major through the following courses to meet state teacher education requirements: MTH 2221, 2222, 2401, 3321, 3302, 3322, 3533/5, 4411, 4332, 4421 and 4500; CIS 2085 or demonstrated mastery of a high level computer language approved by the department. Math Education students should also review the Secondary Education Licensure Program requirements published by the Education Department for required coursework in Education.

Mathematics minor

A Mathematics minor will consist of 20 credits of coursework with a minimum grade of C, including Math 2221, Math 2222, and any 12 additional credits from MTH courses numbered 2401 and above.

Elementary Education majors who are pursuing a math minor are encouraged to enroll in Discrete Math (2401), Geometry (3302), and Mathematics Teaching Methods (3533/5) for their additional 12 credits, as these are especially appropriate in preparing them to teach at a middle school level.
Departmental policies

Application
Students should apply for admission to the Mathematics major after they have completed Math 3321. For instructions in applying to the major, please see the department chair. Application to the minor should be submitted to the department chair at least a semester before graduation.

Admission and retention
Students admitted to the major must have an overall 2.0 GPA and a minimum of grade of C in all required math courses. Students must obtain at least a C in all courses required for the major and remain in good academic standing with the College to maintain status as a Mathematics major.

Program outcomes
Math majors at St. Scholastica will:
1. Demonstrate an understanding of a wide variety of fundamental mathematical concepts.
2. Apply their mathematical knowledge to solve a wide variety of real problems.
3. Effectively communicate sound mathematical reasoning.
4. Undertake scholarly investigation and take responsibility for continuing their own learning.
5. Additionally, Secondary Licensure Mathematics majors will demonstrate that they know and can apply the state and national standards for mathematics instruction.

Natural Science and Social Sciences Majors, B.A.
Dean: Gerald Henkel-Johnson, Psy.D.

Two school majors culminating in a bachelor of arts degree are offered by the School of Sciences, one in Natural Sciences and the other in Social Sciences. These majors afford students an opportunity to explore a wide breadth of the natural or social sciences or to arrange a course of study in fields that are not represented by current majors offered by departments in the School of Sciences.

Although a degree in Natural or Social Sciences may be appropriate for entry-level employment, students should be aware that the school major is not intended to provide sufficient depth of preparation for admission to a graduate program in a specific natural or social science. Students who wish to earn a the natural or social sciences degree are strongly encouraged to meet with the Dean of the School of Sciences in the fall semester of the sophomore year to evaluate the appropriateness of the degree for their long-term career goals.

The school major is intended for students who are not seeking a baccalaureate degree in any other program at the College. For this reason, the school major ordinarily is not an appropriate second major. Students earning a bachelor of arts degree at the College must earn a total of 128 semester credits (with a minimum of 42 credits at the 3000-level or higher), satisfy the Benedictine Liberal Arts Education Program, and fulfill the requirements for a major.

Natural Sciences major
The school major in Natural Sciences requires a minimum of 36 credits in courses which carry a BIO, CHM, MTH, NSC, or PSC prefix. Of the 36 credits, 20 must be earned in one natural science department and 16 credits must be chosen from courses at the 3000-level or higher. The balance of credits needed for graduation should be selected in consultation with the student’s academic advisor and the dean to ensure that the student’s individual educational and career objectives can be attained.

Social Sciences major
The school major in Social Sciences requires a minimum of 36 credits in courses which carry a PSY, SOC, GER, ECN, or POL prefix. At the dean’s discretion, courses with other prefixes that have a strong social science emphasis may be counted toward the major. The 36 credits must be distributed such that 16 credits are at the 3000-level or higher, at least 16 credits are earned in one
department, and at least 8 credits are earned in a
second department. The B.A. in Social Sci-
ences may provide good preparation for gradu-
ate work in many professions such as law,
management, and social work. Students prepar-
ing for professional study should work closely
with their advisers to select an appropriate
sequence of courses. The B.A. in Social Sciences
does not provide sufficient depth to prepare for
graduate study in any of the social sciences.

A student seeking to earn a B.A. in the Natural or
Social Sciences should first schedule an appoint-
ment with the dean of the School of Sciences or
a designated advisor to discuss the appropriateness
of the natural science or social science major and a proposed course of study. Students
submit the application to major form and an
essay to the dean. The essay should explain how
earning a B.A. in Natural or Social Sciences
advances the educational and career goals of
the student.

Admission and retention
Students admitted to a School of Sciences major
a student must be in good academic standing at
the College and shall earn a minimum of C- in all
courses applied toward the major to be retained.
A cumulative grade point average of 2.0 is
required for graduation.

School of Science major outcomes
A student graduating with a B.A. in Natural or
Social Sciences from The College of St. Scholastica will:
1. Understand the broad relationships and
connections among the disciplines studied.
2. Understand the most basic and essential
principles of at least one discipline.
3. Communicate his or her analysis of a prob-
lem or evaluation of a proposition accu-
rately and intelligibly from the view of a
natural or social scientist, as appropriate.

Dual Degree Engineering B.A./B.S.
For students who believe that their lives will be
enriched by liberal studies, but who also wish to
pursue an engineering degree, the Dual Degree
Program provides an opportunity to earn two
undergraduate degrees in a period of five or six
years. In the Dual Degree Program, students
attend The College of St. Scholastica for three
years, taking introductory courses in science,
mathematics and humanities and then transfer
to the Institute of Technology (IT) of the Univer-
sity of Minnesota for an additional two or (more
often) three years to take engineering courses.
At the time that the student qualifies for the B.S.
degree in Engineering at the IT, she or he will
also be awarded a B.A. degree in the Natural
Sciences from The College of St. Scholastica.

The IT offers programs in aerospace, biomedical,
bio systems and agricultural, chemical, civil,
computer, electrical, geological, materials sci-
ence and mechanical engineering.

Requirements and procedures for B.A./B.S.
Dual Degree Program:
1. The student will complete a minimum of 96
credits at The College of St. Scholastica, to
include: all of the General Education
requirements; the following courses: CHM
1110,1120; PSC 2001, 2002; MTH 2221,
2222, 3321, 3322, 3323; CHM 3460,3470 for
chemical engineering; CIS 2085 for all pro-
grams except civil, geological engineering
and materials science. In order to complete
the necessary coursework for this program,
entering students should be able to suc-
cessfully complete MTH 2221: Calculus I
and CHM 1110: General Chemistry I the first
semester at CSS. Students who are not pre-
pared to take these classes immediately
without remedial coursework generally are
poor candidates for the Dual Degree Engi-
neering Program.

2. In the first year of residency at St. Scholas-
tica, the student should secure from the
dean of the School of Sciences the IT
brochures for Dual Degree and for the stu-
dent’s desired engineering program, and
should carefully note the lower-division
requirements for that program, making
every effort to achieve as many of those
requirements at St. Scholastica as possible.

3. The IT recommends that Dual Degree candi-
dates take the lower-division engineering
courses at IT during summer sessions if at all
possible. If it is not possible to do this, the
student will have to plan on three years at IT to complete these preliminary requirements in addition to the upper-division courses. Students are encouraged to check the University of Minnesota-Duluth Catalog to see if any of these courses are available there, and/or to take summer courses at the IT.

4. A minimum GPA, particularly in science and math courses, of 2.8 is required for consideration for IT admission.

5. The student will apply for IT admission during the third year of residency at St. Scholastica, ideally between November 1 and January 31. Special application forms are available from the dean of the School of Sciences.

6. The student will complete an engineering program at IT. At that time, the St. Scholastica degree will be granted. Application for the St. Scholastica degree should be made in January of the year in which the student expects to receive his/her degree from the university.

**Dual Degree Engineering B.A./M.S.**

Students who wish to complete their undergraduate degree at The College of St. Scholastica in Chemistry, Biology or Mathematics may then apply for admission to appropriate engineering graduate programs at the Institute of Technology, if they have completed the Dual Degree course requirements listed in the previous section. See the dean of the School of Sciences for further information on this option.

**Psychology and Sociology Department**

The mission of the Department of Psychology and Sociology at The College of St. Scholastica is to advance the understanding of human behavior and social interaction, and the use of the scientific method to study it. The Psychology and Sociology faculty advance this mission by offering courses and sponsoring professionally related cocurricular activities. The faculty goal is to help Psychology and Psychological Science majors prepare for post-baccalaureate careers or graduate school and to provide non-majors in our service courses with a strong behavioral and social science foundation for integration with their departments' majors. The core value underlying the mission of the department is the conviction that psychology and sociology offer research-supported principles of great utility for understanding human thinking and behavior; for examining social issues and interaction; and for solving many individual, interpersonal and societal problems. The lifespan developmental perspective, sensitivity to diversity and experiential learning are emphasized throughout the curriculum.

Chair: Gerald Henkel-Johnson, Psy.D.

**Psychology major**

The department offers two majors, a B.A. degree in Psychology and a B.S. degree in Psychological Science. Students planning to attend graduate study in psychology are advised to complete the B.S. option in Psychological Science, which encompasses the following required courses: PSY 1105, 2208, 3216, 3222, 3320, 3327, 3330, 3331, 3423, 4000, 4334, 4335, 4435, six credits of 4555 (DAPP) or 4556 option for double-majors, six credits of PSY electives, and BIO 1102. Only two credits from PSY 2555, 3555, 4444, or 4999 may be applied to the electives requirement, although more credits may be taken if desired.

Students who plan to enter the workforce or attend graduate school in a field other than psychology often chose the B.A. option in Psychology. The smaller number of credits in this major allows students to supplement their study of...
psychology with a second major or with other courses chosen in consultation with their adviser to suit their future plans. The B.A. option in Psychology requires the following courses: PSY 1105, 2208, 3216, 3222, 3320, 3327, 3330, 3331, 3423, 4000, 4435, and BIO 1102.

Human Services concentration
The Human Services Concentration (HSC) is an option for students completing either the Psychology or Psychological Science major. It provides a focus for future work experience at the baccalaureate degree level, as well as for direct services graduate programs such as a Psy.D.

Coordinator: Gerald Henkel-Johnson, Psy.D.

Required courses:
In addition to the requirements of the Psychology (B.A.) or Psychological Science (B.S.) major, HSC students will also complete: three credits of PSY 2555 or 3555 (two credits also count toward the elective requirements of the B.S. major in Psychological Science), four credits of PSY electives beyond what is required for the major, and four credits of non-PSY HSC electives. Students choose the electives, in consultation with their HSC advisor, from those listed in the HSC Handbook. As well, for the Psychology (B.A.) major, students must complete the PSY 4555 DAPP. To complete PSY and HSC requirements within four years, students should apply for HSC during the junior year.

Psychology minor
The minor in Psychology is structured to provide a sampling of the main areas of psychology. Students choose one four-credit course or two two-credit courses from each of these five areas:
(a) PSY 1105 or 2208;
(b) PSY 3222, 3327, 3328, and/or 3363;
(c) PSY 3216, 3423, and/or 3424;
(d) four credits selected by the student from the following: 3216, 3222, 3315, 3320, 3325, 3327, 3328, 3340, 3341, 3363, 3423, 3424, 3430, 3470, 3550, and/or 2777/3777/4777 (or any courses that were not already selected in categories b and c above); and
(e) PSY 3330 or 3331.

Policies
Application and admission
Prospective Psychology and Psychological Science majors should apply in their last semester of sophomore standing (junior standing begins at 61 credits) by meeting with the chair of the Psychology and Sociology Department. Prior to meeting with the department chair, applicants must have completed PSY 1105 and PSY 2208 (or equivalent transfer courses) with grades of C or higher. It is also expected that during the interview applicants will discuss their reasons for choosing the major and will have an introductory discussion of APA ethical principles.

Advisor
Psychological Science majors should have Psychology faculty advisors; majors choosing the B.A. option in Psychology can have Psychology or Sociology faculty advisors. Students who have double majors must have an advisor from the relevant department for each major.

Progress
Majors must have grades of C or better in all courses that are required for the major. The psychology faculty as a group annually reviews psychology majors’ professional plans, special interests, academic progress and special difficulties. Psychology majors are encouraged to be familiar with and take advantage of the cocurricular opportunities described in the Psychology undergraduate student handbook in order to obtain a well-rounded education outside the classroom that can result in stronger resumes for job or graduate school application and in stronger letters of recommendation.

Transfer courses
A minimum of 16 of the credits required for the Psychology major must be earned at The College of St. Scholastica, consistent with the College’s residence requirement. In order to qualify for a Psychology minor, at least three of the five required areas must be completed with courses taken at The College of St. Scholastica. To count toward the minor, transfer courses must be very similar in content to The College of St. Scholastica courses as determined from catalog descriptions or syllabi provided by the student. If transfer courses that match the content of St. Scholastica courses carry fewer credits, addi-
tional PSY elective courses need to be taken in order to bring the total up to 56 for the Psychological Science (B.S.) major, 40 for the Psychology (B.A.) major, and 20 for the minor.

**Waiver of requirements**

Students who wish to modify or substitute some requirement of the psychology majors may do so by writing a letter to the department chair explaining the circumstances and rationale. The Psychology and Sociology faculty will decide on the merits of the waiver request.

**Student Learning outcomes**

The learning outcomes of Psychology (B.A.) and Psychological Science (B.S.) majors encompass four areas: knowledge, integration, scientific attitude and professional development. The Psychological Science (B.S.) majors include two further areas: research and application.

Students completing the Psychology (B.A.) and Psychological Science (B.S.) major will:

1. **Knowledge:** Compare very favorably with those students completing similar programs nationally in their knowledge of (a) the major perspectives from which psychologists examine behavior, (b) the basic concepts and theories of the field, and (c) empirical findings.

2. **Integration:** Understand and be able to explain the historical origins of contemporary psychological thought, understand how various individuals and fields of psychology relate from an historical perspective; and apply those ideas by integrating the past, present, and future in their own model of psychology.

3. **Scientific Attitude:** Be able to “think like a scientific psychologist” by: (a) describing basic characteristics of the science of psychology. (b) explaining the research methods used by psychologists. (c) applying the A.P.A. code of ethics in their treatment of human and nonhuman participants (d) evaluating the appropriateness of conclusions derived from psychological research, and (e) recognizing and defending against common fallacies in human thinking.

4. **Professional Development:** Demonstrate outside of the classroom their motivation for learning and their ability to work professionally with others by participating extensively in co-curricular activities during their junior and senior years.

Students completing the Psychological Science (B.S.) major also will:

5. **Research:** Be capable of planning, implementing, and reporting in APA style an empirical research project that integrates skills in (a) conceptualizing and stating research questions. (b) synthesizing and evaluating multiple sources of information from the literature. (c) research methodology. (d) statistical analysis. (e) written report writing. (f) conference-style oral and poster presentation.

6. **Application:** Work cooperatively, responsibly and ethically with personnel and clients in applied settings and/or research participants to apply psychological principles through supervised practice and through written and oral explanations of the connections between their field experiences and observations with preceding coursework, ethical issues and personal values and career perceptions and plans.

**Sociology Courses**

Sociology is the systematic and scientific study of society and social behavior. The sociologist looks beyond individual and unique events to the predictable broad patterns and regular occurrences of social life that influence individuals, especially gender, race/ethnicity, and social class/inequality. This is the sociological imagination. Courses in sociology focus on the forms of social organization and social processes in our own and other cultures, and on the theoretical approaches sociologists use to understand them. These courses contribute to students’ ability to think critically and act responsibly in a complex and rapidly changing world. Sociology provides students with the tools to examine the social and cultural dimensions of mass society and to analyze social justice issues. Sociology courses are required for a number of majors; many courses fulfill General Education Pathways requirements.

Department Chair: Gerald Henkel-Johnson, Psy. D.

Major: None. Minor: None.
Aerospace Studies
(Air Force ROTC)

The Air Force Reserve Officer Training Corps (AFROTC) is a college-level educational program that gives students the opportunity to become Air Force officers while completing their degrees. Any St. Scholastica student may enroll in aerospace studies courses. AFROTC offers post-collegiate opportunities in more than 100 career specialties. Air Force officers are challenged with organizational responsibilities and experiences not often available to new college graduates. This program is for students who want to challenge themselves as Air Force leaders and managers while serving their country in a professional, high-tech environment.

Active-duty Air Force officers provide a curriculum that gives students insight into the mission, organization, and operation of the U.S. Air Force. Students study Air Force history, leadership, management, professionalism, and U.S. foreign policy and its relationship to defense policy. Scholarships are available on a competitive basis. High school seniors and college students can compete for five-, four-, three-, two-, and sometimes one-year scholarships, which cover tuition, fees, and book expenses. Participants may qualify to receive a tax-free allowance for each month in school.
The following courses are required for both the two- and four-year commissioning programs:

**Core Program - Professional Officer Course**, 16 cr.
This sequence is required of all candidates for commissions: AIR 3101-3102, AIR 4101-4102, Leadership labs.

**Dignitas**

Dignitas, a year-long common experience for first-year traditional students, is an introduction to The College of St. Scholastica: who we are, what we stand for, and how to find a place in this community. Dignitas provides a framework for the entire college experience by introducing the key components of a Scholastica education: community, reflection, intellectual challenge, and social justice. In keeping with our emphasis on community, in the Dignitas program, students remain with the same small group of students and faculty for the year as they explore an intellectually challenging subject, participate in cocurricular activities, and become integrated into the St. Scholastica community. Additional information on the Dignitas program is included in the General Education description earlier in the catalog.

The two courses are:

- Dignitas 1101 The Responsible Self, fall semester (2 cr.)
- Dignitas 1102 And Dignity for All, spring semester (2 cr.)

**HECUA Off-Campus Study Programs**

The College of St. Scholastica is a member of the Higher Education Consortium for Urban Affairs (HECUA). HECUA provides off-campus experiential learning opportunities that link academic study with hands-on work for social change. Students earn 16 St. Scholastica credits in the semester-long programs and four St. Scholastica credits in January term programs. Open to all St. Scholastica majors. St. Scholastica financial aid travels with student in semester programs.

David Schuettler, Ph.D., Coordinator

**SEMESTER PROGRAMS**

**Environmental Sustainability: Science, Public Policy and Community Action**
(fall semester/Twin Cities)

The semester is focused on processes of ecosystem degradation and rehabilitation, the social and economic underpinnings of conflict over environmental change, and public policy and community-based strategies to achieve sustainability. The relationships between patters of environmental resource use the current social inequities are explored through lectures, discussions, group field experiences and internships.

**Courses:**
- Adaptive Ecosystem Management (4 cr.)
- Social Dimensions of Environmental Change (4 cr.)
- Field Methods (2 cr.)
- Environmental Internship (6 cr.)

**Writing for Social Change**
(fall semester/Minneapolis)

Writing For Social Change explores the long tradition of literature as a tool for social critique and as a means of creating social change/justice. The semester offers a balance of creative writing workshops (in fiction, poetry, and nonfiction) and critical reading and reflection sessions. A 20 hour/week internship and other fieldwork provide direct access to groups committed to creating social transformation through literature and literary productions.

**Courses:**
- Reading and Writing Seminar (4 cr.)
- Field Seminar (4 cr.)
- Internship and Integration Seminar (8 cr.)

**Scandinavian Urban Studies Term (SUST)**
(fall semester/Norway, Sweden)

This term study offers a deep understanding of contemporary Norway, using the welfare state and the notion of citizenship as the focus for investigation. Three interrelated seminars offer an understanding of ways in which the welfare state works in the context of a social democracy
facing challenges posed by immigration. An option for either an independent study project of language classes rounds out the course load for the semester.

**Courses:**
Scandinavian International Relations (4 cr.)
Urbanization and Immigration (4 cr.)
Scandinavian Literature: Immigration and National Identity (4 cr.)
Norwegian Language or Independent Study Project (4 cr.)

**Divided States of Europe: Globalization and Inequalities in the New Europe**
(spring semester/ Norway, Denmark, Poland)

An understanding of the development of the European Union is offered, including historical and institutional foundations, contemporary democratic and social challenges, and the EU’s expansion to include the former communist nation states of Central and Eastern Europe. The program explores the relationship between the EU and globalization and in particular considers the human dimensions of globalization. A hands-on internship in Norway and field experiences in Poland and Denmark offer direct access to the issues studied.

**Courses:**
Reading/Discussion Seminar (4 cr.)
Field Seminar (4 cr.)
Integration Seminar/ Independent Study Project (8 cr.)

**Community Internships in Latin America (CILA)**
(fall and spring semesters/Ecuador)

CILA offers a semester of study and experience with a focus on community participation and social change, centered in Quito, Ecuador. The program combines rigorous seminar work and independent study with a home stay and a hands-on internship to give an in-depth experience of community participation and social movements in Ecuador.

**Courses:**
Community Participation for Social Change (4 cr.)
Independent Study Project (4 cr.)
Internship Seminar and Internship (8 cr.)

**Metro Urban Studies Term (MUST)**
(fall and spring semesters/ Twin Cities)

The causes of and solutions to poverty and inequality in the urban United States are studied, and tools are developed to address injustice and build a more equitable society. Field study and professional internships provide direct access to the nonprofit sector in the Twin Cities.

**Courses:**
Reading Seminar (4 cr.)
Field Seminar (4 cr.)
Integration Seminar and Internship (8 cr.)

**City Arts**
(spring semester/Twin Cities)

Emphasis is on the many ways that art and culture can and do impact communities. The role of creative work in addressing pressing social issues is explored. Field study and professional internships provide direct access to the arts community in the Twin Cities.

**Courses:**
Creating Social Change: Art and Culture in Political, Social, and Historical Context (4 cr.)
Arts Praxis: Social Justice Theory and Practice in the Field (4 cr.)
Integration Seminar and Internship (8 cr.)

**Democracy and Social Change in Northern Ireland**
(spring semester/Northern Ireland)

The historical, political, and religious roots of the conflict in Northern Ireland, the prospects for peace, and the progress being made toward it are all components of this study. Readings, lectures, discussions, internships, group study projects and field experiences invite interaction with people involved in social change.
Courses:
Northern Ireland: Building a Sustainable Democracy (4 cr.)
Politics of Conflict and Transformation (4 cr.)
Internship Seminar and Internship (8 cr.)

Sustainable Development in an Islamic Context
(spring semester/Bangladesh)
Policies, practices, and competing ideologies of socioeconomic development in rural and urban Bangladesh are explored through lectures, discussions, and group field study. Government and development agency leaders offer insights regarding the moderate practice of Islam.

Courses:
Culture and History of Bangladesh (4 cr.)
Sustainable Development (4 cr.)
Internship Placement/Field Work (8 cr.)

January (J-Term) Programs
Social and Political Transformation in Ecuador
(January term/Ecuador)
Based in Ecuador, this course, conducted in English, explores socioeconomic issues in Ecuador as manifested in the country’s growing inequality and the proliferation of new social movements to address this crisis. Particular emphasis will be placed on indigenous rights, gender equality, the protection and management of natural resources, and Ecuador’s new constitution. Students compare and contrast the Ecuadorian experience with developments in other parts of Latin America. 4 credits.

Development and Community in Bangladesh
(January term/Bangladesh)
The work of development agencies, the experiences of urban and rural Bangladesh, and the culture of a secular Muslim society are all included in this program. Explore the policies, practices, and ideologies of socioeconomic development in Bangladesh through lectures, discussions, and group filed study. 4 credits.

Summer Programs
Environment and Agriculture: Sustainable Food Systems
(summer, 2 weeks/ Twin Cities)
Examine food systems through hands-on, investigatory experiences on traditional and nontraditional farms in Minnesota. Students explore the socializations of what we eat—are we what we eat?—while discussing the inefficiencies of the current food system in promoting dynamic, vibrant, healthy choices that reflect food equity and social justice. Ultimately, the course is a two-week glimpse into solutions for improving local food access, reducing agricultural pollution, and inviting the return of animal and vegetable biodiversity all in an effort to support a more ‘just’ food economy. In addition to many field excursions, students participate in a 3-day farm stay, visit rivers and windmills, and have the opportunity to participate in an internship in the Twin Cities or across the state.

Courses:
Environment and Agriculture: Sustainable Food Systems (4 cr.)

Civil Rights Movement: History and Consequences
(summer 3 weeks, Twin Cities/U.S. South)
Critically examine the events of the Civil Rights Movement by visiting important sites and interviewing leaders of the movement. After several days in the Twin Cities, students embark on a two-week field study tour through the South. A final week of seminars in the Twin Cities integrates the experiences with the lives of the students themselves.

Courses:
Civil Rights Movement: History and Consequences (4 cr.)

Honors Program
Honors Program Mission Statement
The College of St. Scholastica Honors Program is based on the Benedictine tradition of academic excellence in the development of the educated person. Honors classes help to cultivate individuals who are consciously committed to gaining
a rigorous understanding of the world and applying the best ideas and methods from multiple disciplines to solving world problems.

To achieve these goals, the Honors Program provides high-achieving students with an enriched academic and social environment that supports their full professional and personal potentials. In order to create this environment, the Honors Program offers challenging, lively, discussion-oriented courses in the liberal arts and sciences and supporting co-curricular activities that encourage intellectual and moral exploration.

Honors Program courses fulfill General Education requirements. Some Honors courses are interdisciplinary (IDS) and will fulfill any appropriate General Education area.

Debra Schroeder, Ph.D., Director

Policies

Application and admission:
Students must request a formal interview with the Honors Director for admission to the program. Students should meet two of three criteria: be in the top 15 percent of their class, hold a GPA of 3.5 or higher, and have a minimum score of 26 on the ACT or 1100 on the SAT. Students who do not meet two of these criteria may still request an Honors interview, and if successful in the interview, will be admitted to the program.

Graduating from the Honors Program:
To graduate with an Honors Program designation, students must complete 20 credits in Honors with a minimum grade of B in each class. Eight credits must be upper division, at the 3000 or 4000 level. At the time of graduation, a student must hold a 3.5 GPA.

Transfer students may speak to the Honors director about a four to eight credit exemption, although they still must take eight credits of upper-division Honors courses to graduate.

Honors Program outcomes:
1. Love of learning. Students in the Honors Program will develop a curiosity about the world in which they live, resulting in a demonstrated desire for learning within and outside the classroom.
2. Independent learning. Students in the Honors Program will demonstrate the ability to take responsibility for their own learning, including seeking sources of information beyond that provided by their instructors and being full participants in the classroom process.
3. Community of learners. Students in the Honors Program will work together and with their teachers to create a community of learners, demonstrated by looking to others for alternative perspectives, switching roles as teachers and learners, and not limiting intellectual interactions with community members to the classroom setting.
4. Depth of learning from multiple perspectives. Students in the Honors Program will be able to perform in-depth, critical analyses of specific topics from multiple perspectives.
5. Discussion skills. Students in the Honors Program will be able to engage in informed, respectful discussions on values, disciplinary topics, and interdisciplinary topics.

Physical Education courses

The Physical Education Program is comprised of a full range of activity courses including aerobic and anaerobic exercise, racquet sports, outdoor programs and individual and team sports. The classes are designed to provide a level of curriculum whereby students may achieve the skills and knowledge specific to their area of interest.

Individual and Team Sports ...............0-2 cr. each.

Development of basic skills, techniques, rules and etiquette in the following lifetime sports:

- PED 1110 Physical Conditioning
- PED 1112 Weight Training
- PED 1132 Racquetball
- PED 1143 Jogging
- PED 1150 Basketball
- PED 1151 Golf
- PED 1154 Volleyball
- PED 1156 Bowling
- PED 1160 Backpacking
- PED 1161 Canoe Camping
**Preparatory Programs**

The College offers excellent preparation for graduate, professional study in a number of disciplines. Students who are planning to attend graduate professional schools select an undergraduate major that enables them to meet the admission requirements of the program and work carefully to meet specific course requirements and grade point averages required for consideration for admission.

**Pre-Medical and Pre-Health Professions Advising**

Students seeking admission to a health professional program often complete a major in the sciences and are advised by science faculty with experience working with students who plan to attend medical, pharmacy, dental, veterinary, optometry, podiatry, or chiropractic school at institutions other than the college.

Students seeking admission to one of the college’s graduate health professional programs in athletic training, exercise physiology, health information management, nursing, occupational therapy, or physical therapy, should work closely with advisors to ensure that they meet undergraduate degree requirements as well as specific program prerequisites.

**Pre-Law Advising**

Students seeking admission to law school may major in any one of a number of academic disciplines. These students will participate and assist with an active pre-law program and with a student governed Pre-Law Society. The Pre-Law Society, under the guidance of its faculty advisor, will mentor and guide pre-law students through all steps of the law school application process. The Pre-Law Society also sponsors workshops and speakers, as well as other opportunities to explore and examine the legal profession.

**Other Pre-Professional Advising**

Students seeking admission to other professional programs in disciplines such as library science are well served by members of the faculty who have the expertise to guide them in selecting majors and activities that support their admission to these programs.

**Pre-Library**

Modern librarianship is a mirror to the history of our culture. There are four major areas of librarianship, each of which requires slightly different undergraduate preparation. The first area is in the K-12 school system. (Please refer to the Educational Media and Technology (EDM) program for more details.) The other three areas of librarianship are public libraries, academic libraries, and special libraries such as those associated with hospitals, corporations and law offices. These all require a master’s degree from an American Library Association (ALA) accredited graduate school. An overall minimum GPA of 3.0 and high scores on the GRE will best position the student for admission into graduate school. To prepare for graduate school, the student should complete a bachelor’s degree with a regular academic major. It is recommended that the undergraduate coursework include some courses from the EDM Program as well as a diverse background of coursework in English, history, foreign languages, science, management, and computer applications and programming. Majoring in areas such as the health or natural sciences allows for possibilities in special libraries. Some graduate library and information sciences programs offer a dual degree combining a Master of Library Sciences with a Master of Business Administration, Master of Fine Arts, Master of Science with history or education, or Juris Doctor. Students interested in pre-library should consult with an advisor about how pre-library can combine their interests with an academic plan best suited for their professional goals.

Advisor: Kevin McGrew, M.A., M.Ed. (Library)
Self-Designed Majors and Minors

Consistent with the Benedictine heritage stressing the uniqueness of the individual, students who wish to pursue a course of study not accommodated by majors and minors offered at The College of St. Scholastica may design their own major or minor in consultation with two faculty sponsors. Courses selected should create an intellectually coherent course of study in which each course is related to the student’s objectives for the major or minor. Students may wish to use outside resources, such as curricular plans from academic or professional societies or the requirements for similar majors and minors at other colleges that offer such programs, in developing their proposals.

Proposal for a Self-Designed major or minor

A Proposal for the Self-Designed Major or Minor should be developed using the Guidelines provided by the Undergraduate Curriculum Committee. The Self-Designed Major or Minor may include courses not available at CSS or off-campus and international study programs and may include cross-disciplinary studies. The support of two faculty sponsors is required.

The Proposal Form and narrative are submitted to the Chair of the Committee by the student. The Committee reviews the proposal and may provide suggestions for revision and resubmission. The Chair’s signature indicates the approval of the Undergraduate Curriculum Committee.

Self-Designed majors

The program for the Self-Designed Major must meet the following requirements:

- No fewer than 34 and no more than 58 credits
- At least 12 credits at the 3000-level or above
- A minimum of 16 credits earned at The College of St. Scholastica
- At least one-half of the credits must be completed after the major is approved.

Self-Designed minors

The curriculum for a Self-Designed Minor must meet the following requirements:

- No fewer than 18 and no more than 22 credits
- At least 8 credits at the 3000-level or above
- A minimum of 10 credits earned at The College of St. Scholastica.
- At least one-third of the credits must be completed after the minor is approved.

Policies

Students must earn grades of C or better in all the courses in their Self-Designed Major or Minor.

The approved plan of study cannot be revised by the student or faculty advisors without approval from the Committee.
PEACE TO ALL WHO ENTER HERE
Accounting
(School of Business and Technology, Management Department)

**ACC 2210 Principles of Financial Accounting** 4 cr.
An introduction to the preparation and use of financial accounting information. Course includes preparation and analysis of financial statements and related disclosures.

**ACC 2220 Principles of Managerial Accounting** 4 cr.
An introduction to the internal use of accounting information to plan, control and evaluate the activities of business organizations. Course emphasizes problem solving and decision making for manufacturing and service enterprises. Prerequisite: ACC 2210.

**ACC 3300 Cost Accounting** 4 cr.
Examines the theory and practice of cost accumulation and analysis with particular emphasis on the design, operation and evaluation of cost management systems used by business enterprises. Prerequisite: ACC 2220.

**ACC 3310-3320 Intermediate Accounting I, II** 4 cr. each
Examines the theory of generally accepted accounting principles and its application to complex financial reporting issues including the valuation of balance sheet accounts, determination of net income and preparation of financial statements and related disclosures. Prerequisite: ACC 2220.
ACC 3400 Accounting Information Systems 4 cr.
Examines the theory and practice of data management and control as they relate to the design, implementation and use of accounting information systems. Prerequisite: ACC 2220.

ACC 3777 Selected Topics in Accounting 1-4 cr.
An in-depth examination of a current accounting issue. Topics may relate to any functional area of the accounting profession and are chosen based on the mutual interest of faculty and students. Prerequisite: permission of instructor.

ACC 4420 Income Tax Accounting 4 cr.
Examines the application of current income tax regulations to individuals and business entities. A strategic decision-making approach is emphasized. Completion of ACC 2210 is recommended prior to enrollment in this course.

ACC 4425 Corporate Income Tax 4 cr.
Examines the principles of federal income tax related to corporations, partnerships, limited liability companies and estates and trusts. A special emphasis is on formation of and special issues dealing with these types of entities. Prerequisite: ACC 2210.

ACC 4430 Auditing 4 cr.
Examines the standards and procedures associated with a financial statement audit conducted by an independent accountant. Prerequisites: ACC 3310, 3400.

ACC 4450 Advanced Accounting 4 cr.
Examines the accounting issues associated with business combinations, intercompany investments, partnerships and governmental and not-for-profit entities. Prerequisite: ACC 3320.

ACC 4555 Accounting Internship 1-16 cr.
A supervised, off-campus work experience that allows the student to apply concepts and techniques learned in the classroom. Students work with a faculty advisor to design the internship and are evaluated by the advisor, as well as an on-site supervisor.

ACC 4777 Selected Topics in Accounting 1-4 cr.
Students engage in an in-depth examination of a current accounting issue. Topics may relate to any functional area of the accounting profession and are chosen based on the mutual interest of faculty and students. Prerequisite: permission of instructor.

ACC 4999 Independent Study 1-4 cr.
Student selects a topic in professional accounting and completes an individual study that may involve research and/or field experience. Prerequisite: approval of instructor and department chair.

Aerospace Studies
(Air Force ROTC)

AIR 1101/1102 The Foundations of the U.S. Air Force 1 cr. ea.
A two-part survey of the U.S. Air Force as a public service organization. Role of military in U.S. society, military history, officer leadership, professionalism, core values, career opportunities, customs/courtesies, and communication skills. Leadership laboratory is mandatory for AFROTC cadets and complements this course by providing followership experiences.

AIR 1110, 1111, 2110, 2111, 3110, 3111, 4110, 4111 Leadership Laboratory 1 cr. ea.
Practical environment giving leadership training, instruction on military customs and courtesies, physical fitness, military drill and the general Air Force environment. Two physical fitness attendances each week, a physical fitness diagnostics test and a physical fitness test are all required. Taken concurrently with appropriate level classes. Some requirements outside of scheduled times.

AIR 1591 Leadership Practicum 1-4 cr. (max 4 cr.)
Leadership techniques and their practical application in structured problems and realistic situations. Independent study. Prerequisite: Instructor approval.

AIR 2101/2102 The Evolution of U.S. Air Force Air and Space Power 1 cr.
Air Force heritage, development/deployment of air power, a primary element of U.S. national security, leadership and quality principles, ethics and values. Leadership development is based on student participation in group problem-solving and oral/written communication development. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing followership experiences.

AIR 3101/3102 Air Force Leadership Studies 3 cr. ea.
Comprehensive study of leadership/quality management fundamentals, professional knowledge, organizational doctrine and ethics, and communication skills required of today’s Air Force officer. Leadership and management case studies. Mandatory Leadership Laboratory provides advanced leadership experiences and the opportunity to apply the leadership and management principles of this course.

AIR 3591 Leadership Practicum 1-4 cr. ea. (max. 4 cr.)
Practical application of leadership and management in structured realistic situations. Independent study. Prerequisite: Instructor approval.
AIR 4101/4102 National Security Affairs/Preparation for Active Duty 3 cr. ea.
Advanced leadership development, national security processes, regional studies, advanced leadership ethics, doctrine, the military as a profession, officership, military justice, civilian control of the military. A mandatory Leadership Laboratory provides advanced leadership experiences and the opportunity to apply the leadership and management principles of this course.

American Indian Studies (School of Arts and Letters)

INS 1101 Introduction to American Indian Studies I, II 4 cr.
Overview of American Indian history, philosophy and culture.

INS/HIS 2201 American Indian History I (I, VII) 4 cr.
Political, economic, social and cultural development of the American Indian from precontact through conquest.

INS/HIS 2202 American Indian History II (I, VII) 4 cr.
Political, economic, social and cultural development of the American Indian from conquest to the present.

INS 2203 American Indian Literature I, IV 4 cr.
Myths, legends, stories from Indian folk literature, as well as American Indian novels and contemporary fiction by American Indian authors.

INS/ART 2204 American Indian Art and Music I, VIII 4 cr.
Meaning and development of American Indian art forms. Expressions in symbolic form of Indian philosophy and religion are presented. A study of the traditional and contemporary forms of American Indian music including local and alternative music is included.

INS 2777 Topics in Indian Studies 1-4 cr.
Courses not a part of the regular curriculum but taught because of a special need, interest or opportunity.

INS 2999 Independent Study 1-4 cr.
A self-determined program of study under faculty direction for students whose interests extend beyond curricular offerings of the department.

INS/PHEL 3301 American Indian Philosophy I, IX X 4 cr.
Philosophy and religious systems, shamanistic and priesthood societies, reversion and amalgamation religions, the American Indian Religious Freedom Act, philosophy and social movements.

INS/HIS 3308 Ojibwe History I, VII 4 cr.
History and culture of the Ojibwe people.

INS 3320 American Indian Women: Myth/Reality I, II 4 cr.
Issues of early American Indian/white relations, spirituality and religion, economic roles, policy, cultural persistence, land tenure, socialization and property rights and the role of mothers from the Indian female perspective.

INS 4401 American Indian Law and Policy I, II 4 cr.
American Indian traditional and contemporary governments, legal-political status, changing codes and statutes and social policy issues.

INS/SWK 4410 Counseling the American Indian I, II 4 cr.
Historical and cultural aspects of the relationship of American Indians to the counseling process. Course involves group dynamics and practical techniques.

INS/SWK 4415 American Indian Families I, II 4 cr.
Traditional and contemporary concepts of American Indian families. The social and political changes that have impacted American Indian families will be identified and the degree of impact is assessed.

INS/SWK 4420 Human Behavior and the American Indian Community I, II 4 cr.
Understanding of human behavior, cultural issues and their implication for human service interactions with American Indian communities. A systems theory approach will be utilized to address the issues of individual, family, community and societal behavior.

INS 4777 Topics In Indian Studies 1-4 cr.
Courses not a part of the regular curriculum but taught because of a special need, interest or opportunity.

INS 4999 Independent Study 1-4 cr.
A self-determined program of study under faculty direction for students whose interests extend beyond curricular offerings of the department.

American Sign Language (School of Arts and Letters)

ASL 1111 Beginning American Sign Language and Culture I (III) 4 cr. each
Introduces basic signing skills of comprehension and communication. Emphasizes active use in communicative context as well as cultural analysis.
ASL 1112 Beginning American Sign Language and Culture II (III) 4 cr. each
Expands students’ ability to communicate through introduction of more complex linguistic structures. Completes beginning level sequence. Prerequisite: Placement test, permission of the instructor or completion of ASL 1111.

Art (School of Arts and Letters)

ART 1105 Introduction to Art (VIII) 4 cr.
Introduces students to different media and processes in studio art, reviews major movements in art history and introduces terminology to discuss art processes and products.

ART/CTA 1107 Photography I (VIII) 4 cr.
Introduction to black and white photography: basic camera operation, film and print development, exposure and photo history and aesthetics. Students will also learn about photojournalism and digital photography. A 35 mm manual camera is required. The student must purchase film and paper.

ART 1120 Drawing I (VIII) 4 cr.
Develops the student’s sense of familiarity and ease with drawing materials as well as his/her sense of perception, which goes beyond the limitations of habit. It also explores subjective approaches to subject matter. Traditional situations and materials form the basis of the course. Attendance is mandatory.

ART 1124 Basic Design (VIII) 4 cr.
Studies the elements and the principles of design and their application to fine art and commercial art. Various media are used to experiment with both two and three-dimensional structures. Attendance is mandatory.

ART1126 Modern Art History (VIII) 4 cr.
Examines works of art produced during the 20th century, staring in 1870 with the art of the Impressionists. Focus on analyze how artists’ subjects and styles are shaped by and express opinions about historical events, social ideologies and theoretical issues in visual culture. Investigate how works of art functioned within their time, as well as their relevance to how we perceive art currently. While Art History typically is explored by the use of images, lectures and reading, this course will also delve into the subject using group discussions, videos, and hands-on activities which may include field trips and guest speakers.

ART/CIS/CTA 2041 Computer Visual Design (VIII) 4 cr.
Focuses on use of software to create original artwork and manipulate digitized photographic images. Software tools and techniques are demonstrated. Principles of design are illustrated. Evaluation is based on originality, aesthetics, mastery of technique and overall effectiveness. No prerequisite; CIS 1105; ART 1124; and/or ART 1107 recommended.

ART 2121 Painting I (VIII) 2 cr.
An introductory study course to develop basic concepts in painting. Students experiment with a variety of painting media including oil pastel, colored pencils, watercolor and acrylic to produce traditional painting images. ART 1120 recommended. Attendance is mandatory.

ART 2122 Color Theory (VIII) 2 cr.
An introductory study course to train students to understand and be more sensitive to the perception and use of color. A combination of lecture, projects and experiments explores color pigment and physics of color. ART 1124 recommended. Attendance is mandatory.

ART 2125 Print Making (VIII) 2 cr.
An introduction to the study of the basic elements and techniques of printing. Linoleum block, woodcut and other media are used to experiment with a variety of printing processes. ART 1120 and/or ART 1124 recommended. Attendance is mandatory.

ART/CTA 2201 The Film as Art (VIII) 4 cr.
Traces the evolution of nonfiction (documentary) and fiction film forms from 1895 to the present; summarizes research describing persuasive effects by means of lecture, screenings, assigned readings and oral presentations.

ART/INS 2204 American Indian Art and Music (I, VIII) 4 cr.
The meaning and development of American Indian art forms. Expressions in symbolic form of Indian philosophy and religion are presented. The course involves a study of the traditional and contemporary forms of American Indian music, including local and alternative music.

ART/CTA 2207 Photography II 4 cr.
Exploration of the zone system for 35mm and various black and white print and film processes including infrared and kodalith stocks, print toning and other special effects. Students will also work with studio lighting and view cameras and become familiar with both fine art and commercial studio photography aesthetics and practices. Prerequisite: CTA 1107.
ART 2220 Drawing II 2 cr.
Advances technical drawing skill, expands awareness of drawing processes and purposes and develops individual expression through drawings. Color is introduced. Prerequisite: ART 1120 or consent of instructor.

ART 2221 Painting II (VIII) 2 cr.
Concentrates on using acrylic to explore painting technique. Students experiment with subject matter, color, space and composition in a traditional form. Prerequisite: ART 2121 or consent of instructor. Attendance is mandatory.

CTA/ART 2307 Digital Photography 4 cr.
Introductory course to digital image making. Students work with digital SLR cameras and the latest photographic software to produce an entirely digital portfolio. Composition and visual aesthetics are emphasized. Digital SLR cameras are provided by the school.

ART 2320 Drawing III 2 cr.
Helps students refine technical drawing skills, discover new concepts and thus achieve deeper personal expression through drawing. Emphasis is on contemporary approaches to drawing. Prerequisite: ART 2220 or consent of instructor.

ART 2777 Topics in Art 1-4 cr.
Courses not a part of the regular curriculum but taught because of a special need, interest or opportunity.

ART/CTA 3241 Graphic Design 4 cr.
In this course students will apply the fundamentals covered in CTA 2041. Students will learn to apply these through exploration of typography, photography and illustration in graphic design from inception through to prepress. A strong emphasis is placed on layout, hierarchy, advertising design, branding, visual identity systems and integration of concepts with visual elements.

ART 3321 Painting III 2 cr.
Helps students to improve their painting skills in acrylic and explore various approaches to painting. This course also encourages students to develop personal expression through painting. Prerequisite: ART 2221 or consent of instructor.

ART/CTA 3327 Color and Landscape Photography 4 cr.
Color aesthetics and composition, as well as film exposure, processing and print development. This course deals primarily with making color prints from transparencies (slides) and the practice and aesthetics of landscape photography. Prerequisite: CTA 1107.

ART 3420 Drawing IV 2 cr.
This course emphasizes refining concepts, idea and language rather than expressive intuition. It makes special reference to contemporary theory including the artist’s use and function.

ART 3421 Painting IV 2 cr.
Helps students to refine technical skill in acrylic painting, discover new concepts and thereby achieve deeper personal expression through painting. Prerequisite: ART 3321 or consent of instructor.

ART 3520 Drawing V 2 cr.
This course emphasizes refining concepts, idea and language rather than expressive intuition. It makes special reference to contemporary theory including the artist’s use and function.

ART/CTA 4427 Alternative Photography Methods 4 cr.
Explores late 19th and early 20th century printing techniques as alternatives to modern photo methods. Students use the sun as a light source to print cyanotypes (blue prints), van dyke (brown prints) and gum bichromate images. Modern techniques such as infra-red photography are also included. Prerequisite: CTA 1107.

ART 4477 Art Minor Capstone Project 2 cr.
In this course, art minor students experiment to develop a body of work with personal interest for a group or solo exhibition.

ART 4521 Painting V 2 cr.
This course emphasizes refining concepts, idea and language rather than expressive intuition. It makes special reference to contemporary theory including the artist’s use and function.

ART 4577 Art Major Capstone Project 2 cr.
In this course, art majors students develop a body of work based on a personal theme and prepare it for a solo exhibition. The course performs a secondary role of preparing students for a career in art after graduation.

ART 4621 Painting VI 2 cr.
This course emphasizes refining concepts, idea and language rather than expressive intuition. It makes special reference to contemporary theory including the artist’s use and function.

ART 4999 Independent Study 1 - 4 cr.
Individual research or production projects are chosen by the student and approved by instructor. May be taken twice for credit, each time in a different area. Prerequisite: at least one academic or production course in chosen area.
Athletic Training
(School of Health Sciences)

**ATR 3000 Introduction to Athletic Training** 2 cr.
This course will introduce the prospective athletic training student to career issues; terminology; injury prevention, evaluation, and treatment strategies; and orient the student to the service learning experience. Students will recognize common injuries and illnesses of the physically active, important legal concepts, and contemporary terminology.

**ATR 3001 Introduction to Clinical Experience in Athletic Training** 2 cr.
This course will introduce the prospective athletic training student to the clinical setting with a focus on having the student reflect about various elements of the experience and potential career suitability. Students will participate in basic job tasks and become familiar with the working areas and functions of an athletic training facility and clinical care.

Biology
(School of Sciences)

**BIO 1036 Biology of the Cell** 2 cr.
Introduction to cell biology, intended for students who are not majoring in the natural sciences (biology majors take BIO 1110 and 1120). Topics include the study of structure and function of proteins, carbohydrates, lipids, and nucleic acids; study of the structure, function and behavior of cells; an introduction to cellular metabolism. Two class hours. Prerequisite: CHM 1020 or CHM 1110.

**BIO 1102 Human Biology and Heredity, (VI)** 4 cr.
Study of structure, function and heredity of the human body, primarily for students with minimal science background. The content includes cellular structure and function, organ systems of the body, problems in development and function, basic principles of heredity, nature of gene function, inheritance of some human traits, and mechanisms of evolution. This course is not counted towards the biology major, but may be counted towards the minor.

**BIO 1103 Current Environmental Topics, (VI)** 4 cr.
Discussion of environmental problems which have developed through man's impact on nature: water resources, food supply, overpopulation and pollution problems are stressed.

**BIO 1104 Life Science, (VI)** 4 cr.
Survey course covering a broad range of topics in the life sciences from cell structure and function to ecology. Three class hours, two-hour lab. This course is not counted toward the biology major, but may be counted for the minor.

**BIO 1110 General Biology I** 4 cr.
Study of living systems with particular emphasis on the molecular, cellular levels of organization within the various kingdoms of life. Three class hours, two-hour lab. This course is required of all biology majors.

**BIO 1120 General Biology II, (VI)** 4 cr.
Advanced application of concepts presented in General Biology I with focus on the study of population genetics, evolution, ecology, plant biology and animal diversity. Current topics in biology are also investigated, including the genetic modification of organisms and the impact of global climate change on living systems. Three class hours, two-hour lab. Prerequisite: BIO 1110. This course is required of all biology majors.

**BIO 2020 Microbiology** 3 cr.
An introduction to microbiology including study of the morphology, diversity, evolution, physiology, genetics, metabolism, ecology, biotechnology, pathogenicity, immunology, epidemiology and control of microorganisms. Prerequisites: BIO 1110 and 1120 or BIO 1036.

**BIO 2021 Microbiology Lab** 1 cr.
An introduction to microbiological laboratory work covering techniques and experiments in microbial structure, metabolism, growth and identification. Prerequisites: BIO 1110 and 1120 or BIO 1036. BIO 2020 may be a prerequisite or a corequisite. Recommended for all biology majors.

**BIO 2110 Anatomy and Physiology I** 4 cr.
Introductory study of anatomy and physiology of the vertebrate body with an emphasis on the human. Topics include an introduction to cells, tissues, and systems organization, osteology, fluid compartments, gross and microscopic anatomy, physiology of the circulatory system, body defense systems and the gross anatomy of musculature. Three class hours, three-hour lab. Prerequisite: BIO 1110 or BIO 1036.

**BIO 2120 Anatomy and Physiology II** 4 cr.
Continuation of BIO 2110. Topics include gross and microscopic anatomy, physiology of the renal system, respiratory system, digestive system, nervous system and endocrine system. Three class hours, three-hour lab. Prerequisite: BIO 2110.
BIO 2777  Topics 1-4 cr.
Lower-division courses on one-time-only basis. Classes can be developed to respond to student interest in specific areas of current interest. The number of class hours equals the number of credits. Prerequisite: instructor permission.

BIO 3020  Pathophysiology 4 cr.
Study of the general mechanisms of disease at the cellular and molecular levels, including abnormalities of fluid distribution, the inflammatory process, abnormal immune mechanisms, and neoplastic disease, followed by an application of the basic principles of pathologic processes to diseases of the neurologic, endocrine, reproductive, hematologic, cardiovascular, pulmonary, renal and digestive systems. Prerequisite: a completed course in Anatomy/Physiology.

BIO 3100  Life's History 4 cr.
Study of the events concerning the creation of the solar system, earth and life. The evolutionary history of life and the processes of natural selection will be emphasized. Follow Earth’s 4.6 billion year history as it unfolds producing from so simple a beginning endless forms most beautiful and wonderful. Prerequisite: Must be in second year or higher in college. Recommended for all Biology majors.

BIO 3101  Conversations with the Naturalists, (VI, WI) 4 cr.
Keen observation and interpretation of living organisms and their environment. Naturalists have also done some of the best science writing for the layperson. This course provides students with an opportunity to read, observe, reflect and write about the natural world and its interpretation.

BIO 3110  Invertebrate Zoology 4 cr.
Study of the biology of selected groups of terrestrial, freshwater and marine invertebrate animals. This course contains a laboratory component and provides an overview of the evolution, morphology, ecology, physiology, classification, life histories and habits of the major phyla of invertebrate animals with emphasis on organizational, functional, and ecological significance. This course counts as a biology elective. Prerequisite: Bio 1110 and 1120.

BIO 3120  Vertebrate Zoology 4 cr.
Study of the biology of vertebrate animals. This course contains a laboratory component and provides an overview of the evolution, morphology, ecology, physiology, classification, life histories and habits of vertebrate animals with emphasis on organizational, functional, and ecological significance. This course counts as a biology elective. Prerequisite: Bio 1110 and 1120.

BIO 3130  Embryology 4 cr.
Development of vertebrate animals with emphasis on anatomical development in humans. Coursework includes the differentiation of tissues of all major body systems. Prerequisite: a completed course in Anatomy/Physiology.

BIO 3210  Field Biology 4 cr.
A survey course of the contemporary and traditional field methods used by biologists. Topics include techniques used in the areas of entomology, floristics, ornithology, mammalogy and mapping. Four-hour lab course. Prerequisite: Bio 1110 and 1120.

BIO 3220  Plant Systematics 4 cr.
Introduction to systematics of vascular plants with emphasis on identification of woody plants, representative families, terminology and use of taxonomic keys. Two class hours, four-hour lab. Prerequisite: BIO 1110 and 1120.

BIO 3500  Genetics 4 cr.
Study of classical and molecular genetics, gene interaction, linkage and population genetics. 3 class hours, 2-hour lab. Prerequisite: BIO 1110 and 1120. This course is required of all biology majors.

BIO 3600  Cell Biology 4 cr.
Study of eukaryotic and prokaryotic cells and viruses to include membranes, receptor proteins, organelles, cytoskeleton, sorting and trafficking, cellular communication, the extracellular matrix, and experimental methods. Prerequisite: BIO 1110 and 1120.

BIO 3777  Topics 1-4 cr.
Advanced courses on one-time-only basis. In-depth classes, narrowed in scope to respond to student interest in specific areas corresponding to faculty interest and expertise. The number of class hours equals the number of credits. Prerequisite: BIO 1110 and 1120 and instructor permission.

BIO 4000  Outcomes Assessment 0 cr.
The St. Scholastica Biology Dept. is interested in how our students compare to other students at the national level. This comparison is made by performance on standardized tests that allow us to see areas within biology where our students perform well or not as well. The results of these tests are used only in aggregate to identify our department’s areas of strengths and weaknesses. This course is required of all biology majors and is to be taken in the spring semester of the senior year.
BIO/GER 4125/5125 Biology of Aging  2 cr.
Aging changes evident in humans as the result of time interacting with molecular mechanisms of biological systems. Current knowledge of these mechanisms will be examined, followed by an application of the basic principles of biological aging to the systems of the body. Prerequisite: a completed course in Anatomy/Physiology.

BIO 4130 Endocrinology  4 cr.
Chemical systems of control of physiologic processes in the vertebrate animal with emphasis on the human. Pathologic activities will be included to the extent that they increase understanding of normal function. Prerequisite: a completed course in Anatomy/Physiology and biochemistry.

BIO 4135 Histology  4 cr.
Study of tissue structure of vertebrates with emphasis on the human. Principles of basic tissue construction will be applied to studies of the major body systems. Photomicrographs on videodisc will accompany lecture presentations. Prerequisite: a completed course in Anatomy/Physiology.

BIO 4150 DNA Analysis  2 cr.
Study of the polymerase chain reaction with emphasis on STRs and DNA sequencing with analysis based on agarose gel electrophoresis and fluorescent capillary electrophoresis. This course will provide a solid background for students pursuing graduate school, clinical disease diagnosis, forensics and paternity testing. Prerequisite: BIO 3500 and instructor permission.

BIO 4160 Molecular Biology  2 cr.
Current molecular biology research techniques, hypothesis testing and communication of results. Topics may include molecular cloning, plasmid isolation, restriction digest analysis, polymerase chain reaction (PCR), and DNA sequencing. Prerequisite: Bio 3500 and instructor permission.

BIO 4170 Ecology  4 cr.
Study of the basic principles of ecology, interrelationships and identification of plants and animals making up principal communities of this region, the dynamic balance of communities and the productivity of natural resources. The course includes a research experience. Three class hours, three-hour lab. Prerequisite: BIO 1110 and 1120.

BIO 4180 Animal Behavior  4 cr.
Patterns of animal behavior, functional values of animal behaviors in terms of survival, significance of behaviors as indicators of evolutionary relationships among species. The course includes a research experience. Three class hours, three-hour lab. Prerequisite: BIO 1110 and 1120.

BIO 4210/5210 Advanced Physiology I  2 cr.
First in a two-semester sequence of courses including a semi-quantitative study of functions of the nervous system, musculoskeletal system and the circulatory system of humans. Prerequisite: a completed course in Anatomy/Physiology and Pathophysiology.

BIO 4220/5220 Advanced Physiology II  2 cr.
Continuation of BIO 4210/5210 which includes a semi-quantitative study of functions of the body defense system, respiratory system, renal system, digestive system and reproductive system of humans. Prerequisite: BIO 4210/5210.

BIO 4350 Advanced Laboratory  1-4 cr.
An introduction to original laboratory research in collaboration with a faculty member; requiring literature searching, experimental planning, a minimum of 4-10 hours laboratory work per week depending on credit, a final written report and a seminar presentation of the work. The subject of the research could be of the student's own choosing. Prerequisite: junior standing, application according to department policy and instructor permission.

BIO 4555 Internship in Biology  1-8 cr.

BIO 4777 Topics  1-4 cr.
Advanced courses on one-time-only basis. In depth classes, narrowed in scope to respond to student interest in specific areas corresponding to faculty interest and expertise. The number of class hours equals the number of credits. Prerequisite: BIO 1110 and 1120 and instructor permission.

BIO 4999 Problems in Biology  1-4 cr.
Advanced study and research in an area of special interest. Prerequisite: BIO 1110 and 1120 and instructor permission.

Chemistry
(School of Sciences)

CHM 1010 Everyday Chemistry (VI)  4 cr.
A survey of basic concepts of chemistry and their relationship or application to everyday phenomena and social issues. May not be applied toward a major (or minor) in chemistry or biochemistry. Three 50-minute lectures, one 2-hour lab a week.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 1020</td>
<td>Introductory Chemistry for Health Sciences (VI)</td>
<td>4 cr.</td>
</tr>
<tr>
<td></td>
<td>An introduction to the basic principles of atomic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and molecular structure, bonding, the states of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>matter, solutions, chemical reaction stoichiometry,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gas laws, kinetics, energy changes in chemical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reactions, equilibrium, acids and bases, osmosis,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and the basic structure, properties, and reactions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of organic functional groups. The primary audience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are students intending to major in NSG, EXP, or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other health Science Fields. Three 65-minute</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lectures and one 2-hour lab a week for 8 weeks.</td>
<td></td>
</tr>
</tbody>
</table>

| CHM 1035    | Introduction to Biochemistry                    | 2 cr.   |
|             | An introduction to biochemistry intended for     |         |
|             | students who are not majoring in the Natural     |         |
|             | Sciences. Topics include: structure and functions |         |
|             | of proteins, carbohydrates, lipids, and nucleic  |         |
|             | acids; introduction to cellular metabolism. May   |         |
|             | not be applied toward a major (or minor) in       |         |
|             | chemistry or biochemistry. Three 65-minute       |         |
|             | lectures meeting for one half of the semester.   |         |
|             | Typically taken in conjunction with BIO 1035.    |         |
|             | Prerequisite: CHM 1020 or permission of           |         |
|             | instructor.                                      |         |

| CHM 1060    | General Chemistry I Tutorial                    | 1 cr.   |
|             | A course taken concurrently with CHM 1110 to     |         |
|             | assist under-prepared students. Enrollment in    |         |
|             | this class is based on results of ACT math      |         |
|             | scores. One 50-minute meetings each week.       |         |

| CHM 1070    | General Chemistry II Tutorial                   | 1 cr.   |
|             | A course taken concurrently with CHM 1120 in     |         |
|             | intent to CHM 1060. One 50-minute meeting each  |         |
|             | week. Enrollment is based upon student          |         |
|             | performance in CHM 1110.                        |         |

| CHM 1110    | General Chemistry I (VI)                        | 4 cr.   |
|             | An introduction to atomic and molecular         |         |
|             | structure, bonding, stoichiometry, gas laws,    |         |
|             | chemical periodicity, and equilibrium. Three    |         |
|             | 50-minute lectures, one 2-hour lab each week.   |         |
|             | Prerequisite: high school chemistry and         |         |
|             | appropriate placement test score.               |         |

| CHM 1120    | General Chemistry II                            | 4 cr.   |
|             | A study of solutions, equilibria, coordination  |         |
|             | chemistry, thermodynamics, electrochemistry,     |         |
|             | kinetics, nuclear chemistry, and qualitative    |         |
|             | analysis. Three 50-minute lectures, one 3-hour   |         |
|             | lab each week. Prerequisite: C- or higher in     |         |
|             | CHM 2210 or equivalent.                         |         |

| CHM 2200    | Organic Chemistry I                             | 4 cr.   |
|             | Introduction to structure, properties, and      |         |
|             | reactions of alkanes, alkenes, alkynes,         |         |
|             | alcohols, alkyl halides, and ethers. Three 50-   |         |
|             | minute lectures, one 2-hour lab each week.     |         |
|             | Prerequisite: C- or higher in CHM 1110; CHM     |         |
|             | 1120 or equivalent strongly recommended.        |         |

| CHM 2210    | Organic Chemistry II                            | 4 cr.   |
|             | Introduction to structure, properties, and      |         |
|             | reactions of aldehydes and ketones, carboxylic  |         |
|             | acids and their derivatives, aromatic           |         |
|             | compounds, amines, phenols, carbohydrates,      |         |
|             | amino acids; introduction to infrared and nuclear |         |
|             | magnetic resonance spectroscopy. Three 50-      |         |
|             | minute lectures, one 2-hour lab each week.     |         |
|             | Prerequisite: C- or higher in CHM 2200.         |         |

| CHM 2777    | Topics                                          | 2-4 cr. |
|             | Courses not part of the regular curriculum      |         |
|             | offered as need and interest arises.           |         |

| CHM 3000    | Analytical Chemistry                            | 4 cr.   |
|             | An introduction to the theory and practice of   |         |
|             | volumetric, spectroscopic, and electrochemical  |         |
|             | analysis and chromatographic separation         |         |
|             | techniques. Laboratory covers traditional       |         |
|             | quantitative analysis and instrumental          |         |
|             | techniques associated with determination of      |         |
|             | pH, ultraviolet-visible and atomic absorption   |         |
|             | spectroscopy, HPLC and gas chromatography.      |         |
|             | Three 50-minute lectures, one 4-hour lab each   |         |
|             | week. Prerequisite: C- or higher in CHM1120 and |         |
|             | mathematical skill at or beyond college         |         |
|             | algebra; CHM 2220 suggested.                    |         |

| CHM 3220    | Intermediate Organic Chemistry                  | 4 cr.   |
|             | A detailed study of modern infrared, nuclear    |         |
|             | magnetic resonance, and mass spectroscopy;      |         |
|             | molecular orbital theory applied to bonding and  |         |
|             | pericyclic reactions; organic synthesis; and     |         |
|             | topic areas including medicinal, bio-organic,   |         |
|             | or polymer chemistry. Three 50-minute           |         |
|             | lectures, one 3-hour lab a week. Prerequisite:  |         |
|             | C- or higher in CHM2210 or equivalent. (Offered |         |
|             | fall semester in odd years; i.e., 2007-08)      |         |

| CHM 3240    | Biochemistry I                                  | 4 cr.   |
|             | A study of the structure and roles of proteins, |         |
|             | lipids, carbohydrates, and nucleic acids in     |         |
|             | metabolism. Emphasis is placed on protein       |         |
|             | structure and function, enzyme operation,       |         |
|             | metabolic pathways and their cellular           |         |
|             | role and regulation. Three 65-minute lectures a  |         |
|             | week. Prerequisite: C- or higher in CHM 2210.    |         |

| CHM 3240    | Biochemistry II                                 | 2 cr.   |
|             | A review of aspects of modern biochemistry as    |         |
|             | reflected in current research literature. Topics |         |
|             | vary but aspects of protein structure, enzyme   |         |
|             | function and mechanism, signal transduction,    |         |
|             | metabolism concepts applied to nutrition and    |         |
|             | metabolic disorders, gene function and          |         |
|             | regulation are typically presented. Two 50-min.  |         |
|             | meetings a week. Prerequisite: C - or higher in |         |
|             | CHM 3240.                                        |         |

| CHM 3430    | Biochemistry II Lab                             | 2 cr.   |
|             | A lab to be taken concurrently with CHM 3430.   |         |
|             | Topics include UV-Vis and fluorescence          |         |
|             | spectroscopy, protein purification, chromatologic|         |
|             | separations, elect-                           |         |
trophoresis, enzyme kinetics, immunoassays, and antioxidant assays. One hour of lecture and one four-hour lab per week. Prerequisite: C- or higher in CHM 3000.

**CHM 3460 Physical Chemistry I** 4 cr.
An introduction to thermodynamics, statistical mechanics, kinetics, and phase equilibria. Three 65-minute lectures a week. Prerequisites: C- or higher in PSC 2002, MTH 2222, CHM 2210.

**CHM 3470 Physical Chemistry II** 4 cr.
An introduction to quantum mechanics, and spectroscopy. Three 50-min lectures and one 3-hour lab each week or three 65-minute lectures. Prerequisite: C- or higher in CHM 3460. (Offered spring semester in odd numbered years, e.g. 2011, 2013.)

**CHM 3777 Topics** 2-4 cr.
Courses not part of the regular curriculum offered as need and interest arises.

**CHM 4010 Teaching Assistant Training** 1 cr.
Preparation for new teaching assistants covering classroom management, departmental policies, safety procedures, handling of hazardous materials and waste disposal. One day-long workshop and several follow up sessions for a total of 12-13 hours. Prerequisite: junior standing and permission of instructor, and employed status as chemistry TA.

**CHM 4020 Inorganic Chemistry** 4 cr.
An intensive study of acid-base concepts, bonding, ligand field theory, molecular orbital and symmetry principles, reactions, energetics, coordination compounds, organometallic and bioinorganic chemistry. Laboratory focuses on synthesis and reactions of a broad range of inorganic and organometallic compounds. Three 50-minute lectures, one 3-hour lab a week. Prerequisite: C- or higher in CHM 1120, 2210, 3000. (Offered spring semester in even numbered years, e.g. 2012, 2014.)

**CHM 4060 Undergraduate Research** 4 cr.
An introduction to original laboratory research in collaboration with a faculty member; requiring literature searching, experimental planning, a minimum of 8 hours laboratory work a week, a final written report and an oral presentation of the work. Prerequisite: junior standing, application according to departmental policy and permission of the instructor.

**CHM 4120 Instrumental Analysis** 4 cr.
A detailed study of instrumentation for chemical analysis and method selection. Topics covered include ultraviolet-visible spectroscopy, atomic absorption and emission, polarography and voltammetry, thermal analysis, and chromatography. Two 50-minute lectures and two 3-hour labs each week, or three 50-minute lectures plus one 4-hour lab a week. Prerequisite: C- or higher in CHM 2210, 3000. (Offered spring semester in odd numbered years, e.g. 2011, 2013.)

**CHM 4330 Environmental Chemistry** 2 cr.
An introduction to the chemical interactions among earth, air, water, and living environments, with some emphasis on ecological damage, toxicology, ecosystem interdependence and repair of environmental damage. Three 50-minute lectures a week for one-half semester. Prerequisite: C- or higher in CHM 1120; CHM 2210 and 3000 suggested. (Offered in conjunction with CHM 4335 spring semester in even academic years; i.e., 2008-09).

**CHM 4335 Global Sustainability** 2 cr.
An overview of the principles of sustainability, encompassing development in the industrialized and developing nations, equitable and efficient use of resources, sustainable use of public property and sustainable economies in agriculture and manufacturing. Three 50-minute lectures a week for one-half semester. (Offered in conjunction with either CHM 4325 or 4330 spring semester in even academic years; i.e., 2008-09).

**CHM 4401 Medicinal Chemistry I** 2 cr.
First half of an introductory course examining drug discovery and development; emphasis in this segment is on principles of pharmacodynamics, pharmacokinetics, and the drug pipeline from discovery to clinical use.

Three 65-minute class meetings per week for 8 weeks. Prerequisites: “C” or higher in CHM 2210: Organic Chemistry II; BIO 2120: Anatomy and Physiology II and CHM 3240: Biochemistry I, are strongly recommended.

**CHM 4402 Medicinal Chemistry II** 2 cr.
Second half of an introductory course examining drug discovery and development; emphasis in this segment is on quantitative structure-reactivity relationships, combinatorial/parallel methods of synthesis, and the major categories of drugs. Several classes of drugs will be examined in detail to illustrate the principles discussed throughout the course. Three 65-minute class meetings per week for 8 weeks. Prerequisite: Medicinal Chemistry I, CHM 4401 or consent of the instructor.

**CHM 4999 Independent Study** 1-4 cr.
Specialized or personalized instruction under the guidance of a faculty member. Requires a written plan of the work to be undertaken and consent of instructor and department chair.
Computer Information Systems
(School of Business and Technology)

CIS 1004 Computing Concepts 2 cr.
A survey of topics related to how computers work and how they are used within society. Students will learn about the history of computing, application and system software, hardware components, networking, the Internet, mobile computing, careers, and programming. Prerequisites: None.

CIS 1007 Introduction to Databases 2 cr.
The course emphasizes the use of the computer as a tool to manipulate data and produce information. It includes a practical application software emphasis which highlights the use of databases. Students will learn how to create tables, forms, queries, reports and macros using a small-scale database management system. Prerequisites: None.

CIS 1008 Introduction to Spreadsheets 2 cr.
The course emphasizes the use of the computer as a tool to manipulate data and produce information. It includes a practical application software emphasis which highlights the use of spreadsheets to make decisions including the use of formulas, functions, charts and graphs, consolidating data, lists and data management and macros. Prerequisites: None.

CIS 1205 Technology Ethics (IX) 4 cr.
An examination of ways technology challenges traditional ethical, legal and social concepts. This includes issues generated by the use of computers and computer networks, including the Internet and the World Wide Web. Topics for consideration include: privacy, security, computer crime, software piracy, copyrights, intellectual property, free speech, access to information/censorship, Ecommerce, computers and gender and civil liberties in cyberspace. No prerequisites.

CIS 1230 Educational Gaming 2 cr.
Students will learn to use gaming and technology to enhance their educational experience. They will use computer software to create games and learning activities to assist them in their academics. The educational value of gaming will be explored along with its benefits and risks. No prior computer experience is necessary. No prerequisites.

CIS 2011 Hardware/Software Systems 4 cr.
A survey of technical topics related to computer systems with emphasis on the relationships between computer hardware, system software and application software. It explores different operating systems (with an emphasis on Microsoft Windows), hardware configurations, memory management techniques, and networking. Prerequisite: CIS 1004

CIS/ART/CTA 2041 Computer Visual Design (VIII) 4 cr.
Focuses on use of leading software packages to create original artwork and manipulate digitized photographic images. Software tools and techniques are illustrated; principles of composition and design are illustrated. Evaluation is based on creativity, originality, aesthetics, use of fundamental design principles, mastery of technique, and overall effectiveness of designs. Prerequisite: ART 1124 and/or ART 1107 recommended.

CIS 2085 Programming I w/Java (V) 4 cr.
An introduction to object-oriented programming using the Java language, a cross-platform Internet programming language. The course examines the nature of programming and its use in solving problems. Students learn to read and write programs using standard programming structures, including input/output, control statements, loops and methods. No prerequisite.

CIS 2087 Programming II w/Java 4 cr.
Continuation of object-oriented programming. The course deals with problems involving arrays and teaches techniques and methods to handle files and structures. This course expands on the object concepts introduced in CIS2085. Prerequisite: CIS 2085.

CIS 2105 Information Systems Applications 4 cr.
A practical approach to how software systems are used to address business needs. Students will explore common information problems businesses face, identify the data needed to solve the problems, and how that data needs to be manipulated and presented. These tasks will require the use of a wide range of software including databases, spreadsheets, report writing, presentation, and multimedia software. Students will be required to do one or more extended projects in the course that will require research, analysis, and presentation in both paper and electronic format. Prerequisite: CIS 1008.

CIS 2777 Topics 1-4 cr.
Selected topic of contemporary importance in the field. Prerequisite: consent of instructor.

CIS 2999 Independent Study 1-4 cr.
Selected area of interest on which to concentrate. Prerequisite: consent of instructor.

CIS 3011 Unix/Linux Systems 2 cr.
This course provides an introduction into the powerful, user-unfriendly and virtually free world of the UNIX/Linux operating system, providing a hands-on experience with UNIX and the UNIX file system. Students will explore the basic structure, functions, and tools of UNIX operating system. Topics covered in this
class will include UNIX/Linux history and theory, basic UNIX commands, file and directory manipulation, text editing, electronic mail, piping and filtering, shell environments, scripting, and real world implementation of standard applications. Prerequisite: CIS 2011 and CIS 2085.

CIS 3034 Client-Side Web Development 2 cr.
Provides an introduction to creating web applications with a rich client-side interface. The course focuses on the use of standards-compliant programming techniques and innovative approaches to user experience design. Gives students practical experience in working with current and emerging web technologies for the client-side of applications. Prerequisite: CIS 2085 or consent of instructor.

CIS/CTA 3041 Multimedia Authoring 4 cr.
Leading software packages are used to create original interactive multimedia pieces. Software tools and techniques are used to illustrate how multimedia effects and user-friendly interactions can create artistic, entertaining, informative or instructional material. A wide variety of multimedia content will be critiqued. Students experience the process of planning, designing, and implementing a multimedia project. No prerequisite; CIS 2041 recommended.

CIS 3044 Visual Basic Programming 2 cr.
Intended as an introduction to Visual Basic for students who have some background in computers and programming. Visual Basic is the most widely used programming language today. The course gives students experience in the use of the main features of this language. Prerequisite: CIS 2085 or consent of instructor.

CIS 3045 Advanced Visual Basic Programming 2 cr.
Intended as a follow-on course to those who have taken CIS 3044. It continues with advanced topics in Visual Basic such as database management and reporting applications, creation of ActiveX controls, and distributed applications. It is normally taught the second half of the semester. Prerequisite: CIS 3044.

CIS 3048 C#.NET Programming 2 cr.
Intended as an introduction to C++ for students who have some background in computers and programming. This course gives students experience in the use of the main features of C++: input/output, loops, functions, and arrays. Prerequisite: CIS 2087.

CIS 3049 Advanced C#.NET Programming 2 cr.
Intended as a follow-on course to those who have taken CIS 3048. It continues with advanced topics in C++ such as arrays, classes, and techniques and methods to handle files and structures. Prerequisite: CIS 3048.

CIS 3089 Data Structures and Algorithm Analysis 4 cr.
Fundamental concepts of algorithm analysis and the specification and implementation of data structures and data types are introduced. Topics include linked lists, stacks, queues, binary search trees, sorting, searching and graphs. Prerequisite: CIS 2087.

CIS 3105 Management Information Systems 4 cr.
Provides an understanding of the ways in which computer-based information systems are used in organizations. This course involves students in the process of developing and modifying information systems which support crucial problem solving and decision-making in organizations. Prerequisite: CIS 1004.

CIS 3107 Database Modeling 4 cr.
Provides an understanding of fundamental concepts in the management of data, hands-on experience with a small-scale database management system, and an awareness of the application of business data base management systems. Lab exercises involve use of a relational DBMS to load, update and retrieve information from a database. Prerequisite: CIS 1007.

CIS 3108 Systems Analysis and Design 4 cr.
An in-depth focus on the five phases of the systems development lifecycle. Topics include: preliminary investigation, physical and logical documentation, detailed investigation of requirements and alternative specifications, analysis and design techniques, implementation considerations, development of logical and physical data flow diagrams, data modeling, prototyping, CASE tools and the use of GANTT and PERT charts. A sample project is introduced and is integrated using the SDLC methodology. Prerequisite: CIS 3107.

CIS 3230 Game Design and 3-D Modeling 4 cr.
An introduction to the diverse tasks required for 3-D game development. An overview of the game design industry and game development processes lead to development projects that use leading development tools. Sophisticated 3-D models are created using modeling software and incorporated into the development projects. Assessment is based on student's understanding of the methodologies, use of the development tools, and aesthetics of the designs. Prerequisite: CIS 2085.

CIS 3285 Software Design 4 cr.
An introduction to software engineering and the processes for building software systems. The course examines the software lifecycle and the methods used to manage software projects. Students learn to create software designs from user requirements using UML, convert these design into software, and test and maintain this software. Since software design entails signif-
icant interactions between parties, people management and team management methods are explored including analysis of the ethical implications of the software design process. Prerequisite: CIS 2085 and CIS 3108.

**CIS 3287 Software Quality Assurance** 4 cr.
Growing competition is increasing the demands on software quality, which calls for rigorous quality assurance. In this course the students will learn the life cycle of software quality assurance, its goals, benefits, standards, related models and costs. Students will learn that the software quality is not only code-weighted but also depends on several other attributes that make software of high quality. Prerequisite: CIS 2085 and CIS 3108.

**CIS 3334 Mobile Device Programming** 4 cr.
Develop applications for a variety of resource-constrained devices such as cellular phones, pagers and personal digital assistants (PDAs). Students will explore the creation of graphical user interfaces, data storage, network access and game development. Activities include creating applications for mobile devices using both high-level and low-level industry standard interfaces and developing a distributed application over a wireless network. Prerequisites: CIS 2087 or consent of instructor.

**CIS 3777 Topics** 1-4 cr.
Selected topic of contemporary importance in the field. Prerequisite: consent of instructor. CIS 4030: Advanced Database: Oracle 4 cr. Exploration of advanced database topics using the Oracle tool set. The topics covered include creating, viewing and modifying tables, using views, reports, forms and database administration. Prerequisite: CIS 3107.

**CIS 4032 Telecommunications and Networks** 2 cr.
Study of concepts, systems, services and applications of telecommunications and networks with an emphasis on local area networks and the Internet. Equips students with technical and operational tools needed to work with networks and interface with telecommunications specialists. Prerequisite: CIS 2011.

**CIS 4034 Server-Side Web Development** 4 cr.
Provides an introduction to web site administration and the use of a web development IDE for the creation of database driven web applications. The course focuses on server-side programming and database access for web applications; giving students practical experience with current development environments. Pre or corequisite: CIS 2087 and CIS 3107 or consent of instructor.

**CIS/CTA 4041 Web Design** 4 cr.
Explore the design principles that characterize successful Web sites and use modern tools for creating Web sites. Design issues will include the differences between print and electronic media, working within the limits of the technology, and how the user’s contexts and goals affect Web design. Web sites will be critiqued from both an aesthetic and functional standpoint and students will be required to design and build fully functional Web sites. No prerequisites; CTA/CIS 2041 recommended.

**CIS/CTA 4042 Computer Security** 2 cr.
An overview of different computer security threats and measures that can be taken to make computers more secure. Hands on experience with a wide range of security techniques will be used to show the various threats to computer systems. Both technical and management solutions to security problems will be discussed. Student will be required to sign a code of conduct at the start of class given the sensitive nature of the material covered. This course will attempt to cover the major aspects of security including: risk management, access control, security architecture, physical security, telecommunications security, cryptography, business continuity, and disaster recovery.

**CIS 4109 Systems Development Implementation** 4 cr.
An in-depth systems development lifecycle practicum. Students work in teams to analyze, design, implement and document a complete information system. Most projects come from systems design requests from the local community. Prerequisite: CIS 3108.

**CIS 4115 Artificial Intelligence** 4 cr.
Gives students an in-depth understanding of modern artificial intelligence methodologies, techniques, tools and results. Students learn the theoretical and conceptual components of this discipline. Topics covered: history of AI, search techniques, knowledge representation, reasoning, natural languages, machine learning, robotics, neural networks and expert systems. Students implement the topics by means of computer programs written in laboratory. Interactions between artificial intelligence and other disciplines will be explored. Prerequisites: CIS 2087.

**CIS 4333 Research Methods in CS/CIS** 2 cr.
Overview of the research process designed for students interested in reading and/or conducting research. Topics include types of research, qualitative and quantitative methods for collecting data, evaluation of research reports and writing of literature reviews and research proposals.
CIS 4444 Research Project 1-4 cr.
Students either (1) design and carry out their own research project in an area of special interest or (2) participate in an ongoing research project developed by a faculty member. For student-initiated projects, the student develops the research proposal, conducts the research and reports the research in standard APA format. For faculty-initiated research, students work one on-one with the faculty member as part of his/her research team of students. Students will present the results of their research to other CIS students and faculty. Prerequisite: CIS 4333 and consent of supervising faculty member.

CIS 4555 Software Development Internship 1-16 cr.
A capstone experience integrating knowledge and skills gained through other programming and systems development courses. Involves significant participation in software development projects in a real or simulated business setting. The experience must be equivalent to 150 hours of work experience for each block of 4 credits. Prerequisite: consent of department internship coordinator.

CIS 4777 Topics 1-4 cr.
Selected topic of contemporary importance in the field. Prerequisite: consent of instructor.

CIS 4999 Independent Study 1-4 cr.
Selected area of interest on which to concentrate. Prerequisite: consent of instructor.

Communication and Theatre Arts (School of Arts and Letters)

CTA 1014 Writing for Mass Media 4 cr.
To introduce students to the fundamentals of media writing, as well as to increase students’ knowledge of local, national, and international current events. The emphasis of this course is placed upon writing in a variety of formats under deadline. Specific attention is focused on print news reports, feature stories, media reviews, radio newscasts, press releases, advertising copy, and lateral reporting for the Web.

CTA 1100 Public Speaking 2 cr.
Clarification of purpose, audience analysis, choice of supporting material, organization and delivery behaviors. Extemporaneous classroom speeches to inform and persuade.

CTA 1101 Interpersonal Communication 2 cr.
Text, lecture, discussion and laboratory exercises emphasizing relationships, the self, perception, verbal communication, assertiveness and listening skills, non-verbal communication and conflict management.

CTA 1102 Human Communication 4 cr.
Combines the areas of interpersonal communication and public speaking. Text lecture, discussion and laboratory exercises teach and reinforce effective interpersonal communication. Using interpersonal skills as a base, students will be introduced to more formal styles of presenting themselves and their ideas to larger public groups. Emphasis will be placed on clarifying purpose, audience analysis, and choice of supporting material, organization and delivery behaviors. Rhetorical skills will be developed through extemporaneous classroom experiences designed to inform or persuade.

CTA/ART 1107 Photography I (VIII) 4 cr.
Introduction to black and white photography: basic camera operation, film and print development, exposure and photo history and aesthetics. Students will also learn about photojournalism and digital photography. A 35 mm manual camera is required. Film and paper must be purchased by the student.

CTA 1114 Media Literacy 4 cr.
Analyzes the relationship between media and society through the interaction of technology, business, audiences, culture and government. Through lecture, discussion, field trips and other in-class activities, the course reviews the history and theories of mass communication as they relate to specific media.

CTA 1150 Introduction to Theatre (VIII) 4 cr.
Designed for the student who has a beginning interest but no formal background in theatre. The course is divided into two parts: a focus on the appreciation of live productions, followed by a basic history of the “lively art” form.

CTA 2014 History of the Press 4 cr.
Analysis of the press from a historical perspective that fosters and understanding of a contemporary institution by knowledge of its origins, ethical foundations, development, and interaction with the wider culture in which it exists.

CTA/CIS/ART 2041 Computer Visual Design (VIII) 4 cr.
Focuses on use of software to create original artwork and manipulate digitized photographic images. Software tools and techniques are demonstrated. Principles of design are illustrated. Evaluation is based on originality, aesthetics, mastery of technique and overall effectiveness. No prerequisite; ART 1124 and/or ART 1107 recommended.
CTA 2100 Theatre Practicum (VIII) 0-4 cr.
Offers 0 to 4 credits for performance in or work on a play. Students must be cast in a play or obtain the permission of the director or technical director to enroll for the course. One credit requires thirty hours of work on the production.

CTA 2150 Acting for the Stage (VIII) 4 cr.
Acting actually has very little to do with “acting.” Modern approaches to acting are based on an individual’s responding realistically to imaginary situations. Much of this beginning course will focus on relaxation and concentration exercises as well as exercises which tap the imagination and help to release the emotional reactions appropriate for a scene. Students will perform monologues and scenes as well as improvisations.

CTA/ART 2201 The Film as Art (VIII) 4 cr.
Traces the evolution of nonfiction (documentary) and fiction film forms from 1895 to the present; summarizes research describing persuasive effects by means of lectures, screenings, assigned readings and oral presentations.

CTA 2205 Performing Culture (I, IV) 4 cr.
Focuses on vocal and physical expressiveness as students interpret culturally specific literature. Solo and group performances, including storytelling, fiction, poetry and theatre.

CTA/ART 2207 Photography II 4 cr.
Exploration of the zone system for 35mm and various black and white print and film processes including infrared and kodalith stocks, print toning and other special effects. Students will also work with studio lighting, view cameras and become familiar with both fine art and commercial studio photography aesthetics and practices. Prerequisite: CTA 1107.

CTA 2214 Newswriting and Reporting 4 cr.
Students will learn investigative reporting techniques, news judgment and news gathering skills for feature writing in print media. The course includes researching stories, interviewing, developing multi-source stories and making editorial decisions. It emphasizes writing excellence through weekly critiques of student work. Prerequisite: CTA 1014 or consent of instructor.

CTA 2220 Film Genres (VIII) 2 cr.
A genre is a category. To define a genre is to identify a constellation of elements when brought together in a certain way create a unique entity. This course will examine a specific film genre to identify its organizing principle.

CTA 2240 Intercultural Communication (I) 4 cr.
Employs lectures, documentaries, assigned readings, role playing and research to understand the cultural forces that determine communication behaviors. The course prepares the student to enter another specific culture and communicate more effectively.

CTA 2250 Stage Craft (VIII) 4 cr.
Designed to introduce modern set-building used in theatre technology. Students develop knowledge of sound and lighting equipment properties, power tools, drafting skills, production budgets and material used to produce a realized production.

CTA/ART 2307 Digital Photography 4 cr.
Introductory course to digital image making. Students work with digital SLR cameras and the latest photographic software to produce an entirely digital portfolio. Composition and visual aesthetics are emphasized. Digital SLR cameras are provided by the school.

CTA 2514 Introduction to Broadcasting 4 cr.
An introduction to the basic concepts of modern broadcasting and cable systems with an emphasis on the United States; therefore, the course provides a broad survey examining the history, technology, economic, regulation, programming, impact and careers of these systems. The latest trends and debates in the field are explored, including satellite radio and new terrestrial digital radio, iPods and podcasting, the growth of Google, and cable and internet advertising, focusing on developing a working knowledge of practical principles that will be useful for a career in electronic media. Prerequisite: CTA 1014 or consent of instructor.

CTA 2525 The Media, Race, and Gender (I) 4 cr.
This course introduces students to mass-mediated representations of race, class, gender, and sexuality. We survey historically and/or culturally significant artifacts in this course in order to interpret evolving representations.

CTA 2777 Topics in Communication 1-4 cr.
Special topics will be addressed as student interest and faculty expertise warrant.

CTA 2850 Media Theory and Research 4 cr.
This course introduces students to media theory and research. The course engages students in the processes of thinking theoretically and researching effectively. The course introduces research tools associated with both the humanities and social sciences.
CTA/CIS 3041 Publication Design 4 cr.
Principles of design for print materials include the use of space in layout, type selection, copy fitting and familiarity with printing processes. Use of the computer and desktop publishing, as tools in the design process, will be investigated. Prerequisite: CTA/CIS/ART 2041.

CTA 3141 Online Journalism 4 cr.
Based on the principles and practices of news for the Web, this course provides an overview of online journalism and its technical foundations, examines the techniques of online journalism, and considers issues that online journalists face.

CTA/CIS/ART 3241 Graphic Design 4 cr.
In this course students will apply the fundamentals covered in CTA 2041. Students will learn to apply these through exploration of typography, photography and illustration in graphic design from inception through to pre-press. A strong emphasis is placed on layout, hierarchy, advertising design, branding and integration of concepts with visual elements. Students will learn the process and development of visual identity systems as defined by the standards and procedures of the graphic design industry. Prerequisite: CTA/CIS/ART 2041.

CTA 3307 Photojournalism 4 cr.
This course emphasizes the principles and practices of photography for newspaper and magazine publication. Composition, newsworthiness, impact, as well as camera handling, exposure, lighting, dark room techniques and digital photography will be covered.

CTA/ART 3327 Color and Landscape Photography 4 cr.
Color aesthetics and composition are studied, as well as film exposure, processing and print development. This course deals primarily with making color prints from transparencies (slides), and the practice and aesthetics of landscape photography. Prerequisite: CTA 1107.

CTA/ENG 3330 Theatre: Greek-Elizabethan (IV, VIII) 4 cr.
Surveys major historical developments in theatre from the birth of theatre performance in ancient Greece, through Roman theatre to medieval liturgical drama. The course concludes with Elizabethan theatre and includes study of technical developments as well as historical contexts. Classes focus on production as well as the literary interpretation.

CTA/ENG 3331 Theatre: Restoration-Twentieth Century (IV, VIII) 4 cr.
Survey of major historical developments in theatre from the Restoration through the 20th century. The readings focus on the change in realism with the influence of psychoanalysis, absurdism, surrealism and ethnic theatre. Literary and historical components of the plays are addressed. Classes focus on production as well as the literary perspective.

CTA 3341 Media Production 4 cr.
Research, writing and production of video and audio news story, mini-documentaries, commercials and features. Lab assignments include location recording of actual events and studio production experiences for both video and audio. An introduction to video and audio editing. Prerequisite: CTA 2514 or consent of instructor.

CTA 3445 Argumentation (V) 4 cr.
Examines the elements of persuasive speaking and argumentation. Begins with persuasive presentations and progresses to the formal study of argumentation framed by the Toulmin model of reasoning. Using this model, students will study the four primary types of warrants and the four primary types of argumentative claims. The class concludes with the argument of cases.

CTA 3525 Feminist Criticism of Media Texts 4 cr.
This course develops the student's analytical skills by examining the construction of race, class, gender, and sexuality in mass mediated texts. Students practice writing critiques developed from a variety of feminist theories.

CTA/CIS 4041 Web Design 4 cr.
Explore the design principles that characterize successful Web sites and use modern tools for creating Web sites. Design issues will include the differences between print and electronic media, working within the limits of the technology, and how the user's contexts and goals affect Web design. Web sites will be critiqued from both an aesthetic and functional standpoint and students will be required to design and build fully functional Web sites. No prerequisites; CTA/CIS 2041 recommended.

CTA 4150 Directing 4 cr.
Basic stages of the directing process. From script analysis to coaching actors, students will plan their own one act play production. Under the supervision of the instructor, the students will hold production meetings, audition and cast a play, block and rehearse the selection, coordinate light and sound cues, and oversee the technical rehearsals and the performance.
CTA 4214 Media Writing 4 cr.
Students will learn advanced investigative reporting techniques, news judgment and news gathering skills for feature writing, column writing and editorial writing in print media. The course includes researching, interviewing, developing sources for various stories, as well as the principles and practices of editorial decision-making—from copyediting to layout. Prerequisite: CTA 2214 or consent of instructor.

CTA 4220 Great Filmmakers (VIII, WI) 4 cr.
This course studies the life, significant work, and unique artistic choices made by different historically significant film directors. The directors studied can be considered auteurs insofar as they establish consistent artistic signatures as authors of films while successfully working within the restrictions of the film industry.

CTA 4250 Design for the Theatre 4 cr.
Designed to introduce students to three types of theatre genres: Greek, Elizabethan and Modern. Students will be introduced to the three types of design disciplines: scenes, costumes and lights. Students will learn how to analyze and convert literature into visual images through metaphors, symbolism and realism.

CTA 4400 Advertising 4 cr.
The study of creative strategy and audience analysis form the basis for writing advertising copy for print, broadcast media, Internet, direct mail and outdoor media. Development of a fully integrated advertising campaign for a “real world” client prepares the student for professional work.

CTA 4404 Public Relations 4 cr.
The course covers theory, history, and practice of public relations; the process of influencing public opinion, ethics of public relations practice. Students will write news releases, fact sheets, newsletters, company periodicals, brochures. Public relations case studies; application of public relations techniques to representative problems; communications materials for various media are planned and prepared. Students will develop and present a full public relations campaign for a selected organization.

CTA 4414 Media Criticism 4 cr.
Students apply a variety of critical-theoretical perspectives to consider issues of media production, texts and audiences. Prerequisite: CTA 1114 or consent of instructor.

CTA 4417 Mass Media Law and Ethics (WI) 4 cr.
First Amendment rights, government regulation, Supreme Court decisions and ethical standards and conflicts are analyzed. Case studies address libel, privacy, regulation, and ethical issues. Prerequisite: CTA 1114 or consent of instructor.

CTA/ENG 4420 Film and Literature (IV, VIII) 4 cr.
Compares written and cinematic texts. A variety of film theories will be discussed in conjunction with image creation. Narrative issues - theme, style and characterization - will also be covered.

CTA 4424 Campaign Strategy 2 cr.
Students learn how to plan and organize an effective integrated communications campaign. In teams, students create a plans book for a real world client. The strategy team works closely with the creative team to execute ideas developed through collaboration. Students present/pitch their final campaign plans and creative to the client and submit work to the annual American Advertising Federation Student Addy Competition. Prerequisites: Senior status, CTA 4400 Advertising preferred

CTA/ART 4427 Alternative Photo Methods 4 cr.
Explores late 19th and early 20th century printing techniques as alternatives to modern photo methods. Students use the sun as a light source to print cyanotypes (blue prints), van dyke (brown prints) and gum bichromate images. Modern techniques such as infrared photography are also included.

CTA 4434 Crisis Communication 2 cr.
This course advances understanding of dominant crisis communication theories and models. Students explore and critique real world crisis cases and practice developing crisis communication plans and appropriate, effective, and ethical responses. Prerequisites: Senior status, CTA 4404 Public Relations preferred

CTA 4445 Persuasion 4 cr.
Studies persuasion from its early Greek roots through contemporary social scientific studies. Various theories of attitude change will be addressed. Prerequisite: Acceptance into the Communication or Advertising/Public Relations major or minor; exception made by department approval.

CTA 4555 Internship 4, 8, 12, 16 cr.
Done in a professional business setting or other appropriate setting related to the student’s field of interest. The student is supervised by a site supervisor. Evaluation of performance will be completed by the site supervisor, internship advisor and student. Students may obtain additional information about internships from the CTA chair. Prerequisite: Acceptance into the Communication or Advertising/Public Relations major or minor; exception made by department approval.

CTA 4777 Topics In Communication 1-4 cr.
Special topics are addressed as student and faculty involvement warrant.
CTA 4999 Independent Study 1-4 cr.
Individual research or production projects are chosen by the student and approved by instructor. May be taken twice for credit, each time in a different area. Prerequisite: At least one academic or production course in chosen area.

Dignitas
(College Offerings)

DGN 1101
The Dignitas program at The College of St. Scholastica offers all its new freshmen a common experience to introduce them to the expectations of life at the College. Expectations include the academic role of an engaged learner, participation in the life and community of the college, and the development of a moral basis for work and citizenship.

DGN 1102
The Dignitas program at The College of St. Scholastica offers all its new freshmen a common experience to introduce them to the expectations of life at the College. Expectations include the academic role of an engaged learner, participation in the life and community of the college, and the development of a moral basis for work and citizenship.

Economics
(School of Business and Technology, Management Department)

ECN 2230 Principles of Microeconomics (II) 4 cr.
Focuses on how economists explain the behavior of individuals, how markets direct activities and the policy implications that flow from economic analysis. Emphasis is less on the development of theories and more on the application of theories. Course examines how developments in other fields, most notably evolutionary psychology, have affected microeconomics. Prerequisite: MTH at 1000 level or permission of instructor.

ECN 2280 Principles of Macroeconomics 4 cr.
Addresses “the economy” in the sense of the big picture. Topics covered include national income accounting, the determination of economic activity through consumer spending, business investment, government taxation and expenditure and foreign trade. This course also addresses the issues of fiscal and monetary policies, inflation and unemployment.

ECN 2405 / HON 2405 The World 2 cr.
Aims to give students, largely from the upper Midwest, exposure to and an opportunity to analyze current issues from around the globe. Since the text is a British publication, it exposes students to foreign perceptions of the United States. Students gain the research skills needed to quickly get additional information on events around the world.

ECN 3322 Medieval European Economic History 4 cr.
Focuses on the forces that contributed to the rise of the Western capitalistic system from a backwater faced with the threat of chronic famine in 900 A.D. to its current position of world dominance. Course highlights the creation of the economic and social institutions that make up life and demonstrates the fact that the past can serve as a mirror to the present.

ECN 3330 Managerial Economics 4 cr.
Focuses on how managers can use economic analysis in making decisions. Topics include the theory of consumer behavior, the theory of firm behavior, the theory of behavior under uncertainty, the application of game theory to firm behavior, empirical applications of theories and the role of experimental methods in economic analysis. Prerequisite: ECN 2230.

ECN 3335 Contemporary Healthcare Economic Systems (II,WI) 4 cr.
An examination of the economics of healthcare and healthcare reform. Topics include economic determinants of health, the markets for medical care, insurance markets, the managed care revolution and the role of government in healthcare. Special attention is given to current issues in healthcare reform.

ECN 3380 Money and Banking 4 cr.
An introduction to the role of money and banking in the U.S. economy. Course highlights the role of money in determining economic activity and prices, financial institutions, the Federal Reserve System, capital markets and monetary theory. Prerequisite: ECN 2280.

ECN 3777 Selected Topics in Economics 1-8 cr.
An in-depth examination of a topic of current interest. Choice of topic is based on the mutual interest of faculty and students.

ECN 4430 Current Economic Issues (II,WI) 4 cr.
Examines a variety of macro- and microeconomics topics currently being debated in the nation. Recent topics have included protectionism vs. free economics, the effectiveness of gun control, the wisdom of public subsidies of sports stadiums and welfare reform. Emphasis is on applying standard economic methodology to real-world issues.
ECN 4445 International Economics 4 cr.
Examines evolution of economic theories and policies relating to international trade and finance. Issues such as trade deficits, protectionism, economic unification, state-determined capitalism and international institutions are explored. Emphasis is on current international economic developments. Prerequisite: ECN 2280.

ECN 4555 Economics Internship 1-16 cr.
A supervised, off-campus work experience that allows the student to apply concepts and techniques learned in the classroom. Students work with a faculty advisor to design the internship and are evaluated by the advisor, as well as an on-site supervisor. Students may obtain additional information about internships from the Department of Management office. Prerequisite: approval of instructor.

ECN 4777 Selected Topics in Economics 1-8 cr.
An in-depth examination of a current economic issue. Topics may relate to any functional area and are chosen based on the mutual interest of faculty and students.

ECN 4880 Senior Seminar 4 cr.
The purpose of this course is to sharpen research skills and produce a senior thesis in the economics department. The course develops a framework by which students begin with a kernel of interest in some broad area and produce a meaningful thesis/paper at the end of the process. Overall, this is a nuts-and-bolts course. It aims to teach a skill - doing quantitative research. Some of the material is informational - where to find good resources to do economics research. Other material applies the discipline to research. Students will be taught some of the former, and there will be emphasis on the latter.

ECN 4999 Independent Study 1-8 cr.
The student, with approval of department chair and advisor, selects a particular area of study, which may include research and/or field experience involving a learning situation directly related to economics.

EDM 3220 Organization of Educational Resources 2 cr.
Provides students with the knowledge and skill in cataloging and classification to organize educational resources in both print and electronic collections. Students explore automated systems, evaluate these systems, and determine systems appropriate for individual media centers.

EDM 3224 Collection Development of Educational Resources 2 cr.
Prepares the student to develop a diverse media center collection and formulate policies and procedures to build and maintain it. First Amendment rights and copyright law as they relate to K-12 media centers are covered.

EDM 3226 Retrieval of Educational Resources 4 cr.
Prepares students to use and provide instruction in the retrieval and use of educational resources. Various types of informational resources, both print and electronic, are examined. Internet acceptable use, ethical guidelines, and safety issues are explored.

EDM 4228 Design and Production of Educational Resources 4 cr.
Explores the role, purpose, and elements of educational technology in the media center and the school. Students design and produce digital projects to support staff and student learning in the K-12 environment. Evaluation and selection of equipment and software are included.

EDM 4230 The Media Center and the Curriculum 4 cr.
Examines the role of the Media Specialist in integrating state and national literacy standards into school curriculum through media center activities. Includes strategies for collaborating with K-12 teachers, applying best practices in the use of educational technology, and contributing to school wide literacy initiatives.

EDM 4232 Educational Media Leadership 4 cr.
Examines the principles, skills, and abilities needed to provide leadership and innovation in the school district and the media center. Media center planning, management, evaluation, advocacy, and media specialist professional development are explored.

EDM 4235 EDM Methods Field Experience 1 cr.
Introduces students to the culture of a high school. They observe and assist library media specialists, interview school personnel, talk with students, work as a resource to teachers, and teach technology integrated library media lessons. Corequisite: EDM 4230.
EDM 4555 Media Practicum-Elementary, Middle, and Secondary  1-10 credits
Provides on-site experience in a school media setting at the elementary, middle, and secondary levels under the supervision of a licensed media specialist. The number of credits for which the student enrolls depends on whether the student is getting an additional license in elementary/middle or middle/secondary education.

EDM 4556 General Media Practicum  1 - 4 cr.
Provides students with experience at all levels and a variety of settings in which to work in library media and technology. The student and the program director design the practicum.

EDM 4777 Topics  variable credit
Topics of current and special interest to media educators. Topics may include electronic applications, media ethics, and censorship.

EDM 4999 Independent Study  1 - 4 cr.
Student selects a particular area of study in the area of educational media and technology. Prerequisite: permission of EDM program director.

Education  
(School of Education)

EDU 1505 Introductory Field Experience  1 cr.
Students will reflect on their own dispositions, and skills needed to become a highly qualified teacher. Students will interact with K-12 students and teachers in a local school classroom. Twenty hours (20) of field experience is required. Students must also participate in a mandatory trip to Brooklyn Center on Community Day. This course requires a $50 background check charge.

EDU 1540 Introduction to Teaching  2 cr.
Introduction to schooling, teaching, and the foundations of education. The major purpose is to help students clarify their thoughts and feelings about becoming a teacher. Topics include teachers, students, schools, teaching, and history of U.S. education, philosophy of education, graduation standards, and portfolio development. Must be taken concurrently with EDU 1505. Requires a $50 background check charge.

EDU 2102 Secondary Drug and Health Education Issues  2 cr.
Examines adolescent health issues and health problems within the context of primary, secondary and tertiary prevention. Suicide, eating disorders, violence in school, family and relationships, sexual abuse, and STDs are explored by defining the issues and problems, identifying causal factors, looking at the effects on learning and discussing prevention as well as intervention and follow-up.

EDU 2210 Educational Psychology/Needs of Learners  3 cr.
Examines children's cognitive, social, moral, and emotional development as a function of their social and cultural context: the school. The course introduces theories of intelligence, learning, memory, motivation, and behavior. Application of theory to practice is emphasized, with a focus on critical thinking, metacognition, models of instruction, and classroom management approaches.

EDU 2215 Educational Psychology/Needs of Learners  4 cr.
This field experience involves observing and helping in local schools. The student will connect learning from EDU course(s) to the field experience and produce documentation of said learning.
Note: Completing and passing the SOE background study is required prior to starting this field experience.

EDU 2240 Phy. Ed/Health/Drug Education  2 cr.
This course stresses understanding, knowledge, attitudes and habits necessary for healthful living. It explores elementary school physical and health education content and pedagogy and prepares the K-6 educator for meaningful strategies that promote physical and health education in the classroom and beyond. Alcohol, drugs, and mood altering chemicals and their effects on the individual, the family and society are also addressed. School as well as community resources dealing with prevention, intervention, treatment and follow up are explored.

EDU 2260 Visual and Performing Arts Methods  2 cr.
Examines the arts as a basic and essential form of human communication. Explores and analyzes integration of the arts as a way to increase student achievement. Students learn to integrate literature, art, drama, dance, and music throughout the curriculum by gaining a basic knowledge of the arts, reasons for integration, and integration strategies and principles. Students examine research and current school programs that integrate the arts across the curriculum.

EDU 2270 Science/Technology Methods K-6  2 cr.
This is a pre-practicum course for individuals planning to teach science in grades K - 6. Emphasis will be placed on understanding the Nature of Science, teaching science as inquiry, and addressing student mis-
conceptions. Methods for using technology effectively, managing materials and students safely and using state and district learner outcomes in planning will be addressed.

**EDU 2271 Social Studies/Technology Methods** 2 cr.
While students will gain knowledge in the content of the social sciences, the primary goal of this course is to guide students in developing the knowledge, skills, and attitudes for effective teaching of elementary social studies. In addition to an emphasis on integrating technology into the Social Studies curriculum, students will experience the kinds of instructional methods and strategies that are recommended as current best practices. Students will engage in activities and assignments that will foster reflection and discussion addressing the components of geography, history, government, economics, and sociology.

**EDU 2275 Field Experience Methods I** 1 cr.
Students apply skills and knowledge examined in EDU 2270 and EDU 2271 in an elementary classroom setting. Students will focus on classroom culture and teacher professionalism, social studies and science methods, technology, and reflection. The field experience portion of the communications block must be taken concurrently with EDU 2270 and 2271.

**EDU 2300 Human Relations** 2 cr.
Provides students with an opportunity to explore their own socialization processes and to challenge their assumptions about the dynamics of sexism, heterosexism, racism, and classism. Topics include: the five dimensions of multicultural education as described by James Banks; the conceptual frameworks of social justice education including the social construction of difference, social identity, socialization, power, privilege, oppression, the dehumanization process and empowerment; the debunking of myths that support sexism, heterosexism, racism, and classism; classroom applications of concepts.

**EDU 2420 Integrating Educational Technology in Your Classroom** 3 cr.
Provides an overview of the research and application of educational technology to support and enhance student learning. Participants will gain a better understanding of how to integrate technology into their teaching practices.

**EDU 2777 Topics in Education** 1-4 cr.
Topic courses address a special need, interest or opportunity and are not a part of the regular Teacher Education curriculum.

**EDU 2800 Teaching Process I** 4 cr.
Provides students with an understanding of the characteristics of a positive classroom environment in which respect is emphasized. Students examine how the teaching/learning environment is influenced both by the relationship between the teacher and the students and by the content and the methodology chosen by the teacher. Topics include: classroom management; communication with parents/guardians; middle level education; the teaching philosophy-classroom environment connection; and technology integration. Students learn how to incorporate multiple intelligences activities, reading strategies, and computer-based technology skills into daily lesson planning. Corequisite: EDU 2805.

**EDU 2805 Field Experience I - Middle School** 1 cr.
Introduces students to the culture of a middle school environment. They observe and assist teachers, interview school personnel, talk with students, and teach lessons that incorporate computer-based technology activities and reading strategies. Corequisite: EDU 2800.

**EDU 2999 Independent Study** 1-4 cr.
Independent study in an area of interest. Prerequisite: Permission of program chair.

**EDU 3250 Special Education and Inclusion** 2 cr.
Addresses the general education teacher’s role in educating children and youth with disabilities. Students examine the social construction of disability, disability legislation, including the rights and responsibilities of parents, educators, and students; and universal design for learning. They conduct a case analysis which includes referral and identification procedures, collaboration with special education teachers and parents, and development of an individual education plan (IEP). Students conduct research on a specific disability area and demonstrate effective accommodations and strategies for students with these disabilities.

**EDU 3300 Ojibwe Education Principles** 4 cr.
Provides a foundation in American Indian education and includes historical precedent, the boarding school era, cultural pluralism, contributions, and current issues. Fundamentals of first and second language acquisition, school organizational environment, and communication styles are explored.

**EDU 3430 Harnessing the Power of the Internet: For Teachers** 3 cr.
Presents the Internet as a classroom resource for teachers and students. Participants will learn to use online discussion groups, search the Internet, use evaluation tools to review Web pages, and develop a classroom project to help students use the Internet.
EDU 3440 Using Digital Media in Your Classroom 3 cr.
Provides an overview of digital media application for teaching and learning. Participants will learn to design and produce multimedia and digital video products to support the curriculum in their classroom. The course will also focus on designing instruction that integrates student use of multimedia and digital video as learning tools.

EDU 3450 Leadership and Future Trends in Educational Technology 3 cr.
Assists in developing educational technology leaders. In this course students evaluate, plan, and create educational technology-based solutions for learning environments while considering best-practices in technology integration. Participants will learn about topics in educational technology such as future trends, government policies, professional development models, and evaluation tools. Prerequisites: One course from: EDU 2420, EDU 3440, EDU 3430

EDU 3610 Mathematics Methods 4 cr.
Focuses on best practices and current research trends that enable learners to be successful teachers of mathematics in the K-6 classroom. Learners analyze and evaluate current research, teaching strategies and philosophies related to teaching K-6 mathematics. Helps future teachers build a basic foundation concerning pedagogy, standards based instruction, technology use, and equity issues. Special attention is given to teaching practices that can help ALL K-6 students be successful in mathematics. Field experience activities and application from EDU 3250 may be required in this course dependent on the students’ course sequence.

EDU 3615 Methods Field Experience II 2 cr.
The student will also be asked to reflect on her/his experience in the field placement classroom. Students apply skills and knowledge examined in EDU 3615 in an elementary classroom setting. The focus is on observation of classroom culture and teacher professionalism, emphasizing literacy, reflection, and discussion while providing an opportunity to work with groups of children. The field experience portion of the communications block must be taken concurrently with EDU 3615. Field experience activities and application from EDU 3250 may be required in this course dependent on the students’ course sequence.

EDU 3620 Assessment Methods 2 cr.
An inquiry into the essence of the assessment process. The purpose and process of assessment will be investigated from a theoretical, phenomenological, personal, and experiential perspective. Topics include a brief history of assessment in education, underlying assumptions driving our assessment practices, the forms, purposes and effects of assessment used in classrooms today and new directions for assessment being advocated. This course is also listed as a benchmark course for the teaching portfolio. Students will share their whole portfolio with the education faculty to receive feedback.

EDU 3710 6 cr.
In EDU 3710 students will examine the characteristics of a well-balanced developmental reading/language arts program. The primary purpose of the course is to prepare elementary school education majors to be successful teachers of reading and its related language arts components. Students examine how theory and practice come together in developing effective instructional strategies for elementary school students. Students become familiar with a variety of teaching methods. They learn how to effectively implement instruction in the reading areas of phonemic awareness, phonics, fluency, vocabulary, and text comprehension as well as spelling, oral and written language, and children’s literature. Assessment, analysis, and resultant remediation plans will be conducted with elementary students as well as through classroom activities. Current research trends that emphasize a balanced approach to literacy instruction is the framework for the course. To gain skills in accessing and evaluating research, students will examine current research supporting effective reading/language arts instruction best practices.

EDU 3715 Methods Field Experience III 2 cr.
Students apply skills and knowledge examined in EDU 3710 in an elementary classroom setting. The focus is on observation of classroom culture and teacher professionalism, emphasizing literacy, reflection, and discussion while providing an opportunity to work with groups of children. The field experience portion of the communications block must be taken concurrently with EDU 3710. Field experience activities and application from EDU 3250 may be required in this course dependent on the students’ course sequence.

EDU 3800 Teaching Process II 4 cr.
Explores the dynamics among four dimensions of the teaching/learning relationship - teachers, students, course content, and methodology - with the emphasis this semester on content and methodology. Topics include: daily and long-term planning; the advantages and limitations associated with various instructional strategies; reading and writing strategies for use across the curriculum; assessment; the Minnesota Department of Education Content Standards; multicultural,
diversity-sensitive approaches to learning in the classroom; the integration of computer-based technology skills. *Middle/Secondary Education Program: A content area methods course and its accompanying field experience are required following EDU 2800/2805 and preceding EDU 4700/4710 (Student Teaching). Please find the following courses within the content area listing of the catalog: SSC 3900, 3905; Eng. 4440, 4445; MTH 3533, 3535; NSC 3333, 3335.

EDU 4300 Ojibwe Education Methods 4 cr. Explores techniques and methodologies for teaching Ojibwe learners. Students gain an understanding of the culture, traditions, and history of the Anishinaabe. Based on this information and drawing on information obtained in EDU 3300, students learn how to create, adapt, and integrate culturally and linguistically relevant Ojibwe curricula into content areas at primary, middle and secondary levels.

EDU 4500 Student Teaching K-6 14 cr. Provides students with a practical teaching experience in a local elementary or middle school under the supervision of a licensed teacher. This placement includes maintaining an environment conducive to learning; planning and teaching learning units (using both long-term and daily planning tools); developing assessments to evaluate students’ learning; working with students with diverse learning needs; communicating effectively with students, parents/guardians, colleagues, and school support personnel; and participating in school activities.

EDU 4510 Student Teaching Seminar K-6 2 cr. Helps students reflect on and deal with situations encountered in their student teaching experience. Attendance is required. Class discussions and reflections come from the daily challenges of being with students in a classroom setting. Time is also spent on discussing the job application, portfolio development, and licensure processes. Must be taken concurrently with EDU 4500.

EDU 4710 Gr. 5-12 Student Teaching Seminar 2 cr. Helps students reflect on and deal with situations encountered in their student teaching experience. Attendance is required. Class discussions and reflections come from the daily challenges of being with students in a classroom setting. Time is also spent on discussing the job application, portfolio development, and licensure processes. Must be taken concurrently with EDU 4700.

EDU 4777 Topics in Education 1-4 cr. Topic courses address a special need, interest or opportunity and are not a part of the regular School of Education curriculum.

EDU 4999 Independent Study 1-4 cr. Independent study in an area of interest. Prerequisite: permission of department chair.

English
(School of Arts and Letters)

ENG 1110 First Year Composition 4 cr. Emphasis on developing thinking and writing skills. The course is based on principles of contemporary writing pedagogy, including prewriting activities, writing process, focus on audience and purpose, writing reflections, peer evaluation, drafting, group writing and instructor conferencing. Early assignments depend on personal experience and then sequence to referential and argumentative writing. Includes basic documentation and bibliographic instruction.

ENG 1115 Introduction to Literature (IV) 4 cr. Introduces the student to the foundations of literary study. In addition to reading a variety of texts from world literature students will try out the role of literary critic, applying at least two critical frameworks to texts. Students will experience ways in which different critical lenses may stimulate, enrich, change and challenge their understanding of a text. Students will also try out the roles of both poet and storyteller to appreciate the ways literary genres shape and limit expression.

ENG 1120 Mythology (IV) 4 cr. Myth as society’s way of expressing itself is approached here through narrative frames and choices and interpretation of stories from primary sources. Stories are taken from the ancient Mediterranean, South and East Asia, early America and modern Africa. Study will reach to include myths selected from China, India, Islam, Japan, Africa and/or the early Americas.
ENG 1130 Introduction to Women's Literature (I, IV) 4 cr.
Surveys of prose and poetry in the English language by women of the 1300s to the present. Readings include three novels and several plays. Women's issues are discussed as they arise in the literature.

ENG 1140 Modern World Literature (IV) 4 cr.
Cultural revolution of the 20th century narrated by the men and women who created and then experienced it: Africa's Achebe and Soyinka, England's Woolf and Lawrence, Ireland's Yeats, Joyce and Beckett, India's Desai, the Americas' Silko, Marquez, Borges and Faulkner, Russia's Akhmatova and Solzhenitsyn, Germany's Mann and Czechoslovakia's Kafka.

ENG 2105 Investigative Writing 2 cr.
Theory and practice of research skills in preparation for writing an article-length essay, report, review of literature, literary or cultural critique, memoir, etc. Focus on developing a proposal, producing a working bibliography, developing an outline or focus statement, writing drafts, and using discipline-specific formats as appropriate. Excellent preparation for McNair students and liberal arts majors intending to pursue graduate school as well as others interested in investigative writing.

ENG 2210 Ethnic Literature (I, IV) 4 cr.
Introduction to literature written by authors of minority groups in the United States, including Hispanic Americans, American Indians, African Americans, Asian Americans and Jewish Americans. The course focuses on the diversity of American literature, on the ways in which writers outside the mainstream view America and on how they view their own cultures.

ENG/MER 2220 Medieval and Renaissance Worlds in Literature (I, IV) 4 cr.
Study of medieval and Renaissance texts in their historical, cultural, and literary contexts. The course examines various genres and subjects in an effort to understand what texts from a distant past reveal about their own cultures and how they might speak to a 21st-century audience. Texts are selected from a range of cultures, such as medieval and Renaissance France, Germany, Greece, Ireland, Italy, Russia, Scandinavia, Spain, and Wales, as well as Arabia and the Jewish Diaspora.

ENG 2250 Introduction to Poetry (IV) 4 cr.
Study of theory, forms and techniques of poetry with greatest emphasis on close study of selected poems. The course focuses on the major forms of poetry and the relationship of metaphor, symbol, tone and metrics to meaning.

ENG 2251 Introduction to Fiction (IV) 4 cr.
Survey of the world's great novels in a variety of cultural settings and idioms. Special attention is given to the forms and conventions of the genre, and to the critical apparatus by which a reader may intelligently analyze works of fiction. A typical reading list might include works by Austen, the Bronte sisters, Flaubert, Twain, Dostoevsky, Lawrence, Hurston, Camus and Erdrich.

ENG 2252 Introduction to Drama (IV) 4 cr.
Study of theory, forms and dramatic conventions of plays taken from Greek, medieval, Renaissance, neoclassical, modern and contemporary periods.

ENG 2270 Studies in Literature (IV) 4 cr.
Semester length study of selected genres such as the Bible, fantasy literature, science fiction, mystery, and the Gothic novel.

ENG/RUS 2280 Literature in Translation (I, IV) 4 cr.
Study of literature written in Spanish or French or German or Russian and translated into English. This course focuses on selected works of prose and poetry from a particular period with emphasis on careful reading and reader response as well as cultural, historical, political, religious and economic developments that provide context.

ENG 2777 Topics 2 or 4 cr.

ENG 3300 Creative Writing: Fiction and Nonfiction (WI) 4 cr.
The reading of appropriate fiction and writing of short weekly pieces and a final short story. The class includes presentations on technique. Students need not be English majors. Work from this class is often published in the St. Scholastica literary journal, Out of Words.

ENG 3301 Creative Writing: Poetry (WI) 4 cr.
Reading and discussion of poetry to learn technique from published poets. A final portfolio of poetry required which will include students’ choice of their best work. Students need not be English majors. Work from class is often published in the St. Scholastica literary journal, Out of Words.

ENG 3310 American Literature I: Beginnings to 1900 (IV) 4 cr.
Survey of American literature (poetry, essays, short stories and novels) beginning with Anne Bradstreet in the 17th century and including such authors as Irving, Poe, Emerson, Thoreau, Hawthorne, Melville, Stowe, Twain, et al. The course focuses on writers’ responses to the political, social and literary concerns of the period, as well as to more general human concerns. Some attention to issues of form.
ENG 3311 American Literature II:  
1900 to Present (IV) 4 cr.  
Survey of works by American poets and prose writers  
from the late 1800s through the 1990s. Poets include  
Dickinson, Frost, Williams, Stevens, Eliot, H.D., Mari-  
anne Moore, Plath, Wilbur and Rich. Novelists include  
Cather, Faulkner, Hemingway, Malamud, Walker, Mor-  
rison, Updike, Nabakov, O’Brien and Erdrich; American  
dramatists include Miller, O’Neill, Shepard, Albee and  
Williams. Short story writers include Anderson, Chopin,  
Cheever, O’Connor, Mason, Beattie and Oates.

ENG 3315 American Short Story (IV,WI) 4 cr.  
Chronological survey of the development of the American  
short story as well as a survey of selected short story  
theory and criticism. Students will read stories by more than 30  
American short story writers, beginning in the 18th century and  
continuing into the present decade. Discussion will focus on themes, the contexts in which the stories were written and story structure.

ENG 3320 British Literature I: Medieval  
to Neoclassical (IV) 4 cr.  
Survey of English literature from the beginning until the late 18th century, including important and representative texts from the Middle Ages, the Renaissance and the neo classic era. The course offers a view of literature within its historical and cultural context.

ENG 3321 British Literature II: Romantic  
to Modern (IV) 4 cr.  
Survey of British literature from the end of the 18th century to the present day, including poetry, drama and prose from the Romantic period, the Victorian period and Modernist canon. The course offers a historical context so that students may understand the writers in relation to one another and to the world they inhabited.

ENG/CTA 3330 Theatre: Greek -  
Elizabethan (IV, VIII) 4 cr.  
Survey of major historical developments in theatre from the birth of theatre performance in ancient Greece through Roman theatre to medieval liturgical drama. The course concludes with Elizabethan theatre and includes study of technical developments as well as historical contexts. Classes focus on production as well as the literary perspective.

ENG/CTA 3331 Theatre: Restoration -  
20th Century (IV, VIII) 4 cr.  
Survey of major historical developments in theatre from the Restoration through the 20th century. The readings focus on the change in realism with the influence of psychoanalysis, absurdist, surrealism and ethnic theatre. Literary and historical components of the plays are addressed. Classes focus on production as well as the literary perspective.

ENG 3340 American Novel (IV, WI) 4 cr.  
Analysis and discussion of the development of the American novel in the 19th or 20th centuries. There will be some attention given, where appropriate, to British and American antecedents. Classes focus on selected novelists and the variety of themes and forms characteristic of either century.

ENG 3350 British Novel (IV,WI) 4 cr.  
Analysis and discussion of the origins and development of the British novel either from its beginning in the 18th century through the romantic novel of the 19th century, or at the discretion of the instructor, a survey of one of the following categories: Victorian novels, post-modern novels.

ENG 3360 Technical Writing (WI) 4 cr.  
Emphasis on the kinds of written communications required of engineers, technologists, researchers and technicians, with special attention to the translation of technical information for understanding by laypersons. Students will produce letters, reports, proposals and procedures and are expected to give oral presentations. The class focuses on the writing process, audience analysis and adaptation strategies, formats, graphics, resumes and cover letters. Prerequisite ENG 1110 or competency.

ENG 3362 Advanced Writing (WI) 4 cr.  
Designed for students interested in writing who want to explore some of the ways in which language can be used to achieve particular aims. Students will do a considerable amount of writing as well as some reading in rhetorical theory and stylistics. There may be some imitative exercises, but the emphasis is on adapting discourse for various audiences and different occasions. Occasionally, designated sections of the course will focus on writing for electronic media and the rhetorical demands such writing entails. Prerequisite: ENG 1110 or competency.

ENG3364/MGT 3150 Management  
Communication: Written (WI) 4 cr.  
Emphasis on the writing process as appropriate to the management situation. Students complete a series of writing assignments including letters, memos, proposals, problem-solving reports, informational reports and group writing projects. The emphasis is on audience adaptation, clarity of purpose, adequacy of support and correct format. Students will be introduced to writing for the electronic media. Students must be juniors and have some professional experience before enrolling. Prerequisite: ENG 1110 or competency.
ENG 3370 Studies in Women’s Literature (IV,WI) 2 or 4 cr.
Studies focused on, for example, literature of women’s friendship and mother-daughter literature.

ENG 3371 Studies in World Literature 4 cr.
Studies focused on, for example, post-colonial literature and Third-World literature written in English.

ENG 3390 Irish Literature (IV) 4 cr.
Analysis and discussion of Irish literature and its cultural and nationalist context. The course begins with mythology, folk tales and epic, and then examines their transformations in the writings of Yeats, Joyce, Synge, Heaney, Boland, etc. Attention is paid to thematic and linguistic manifestations of “Irishness” and their subversion.

ENG 3777 Topics in Literature, Writing or Linguistics 2 or 4 cr.

ENG 4400 Shakespeare I (IV,WI) 4 cr.
Close reading of the earlier plays with attention to understanding of the narrative and appreciation of the text. Classes focuses on earlier plays with attention to variety of type; e.g., comedies A Midsummer Night’s Dream, Twelfth Night and Much Ado About Nothing; histories Richard II and Henry IV; tragedies Macbeth and Othello; romances Cymbeline and Pericles. Elizabethan background and critical study is included. The play choices will be made considering the availability of Shakespeare in performance.

ENG 4401 Shakespeare II (IV,WI) 4 cr.
Close reading of the later plays. Classes will focus on a variety of types such as: tragedies Hamlet, King Lear and Antony and Cleopatra; comedies As You Like It, Measure for Measure and Troilus and Cressida; romances The Tempest and The Winter’s Tale. Elizabethan background and critical study are included. Play choices will be made considering the availability of Shakespeare in performance. ENG 4400 is not a prerequisite.

ENG 4410 Individual Author (IV,WI) 4 cr.
An in-depth study of one English or American writer, with special focus on the writer’s important works and the cultural, historical and literary contexts. Offerings may include, but are not limited to, Geoffrey Chaucer, Virginia Woolf, D.H. Lawrence and William Faulkner.

ENG/CTA 4420 Film and Literature (IV, VIII) 4 cr.
Comparison of written and cinematic texts. A variety of film theories will be discussed in conjunction with image creation. Narrative issues - e.g., theme, style and characterization - will also be covered.

ENG 4425 Literary Theory 4 cr.
Introduction to literary theory, ancient to post-modern. The course surveys major theoretical trends in the West from classical, medieval, modern, and post-modern periods. Students will also articulate and examine critically their own theoretical assumptions about literature and literary study. Junior or senior standing or instructor permission required.

ENG 4430 English Language and Linguistics (WI) 4 cr.
Introduction to the history of the English language, theories of grammar and major topics in linguistics. Class discussions will focus on a variety of questions: how language got started, what it is, where English comes from, how English has changed, the extent to which there is such a thing as correct English, what dialects are and how they are significant, how words and their semantic values change, what the major approaches to grammar are, how people learn language, how the mind processes language, how linguistics can help teachers and how systems of writing arose and developed.

ENG 4440 Communication Arts/Literature Methods 4 cr.
Provides students with an integrated approach to the teaching of reading, writing, speaking, listening and viewing skills in both middle level and high school settings. Topics include: teaching strategies that address the stages of the reading process and the writing process; teaching strategies that help students interpret and evaluate texts in a variety of ways; assessment; technology integration; selection of middle school and high school texts; lesson design and presentation; membership in professional organizations. Prerequisites: EDU 2800 and EDU 2805. Corequisite: ENG 4445.

ENG 4445 English Methods Field Experience 1 cr.
Introduces students to the culture of a high school environment. They observe and assist teachers, interview school personnel, talk with students, and teach lessons that incorporate computer-based technology activities and content area reading strategies. Corequisite: ENG 4440.

ENG 4450 Internship 2 or 4 cr.
Conducted in a professional setting related to the student’s field of interest. The student is supervised by a site supervisor. Performance evaluation will be completed by the site supervisor, an English instructor, and the student. Instructor permission required.
ENG 4999 Independent Study 1-4 cr.
Advanced English study in an area of special interest to the student. The work must be conducted under faculty direction and receive departmental approval.

Earth Science
(See Physical Science)

Exercise Physiology
(School of Health Sciences)

EXP/HSC 1110 C.P.R. and First Aid 2 cr.
Principles and techniques of cardiopulmonary resuscitation and standard first aid for infants, children and adults. Training in rescue breathing and CPR by one and two persons, automated external defibrillator (AED), and immediate procedures and standard care for illness, injuries and emergencies are covered. Competency in skills leading to American Heart Association BLS for Healthcare Providers, C.P.R. certification and American Red Cross Responding to Emergencies First Aid Certification.

EXP 3321 Kinesiology 4 cr.
This course consists of an in-depth study of the origin, insertion and function of major muscles of the upper and lower extremities. Neurological analysis of normal muscle function and basic dysfunction is covered. Kinesiological concepts related to human movement and athletics will be presented throughout the course. Prerequisite: BIO 2110.

EXP 3322 Biomechanics 4 cr.
Fundamental principles, calculations and applications of biomechanical analysis to the human body at rest and during movement. Prerequisite: EXP 3321.

EXP 3323 Sports Nutrition 4 cr.
Structure, function and dietary sources of macro and micronutrients. Determination of individual nutrient requirements and diet analysis. Effect of nutrition and hydration on health and athletic performance. Efficacy and ethical considerations regarding the use of nutritional manipulation techniques, supplements and ergogenic aids to improve performance and enhance recovery. Prerequisite: EXP 3331.

EXP 3330 Psychophysiology of Stress and Exercise 4 cr.
This course examines the psychological and physiological dimensions of the stress response at rest and during exercise. Attention is given to a critical consideration of lifestyle factors and the extent to which society at large is responsible for (or victimized by) disease. Various stress reduction techniques will be practiced and physiologically evaluated using the metabolic analyzers in the exercise physiology laboratory. Prerequisite: EXP 3331.

EXP 3331 Exercise Physiology 4 cr.
Basic principles of human physiology and metabolic processes used to produce and store energy with direct application to acute and chronic exercise. Structure, function and measurement of the cardiovascular, pulmonary and neuromuscular systems with respect to human activity and athletic performance. Measurement of hemodynamic parameters and expired ventilator gasses to determine energy expenditure at rest and during exercise. Prerequisite: BIO 2110.

EXP 3332 Physiological Assessment 4 cr.
Basic to advanced instrumentation used to evaluate aerobic capacity, flexibility, body composition, muscular strength and endurance. Pre-exercise screening, safety and legal ramifications of exercise as a therapeutic intervention. Physiological adaptation in response to acute and chronic exercise and its application to exercise prescription and training for athletic performance. Administration and application of various stress test protocols and exercise programs in developing individualized exercise prescriptions for healthy and diseased individuals. Effect of exercise on the treatment and progression of common lifestyle diseases. Prerequisite: BIO 2120.

EXP 3334 Cardiopulmonary Rehabilitation 4 cr.
Multi-disciplinary risk factors considered responsible for heart and vascular disease along with commonly associated diseases (obesity, diabetes) and behaviors (smoking, physical inactivity). Changes in cardiac structure, function and coronary circulation that occur in heart and vascular disease. Behavioral, surgical and pharmacological treatments used in primary and secondary prevention of heart disease. Use of diagnostic techniques to determine safe and effective exercise prescription for cardiac and pulmonary patients. Recognition of, and response to, common psychosocial issues as they relate to the post-myocardial infarction and pulmonary patients. Prerequisite: EXP 3331.

EXP 4430 Exercise and Immunology 4 cr.
This course addresses the relationship between exercise and susceptibility to illness, particularly with reference to the mechanisms responsible for exercise induced changes in immune function. Prerequisite: EXP 4431.
EXP 4431 Advanced Exercise Physiology  4 cr.
The culmination of undergraduate exercise physiology classroom and laboratory experiences are integrated to illustrate how the understanding of the physiology of exercise, sport, and physical activity is applied in real world settings within the scope of practice of an exercise physiologist. Laboratory sessions focus on physical/physiological measurement and evaluation techniques while the lecture portion is centered on applied exercise physiology topics and professional development. Prerequisite: EXP 3331.

EXP 4436 Exercise Physiology Research I  4 cr.
The research process is introduced with recurring themes including the fundamental tenets of scientific investigation and the scientific method; the importance of objectivity and ethical behavior in research; and the ability to critically read, interpret, and discuss the content of scientific articles. Experiential learning is achieved by proposing and independently carrying out a research project, reducing the data, and presenting the findings orally as well as in a manuscript format. Prerequisite: EXP 3331.

EXP 4437 Exercise Physiology Research II  4 cr.
Focuses on the ethics of scientific research, data reduction, writing, and publishing in exercise physiology. This course also examines issues of scientific fraud, "publish or perish," plagiarism, critiquing research studies and accuracy of references. The student will be expected to propose and independently carry out a research project, reduce the data, develop a research manuscript, and produce a document consistent with the published format of a specific exercise physiology journal. Prerequisite: EXP 4436.

EXP 4438 Exercise Electrocardiography  4 cr.
Students read electrocardiograms of individuals at rest and during exercise with special attention paid to the electrocardiograms of post-myocardial infarction patients in cardiac rehabilitation programs. Cardiac medications and graded exercise testing also comprise a major portion of this course. Prerequisite: EXP 3334.

EXP 4439 Seminar in Exercise Physiology  4 cr.
Centers on the presentations of exercise physiology topics by students and faculty. The course examines the specificity of what constitutes professional development, exercise physiology as a profession, exercise physiology professional organizations, certification, licensure and accreditation. Prerequisite: EXP major and/or consent of the department chair.

EXP 4441 Advanced Laboratory Research  4 cr.
Emphasizes student use of exercise physiology instrumentation to study currently important laboratory techniques. Special attention is given to the analysis of the exponential and equilibrium methods for determining cardiac output and its relationship to oxygen consumption. The student’s ability to plan for and engage in an intensive laboratory study of a specific research problem is also important in this course. Prerequisite: EXP 4431.

EXP 4555 Internship  4-16 cr.
A supervised off-campus internship that allows the student to apply theoretical knowledge and hands-on laboratory skills to real-life situations. Prerequisites: EXP major and consent of the chair.

EXP 4777 Topics in Exercise Physiology  4 cr.
Courses not part of the regular Exercise Physiology curriculum but taught because of a special need, interest or opportunity. Prerequisite: EXP major and/or consent of the chair.

EXP 4999 Independent Study  1-4 cr.
Emphasis on initiating and completing an independent research project. The department chair must approve the topic.

Finance
(School of Business and Technology)

FIN 3420 Financial Management  4 cr.
Examines the concepts and tools that are needed by managers when making financial decisions. Students are required to analyze a financial statement, assess risk, calculate the cost of capital for capital budgeting, and describe the methods for valuing securities such as stocks and bonds for an organization. Approach to the course content is from a manager's perspective on how to make value-creating decisions for an organization's stakeholders. Prerequisite: ACC 2210.

FIN 3430 Advanced Financial Management  4 cr.
The course explores advanced finance concepts including corporate decision making involving the issuance of debt and equity securities, dividend and stock policies, evaluation of a corporation's governance and ownership structures and analysis of mergers and acquisitions. Students will be required to complete a financial analysis term project of a publicly traded corporation. Prerequisite: FIN 3420.

FIN 3440 Investments  4 cr.
The objective of this course is to learn how to make sound investing decisions. Students study the different types of investments available, the markets they are traded in and the sources of information that are available to investors. We then examine the relationship between risk and return, techniques for valuing securities and the construction and management of portfolios.
FIN 3777  Selected Topics in Finance 1-4 cr.
An in-depth examination of a current finance issue. Topics may relate to any functional area of the finance profession and are chosen based on the mutual interest of faculty and students. Prerequisite: permission of instructor.

FIN 4460  Multinational Business Finance 4 cr.
Factors that influence the basic decisions of the firm in an international setting. Prerequisite: MGT 3420.

FIN 4555  Finance Internship 1-16 cr.
A supervised, off-campus work experience that allows the student to apply concepts and techniques learned in the classroom. Students work with a faculty advisor to design the internship and are evaluated by the advisor, as well as an on-site supervisor.

FIN 4777  Selected Topics in Finance 1-4 cr.
Students engage in an in-depth examination of a current finance issue. Topics may relate to any functional area of the finance profession and are chosen based on the mutual interest of faculty and students. Prerequisite: permission of instructor.

FIN 4999  Independent Study 1-4 cr.
Student selects a topic in professional finance and completes an individual study that may involve research and/or field experience. Prerequisite: approval of instructor and department.

French
(School of Arts and Letters, Global, Cultural and Language Studies Department)

FRN 1111  Beginning French Language and Culture I (III) 4 cr. each
First semester sequence of French language study, focusing on the basic structures necessary for asking and answering simple but meaningful questions concerning directions, family life and school. Prerequisite: Placement test or permission of instructor.

FRN 1112  Beginning French Language and Culture II (III) 4 cr. each.
Expands students' ability to communicate through introduction of more complex linguistic structures. Completes beginning level sequence. Prerequisite: Placement test or permission of instructor.

FRN 2201  Intermediate French 4 cr.
Completes basic study of linguistic components necessary for participation in meaningful discussion and dialogue in the French language. Prerequisite: FRN 1111, placement test or permission of instructor.

FRN 2202  French Civilization 2 cr.
Study of French culture and society from the Gallic era to the 21st century. Focus on the evolution and development of social behaviors, cultural norms, and social institutions. Course also counts toward major/minor in LIS. Prerequisite: FRN 2201 or permission of instructor.

FRN 2203  Francophone Civilization 2 cr.
Study of Francophone culture and society in Africa, Quebec, and the Caribbean. Focus on the influence of colonialism and decolonization on traditional social institutions, behaviors, and cultural norms. Course also counts toward major/minor in LIS. Prerequisite: FRN 2201 or permission of instructor.

FRN 2301  Introduction to French Literature 2 cr.
Study of short literary texts from different periods and regions. Emphasis on developing skills in reading comprehension and analysis. Prerequisite: FRN 2201 or permission of instructor.

FRN 2302  French Grammar Review 2 cr.
Reinforces linguistic skills through practical review of basic grammar components. Prerequisite: FRN 2201 or permission of instructor.

FRN 3101  L'Histoire de la France 2 cr.
Survey of major aspects in the development of France as a modern European nation. Course also counts toward major/minor in LIS. Prerequisite: FRN 2202 or permission of instructor.

FRN 3201  La Poésie Française 2 cr.
Opportunity to read and discuss works of major French poets from medieval to modern times. Relationship of versification techniques to meaning is emphasized. Prerequisites: FRN 2301 or permission of instructor.

FRN 3301  Advanced French and Francophone Literature 2 cr.
Study of different genres of literature, such as novels, drama, and autobiography, through close reading and interpretation of significant literary works from various francophone countries. Prerequisite: FRN 2301 or permission of instructor.

FRN 3303-3304 Advanced Conversation I and II 2 cr. each.
Focus on greater fluency in speaking. Emphasis on expanded vocabulary and more complex structures. Prerequisite: FRN 2201 or permission of instructor.

FRN 3305  French Composition and Correspondence 2 cr.
Students strengthen writing skills in French through applied grammar exercises which relate to narration, description, dialogue and personal and professional correspondence. Prerequisite: FRN 2302 or permission of instructor.
FRN 3378 French Pronunciation 1 cr.
Students have the opportunity to practice sounds, intonation and rhythm patterns that are specific to the French language.

FRN 3777 Topics in French Civilization and Culture 2 cr.
French language courses not part of the regular French curriculum. Topics will be based on relevance to both the French and the International Studies curriculum. Prerequisite: FRN 2202 or permission of instructor.

FRN 4999 Independent Study 1-4 credits
Self-determined program of study under faculty direction for student whose interests extend beyond the curricular offerings of the department.

German
(School of Arts and Letters, Global, Cultural and Language Studies Department)

GMN 1111 Beginning German Language and Culture I (III) 4 cr.
Introduces basic oral, listening comprehension, reading and writing skills. Emphasizes active use in communicative contexts based on daily life as well as cultural analysis. Prerequisite: Placement test or permission of instructor.

GMN 1112 Beginning German Language and Culture II (III) 4 cr. each
Introduces more complex linguistic features and continues the development of the oral, listening comprehension, reading and writing skills within culturally contrastive contexts. Prerequisite: Placement test or permission of instructor.

GMN 2201 Intermediate German I 4 cr.
Promotes the synthesis of the basic language skills through a grammar review, vocabulary building, the use of authentic texts, hands-on projects, films and native speakers to generate discussion and deepen cultural understanding. Prerequisite: Placement test or permission of instructor.

GMN 2202 Intermediate German II 4 cr.
Continues the language skills and cultural understanding synthesis of the previous course, adding historical and literary texts to help develop the pragmatics of opinion formation and more complex discourse. Prerequisite: GMN 2201 or permission of instructor.

GMN 3300 Leipzig Seminar 0-2 cr.
Open to participants of the St. Scholastica/Leipzig Exchange Program, this seminar concludes with a two week site visit in Leipzig, Germany, at the end of spring semester. The seminar consists of a site-related cultural and historical orientation as well as the development of a research project to be carried out during the onsite visit. Prerequisite: Selection as a participant of the Leipzig Exchange Program.

GMN 3301-3302 Advanced German Composition and Conversation 2 cr. each
Encourages the development of language functions on a higher level, such as opinion formation and abstraction in both written and oral use. Texts include a broad range of cultural topics, including current events and internet information, music, literature and history. Prerequisite: GMN 2202 or permission of instructor.

GMN 3378 Multi-Skill Units 1 cr.
Rotating one-credit courses offer students a context based course enabling them to continue developing their German language skills on a limited basis. Subjects offered include German current events, conversation, film, cuisine and pronunciation. Prerequisite: GMN 1112 or permission of instructor.

GMN 3777 Topics in German Civilization and Culture 2 cr. each
Courses offer in-depth study of subjects not covered in the general language sequence. Topics chosen will be based on relevance to both the German and the Global, Cultural and Language Studies curriculum. Prerequisite: GMN 2202 or permission of instructor.

GMN 4999 Independent Study 1-4 cr.
Self-determined program of study under faculty direction for students whose interests extend beyond the curricular offerings of the department. Prerequisite: Permission of instructor.

Gerontology
(School of Sciences)

History and development of the healthcare system in the U.S.; health in society today; types of healthcare institutions and services; organizational structure, roles of health care professionals and functions of hospitals and other health facilities; accountability in healthcare and the role of government in healthcare; introduction to current models of healthcare financing.

GER/TRS 3310 Religious Perspectives on Living, Dying and Grieving (WI) 4 cr.
Consideration of questions related to suffering, dying, prolonging and manipulating life. The course examines topics related to the meaning and end of human life according to various religious viewpoints. Related topics include definitions of quality and sacredness of life as daily lived.
GER/PSY 3315 Psychosocial Aspects of Aging 4 cr.
Overview of the aging individual within a social context. The focus is on characteristics of today’s older adult cohort, psychological processes in late life, the social context in which older adults live and society’s response to older adults. Topics include: demographics, stereotypes and attitudes, research methods, theories of development, sensing and responding to the environment, cognitive processes, mental disorders and treatment, death and dying, sexuality, intimate relationships, family relationships, caregiving, employment and retirement, finances, Social Security, Medicare, living environments, ethnicity, gender, crimes against and by older adults, social programs, and political power of the older cohort.

GER 3316 Health and Functioning in Late Life 4 cr.
Overview of the basic principles and concepts of the normal aging process, including the realities of physical aging and common health deviations. Theories of aging, physiological changes in the older adult, and common chronic diseases are explored. Health promotion, preventive action and the healthcare system for the older adult are components of the course content.

GER/TRS 3318 Spirituality and Aging 4 cr.
Examination of the ongoing, dynamic, creative process of spiritual growth and physical development in the older adult. Focus includes: the normal aging process as it deals with meaning in life; ageism; death and dying issues; various forms of ministry for and with the aging population; and transitions of life which can facilitate the continued search for spiritual fulfillment.

GER/PSY 3325 Group Dynamics 2 cr.
Study of psychological principles and development of personal skills in working with groups. Topics include group facilitation, ways in which groups are studied, stages of group development, leadership, communication, norms and roles, power, conflict and ethics. Opportunity is given to experience these dynamics in small groups. Prerequisite: one course in general or developmental psychology, or junior status in the communication department, or consent of the instructor.

GER/PSY 3341 Introduction to Counseling 2 cr.
Identification of communication and counseling skills for working with all age groups. Topics include active listening skills, counseling process, empathic responding, barriers to communication, assets and limitations of paraprofessional helpers and counseling ethics. Prerequisite: one course in general or developmental psychology or consent of the instructor.

GER/PSY 3424 Mental Health and Aging 2 cr.
Examination of the mental and emotional health of adults over 65 years of age. Factors that contribute to good mental health are discussed; however, a major emphasis is on the manifestation and treatment of mental disorders in late life. Topics include: diagnosing and treating mental disorders, psychosocial factors that affect mental health, stress, grief, depression, suicide, schizophrenia, paranoia, anxiety disorders, delirium, dementia, Alzheimer’s disease, and alcoholism. Prerequisite: PSY 2208 or PSY/GER 3315 (or equivalent) or consent of instructor.

GER 3777 Topics in Gerontology 1-4 cr.
Courses not a part of the regular gerontology curriculum but taught at upper-division level because of special need, interest or opportunity.

GER/BIO 4125/5125 Biology of Aging 2 cr.
Aging changes evident in humans as the result of time interacting with molecular mechanisms of the biological systems. Current knowledge of these mechanisms will be examined, followed by an application of the basic principles of biological aging to the systems of the body. Prerequisite: completed course in Anatomy/Physiology.

GER 4444 Research in Gerontology 1-2 cr.
Students either (a) initiate and implement empirical research in an area of special interest or (b) participate in an ongoing empirical research project developed by a faculty member. For student-initiated projects, the student develops the research proposal, conducts the research and reports the research in standard APA format. For faculty-initiated research, students work one-on-one with the faculty member or as part of his/her research team of students. Activities may include doing library research, developing measures, collecting data, analyzing data and writing portions of research reports using APA style. Prerequisite: consent of supervising faculty member and gerontology program director.

GER 4555 Gerontology Directed Applied Project (GERO-DAP) 4 cr.
Provides first-hand experience in the field of aging services. Students engage in fieldwork with or advocating for older adults in a community setting. Students must work with a faculty advisor, typically the gerontology program director, to: (a) write the GERO-DAP proposal including objectives and how the objectives will be met, (b) write the GERO-DAP final paper, and (c) participate in the oral exam. Evaluation is by the faculty advisor, a faculty reader, and the on-site supervisor. Prerequisites: 3 gerontology courses and consent of gerontology program director.
GER 4556/5556 Professional Application of Gerontology 0 or 1 cr.
Intended for gerontology minor/certificate students who opt to do their Gerontology Directed Applied Project (GERO-DAP) fieldwork as part of supervised field experiences required by their majors. In addition to the fieldwork requirements for the majors, students must work with a faculty advisor, typically the gerontology program director, to: (a) write the GERO-DAP proposal including objectives and how the objectives will be met, (b) write the GERO-DAP final paper, and (c) participate in the oral exam. Evaluation is by the faculty advisor, a faculty reader, and the on-site supervisor. Prerequisites: 3 gerontology courses and consent of gerontology program director.

Global, Cultural and Language Studies (School of Arts and Letters)

GCL 1101 Introduction to Global, Cultural and Language Studies (I) 4 cr.
As an introduction to the study of intercultural and global relations, this course examines what binds us to, and separates us from, other peoples and other places. Students utilize an interdisciplinary approach to investigate cultural and political processes which shape and transform social, economic, and personal identities in global contexts, and to engage with concerns of equality and social justice in their local communities and in the world. Required for a major or minor in GCL.

GCL/POL 2001 Introduction to Political Science (II) 4 cr.
Introduction to the discipline of political science and the nature of political discourse, institutions and organizations. Topics range from politics and culture to terrorism and international relations.

GCL 2050 Introduction to Mexico (VII) 0-2 Cr.
This course focuses on understanding the social and cultural differences between the United States and Mexico. Particular attention is given to the social goals of the Mexican Revolution and how Mexico has attempted to address or ignore these goals while striving to develop its economy and society in the shadow of the world’s remaining superpower. Learning activities include readings, guest lectures by Mexican social activists and academics, excursions to sites of historical and cultural importance, reflection papers, and group discussion. The course is a required component of the Semestre en México program and is taught in English.

GCL/HUM 2101 Cross-Cultural Understanding 4 cr.
Emphasis on the necessity for being knowledgeable about the target culture, the techniques that can be used to penetrate another culture and the responsibilities one has in achieving intercultural communication.

GCL 2111 Migration, Diaspora, Identity 4 cr.
Investigates questions of migration, diaspora, and identity in general theoretical terms and in particular areas of the world. Builds on the themes of Place, People, Power, and Praxis introduced in GCL 1101. Emphasis, utilizing an interdisciplinary approach, on processes of migration, transculturalism, transnationalism and matters of language, citizenship, refugees, poverty, racism, human trafficking, and human rights.

GCL 2201 Peaceful Resolution of International Conflicts (II) 4 cr.
Examination of international armed conflict as an historical and cultural phenomenon. An emphasis is placed on causes of international armed conflict. Conventional (and unconventional) approaches to international conflict resolution are covered. Discussion of contemporary issues is included.

GCL 2220 Dance, Gender and Culture (I, VIII) 2 cr.
A study of the body as an expressive instrument, a site of social conditioning, and a means of shaping and conveying identity. The course is organized thematically, with a specific dance culture to illustrate a set of issues ranging from sexuality, desire, and exoticism to empowerment and assertion of identity through dance. Through readings and analysis of performance, our study of dance as a cultural phenomenon leads us to investigations of history, politics, social dynamics and the shifting categories of race, class and gender, belief and cultural identity.

GCL/POL 3001 Politics of Globalization (II) 4 cr.
Divergent points of views and forms of analysis that surround the debate over globalization. The course stresses the fact that globalization is not only about economics and politics but also includes wide-ranging cultural, social and moral issues confronting the world community.

GCL 3101 Advanced Social and Cultural Theory 4 cr.
This seminar course focuses specifically on the investigation of culture at a level of depth suited to juniors and seniors. Participants investigate language, culture, media, representation, and power through a variety of disciplinary and theoretical lenses. Frameworks to be analyzed include subaltern, transcultural, and depend-
ency theory alongside Western theories and tools such as post-colonial, post-structuralist, Marxist, and feminist theory.

GCL 3200  Popular Music and Political Movements (I, VIII) 4 cr.
Political and social movements are peoples' collective efforts to transform history. This course examines political movements from the unique perspective of popular music performers who, throughout history and across cultures, have used song and dance as liberating and mobilizing forces for political action. Throughout the course, we will examine social and political movements from an interdisciplinary perspective, applying social change theory, literary theory, liberation theology and feminist theory to popular music. Tracing these movements through their particular historical and cultural contexts, we will explore the impact of popular music on social transformation and political change.

GCL 3202 Culture Through Film (I, VIII) 2 cr.
An exploration of film as cultural expression and as a medium through which the viewer may explore cross-cultural issues. Section 001 French Culture, Section 002 German Culture, Section 003 Native American Culture, Section 004 Russian Culture, Section 005 Hispanic Culture.

GCL 3250 Voices of the Earth: Ecology and Indigenous Philosophy (IX) 4 cr.
This course intends to guide students in their search for a deeper understanding of relevant aspects that affect their relationship with nature, land and local environments. Students will review philosophical concepts that relate individual behavior and attitudes with key elements of nature and its laws. This relationship is deeply influenced by the way we listen and transmit through generations those voices that call for a life with peace, love and justice.

GCL 3301 Human Rights (II) 4 cr.
Inquiry into the nature and role of human rights in the context of current international relations. Issues to be addressed range from the relationship between individual and collective rights to the problems of implementation of these rights. Among topics to be considered are torture, political repression, rights of women and indigenous peoples and cultural diversity.

GCL 3302 Europe Today (I, II) 4 cr.
An examination of contemporary trends that are pushing toward increasing political and economic cooperation among European states. In addition, the course will explore forces at work that are resisting tendencies toward European unity. The course includes geographical, cultural, social, political and economic elements.

GCL/SPN 3303 The Other Americas (I, II) 4 cr.
Cross-listed with SPN 3303. Taught in English. A course designed to introduce the student to the complex issues concerning contemporary Latin America. Students will explore current topics and events from a multidisciplinary point of view.

GCL 3304/HIS 3301 Russia Since 1900 (VII) 4 cr.
Survey of 20th century Russia against the background of its rich history. Focuses on the political, cultural and intellectual history of this giant country with an emphasis on comparisons with its European neighbors.

GCL/HIS 3307 Modern Latin American History (I, VII) 4 cr.
Provides an introduction to 19th- and 20th-century Latin American history. Themes and issues will include the colonial legacy, modernization and nationalism, religion and politics, the revolutionary experience of the 20th century, the role of women and the continuing struggles of indigenous people.

GCL 3401 Healthcare Across Cultures (I, WI) 4 cr.
An analysis of the influence of culture on health beliefs, values and healthcare practices. Through interactive exercises, case studies, interviews, guest speakers, reflection papers, research and literature, the course investigates the increasingly complex intersection between healthcare delivery and culture. Students also examine the value assumptions of their own health beliefs in an effort to increase their effectiveness in intercultural healthcare settings.

GCL 3915 The Tanzanian Experience (I) 2 cr.
Examines the concepts of culture, cultural competence and collaboration from an interdisciplinary lens while preparing for a service-learning experience in Tanzania. Includes exploration of equity and justice issues through critical examination of personal and professional values in light of the Benedictine values which are also embraced by our hosts —- the Benedictine Sisters of St. Agnes in Tanzania.

GCL 4001 Senior Seminar 2 cr.
A seminar which creates a challenging and supportive environment of inquiry and intellectual community. Integrates learning throughout a student's education, provides resources to guide the student's individual research project, creates the support network and sense of accountability of a graduate-level writing group, as well as a colloquium environment for presenting final projects. Offered concurrently with the Intro (1101) course, the seminar allows these students to share their knowledge, expertise, and research projects with the students who are just beginning the program.
GCL/POL 4402 Environmental Politics (I, WI) 4 cr.
An examination of what kinds of international institutions are best suited to deal with global environmental problems; the role of nongovernmental organizations; and the relationship between varying models of development and the environment. Particular attention is given to a series of case studies that focus on indigenous peoples and environmental issues as well as the nature of environmental racism.

GCL 4411 Strangers in Their Own Land (I, WI) 4 cr.
Focuses on the impact of various types of development on indigenous people in the United States, Canada, Australia and the rainforest of the Amazon. Attention is also given to issues raised by marginalized societies such as language, culture and education.

GCL 4555 GCL Internship 0 – 6 cr.
Done in an international setting appropriate to the student’s field of interest. Student is supervised by a site supervisor. Evaluation of performance will be completed by the site supervisor, internship advisor and student. Students may obtain additional information about internships from appropriate language faculty. Prerequisite: approval of instructor.

Health Information Management
(School of Health Sciences, Health Informatics and Information Management Department)

HIM 2101 Medical Language 3 cr.
The study of terminology common to medicine; utilizing word elements as a basis for building medical terms and analyzing meanings; defining, pronouncing, and spelling commonly used medical terms; conversion of layman’s terms to appropriate medical terminology. In addition, terminology of specific medical and allied health specialties (surgery, dentistry, radiology, etc.) and abbreviations are reviewed.

HIM 2102 Introduction of Pharmacotherapeutics 1 cr.
An introduction to the variety of drugs used for disease treatment for each body system. A general understanding of how drugs work, their potential and limitations, as well as their diversity and number will be explored.

HIM 2110 Concepts and Principles of Health Information Management 2 cr.
Overview of the concepts, principles and practice of the field of health information management; professional roles within the field; professional organizations and the professional Code of Ethics; the content and structure of manual, computerized and hybrid health records and the standards that govern the development of a patient record within a health care facility; creation and management of health documents and e-forms.

HIM 2111 HIM Technologies in Practice 2 cr.
Application of technology to HIM practice including electronic health records, clinical information systems, management information systems in HIM; this course will focus on hands on experience with electronic systems including the Academic Electronic Health Record (AEHR) via AHIMA’s virtual lab and other technology applications for creating, managing, and storing and retrieving electronic health data. Prerequisite: HIM 2110.

HIM 3132 Medicolegal Issues 4 cr.
Study of the U.S. judicial system; hospital, medical staff and other professional liability; health information as evidence; consent for treatment; retention and release of medical information; the health record as a legal document; risk management, prevention and potential; confidentiality of health information; and a patient’s right to know. Prerequisite: HIM 2110.

HIM 3211 Classification of Clinical Data 4 cr.
Introduction to classification systems utilized in collecting, maintaining and retrieving specified clinical data in a variety of healthcare settings. Emphasis on ICD-9-CM and ICD-10-CM/PCS coding of data by manual or computer methods; relationship of coding to reimbursement; specialized and emerging classifications and nomenclatures. Prerequisite: HIM 2101 & 2102, HIM 2110 & 2111 and BIO 3020.

HIM 3311 Managing Human Resources 4 cr.
Overview of quality management principles; supervisory management related specifically to managing health information services; employee selection, training and development; labor relations and employee relations; managing difficult employees and implementing disciplinary policies; employee performance; evaluation and compensation. Prerequisite: HIM 2110.

HIM 4222 Clinical Data Management 3 cr.
Managing coded data in healthcare organizations; uniform data sets and healthcare informatics standards for health data collection; evaluation of data quality; DRGs, MS-DRGs and other case mix systems; revenue cycle management; data collection for enterprise; reportable and specialized databases; data mining of healthcare data. Prerequisite: HIM 3211.
HIM 4231 Clinical Quality Management 4 cr.
Techniques for calculating meaningful clinical, administrative, vital, and public health statistics; medical staff organization and function; evaluation of patient care; clinical information analysis; integrated quality improvement activities; patient safety; case management; utilization management; risk management; and performance improvement processes. Prerequisites: HIM 3211.

HIM 4232 Ambulatory Reimbursement Systems 1 cr.
Coding hospital outpatient and physician office records using the CPT/HCPCS coding system; reimbursement issues related to ambulatory/outpatient coding. Prerequisite: HIM 3211.

HIM 4315 Management Tools and Strategies 4 cr.
Problem solving and decision making techniques; performance and production monitors; tools and techniques for process improvement and workflow analysis; project management; financial management concepts essential for managing departmental operations; the healthcare financial environment; financial statements, capital and operational budgeting. Prerequisite: HIM 3311.

HIM 4411 HIS Strategies and Applications 2 cr.
Principles of information systems development; user involvement in application design and implementation; review and assessment of existing and emerging health care information systems applications. Prerequisites: HIM 4222, HSC 2203, CIS 3105, 3107, 3108.

HIM 4421 Alternative Health Record Systems 2 cr.
Health record content and format; regulatory and accreditation requirements; privacy & security requirements, data standards and classification systems; computerized information systems; reimbursement and compliance issues; quality measures and reporting, and current trends and issues in a variety of types of primary healthcare settings. Prerequisite: HIM 4231, HIM 4232.

HIM 4423 Applied Research in Health Information Management 2 cr.
The role of research in addressing practice-based questions in health information management and associated disciplines of health informatics and health care management. Topics include research design, research methods, research process, data analysis and ethical issues in research. Students analyze published research projects, develop a logic model for a research study, prepare a research study proposal and conduct an applied research study. Prerequisite: PSY 3311 and HIM 4231.

HIM 4520 Directed Practice 2 cr.
Directed Practice is a component of the professional practice experience for distance/online students with no or minimal current work experience in health information services. The focus is on the common functions, procedures and staffing requirements in hospital-based health information services. Prerequisite: HIM 2110 and HSC 2203.

HIM 4530 Clinical Visits 2 cr.
Clinical Visits is a component of the professional practice experience for students in the distance/online program. Students visit and learn about the information systems in specialty or unique non-hospital settings, agencies or facilities. Prerequisites: Permission of HIIM Department.

HIM 4540 Administrative Project 2 cr.
Administrative Project is a component of the professional practice experience for students in the distance/online program. The focus is on defining and conducting a faculty-approved practice-related project with the support of an on-site mentor. Prerequisites: Permission of HIIM Department.

HIM 4550 Affiliation 2 cr.
Management Affiliation is a component of the professional practice experience for distance/online students. It provides a supervised professional practice experience that focuses on management or other approved practice environment. The Management Affiliation can be completed in hospitals, medical centers, clinics or other alternative settings across the United States. Prerequisites: Permission of the HIIM Department.

HIM 4555 Professional Practice Placement (Internship) 8 cr.
This is a supervised professional practice experience that includes operational, managerial or other related professional practice roles and experience in health information management departments and other health information related areas. Hospitals, medical centers, clinics and alternative healthcare facilities across the United States are used. An administrative project, visits with users health information (finance, decision support, registries, etc.) or unique healthcare facilities or agencies are an integral component of the clinical internship. Prerequisites: Permission of the HIIM Department.

HIM 4556 Seminar in Health Information Management 2 cr.
Seminar is a student-centered experience revolving around internship experiences. Students discuss and present professional practice experiences; share learning experiences, and present project work. In addition,
employment preparation and career opportunities are a focus. HIM professionals in unique career settings are invited to interact with the students. Preparation for the credentialing examination is explored to help the student transition successfully into the professional world. Prerequisite: HIM 4555 or HIM 4530, 4540, 4550.

HIM 4777 Topics in Health Information Management 1-4 cr.
Courses not a part of the regular Health Information Management curriculum but taught because of a special need, interest or opportunity.

HIM 4999 HIM Independent Study 1-4 cr.
Advanced investigation in an area of special interest. Topic must be approved by department chair; may be related to a problem existing in a healthcare facility or may be research oriented.

Health Science
(School of Health Sciences)

HSC/EXP 1110 CPR and First Aid 2 cr.
Principles and techniques of cardiopulmonary resuscitation and standard first aid. Training in artificial respiration and artificial circulation by one and two persons, and immediate procedures and standard care for injuries and emergencies are covered. Competency in skills leading to American Red Cross C.P.R. and Standard First Aid Certification.

HSC 2201 Nutrition (VI) 4 cr.
Introduction to the basic principles of nutrition including energy, proteins, carbohydrates, fat, vitamins, minerals and water with application to individual diet assessment. Recommendations for meeting the changing nutritional needs throughout the lifecycle. Basic exploration of current food/nutrition issues. Four class hours, independent projects.

Course covers the history and development of the healthcare system in the United States; health in society today; types of healthcare institutions and services, organizational structure, roles of healthcare professionals and functions of hospitals and other health facilities; accountability in healthcare and the role of government in healthcare, introduction to current models of health financing.

HSC 2209 Medical Terminology 2 cr.
Study of the terminology common to medicine utilizing word elements (prefixes, suffixes and roots) basic for building medical terms and analyzing meanings using a programmed learning format; includes spelling and pronunciation of medical terms.

HSC 2215 Nutrition for Health and Wellness 2 cr.
This course focuses on how the basic principles of nutrition affect the individual. The role of nutrition in health promotion and disease prevention is explored.

HSC 2777 Topics in Health Sciences 1-4 cr.
Seminar or project for intense group study of a special health-related subject. Participants meet regularly over a period of time equivalent to a standard course. Must be approved by school dean.

HSC 2999 Independent Study 1-4 cr.
Opportunity to investigate an area of special interest and demonstrate self-direction in study of a problem which exists in health care. Topic must be approved by school dean and student's advisor.

HSC 3101 Health for All: A Global Perspective (I, WI) 4 cr.
Health is a human concept, profoundly affected by cultural, economic, social, political, scientific, environmental, behavioral and technological factors. Global health involves personal and population health issues, community problems and concerns that transcend national boundaries, and that may best be addressed by cooperative actions. Issues of social justice and peace as they relate to health are explored within a ‘Health For All’ framework. This course will focus on global health as a human right, multilevel factors affecting health, and the role of individuals, governments and organizations in improving global health. The emphasis of the course is to discover and appreciate all aspects of health.

HSC/RES 3311 Religious Perspectives on Healthcare Ethics (WI) 4 cr.
Explores a variety of concrete bio-medical ethical problems within our society and the healthcare system from a religious and ethical perspective. This course examines the role of new technologies, the threat of dehumanization, the questions of euthanasia, patient’s rights, genetic engineering, transplantation and fetal research from Catholic and Protestant ethical thinkers.

HSC 4700/6700 Health Science Interdisciplinary Leadership 2 cr.
This course focuses on specific leadership strategies of building respect and collaboration among members of health science disciplines through patient/client centered and ethical decision-making approaches. Students will have opportunities to develop skills to function as leaders representing their professions as part of an interdisciplinary team. Additionally, the ATHENS EHR System, which is a state-of-the-art electronic health record, will be used by students in this
course to develop their confidence and competence with employing this type of clinical information technology in the practice of their profession. Prerequisite: Permission of instructor.

HSC 4777 Topics in Health Sciences 1-4 cr.
Study of subjects dealing with healthcare delivery systems in U.S. and/or other countries, such as the philosophy, organization/structure, innovations, benefits, concerns and/or future orientation of the systems. Must be approved by school dean.

HSC 4999 Independent Study 1-4 cr.
Advanced investigation in an area of special interest related to a problem existing in health care. Topic must be approved by school dean and student’s advisor.

History
(School of Arts and Letters, Department of History, Politics and Culture)

HIS 1101 World History I (VII) 4 cr.
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, and Europe. 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 expression and meaning of human dignity in varied contexts; and the richness and diversity of human experience and aspiration in the foundational eras of the world’s civilizations.

HIS 1102 World History II (VII) 4 cr.
An introduction to world history since 1500. The course surveys the societies and cultures of Europe, Asia, Africa, the Middle East and the Americas. Themes include Europe’s impact on the world, modernization and tradition, imperialism and empire, the great ideologies of the modern era, and growing consciousness of human rights and world citizenship. The course traces global patterns of change and continuity, while striving to understand the particular perspectives of distinct world cultures and the meanings these cultures have given to their historical experiences.

HIS 1110 History of the United States I (VII) 4 cr.
This course examines the history of the region that eventually became the United States from pre-European contact through 1865. Major themes include: encounters between Native Americans, Europeans, and Africans in the formation of colonial North America; the social, political, economic, religious, and cultural forces that shaped various colonies; the origins and evolution of slavery and racism; the movement for Independence; the development of urbanization and industrialization in the North and the entrenchment of slavery in the South; sectional crisis and party politics; and the Civil War.

HIS 1111 History of the United States II (VII) 4 cr.
This course explores major themes in United States history since 1865. Particular attention will be paid to the impact of wars on American society and culture; the roles of immigrants and immigration in shaping American identity and distinctiveness; how the nature and meaning of work have changed in a period that witnessed heavy industrialization and de-industrialization; movements for equality and civil rights; the cultural ferment of the Jazz Age and the 1960s; the challenges of the Depression; and the complexities of foreign policy in a global era.

HIS 1112 Religion in the United States (VII) 4 cr.
Offers students an introduction to the history of religion and culture in the United States from the pre-Colonial era to the present. Explores the varieties of religious life in the United States (e.g. Native American religions, Christianity, Judaism, Islam, Buddhism, and various “nontraditional” religions such as Mormonism, Spiritualism and Christian Science) from a combination of historical, literary and cultural perspectives.

HIS/INS 2201 American Indian History I (I, VII) 4 cr.
Political, economic, social and cultural development of the American Indian from pre-contact through conquest.

HIS/INS 2202 American Indian History II (I, VII) 4 cr.
Political, economic, social and cultural development of the American Indian from conquest to the present.

HIS 2212 Medieval Europe (VII) 4 cr.
Traces the political, social, cultural and intellectual development of Europe from the fall of Rome to the Renaissance, emphasizing ideas, institutions and practices that form a major part of modern western societies. Topics include feudalism, the rise of towns, religion and philosophy, church history, the formation of territorial states and the origin of the university.

HIS/TRS 2222 A History of Christian Thought (VII, X) 4 cr.
Considers the intellectual history of Christian theology, examining people and their ideas from the birth of Jesus to the modern era.
HIS/WGS 2231 Cultural Anthropology (I, II)  4 cr.
Comparative and contextual study of the diversity and similarity in human behaviors and sociocultural adaptations as these occur throughout the world. This course studies anthropological concepts as tools of analysis in understanding culture, powerful "roles" of culture, cultural patterns and factors leading to cultural change.

HIS/TRS 2320 Religion and Politics (VII, X)  4 cr.
This course will consider issues, problems and possibilities in the complex interaction of religion and politics. The goal is to enhance the student's appreciation for the difficulties which can be expected to ensue when religion and politics collide and collide. Students will reflect on tradition and ideas, as well as on personal experience. Specific issues relating to the connection between religion and politics will be discussed. These could include separation of church and state, freedom of religion, religious displays on public property, religious institutions and the civil rights movement.

HIS/TRS 2403 The Way of the Pilgrim
(CSS on the Road to Santiago or Canterbury (VII, X))  4 cr.
This course explores the history and theology of pilgrimage and may include a 100 kilometer hiking pilgrimage on the Camino to Santiago de Compostela in Spain, or a 100 kilometer pilgrimage from London to Canterbury; pilgrimages to Rome or Jerusalem are also possible.

HIS 3206 Historiography and Historical Methods (VII, WI)  4 cr.
Introduction and hands-on survey of the concepts, methods, sources, and tools involved in the writing of history and in other forms of historiography. Includes a review of major historiographical trends, past and present.

HIS 3209 Ancient History: Greece and Rome  4 cr.
This course is an introduction to Greek and Roman history, focusing on the distinctive features of each culture and the construction of Greek and Roman identity. We will examine the ways Greeks (especially Athenians) and Romans identified what it meant to be either Greek or Roman. Both societies built up a self image in two different ways: by comparison with others and by critical reflection. The Athenians compared themselves to the Persians and Spartans in order to create and solidify their own national identity, but they also reflected on themselves through philosophy, tragedy, and comedy. The Romans also developed a national consciousness through comparison with others, especially the Carthaginians, Gauls, Britons, and Germans. However, the Romans were weaker than the Athenians in critical reflection on their own identity. The course will be based on primary texts.

HIS 3212 The Renaissance and Reformation in Global Perspective (VII, WI)  4 cr.
The period from 1400-1650 was one of amazing change in religion, thought and culture, politics and society, science and technology, and worldwide exploration. This course explores religious, political and social transformation in Mesoamerica, Europe, Asia and Africa. It examines the period from a global rather than solely European perspective.

HIS 3214 The World Since 1945 (VII)  4 cr.
An introduction to world history from the end of World War II to the present. Major themes include the origins, course and end of the Cold War; the Soviet Union from Stalin to Gorbachev; China under Mao and his successors; decolonization, nationalism and the retreat from empire; the Vietnam War; Africa since independence; democracy, dictatorship and intervention in Latin America; war and peace in the Middle East; the Islamic world; human rights and the struggle for justice; the role of the United States in the contemporary world; and the meaning and responsibilities of global citizenship.

HIS 3300 Russia: Kievan Beginnings to 1917 (VII)  4 cr.
This course is an introduction to Russian history from the first Russian state (centered on Kiev and traditionally dated from 882) to the fall of the Romanov dynasty in 1917. Over these roughly 1000 years, Russian history is divided into four main periods: Kievan Rus (until 1240), appanage Russia under the Mongols (1240-1462), Muscovy (1462-1689), and imperial Russia (1689-1917). After considering the historical background, this course will concentrate on the imperial period. Topics and themes include the nature and development of the Russian autocracy, Orthodoxy and religious experience, the growth of empire, serfdom, state and civil society, the intelligentsia, and the revolutionary movement. There will be some emphasis on intellectual and cultural history.

HIS 3301/GCL 3304 Russia since 1900 (VII)  4 cr.
An introduction to Russian history from late tsarism to the post-communist era. The first half of the course treats the last years of the tsarist autocracy, the Russian Revolution, Lenin and Stalin, the nature of Soviet communism, and the concept of totalitarianism. The second half of the course considers the Khrushchev and Brezhnev eras, Gorbachev and perestroika, the collapse of the Soviet Union, Russia under Yeltsin and Putin, and the Chechen wars. Cultural and intellectual history is an integral part of the course.
HIS 3302 Modern German History (VII) 4 cr.
History of Germany from Bismarck to the present day. Topics include Germany and the Great War, the Weimar period, Hitler and the Third Reich, World War II and the Holocaust, occupation and partition, problems of historical memory and national identity, and Germany since reunification.

HIS 3303 History of Great Britain (VII) 4 cr.
Surveys the development of Great Britain from its Tudor-Stuart foundations through the last days of empire. Major themes include the emergence of the British constitution, the development of empire, relations with the North American colonies, industrialization, the Victorian era, and Britain in the 20th century (including two world wars and development of the welfare state).

HIS 3304 Modern European Intellectual History (VII) 4 cr.
This course will explore some of the critical issues and currents in European intellectual history from the eighteenth century to the present. Themes and topics include the European Enlightenment and its legacy; the idea of progress; modern social philosophies and ideologies such as liberalism, conservatism, socialism and anarchism; Romanticism and nationalism; communism and fascism; major developments in philosophical, religious, historical, and scientific thought; and recent trends such as feminism, existentialism, deconstruction, post colonialism, and postmodernism. The course will consider thinkers such as Rousseau, Kant, Hegel, Marx, Darwin, Nietzsche, Freud, Einstein, Heidegger, Adorno, Sartre and Foucault.

HIS/GCL 3307 Modern Latin America History (I, VII) 4 cr.
Provides an introduction to 19th and 20th century Latin American history. Themes and issues will include the colonial legacy, modernization and nationalism, religion and politics, the revolutionary experience of the 20th century, the role of women and the continuing struggles of indigenous people.

HIS/INS 3308 Ojibwe History (I, VII) 4 cr.
History and culture of the Ojibwe people.

HIS 3310 United States Foreign Relations (VII) 4 cr.
Study of American foreign relations from the emergence of the U.S. as a world power at the end of the 19th century to the present. Examines principles, personalities and politics involved in the creation of modern American foreign policy.

HIS 3320 Women in United States History I (VII) 4 cr.
Examines significant topics in U.S. women’s history from the Colonial period to 1890, focusing on the roles that women of different classes and races have played in shaping society.

HIS 3321 Women in United States History II (VII) 4 cr.
Examines significant topics in U.S. women’s history from the 1890s through the present, focusing on the roles that women of different classes and races have played in shaping society.

HIS/WGS 3324 African American History I (I, VII) 4 cr.
Examines significant topics in African American history from the period of forced migration to the Americas through Reconstruction. Analyzes the roles African Americans of different classes and genders have played in shaping U.S. history.

HIS/WGS 3325 African American History II (I, VII) 4 cr.
Examines significant topics in African American history from Reconstruction through the current experience of diverse members of the African diaspora living in the U.S. Analyzes the roles African Americans of different classes and genders have played in shaping U.S. history.

HIS 3327 U.S. Economic History 4 cr.
Uses historical events as case studies for basic economic principles. Students use historical analysis to investigate economic concepts and use economic theories to analyze U.S. history. Requirements: develop critical thinking skills so that students can evaluate the influences and trends that have shaped the economic institutions and events of the United States, both past and present.

HIS 3333 Issues in United States History (VII) 4 cr.
Specialized study of topics in United States history. Issues considered may include the role of race, class, and gender in the shaping of the nation state, movements for reform or liberation, and the lived experience of people and communities.

HIS 3340 The Shaping of Modern China (I, VII) 4 cr.
An introduction to modern Chinese history, from the foundation of the Qing dynasty in 1644 to the present day. The course begins with an exploration of the Confucian worldview and the imperial tradition, before turning to major 19th-century developments: the Opium Wars and impact of imperialism, the Taiping
Rebellion, Qing efforts at reform, and the Boxer Rebellion. The second half of the course is devoted to 20th century China: Nationalist China, establishment of the People's Republic of China, the Cultural Revolution, and China since Mao.

**HIS 3342 Issues in Asian History** 4 cr.
Focuses on historical and cultural movements in the Asian region. Themes will vary from traditional Asian society and culture to the modern era with an emphasis on a multilayered perspective of these complex societies.

**HIS/WGS 3350 Feminism and Globalization: Women, Religion, and the Body** 4 cr.
Explores how European imperialist accounts of non-European women's experience have been crucial to culturally dominant ideas about feminism, globalization, and the legacy of the colonial state throughout the so-called “third world.” Beginning with a critical and historical overview of feminist theory and practice, the course will trace recent studies, both historical and ethnographic, of how terms such as “women,” “religion,” and “the body” were radically changed by the colonial projects of the 19th century (e.g., in South Asia and Africa) - projects that are intimately related to contemporary debates on transnational women's movements and globalization.

**HIS 3355 Islam and the Modern World (VII)** 4cr.
An introduction to Islam from its founding to the present day. The course traces the establishment of Islam as one of the world’s great religions and explores the fundamentals of Islamic belief and practice (in theology, mysticism, law and way of life). The focus is on Islam in the 20th century, including topics such as the colonial legacy; the Israeli-Palestinian conflict; the Iranian revolution; militant Islam, jihad, and terrorism; the diversity of Muslim cultures; and the liberal tradition in Islam.

**HIS 3356 History of Modern India (I, VII)** 4 cr.
Examines the history and culture of modern India from the origins of British colonialism in South Asia to the present. Beginning with a brief introduction to ancient, medieval and Moghul history (Muslim rule), the course focuses on British rule in India and the colonizing logic of its various forms of knowledge, from efforts by British Orientalists to study Indian languages and law to anthropology and the history of religions. Topics and critical issues include the vexed relations between Hindus, Shikhs and Muslims, the invention of authentic Indian religious “tradition” by British interpretations of ancient Hindu scriptures, the colonial history of the caste system, representations of Indian women by British missionaries and colonial officers, the role of Gandhi’s rise to power and other indigenous nationalist movements, the origins of independence and the partition of the subcontinent between India and Pakistan in 1947, and the religious politics of contemporary Hindu nationalism.

**HIS 3777 Topics in History** 2 or 4 cr.
History courses not a part of the regular curriculum but which are occasionally taught by guests or regular faculty on special topics. Each course taught under “Topics” will also have a specific course title listed on the schedule and transcripts.

**HIS 4402 Seminar in World History** 4 cr.
In-depth study of special historical topics or problems in World history.

**HIS 4403 Seminar in United States History** 4 cr.
In-depth study of special historical topics or problems in American history.

**HIS 4404 Seminar in Asian History** 4 cr.
In-depth study of special historical topics or problems in Asian history.

**HIS 4405 Seminar in European History** 4 cr.
In-depth study of special historical topics or problems in European history.

**HIS 4555 History Internships** 1-4 cr.
Internships are an opportunity for students majoring in history to gain first-hand experience in history related fields. Internships can vary and are not limited to work with museums, historic sites, archives, historic preservation agencies and libraries. Prior approval of the host institution or agency is necessary along with a learning agreement for the history internship. Prerequisite: approval of the chair of the History Department.

**HIS 4999 Independent Study** 1-4 cr.
Self-determined program of study under faculty direction for the student whose interests extend beyond the curricular offerings of the History Department.

**Honors**

*(College Offerings)*

**HON 1101 The Literature of Social Change (I, IDS)** 4 cr.
This course introduces students to a variety of perspectives and attitudes toward social change. Students read classic and contemporary works and hear from local activists who devote a significant amount of their time working for change. Students read several genres - fiction, autobiography, political philosophy and propaganda. They are encouraged to adopt a critical and skeptical attitude toward what they read and hear.
HON 1111  The Responsible Self  2 cr.
These are Honors sections of Dignitas, taught fall semester at the level and using the active learning techniques of the Honors Program. In the recent past, sections have been entitled “Brave New Words: Dark Visions of the Human Condition” and “Sports and Dignity.” Prerequisite: Acceptance into the Honors Program by interview with Honors director.

HON 1112  And Dignity for All  2 cr.
These are a continuation of the fall Honors sections of Dignitas, taught spring semester at the level and using the active learning techniques of the Honors Program. Prerequisite: Acceptance into the Honors Program by interview with Honors director.

HON 1914  World War I (IDS)  4 cr.
World War I was called “The Great War” and “The War to End All Wars” by contemporaries. In reality, it was neither, and in fact is considered the major cause of World War II. This class examines the following questions: How did a war happen when no one really wanted it? What is meant by military historians when they claim that WWI changed the nature of warfare by introducing the technology of mass destruction? How did WWI cause WWII? If this war really did change the entire psychology of Europe, the center of our civilization, how is that reflected in the arts and sciences of the between war period? Approximately one-third of the class will center on the facts of the war, one-third on the Treaty of Versailles and one-third on the cultural impact.

HON 2000  Book Club  1 cr.
Students read a book selected by Honors faculty, explore its context through supporting materials, and participate in a lively online discussion of the book. The Book Club meets once at a major social event hosted by the College with the author of the book or with a leader in the College. The Book Club counts toward credit for graduation from the Honors Program, but not toward general education requirements. The class can be repeated four times.

HON 2100  Great Ideas of Science (IDS)  4 cr.
Popular science texts covering The Big Bang Theory, relativity, quantum mechanics, particle physics, evolution, genetics, and Chaos Theory are read and discussed. Discussions focus on investigating the scientific method; distinguishing between fact, theory, speculation, and belief; critiquing and judging the accuracy of different explanations for the same events/observations; and considering the implications of scientific theory on philosophical thought. An example of a question we consider would be, “What does science have to say about determinism vs. free will?”

HON 2125  Global Sociology (I, II)  4 cr.
This course addresses a wide range of sociological issues as questions to be answered, using the solutions already provided by sociologists and students’ own hands-on lab and real-world observational experiences. Examples and exercises use U.S. and world data throughout, highlighting the way humans structure their lives around differences of culture and ethnicity, gender, race, social class, age, sexual orientation and other significant groupings. Using art, literature, music and film, as well as traditional ethnographic and quantitative sociological data, students encounter the diverse ways in which people structure their social lives to meet common human needs, gaining experience and mastery of some basic tools of quantitative and qualitative analysis.

HON 2280  Russian Literature in Translation (I, IV)  4 cr.
This course involves the study of literature written in Russian and translated into English. The focus is on selected works of prose and poetry from a particular period with emphasis on careful reading and reader response as well as on the cultural, historical, political, religious and economic developments.

HON 2405  The World (IDS)  2 cr.
This course aims to give students, largely from the Upper Midwest, exposure to and an opportunity to analyze current issues from around the globe. Because the text is a British publication, it exposes students to foreign perceptions of the United States. Students gain the research skills needed to quickly get additional information on events around the world.

HON 2777  Topics  2-4 cr.
Many Honors courses are unique offerings. HON 2777 topics courses are designed for first-year students and sophomores. Recent topics have been Art of Recycling and Environment and Society.

HON 2850  Irish and Italian Film (IDS)  4 cr.
Italian film since WWII has depicted Italy’s complete wartime devastation, its economic recovery in the 1960s, and the ways in which men and women see one another. The Irish film industry, slower in developing, has depicted Ireland’s turbulent past, its political troubles, its joyful sense of being human, and the ways in which men and women see one another. Students in this course watch films produced in both countries to gain a full sense of how filmmakers have transformed national culture into artistic vision.
HON 3010 Be the Change: Seminar 0-2 cr.
The student-led seminar seeks to connect civically minded students interested in reflecting on issues of community activism and social changes in a small group format. The seminar is a survey course on a variety of social justice issues including women’s rights, HIV/AIDS, service-learning effectiveness/ineffectiveness, optimism/pessimism, globalization, social and economic inequities and spirituality. Theoretical essays and articles will challenge commonly accepted notions in these areas and will represent a multitude of viewpoints, ethnicities, and social circumstances. Students will take a collaborative role in the success of the class. This will include trusting themselves and each other to learn skills of facilitation through leading a class session in the format of the seminar and developing relationships so that they can learn from each others’ experiences.

HON 3020 Be the Change: Practicum 0-2 cr.
Students, having participated in the Fall Be the Change: Seminar, will have built a strong community with which to challenge personal biases and prejudices in the Spring Practicum. Course content includes the study of Catholic social teaching and builds upon established theories of social justice and community service. In-depth focus on individual components of the Social Change Wheel will allow students to analyze and critique particular ways of creating social change. The corresponding Be the Change service-learning project requires analyzing and addressing social problems on the micro-campus level through a specific method of change-making. The project encompasses service planning, project implementation, and evaluation of the effort. Students also will study methodologies of current non-profit and governmental organizations committed to social change work in order to facilitate their professional development. Prerequisite: HON 3010 or consent of instructor.

HON 3348 The Black Death and Other Plagues (IDS) 4 cr.
The Black Death arrived in Europe in 1348 and stayed for over 200 years. Society’s response to the repeated onslaught of a mysterious killer disease heavily shaped Western Civilization. This course looks at how the Black Death and other plagues shape our life. A theme throughout the course will be how today’s society would react to a plague similar to the Black Death.

HON 3350 Psychology of Human Sexuality (IDS) 2 cr.
This course involves reading and discussing psychology literature on selected, often controversial, topics in human sexuality. Subjects include evolutionary psychology and mate selection, love styles and classifica-

HON 3390 Irish Literature (IV) 4 cr.
The incredibly rich fiction, drama and poetry of a tiny island have produced four Nobel Prize winners in literature. While some texts written before the 20th century are read, the emphasis is on modern and contemporary literature, in part because it was written in English rather than in Irish, but more importantly because Irish writers are among the giants of modern literature and some of the most brilliant writers working today. Students read, discuss and write about important literary texts, with a few forays into Irish myth, music, art, and history.

HON 3666 Psychology of Religion and Belief (IDS) 2 cr.
The classical and modern psychological theories of belief, focusing on religious belief and on the evolutionary/cognitive basis of belief, are addressed in this course. Issues such as: the way we believe, the reasons people believe in god(s), the psychological needs that faith satisfies, the reasons people differ in the ways they express and satisfy those needs, and what it is about the certainty of belief that leads to proselytizing, persecution or feeling threatened by the beliefs of others are explored. Seminar format and application of empirically supported theory and concepts thorough projects are the methods used. Prerequisites: (a) General Psychology; or (b) Lifespan Developmental Psychology; or (c) junior/senior status having completed one other upper-division Honors course, or General Education Area II, or two TRS/PHL courses.

HON 4500 Gods and Monsters: Religion, the Supernatural, and Youth Culture (IDS) 4 cr.
This course explores the turn to religion and the supernatural, as well as concerns of youth in American popular culture since the early 1990s. Whether one examines the hit TV series Buffy the Vampire Slayer and its spin-off Angel or enormously popular films such as The Matrix trilogy and Dogma, there has been a virtual explosion of angels, monsters, vampires, and aliens in American film, TV, and literature. Beginning with a critical and historical look at some of the precursors to the recent aesthetic and cultural articulations of religion
and the supernatural - from Mary Shelley’s 19th century “gothic” novel *Frankenstein* to the horror films of James Whales in the 1930s and 1940s - questions are raised about the contemporary fascination with the supernatural alongside path-breaking work in the history of religions, media studies, and cultural studies.

**HON 4600 Global Issues After 9/11 (IDS) 4 cr.**
This course offers students the opportunity to engage in historical reflection on 9/11 and its aftermath. Toward this end, we will trace recent debates in the history of religions, cultural anthropology and political philosophy on the nature of religious and cultural differences, the scope and impact of American imperialism, war, and transnational peace and justice movements. As the tragedy of 9/11 and the “war against terror” should make crystal clear, the challenge of living humanely and justly in the world today demands a different kind of political ethic—one that persistently values the place of difference and otherness in understanding (and perhaps transforming) the utter violence of the modern and postmodern worlds. The course’s objective is to come to a clearer understanding of the radical implication of modern Western forms of power, knowledge and history-making in this very violence.

**HON 4640 The Pre-Raphaelites (IDS) 4 cr.**
In 1848, John Everett Millais, William Holman Hunt, and Dante Gabriel Rossetti, students at London’s Royal Academy of Art, agreed that art had taken a wrong turn three centuries earlier. Calling themselves the PRB - Pre-Raphaelite Brotherhood - they set to work reclaiming the spirit of the early Italian master painters, using biblical, mythological and medieval subject matter to create passionate, visionary art. Although the original three members stayed together as the PRB for only five years, they attracted a wide range of disciples—poets, painters, and social reformers—who expanded their influence well into the 20th century. This class examines the literature and visual art of the PRB and allied writers and painters. We attempt to understand the Pre-Raphaelites’ works in a variety of interrelated ways: as art and literature, as spiritual expression, as cultural product, as personal/biographical expression and as agent of social reform.

**HON 4650 The Book in the Fifteenth Century (IDS) 4 cr.**
The course involves study of the history of the book in the west with a focus on the fifteenth century, which saw the transition from the manuscript to the printed book. An exercise in experimental archaeology, the course centers on material aspects of book production from calligraphy, illumination, and sewing to typesetting, printing, and binding. Students learn basic book production skills and collaborate to produce one manuscript book and a limited run printed book. Additionally, students individually investigate aspects of the history of book production and contribute reports to an anthology of studies that accompanies the manuscript and printed books.

**HON 3777/4777 Topics 2 - 4 cr.**
The upper-level topics courses are similar to those of the lower division, except that the latter are intended for junior- and senior-level students. Applications of Game Theory; Paul’s Letters; Manias, Panics, and Crashes; The Russian Revolution; Poetry Movements: Theory and Practice; Big, Fat Novels: Dostoevsky; Economics of Globalization; Conspicuous Consumption; The Death Penalty; The Science of Happiness, and 1989: The Wall Comes Down are examples of previous upper-level topic courses offered in the Honors Program.

**HON 4885 The Holocaust (IDS) 4 cr.**
The course involves examination of the Holocaust and its meaning for subsequent generations through an analysis of key source materials, memoirs and interpretations. Critical for an understanding of the Holocaust is the experience of victims, perpetrators and bystanders.

**HON 4888 Thesis 0 - 4 cr.**
Individual research projects will result in a thesis. Students will work under the supervision of a faculty member. Approval of the supervising faculty member and the Honors Program director are required.

**HON 4999 Independent Study 4 cr.**
Students complete an independent study on a specific topic under the supervision of a faculty member. Approval of the supervising faculty member and the Honors Program director are required. These independent study courses are individual offerings based on a student’s particular area of interest.

**Humanities (School of Arts and Letters)**

**HUM 1174 Introduction to Geography 4 cr.**
A topical overview of physical, cultural, economic and regional geography. The course is designed for those with little or no background in the discipline. Required for SSC majors.

**HUM/GCL 2101 Cross Cultural Understanding 4 cr.**
Emphasis on the necessity for becoming knowledgeable about the target culture, the techniques that can be used to penetrate another culture and the responsibilities one has in achieving intercultural communication.
HUM 2150 Ethnicity and The Performing Arts (I, VIII) 4 cr.
A consideration of the impact of the performing arts (music and dance) within African-American, American Indian, Asian-American, and Latino/a communities in the United States. Our study is structured around social and political movements that have emerged out of the performing arts. By examining songs, poetry, dance and martial arts forms in their cultural, historical and political contexts, we consider how individuals and communities use them to construct racial, class and gender identity, to express world view, make political statements, question authority and seek social justice. Throughout the course, we seek out common themes and concerns faced by the four communities we study, but we also note the ways in which individual artists creatively engage with, express, and are empowered by cultural difference.

HUM 3366 Travel Writing 4 cr.
Designed for students interested in exploring Ireland through writing, this course emphasizes the writing process as adapted to travel experiences. Requirements include reading travel writing by others, keeping a journal of observations, writing several travel pieces, and participating in writers' workshops. When offered, the course is taught on-site in Ireland.

HUM 3378 Spirituality and Prayer (X, WI) 4 cr.
Explores a theology and practice of prayer as reflected by some classic and contemporary Christian and non-Christian writers. This course encourages students to discover their own unique pathways of prayer, develop a personal relationship with God in their spiritual quest and engage in a prayer life that nurtures and inspires their quest for meaning in life.

Latin
(School of Arts and Letters, Global, Cultural and Language Studies Department)

LTN 1111 Beginning Latin Language and Culture I (III) 4 cr. each
Introduces grammar, syntax and basic vocabulary, with an aim toward reading fluency and some degree of oral expression; begins to examine the culture and society in which this language flourished. Prerequisite: Placement exam or consent of instructor.

LTN 1112 Beginning Latin Language and Culture II (III) 4 cr. each
Completes the introduction to grammar, syntax and basic vocabulary, again with an aim toward reading fluency and some degree of oral expression; continues to acquaint students with the culture and society in which this language flourished with particular attention to the affect of Latin on post-classical cultures and languages. Prerequisite: Placement exam or consent of instructor.

Management
(School of Business and Technology)

MGT 1110 Introduction to Business 4 cr.
Introduces students to business and the business world. Study includes the private enterprise system, entrepreneurship, marketing, human resources, finance, production, the stock market, the management process, personal budgeting, time management, corporate ethics, insurance and other business related topics.

MGT 2120 Principles of Management 4 cr.
Introduction to the process of management. Course includes the history of management theory with emphasis on forces of change that have resulted in a changing view of the business world for managers. Principle management functions covered are planning, organizing, leading and the process of control as an information feedback function for increasing productivity. Emphasis is on the integration of all management functions into one effort for visionary, effective and efficient operations.

MGT 3130 Quantitative Methods for Decision-Making 4 cr.
Includes forecasting, quality assurance, project management and other mathematical models for data analysis. Software is used to solve and illustrate problems and solutions.

MGT 3140 E-Commerce for New Enterprises 4 cr.
Introduces students to the major facets of doing business on the Internet, with an emphasis on creating new businesses and converting existing businesses to electronic commerce. Management theory and practice is combined with a variety of Internet business circumstances resulting in examples used for creating new businesses.

MGT 3150 / ENG 3364 Management Communication: Written (WI) 4 cr.
Emphasis on the writing process as adapted to the management situation. Students complete a series of writing assignments including letters, memos, proposals, problem-solving reports and informational reports and procedures, with an emphasis on audience adaptation, clarity of purpose, adequacy of support and correct format. Students will be introduced to writing for electronic media. Students must be juniors and have some professional experience before enrolling. Prerequisite: ENG 1110 or competency.
MGT 3240 Human Resource Management 4 cr.
Provides an in-depth exposure to the major areas of human resource management including recruiting, selection, training, motivation, appraisal, planning, labor relations and compensation.

MGT 3250 Staffing and Compensation Administration 4 cr.
Emphasis on the identification and integration of organizational job needs, employee selection, performance and compensation systems based on a strategic pay model. Students focus on compensation and benefit packages and how they are impacted by internal and external forces.

MGT/MKT 3380 Logistics and Distribution Channels 4 cr.
Contemporary logistics describes the entire supply channel system from inbound movement of freight including tangible and intangible activities through materials management to physical distribution then to the end user. It provides the tangible decision-making tools such as distribution channel locations, inventory rotations, storage and logistic functional concepts used for finding cost reduction and strategic opportunities. Also, integrates logistics into a supply chain management context. It will look into the current events, along with new theory, practice, basics in packaging, warehousing, transportation, inventory and material handling. Prerequisite: MKT 2320.

MGT 3520 Managing in a Global Environment 4 cr.
An introduction to the principles of management in the emerging global economy and community with a focus on ethical concepts and strategies within a variety of foreign environments. Topics include a comparison of domestic, international and global corporations, cross-cultural ethical and social responsibility differences, risk assessments of strategic alliances, organizational structures, geopolitical and foreign policy considerations and the manager's challenges of cross cultural communications, organization and human resource development.

MGT/PSY 3550 Organizational Behavior 4 cr.
Explores the behavior of people within organizations in terms of the factors that most influence it. These include factors related to individuals, groups and the larger organization system. The course relies heavily on experiential learning as a means of teaching students how to apply lessons in organizational settings. Prerequisites: junior status or permission of instructor.

MGT 3555 Leadership 4 cr.
Designed as an introduction and overview to leadership. It emphasizes self-assessment and development of personal skills and style, understanding and critical evaluation of prominent leadership theories, and exploration of current leadership issues. Through brief lecture, demonstrations, case analyses, and small group discussion and exercises, students explore the application of leadership concepts and practices that have utility across organizations and disciplines.

MGT 3560 Organization Development 4 cr.
Introduces students to the theories and practice of organization development and how organizations plan and facilitate the change process. Emphasis will be on understanding the drivers of change, stages of transition management, dealing with resistance to change, organizational culture, and change agent skills. Cases and work experience will be used to highlight challenges.

MGT 3777 Selected Topics in Management 1-8 cr.
In-depth study of a topic of current interest. Topic to be covered depends on the mutual interest of faculty and students.

MGT 4140 Entrepreneurship 4 cr.
Focuses on the formulation and writing of a start-up business plan for a new small business. Course provides the theoretical framework for a feasible business plan and exposes students to real life experiences that contribute to anticipating and solving small business problems. Students are encouraged to use creativity in conceiving an idea for a new business.

MGT 4150 Management Communication: Oral 4 cr.
Covers a wide array of subjects related to communicating in organizations, including: interpersonal communication, upward/downward/lateral communication, organizational structure, office and plant layout, effective business presentations, leadership in business meetings, interviewing and telephone usage.

MGT 4160 Legal Aspects of Management 4 cr.
Nature and functions of law with emphasis on applications in economics, marketing and management. Course includes contracts and business entities and the regulation of business under federal and state administrative agencies.

MGT 4165 Advanced Management Applications 4 cr.
Students will become versed in critical thinking, argumentation, researching topics, and making decisions. They will learn how to take a stand and defend their positions on a large variety of management and social dilemmas. Prerequisite: MGT 2120 and junior standing.
MGT 4170 Policies and Strategies 4 cr.
A senior capstone course for management majors. This course ties together all of the content covered in undergraduate management and applied economics classes. Focus is on realities of management in contemporary situations. Course utilizes studies of real organizations that include examples of successes and failures. Students prepare written case analyses with emphasis on understanding the environment of management, the knowledge required by managers, and the functions performed. Prerequisite: FIN 3420 and senior standing.

MGT 4261 Team Development 4 cr.
Examines the role of teams in organizations. It covers the decision to use teams, characteristics of effective teams, team building, styles of interaction, project planning, conflict, and evaluation. Students form teams to work on tasks and use them as a laboratory for understanding and changing team processes.

MGT 4262 Training and Development 4 cr.
Provides an introduction to the function of training and development in organizations. It provides a theoretical and practical foundation for students conducting training activities including needs assessment, learning styles, curriculum and program design, use of instructional media and techniques, and evaluation.

MGT 4555 Management Internship 1-16 cr.
An internship taken in a practical business or other appropriate facility related to the student's interest. Student is supervised by a manager; evaluation of student performance is completed by the manager, student and advisor. Students may obtain additional information about internships from the Department of Management office. Prerequisite: approval of instructor.

MGT 4558 International Management Internship 1-16 cr.
An internship taken in a practical business or other appropriate facility related to the student's interest. Student is supervised by a manager; evaluation of student performance is completed by the manager, student and advisor. Students may obtain additional information about internships from the Department of Management office. Prerequisite: approval of instructor.

MKT 2320 Principles of Marketing 4 cr.
Surveys terms and concepts concerned with the planning process and selection of appropriate actions resulting in successful and unique marketing plans. Product design, pricing strategy, distribution and availability of goods or services and marketing communications are topics covered.

MKT 3320 Marketing on the Internet 4 cr.
Focuses on the process of combining strategic marketing concepts with Internet techniques to generate sales and enhance brand image in the world of economic commerce.

MKT 3340 Market Promotions: Communicating with Customers 4 cr.
Provides an in-depth exposure to market promotion. There is special emphasis on advertising and the creation of message strategy based on sound product design. Good personal selling and sales promotion actions are also addressed.

MKT 3350 Designing Successful Products 4 cr.
Explores the identification of potentially commercial products. Students learn to gather information about the marketplace, create prototypes, refine concepts, and cluster product benefits into a marketing communication to customers. Students develop a basic marketing strategy that relates to product design and segment needs.

MKT 3360 Personal Selling 4 cr.
Teaches students the skills necessary to effectively sell ideas, products or services. These skills include preparing for selling, prospecting, approaching, presenting, overcoming objection and closing. A strong personal development component gives students the opportunity to assess their strengths and limitations and to establish short and long-term goals.

MKT 3370 Services Marketing 4 cr.
Examines the marketing of services as a separate topic. Students contrast and compare the distinctive aspects of marketing intangible products such as services with tangible products such as consumer goods. Students study customer relations, customer communications, and the delivery methods ranging from conventional to internet.

MKT/MGT 3380 Logistics and Distribution Channels 4 cr.
Contemporary logistics describes the entire supply channel system from inbound movement of freight
including tangible and intangible activities through materials management to physical distribution then to the end user. It provides the tactile decision making tools such as distribution channel locations, inventory rotations, storage and logistic functional concepts used for finding cost reduction and strategic opportunities. Also, integrates logistics into a supply chain management context. It will look into the current events, along with new theory, practice, basics in packaging, warehousing, transportation, inventory and material handling. Prerequisite: MKT 2320.

**MKT 3530 Marketing in a Global Environment** 4 cr.
An introduction to the essential ingredients of effective marketing strategies for entry into global and foreign markets. This course provides a fundamental analysis of the variety of global industries and local markets that have very unique cultures, language(s) and marketing systems (distribution, pricing, marketing communications, financial, accounting, political, economic and trading policies), which define the business and marketing strategies essential for success in the emerging global economy.

**MKT 3777 Selected Topics in Marketing** 1-8 cr.
In-depth study of a topic of current interest. Topic to be covered depends on the mutual interest of faculty and students.

**MKT 4360 Marketing Strategy** 4 cr.
Focuses on the relationship between the marketing plan strategy and the marketplace goals of the organizational strategic plan. Brand management is a central theme. Course explores choices and tactics for marketers to use.

**MKT 4555 Marketing Internship** 1-16 cr.
An internship taken in a practical business or other appropriate facility related to the student’s interest. Student is supervised by a manager; evaluation of student performance is completed by the manager, student and advisor. Students may obtain additional information about internships from the Management Department office. Prerequisite: approval of instructor.

**MKT 4777 Selected Topics in Marketing** 1-8 cr.
In-depth study of a topic of current interest. Topic to be studied depends on the mutual interest of faculty and students.

**MKT 4999 Independent Study** 1-8 cr.
Study of a particular area selected by student with approval of department chair and instructor. Study may include research and/or field experience involving a learning situation directly related to marketing.

---

### Mathematics (School of Sciences)

**MTH 1110 Liberal Arts Mathematics (V)** 4 cr.
This course covers mathematical topics of use and/or interest to students who do not need a technical course in algebra to succeed in sciences or pre-calculus. Topics cover a broad range such as the interpretation of graphical data, basic properties of exponential functions, an introduction to the basics of probability and statistics, game theory, voting theory, the real number system, geometry and fractals, and mathematics in nature. Prerequisite: three years of high school math or instructor’s permission.

**MTH 1111 College Algebra (V)** 4 cr.
Topics include a brief review of elementary algebra, introduction to polynomial, exponential, logarithmic and trigonometric functions using both symbolic and graphic approaches. Emphasis is on applications in a variety of disciplines and solutions of real-world problems. Students planning to continue mathematics receive appropriate preparation. Prerequisite: three years of high school math or instructor’s permission.

**MTH 1113 Mathematical Ideas I (V)** 4 cr.
Topics selected to give a broad view of mathematics needed for a liberal education. Investigations emphasize mathematics needed by prospective teachers of elementary grades to address the strands: patterns and functions; number sense from whole numbers to real numbers. Prerequisite: three years of high school mathematics or instructor’s permission.

**MTH 1114 Mathematics Ideas II (V)** 4 cr.
Continuation of MTH 1113 for students intending to teach math in elementary grades and for liberal arts education. Topics include basic statistics and probability, measurement, space and shape in geometry. Prerequisite: three years of high school mathematics or instructor’s permission.

**MTH 1116 Mathematics for Elementary School Teachers (V)** 4 cr.
A mathematics course for elementary school teachers. Topics include patterns and functions; number sense; geometric shape and measurement; basic statistics and probability. Prerequisite: permission from the Education Department.

**MTH 1122 Precalculus** 4 cr.
Precalculus mathematics, further properties of polynomial and rational functions, exponential and logarithmic functions, trigonometric functions and their graphs, trigonometric identities and equations, inverse
trigonometric functions, introduction to analytic geometry. Formal mathematical language designed to help students succeed in college calculus courses. Prerequisite: MTH 1111 or Math ACT above 22.

**MTH 2211 Short Calculus** 4 cr.
Introduction to limits, continuity, differentiation and integration, applications to other disciplines and solutions of real world problems. This course is designed for students needing basic calculus concepts but not majoring in math. Prerequisite: MTH1111 or ACT math score of 24.

**MTH 2221 Calculus I (V)** 4 cr.
Limits, continuity and fundamental theory of differentiation, symbolic and numerical calculations of derivatives, applications of derivatives; definite integrals and Riemann sums. Prerequisite: Precalculus or ACT math score of at least 29.

**MTH 2222 Calculus II** 4 cr.
Study of numerical integration, applications of definite integrals, improper integrals, sequences and infinite series, basic ideas and methods for solving differential equations. Prerequisite: MTH 2221.

**MTH 2401 Discrete Mathematics I** 4 cr.
Elementary graph theory including matrix representation; coding and sorting applications; combinations and permutations; voting and apportionment; introduction to logic; elementary algorithm analysis and design; mathematical induction. Prerequisites: MTH 1111, Java Programming language or instructor's permission.

**MTH 2777 Topics in Math** 2 cr.

**MTH 3302 Contemporary Geometry** 4 cr.
Foundations of Euclidean geometry, solid geometry; introductions to non-Euclidean geometry; spherical geometry. Course includes dynamic geometry investigations using appropriate software. Prerequisite: MTH 2401 or instructor's permission.

**MTH 3321 Multivariable Calculus** 4 cr.
Topics include functions of several variables, gradients, partial derivatives and multiple integrals, vector fields, Green's and Stoke's theorems, and applications. Prerequisite: MTH 2222.

**MTH 3322 Linear Algebra** 4 cr.
Further study of systems of linear equations, matrices and determinants, vector spaces and subspaces, linear transformations, eigenvalues and eigenvectors, diagonalization. Prerequisite: MTH 2222 or instructor's permission.

**MTH 3323 Differential Equations** 4 cr.
Introduction to the theory of differential equations, varied methods to solve linear, nonlinear equations, quantitative analysis of solutions of equations. Prerequisites: MTH 2222.

**MTH 3533 Mathematics Teaching Methods** 4 cr.
This course consists of two portions. Secondary planning for mathematics instruction includes classroom observations and the study of mathematics curriculum, assessment, teaching methods and resources for teaching and learning aids. Highlights of math related to high school teaching revisit some important concepts in core math courses. Prerequisites: completion of at least five mathematics courses in the major program including Cal. II and Discrete Math I. Corequisite: EDU 3800.

**MTH 3535 Math Methods Field Experience** 1 cr.
Introduces students to the culture of a high school environment. They observe and assist a math teacher, interview school personnel, talk with students, and teach technology-integrated math lessons and content area reading strategies. Assessment practices are observed and practiced. Corequisite: MTH 3533.

**MTH 4332 Abstract Algebra I** 4 cr.
Introduction to groups, ring and field theory; group homomorphism and isomorphism, Cayley's theorem, and quotient groups, LaGrange's theorem; rings, ideals, ring homomorphism and basic properties of fields. Prerequisite: MTH 3322 or instructor's permission.

**MTH 4411 Probability and Statistics I** 4 cr.
A survey course in mathematical probability and statistics. It includes probability distributions and densities, mathematical expectations, functions of random variables, introduction to estimation theory and hypothesis testing and applications. Prerequisite: MTH 2222.

**MTH 4412 Probability and Statistics II** 2 cr.
Study of multivariate distributions, theory of estimation, hypotheses testing, and statistical inference and their applications. Prerequisites: MTH 4411 and MTH 3321.

**MTH 4421 Principles of Analysis I** 4 cr.
Introduction to real analysis. It includes completeness of the real number system, topology of the real line, sequences, convergence, limits, continuity, differentiability and the Riemann integral, the Fundamental Theorem of Calculus. Prerequisites: MTH 3321, MTH 3322.

**MTH 4422 Principles of Analysis II** 2 cr.
Sequences of functions, uniform convergence, the Bounded Convergence Theorem, infinite series, topology of the set of real numbers, Heine-Borel Theorem and metric spaces. Prerequisite: MTH 4421.
MTH 4432 Abstract Algebra II  
More topics of rings and fields, maximal and principal ideals, complete ordered fields, polynomial rings, factorization in \( F[x] \), field extensions. Prerequisite: MTH 4332.

MTH 4500 Senior Seminar  
This course is required for all Mathematics majors. Under the direction of Mathematics faculty, students pick topics in any area of math, do research/independent reading and write papers for presentation. Prerequisite: instructor’s permission.

MTH 4777 Topics in Math  
Concentrated study of various subject areas. Prerequisite: permission of instructor.

MTH 4999 Independent Study  
Research projects for upper-division students. Prerequisite: permission of instructor.

Medieval and Renaissance Studies

MER/ENG 2220 Medieval and Renaissance Worlds in Literature (I, IV)  
Study of medieval and Renaissance texts in their historical, cultural, and literary contexts. The course examines various genres and subjects in an effort to understand what texts from a distant past reveal about their own cultures and how they might speak to a 21st-century audience. Texts are selected from a range of cultures, such as medieval and Renaissance France, Germany, Greece, Ireland, Italy, Russia, Scandinavia, Spain, and Wales, as well as Arabia and the Jewish Diaspora.

MER 3777 Topics: Medieval and Renaissance Studies  
Medieval and Renaissance Studies courses offered on special topics. Each course taught under “Topics” will also have a specific course title listed on the schedule and transcripts.

MER 4444 Seminar: Medieval and Renaissance Studies (WI)  
Examines relationships between various intellectual and artistic forms and ideas from the medieval and Renaissance periods of western culture. In addition, it explores medieval and Renaissance studies as an academic field. Prerequisite: MER/ENG 2220 or consent of the instructor.

Music  
(School of Arts and Letters)

MUS 1001 Fundamentals of Music (non-majors only) (VIII)  
Explanation of musical notation and practice in reading, writing and performing music. Student expands musical enjoyment from merely aural to interpretation of written musical symbols.

MUS 1101 Music Theory I (V, VIII)  
Basic musicianship course, including study of materials and language of music: pitch, rhythm, meter, intervals, chords, part-writing, analysis of masterworks. Approach is from both conceptual and performance standpoint: hearing, writing, playing, singing.

MUS 1102 Music Theory II  
Continuation of MUS 1101. Prerequisite: MUS 1101.

MUS 1210 Men’s Choir  
Study and performance of choral music in a variety of styles from different eras and cultures.

MUS 1211 Women’s Choir  
Study and performance of choral music in a variety of styles from different eras and cultures.

MUS 1212 Hand Drum Ensemble (VIII)  
Study and performance of hand drum repertoire, including African music as well as contemporary music and improvisation.

MUS 1213 Drum Line (VIII)  
Study and performance of marching percussion repertoire.

MUS 1214 Steel Band (VIII)  
Study and performance of steel band repertoire.

MUS 1301 Music in Western Culture (non-majors only) (VIII)  
Survey in sound of the past 1,000 years, including the politics and aesthetics that have been crucial in the development of Western music. No prerequisites or musical experience necessary.

MUS 1302 Music Literature  
Introductory course dealing with the great music of the world and its history, makers, styles. Prerequisite or taken concurrently: MUS 1101.

MUS 1390 Recital Attendance  
Minimum recital attendance requirement for Music majors: all Musicorums, all applied music seminars, nine additional concerts per semester.

MUS 1410 Beginning Piano Class (VIII)  
Class piano for beginners. Course is open to majors whose performance area is other than piano and to non-majors.
MUS 1411  Class Piano II (VIII)  1 cr.
Continuation of MUS 1410.

MUS 1412  Advanced Class Piano  1 cr.
Preparation for MUS 2298 Keyboard Proficiency Exam.

MUS 1421  Beginning Voice Class (VIII)  1 cr.
Class voice for those who have not studied voice privately before. Course is open to majors whose performance area is other than voice and to non-majors.

MUS 1430  Beginning Guitar Class (VIII)  2 cr.
Beginning guitar instruction for non-music majors and for music majors whose performance area is other than guitar.

MUS 1431  Beginning Recorder (VIII)  1 cr.
Beginning recorder instruction for majors whose performance area is other than recorder and for non-majors.

MUS 1713, 1715, 1723, 1725, 1745  
Music Lessons (VIII)  1-2-4 cr.
Weekly private music lessons. Third digit of course number indicates the number of credits: one credit requires a minimum of three hours practice per week; two credits require a minimum of six hours practice per week, and four credits require a minimum of 12 hours practice per week. Fourth digit of course number indicates lesson length of 30 (3) or 50 (5) minutes. Permission of instructor is required for a 50-minute lesson and four credits may be taken only with 50-minute lessons. Lab fee assessed.

MUS 2103  Sight Singing  1 cr.
Sight singing instruction and practice for music majors who have not passed MUS 2298 Sight singing Proficiency Exam. Prerequisite: MUS 1102.

MUS 2111  Advanced Harmony  2 cr.
Advanced study of harmonic practice as applied by composers from the late 19th century to the present. Prerequisite: MUS 1102

MUS 2112  Form and Analysis  2cr.
The study of form in Western art music. Prerequisite: MUS 2111

MUS 2215  Conducting  2 cr.
Study of conducting technique, score study and responsibilities of a conductor of an ensemble. Prerequisite: MUS 1102.

MUS 2225  Introduction to Music Education  1 cr.
Provides an overview of the field of music education and licensure requirements. Corequisite: EDU 2800.

MUS 2297  Sophomore Recital  0 cr.
Sophomore recital may be partial. Recital permission must be passed a minimum of four weeks prior to the date of the recital.

MUS 2298  Keyboard/Sight Singing Proficiency  0 cr.
Required of all Music majors. Exam includes the following skills at the keyboard: major and minor scales, memorized piece, sight reading, improvisation, transposition, accompanying. Exam also includes sight singing.

MUS 2301  Introduction to Opera (VIII)  2 cr.
Demystifies opera so that the student can not only experience it but actually make it his/her own.

MUS 2302  Introduction to Symphony (VIII)  2 cr.
Symphonies: not just fragile museum pieces for the cultural elite, rather, passionate and articulate cries from the heart of Everyman to the soul of Everyman and Everywoman.

MUS 2303  Music of the Caribbean (I, VIII)  2 cr.
Explores the most recognizable and influential musical cultures within the Caribbean, such as Reggae, Calypso, and Salsa, with special emphasis placed on the importance of musical expression in defining cultural heritage and ethnic identity.

MUS 2304  Music of Africa (I, VIII)  2 cr.
An exploration of African music with special emphasis placed on the importance of musical expression in defining cultural heritage and ethnic identity.

MUS 2305  Jazz Music and Musicians (I, VIII)  2 cr.
An exploration of jazz music and music makers, including the culture and racial discrimination from which the musical style originated. Stories of important people and events that shaped the development of jazz from its origins in New Orleans to the present and the influence of jazz on popular culture will be studied.

MUS 2306  Mozart’s Life and Works (VIII)  2 cr.
Mozart has been described as “the most universal composer in the history of Western music.” To better understand his music and importance to Western culture, we will explore answers to questions such as:
What influences shaped Mozart? What types of music did he write? Why has his music appealed to people across time and distance?

**MUS 2307 Beethoven's Life and Works (VIII)** 2 cr.
Possibly the most admired composer in the history of Western music, Beethoven has attained a mythic status as a cultural hero. The appeal of his music transcends boundaries of time, place, and culture. Yet this transcendent music came into existence only through the perseverance and struggles of a very real person rooted in specific circumstances. In a chronological survey, this course explores Beethoven’s music and the circumstances that gave rise to it.

**MUS 2411 String Instruments** 2 cr.
Beginning through intermediate techniques for playing violin-family string instruments. Focus is on one instrument with basic skills developed on other instruments. Study includes a survey of instructional materials. Three class hours per week.

**MUS 2412 Woodwind Instruments** 2 cr.
Beginning techniques for playing woodwind instruments. Student studies one instrument in depth for six weeks, then a second the next six weeks with the remaining time spent gaining a general knowledge of range, techniques and characteristic sounds of each of the other instruments. Study includes a survey of instructional materials. Three class hours per week.

**MUS 2413 Brass and Percussion Instruments** 2 cr.
Beginning techniques for playing brass and percussion instruments. Focus is on one instrument with general understanding of the range, techniques and characteristic sounds of each of the other instruments. Study includes a survey of instructional materials. Three class hours per week.

**MUS 2713, 2715, 2723, 2725, 2745 Music Lessons** 1-2-4 cr.
Continuation of 1000-level music lessons. Second-year college study or equivalent, determined by audition. Participation in Musicorum.

**MUS 2777 Topics in Music** 1-4 cr.

**MUS 2999 Self-Designed Study** 1-4 cr.
Independent project agreed on by advisor and student.

**MUS 3111 Counterpoint** 2 cr.
The study of 16th, 18th, and 20th-century contrapuntal procedures. Prerequisite: MUS 1102

**MUS 3112 Orchestration** 2 cr.
Introduction to arranging and/or composing for strings, winds and percussion. Prerequisites: MUS 1102, 2411, and 2412 or 2413.

**MUS 3211 Concert Choir (VIII)** 0-1 cr.
Rehearsal and performance of choral masterworks from all historical periods. Four rehearsals per week. Prerequisite: audition.

**MUS 3212 Concert Band (VIII)** 0-1 cr.
Rehearsal and performance of quality band literature. Prerequisite: audition.

**MUS 3213 Jazz Ensemble (VIII)** 0-1 cr.
Rehearsal and performance of different styles of jazz through listening, playing and improvising. Prerequisite: audition.

**MUS 3214 String Orchestra (VIII)** cr.
Rehearsal and performance of string ensemble repertoire from the Renaissance through the present. Prerequisite: audition.

**MUS 3281 Topics in Pedagogy** 2-4 cr.
Techniques and materials of studio teaching; also directed observation of private lessons given by students.

**MUS 3298 Music Education Proficiency** 0 cr.
Required of all Music Education majors. Exam includes basic proficiency in improvisation, on recorder, and on a fretted string instrument such as guitar or ukulele.

**MUS 3309 World Music (I, VIII)** 4 cr.
Study of art, folk, and popular music of both Eastern and Western cultures and relationship of the music to the history, geography and society of the region. No prerequisites or musical experience necessary.

**MUS 3310 History of Medieval and Renaissance Music (VII, VIII)** 4 cr.
Study of compositional techniques, notation, forms and performance practice in the medieval and Renaissance eras. Relationship of music to the social and political thought of the time is included.

**MUS 3311 History of Baroque and Classical Music** 4 cr.
Study of music of 1600-1800. Course includes study of suite, concerto, cantata, opera, fugue and other Baroque genres; study of sonata, symphony, concerto, opera, chamber music of the classical era; analysis of performance practice; relationship of music to the social and political thought of the time. Prerequisites: MUS 1102 and 1302.
MUS 3312 History of Romantic and 20th Century Music 4 cr.
Study of music from 1800 to the present. Course includes study of harmonic developments, compositional techniques, forms, media; relation of music to social and political, literary and graphic arts developments. Prerequisites: MUS 1102 and 1302.

MUS 3411 Music Technology 1 cr.
Study of current technology for use in teaching music.

MUS 3412 Vocal Pedagogy 1 cr.
Study of vocal performance pedagogy and vocal health, including the child voice and the changing voice. Prerequisite: MUS 1421 or MUS 1700 Sec. 24 Voice Lessons

MUS 3413 Advanced Choral Conducting and Literature 3 cr.
Develops skills in conducting and rehearsal techniques plus knowledge of literature and materials for use in teaching choral music. Prerequisite: MUS 2251 and 2252.

MUS 3414 Advanced Instrumental Conducting and Literature 3 cr.
Develops skills in conducting and rehearsal techniques plus knowledge of literature and materials for use in teaching instrumental music. Prerequisite: MUS 2251 and 2252.

MUS 3415 Teaching General Music 3 cr.
Develops knowledge and skills needed in order to teach general music. Prerequisite: MUS 2252.

MUS 3416 Advanced Orchestration and Bandstratton 1 cr.
Develops skills in composing and arranging for diverse groups represented by instrumental students in grades 5-12. Prerequisite: MUS 3112.

MUS 3417 Choral Arranging 1 cr.
Develops skills in composing and arranging for diverse groups represented by choral and general music students in grades K-12. Prerequisite: MUS 3112.

MUS 3713, 3715, 3723, 3725, 3745 Music Lessons 1-2-4 cr.
Continuation of 2000-level music lessons. Third-year college study or equivalent, determined by audition. Participation in Musicorum.

MUS 4211 Small Ensembles (VIII) 0-1 cr.
Chamber music studied and performed in weekly rehearsals. Ensembles are open to all majors by audition.

Accompanying Piano Ensemble
Brass Ensemble Recorder Consort
Clarinet Ensemble Saxophone Ensemble
Flute Ensemble Woodwind Quintet
Guitar Ensemble

MUS 4297 Senior Recital 0 cr.
Recital permission must be passed a minimum of four weeks prior to the date of the recital.

MUS 4713, 4715, 4723, 4725, 4745 Music Lessons 1-2-4 cr.
Continuation of 3000-level music lessons. Fourth-year college study or equivalent, determined by audition. Participation in Musicorum.

MUS 4777 Topics in Music 1-4 cr.

MUS 4888 Senior Thesis 2 or 4 cr.
Independent research project in which the senior Music Literature major uses primary and secondary sources to write a scholarly paper on an original topic in music literature. Project includes oral presentation to an audience of music students and faculty. Prerequisites: three of the following courses: MUS 3309, 3310, 3311, 3312.

MUS 4999 Self-Designed Study 1-4 cr.
Independent project agreed on by advisor and student.

Natural Sciences
(School of Sciences)

NSC 3333 Science Methods 4 cr.
This course is designed to assist prospective middle and high school science teachers successfully conduct and manage an inquiry-based science program. Emphasis is placed on how teachers can enhance learning and motivation for students at every stage of mental development. Topics include: technology in the science classroom, inquiry techniques, investigation techniques, demonstrations, science teaching reform, and specific science programs. Prospective teachers will plan, execute, and evaluate lesson plans with their peers in a public school setting.

NSC 3335 Science Methods Field Experience 1 cr.
This experience introduces prospective teachers to the culture of the high school environment. Students observe and assist a biology or chemistry teacher, interview school personnel, talk with students, and teach technology-integrated lessons and content reading strategies in their subject area. Assessment strategies are observed and practiced. Co-requisite: NSC 3333
# Nursing

**(School of Nursing)**

**Traditional Undergraduate Nursing Program**

**NSG 2200 Holistic Approaches to Professional Nursing**  6 cr.
Introduction to holistic nursing care for individuals including initiating and maintaining a therapeutic relationship and utilizing the holistic nursing process with clients in clinical settings. Focus is on health promotion and disease prevention in individuals across the lifespan. Prerequisites: BIO 2110, acceptance into Nursing major.

**NSG 3200 Holistic Nursing Approaches to Health Transitions**  7 cr.
This course introduces the student to the practice of holistic nursing care for individuals and families experiencing transitions in health status. Concepts are applied in a variety of clinical settings. Prerequisites: NSG 2200. Corequisites: NSG 3225, BIO/HSC 3020.

**NSG 3225 Health Transitions - Holistic Nursing Interventions**  2 cr.
This course will engage the student in simulation activities which continue to develop critical thinking skills by advancing assessment techniques and nursing interventions with clients experiencing health transitions. Prerequisite: NSG 2200. Corequisite: NSG 3200, BIO/HSC 3020.

**NSG 3300 Holistic Nursing Approaches to Acute and Chronic Illness**  7 cr.
This course introduces the student to the practice of holistic nursing care for individuals and families experiencing acute and chronic illness. Concepts are applied in a variety of clinical settings. Prerequisite: NSG 3200, 3225, HSC 3020. Corequisite: NSG 3325, 3335.

**NSG 3325 Acute and Chronic Illness - Holistic Nursing Interventions**  2 cr.
This course will engage the student in simulation activities which continue to develop critical thinking skills by advancing assessment techniques and nursing interventions with clients experiencing acute and chronic illness. Prerequisites: NSG 3200, 3225, HSC 3020. Corequisites: NSG 3300, 3335.

**NSG 3335 Evidence Based Practice in Nursing**  1 cr.
This course introduces the student to evidence-based nursing practice and the role of the professional nurse as a consumer of research. Corequisites: PSY 3331 or PSY 2335, NSG 3300, 3325.

**NSG 4000 Holistic Nursing Approaches to Multi-System Illness**  7 cr.
This course focuses on the practice of holistic nursing for individuals and families experiencing multi-system illness. Concepts are applied in a variety of clinical settings. Prerequisite: NSG 3300, 3325, 3335. Corequisite: NSG 4225, 4235, 4245.

**NSG 4225 Multi-System Illness - Holistic Nursing Interventions**  2 cr.
This course will engage the student in simulation activities which continue to develop critical thinking and professional nursing skills for care of clients experiencing multi-system illness. Prerequisite: NSG 3300, 3325, 3335. Corequisite: NSG 4200, 4235, 4245.

**NSG 4235 Community Health: Local and Global Perspectives**  3 cr.
This course examines public health from local, national and global perspectives. Students will learn and apply public health principles in the holistic nursing care of populations. Corequisites: NSG 4200, 4225, 4343.

**NSG 4240 Community as Client**  2 cr.
This course focuses on community assessment, resource finding and resource utilization. Students will apply the holistic caring process to a public health target population. Prerequisite: NSG 3300, 3325, 3331. Prerequisite or corequisite: NSG 4235.

**NSG 4343 Nursing Leadership and Management**  3 cr.
This course focuses on holistic leadership and management roles of the entry level baccalaureate nurse. Prerequisite: NSG 3300, 3325, 3335. Corequisites: NSG 4200, 4225.

**NSG 4500 Transition into Professional Nursing Practice**  6 cr.
This course will facilitate the transition from student to professional nurse. The student will be immersed in laboratory and preceptored clinical experiences which will continue to develop critical-thinking skills. This course will promote socialization into professional nursing practice. Prerequisite: NSG 4200, 4225, 4343.

**NSG 4777 Special Topics in Nursing**  1-4 cr.
Investigation of topics related to professional nursing.

**NSG 4999 Independent Study**  1-4 cr.
With faculty approval and advisement, self-directed student planning, implementation, evaluation and reporting of an independent learning experience focused on professional nursing.
Nursing Electives

NSG 4427 Leadership Practicum: Mentoring I 1 cr.
Nurtures leadership qualities and characteristics of senior nursing students while engaging them in mentoring groups of junior nursing students. Pre or corequisites: senior standing and pre-selected by instructor.

NSG 4428 Leadership Practicum: Mentoring II 1 cr.
Nurtures leadership qualities and characteristics of pre-selected senior nursing students. Students will engage in mentoring groups of junior nursing students. Pre or corequisites: senior standing and pre-selected by instructor.

NSG 4441 Critical Care Nursing 3 cr.
Exploration of the critical care environment through theory and clinical application. Focuses on concepts related to assessing and providing care to critically ill clients, obtaining and utilizing diagnostic indicators and critical care pharmacotherapy. Prerequisite: Senior standing.

Post-Baccalaureate Nursing Program

NSG 3600 Introduction to Nursing Practice 5 cr.
This course introduces the nursing student to critical thinking, assessment and nursing interventions required by the professional nurse to safely and effectively care for individuals, families and communities in a holistic manner. Pre- or Co-requisite: Acceptance into the Post-Baccalaureate Nursing Program; all prerequisite courses have been completed. Taken concurrently with NSG 3645 and 3660.

NSG 3645 Professional Nursing I 2 cr.
This course introduces the nursing student to concepts related to professional nursing at the baccalaureate level. Pre and corequisites: Acceptance into the Post-Baccalaureate Nursing Program; all prerequisite courses have been completed. Taken concurrently with NSG 3600 and 3660.

NSG 3660 Health Transitions I 4 cr.
This course is an introduction to health promotion, disease prevention, acute and chronic illness and interdisciplinary clinical practice concepts. The clinical component will take place in the acute care setting. Pre or corequisites: Acceptance to Post-Baccalaureate Nursing Program; all prerequisite courses have been completed. Taken concurrently with NSG 3600 and 3645.

NSG 3845 Professional Nursing II 2 cr.
This course builds on concepts related to professional nursing and role development at the baccalaureate level with emphasis on health care in rural environments. Pre or corequisites: Successful completion of NSG 3600, 3645 and 3660. Taken concurrently with NSG 3867, 3870 and 3871.

NSG 3867 Evidence-Based Practice 1 cr.
This course introduces the nursing student to evidence-based practice and the role of the nurse as consumer of nursing research. Pre and corequisite: Successful completion of NSG 3600, 3645 and 3660. Taken concurrently with NSG 3845, 3870 and 3871.

NSG 3870 Health Transitions II 7 cr.
This course builds on concepts related to health promotion, disease prevention, and interdisciplinary clinical practice in acute and chronic illness. This course also introduces the student to the practice of family nursing and its application in the clinical setting. Pre and corequisites: Successful completion of NSG 3600, 3645 and 3660. Taken concurrently with NSG 3845, 3867 and 3871.

NSG 3871 Integrative Lab I 2 cr.
This course will engage the student in simulation and skills lab activities which develop critical thinking skills by advancing assessment techniques and nursing interventions with clients experiencing health transitions. Pre and corequisites: Successful completion of NSG 3600, 3645, and 3660, 3845, 3867, and 3870 are corequisites.

NSG 4645 Professional Nursing III 2 cr.
This course continues to build on concepts related to the professional practice of nursing at the baccalaureate level with an emphasis on evolving nursing issues. Pre or corequisites: Successful completion of all previous Post-Baccalaureate Nursing Program courses. Taken concurrently with NSG 4660, 4661 and 4674.

NSG 4660 Health Transitions III 7 cr.
This course focuses on the client with complex health needs. Students will demonstrate critical thinking in the management of care for multiple clients with complex health needs. Focus will be on providing holistic care to selected clients in rural settings. Pre and corequisites: Successful completion of all previous Post-Baccalaureate Nursing Program courses. Taken concurrently with NSG 4645, 4661 and 4674.

NSG 4661 Integrative Lab II 2 cr.
This course will engage the student in simulation and skills lab activities which develop critical thinking skills by advancing assessment techniques and nursing interventions with clients experiencing increasingly complex health transitions. Pre and corequisites: Successful completion of all previous Post-Baccalaureate Nursing Program courses. Taken concurrently with NSG 4645, 4660 and 4674.
NSG 4674 Community Health 3 cr.
In this course students will apply public health principles to nursing practice from a population-based individual, community and system level. This course examines public health from a local, national and global perspective. Pre and corequisites: Successful completion of all previous Post-Baccalaureate Nursing Program courses. Taken concurrently with NSG 4645, 4660 and 4661.

NSG 4777 Nursing Elective 2 cr.
Investigation of topics related to professional nursing. Taken either fall or spring semester.

NSG 4800 Professional Nursing IV 3 cr.
This course continues to build on concepts related to the professional practice of nursing at the baccalaureate level, with an emphasis on leadership and professional development. Pre and corequisites: Successful completion of all previous Post-Baccalaureate Nursing Program courses. Taken concurrently with NSG 4874 and 4880.

NSG 4874 Community as Client 2 cr.
This course focuses on community assessment. Students will apply the holistic caring process to a public health target population. Pre and corequisites: Successful completion of all previous Post-Baccalaureate Nursing Program courses. Taken concurrently with NSG 4800 and 4880.

NSG 4880 Capstone Course 6 cr.
Concluding clinical course that immerses the student in an extended, precepted clinical experience to promote the transition from student to professional nurse. Pre and corequisites: Successful completion of all previous Post-Baccalaureate Nursing Program courses. Taken concurrently with NSG 4800 and 4874.

RN/BS Nursing Program

NSG 3125 RN to BS Nursing Introduction
This non-credit, mandatory orientation course presents an overview of the process of learning in an online environment. It will introduce the online RN to BS nursing student to all aspects of the online program, including college and nursing program information, WebCT (online course format), St. Scholastica G-mail, CSS distance library services, and other necessary information to be successful in the online RN to BS Nursing Program. Corequisite: Acceptance into the RN to BS Online Nursing Program. Mandatory completion prior to the beginning of RN to BS Online Nursing Program.

NSG 3355 Research, Evidence-Based Practice and Information Technology in Nursing 4 cr.
This course emphasizes the role of the nurse as a critical consumer of research findings for the purpose of improving nursing practice. Students explore the relationships between nursing research and evidence-based practice, as well as the impact that information technology has on nursing practice. An opportunity to utilize an electronic medical record will be provided during this course.

NSG 3361 Dimensions of Professional Nursing 4 cr.
This course presents an overview of professional nursing practice, focusing on the roles and characteristics of the baccalaureate nurse. Theory and philosophy of nursing will be emphasized. Historical perspectives that have had an impact on the profession will be explored. Other areas of study include the use of processes guiding the professional practice of nursing, professional nursing in a changing health care delivery system, family nursing theory and teaching-learning theory.

NSG 4472 Leadership in Nursing 4 cr.
This course provides an analysis of historical and current issues affecting aspects of professional nursing practice. Professional nursing in a changing health care delivery system is examined from a leadership perspective. A personal, issue-related action plan will be developed and implemented.

NSG 4570 Community Health Nursing 4 cr.
In this theory course, RN students will apply public health principles to nursing practice from a population-based individual, community and system level. This course examines public health from a local, national and global perspective. This course does not meet Minnesota Board of Nursing requirements for certification as a public health nurse. Certification requires the additional 1-credit clinical course, NSG 4571.

NSG 4571 Community Health Nursing Clinical 1 cr.
This independent clinical course provides the RN student with a precepted clinical experience in a community-based agency. Successful completion of this clinical course, combined with NSG 4570 or public/community health theory based equivalent course, will meet the MN Board of Nursing requirements for certification as a public health nurse. (Optional)
NSG 4580 Holistic Assessment in Nursing 4 cr.
This course builds on assessment information from the associate degree/diploma level of nursing education. The holistic health assessment needs of culturally diverse, rural and unique populations are examined. Family assessment and environmental assessment are introduced.

NSG 4590 RN to BS Portfolio Introduction 4 cr.
The RN to BS Nursing Portfolio allows the RN student an opportunity to obtain nursing credits for the major based on prior RN experience. Graduation requirements mandate the completion of 20 credits for the nursing portfolio. This course will introduce the RN student to the nursing portfolio guidelines and provide faculty guidance for completion of the first 4 objectives of the nursing portfolio.

NSG 4998 RN to BS Nursing Portfolio 1 - 20 cr.
The RN to BS Nursing Portfolio allows the RN student an opportunity to obtain nursing credits for the major based on prior RN experience. Graduation requirements mandate the completion of 20 credits for the nursing portfolio.

Ojibwe
(School of Arts and Letters, Global, Cultural and Language Studies Department)
OJB 1111 – 1112 Beginning Ojibwe Language and Culture I - II (III) 4 cr. each
A two-part sequence in beginning Ojibwemowin, implementing the double-vowel system. These courses introduce students to seasonal cultural practices as well as pronunciation, spelling and the usage of basic verbs and nouns (animate and inanimate) in a simple sentence.

OJB 2101 Intermediate Ojibwe I 2 cr.
The second phase of the Ojibwe language sequence which adds a class of verbs to the existing vocabulary, builds speaking skills with more complex sentences, and emphasizes translation from English to Ojibwe and Ojibwe to English. Prerequisite: OJB 1112.

OJB 2102 Intermediate Ojibwe II 2 cr.
Prerequisite: OJB 2101.

OJB 2105 Ojibwe Language Immersion Experience I 2 cr.
A summer immersion camp which runs for approximately one week, and includes intensive cultural and Ojibwe language experiences with instructors, elders, and cultural consultants from the Nigigoonsiminikaaning First Nations community in Ontario, Canada. Students are encouraged to take the immersion experience during their first and second summers of their language study.

OJB 3101 Advanced Ojibwe I 2 cr.
Final phase of the Ojibwe language sequence. This course focuses on the mechanics of the language and especially on oral skills in preparation for a final proficiency exam. Some of the linguistic aspects of the Ojibwe language are explored, while adding a final class of verbs and increasing complexity of vocabulary as well as sentence construction. Prerequisite: OJB 2102.

OJB 3105 Ojibwe Language Immersion Experience II 2 cr.
A summer immersion camp which runs for approximately one week, and includes intensive cultural and Ojibwe language experiences with instructors, elders, and cultural consultants from the Nigigoonsiminikaaning First Nations community in Ontario, Canada. Students are encouraged to take the immersion experience during their first and second summers of their language study.

OJB 4101 Advanced Ojibwe II 2 cr.
Prerequisite: OJB 3101.

OJB 4999 Independent Study 1-4 cr

Occupational Therapy
(School of Health Sciences)
OTH 5331 Research I: Design and Proposal 2 cr.
Guides students through the preliminary proposal stage of their graduate research project. During the course, students review library use (including using online databases) and APA format, and basic writing rules. Students are guided in mapping/outlining project ideas, critiquing available qualitative and quantitative research, applying rules of evidence, and writing a formal research question (including introduction with a short, preliminary review of the literature, significance of the question, brief methodology, and a sample of articles). By the end of the course, students will have developed the research question that they will address in OTH 6332: Research II and OTH 6333: Research III and will have established a working relationship with their research advisor/mentor.

OTH 5501 Foundations of Occupational Therapy 4 cr.
Introduces the historical concepts and contexts in occupational therapy, and explores contemporary occupation based practice models and frames of ref-
erence. The value of occupational performance and activity in prevention, intervention and health maintenance is addressed. Course introduces concepts such as professional ethics, professional roles and therapeutic use of self.

**OTH 5502 Life Span Occupational Performance: Task Analysis and Media** 4 cr.
Analyzes occupational tasks and activities. Students develop an understanding of the dynamic and interdependent relationship between people and their chosen occupations and performance context. Through related lab experiences, students gain an advanced understanding of the use of therapeutic media. Students analyze a variety of functional tasks, grade activities, adapt equipment and recommend assistive technology to meet the individualized needs of a variety of populations. Students explore the use of media as means of understanding a client’s cognitive and functional performance.

**OTH 5503 Motor Functioning Across the Life Span** 2 cr.
An advanced overview of normal human motor development and changes from the prenatal period through older adulthood. Emphasis is on specific roles and tasks as they relate to development and changes in motor behavior. Students analyze motor components used to achieve milestones, with emphasis placed on issues related to the development of and changes in: gross and fine motor skills, postural control, and body mechanics.

**OTH 5504 Assessment and Intervention Skills** 2 cr.
Develops basic skills in therapeutic intervention including techniques to evaluate and treat deficits related to strength, range of motion, sensation, pain, edema, and fine motor ability. Students also become competent in a variety of patient transfer and mobility techniques. Students learn about available adaptive equipment to compensate for deficits in activities of daily living (ADL) skills and how to evaluate for and prescribe wheelchairs.

**OTH 5505 Functional Anatomy** 4 cr.
An advanced, regional, musculoskeletal anatomy course that emphasizes the study of functional relationships between musculature, nervous tissue, vascular, and skeletal components for the extremities and axial skeleton. Cadaver dissection laboratory experience is used to enhance understanding of three dimensional anatomical relationships for specific body regions.

**OTH 5515 Neuroscience** (cross-listed as PTH 5511) 5 cr.
Studies the anatomy and physiology of the adult nervous system. Sensation, perception, cognition, and motor control are examined. Application includes analysis of normal functions and the effects of pathological lesions affecting the nervous system.

**OTH 5521 Biomechanical Practice in Occupational Therapy** 4 cr.
Presents a variety of conditions including upper extremity/hand injury (including splinting), back injury, arthritis, joint replacement, amputation, cardiopulmonary problems, burns and various metabolic diseases. Students will investigate the impact of these conditions on daily life and learn specific assessment and intervention techniques for each condition. Students will also learn the role of occupational therapy in industrial rehabilitation.

**OTH 5522 Psychosocial Occupational Therapy** 4 cr.
Development of the history, theory and practice of occupational therapy in mental health settings. Human performance is related to normal and dysfunctional psychosocial processes affecting work, self-care, leisure and the family. Psychiatric diagnoses are explored in relation to their effect on occupational performance. The course is coordinated with OTH 5552, Level I Fieldwork.

**OTH 5544 Documentation** 2 cr.
Introduces concepts of documentation, the documentation process and various kinds of documentation used in occupational therapy. Students learn to record objective observations, identify problem areas relevant to occupational therapy, and write behavioral objectives, intervention plans, progress notes and discharge notes. Students also learn coding and prior authorization basics. Simulated case situations provide students with an opportunity to practice these documentation skills. Documentation principles concerning public policies, following federal and state guidelines for reimbursement are also included.

**OTH 5552 Level I Fieldwork - A** 1 cr.
Integrates a seminar format with hands-on experiences. Provides opportunity to discuss and practice professional behaviors and professional relationships. Students integrate occupational therapy theory into practice and begin to develop clinical reasoning skills. Incorporates respect for the client’s situation, respectful communication, and respectful interactions. Fieldwork experiences are set up in either a community-based or traditional mental health setting and are designed to familiarize students with occupation-
based practice with individuals with psychosocial issues and conditions. Students integrate material from OTH 5522 - Psychosocial OT into this experience.

**OTH 5553  Level I Fieldwork - B  1 cr.**
A 35 to 40-hour fieldwork experience scheduled in the summer following the first year of the Occupational Therapy Program. Students may request sites from a variety of traditional and emerging practice settings throughout the United States, and will be assigned based on availability. This fieldwork experience reinforces clinical skills, professional behaviors and professional relationships, clinical reasoning skills, ethical issues, and how to integrate occupational therapy theory into practice. In addition, it is designed to familiarize students with various intervention settings and clinical conditions. Students may be provided initial hands-on experiences under direct supervision when determined to be appropriate by the clinical supervisor/educator. Upon completion of the clinical hours, the students attend a seminar to discuss various aspects of the experience.

**Philosophy**
(School of Arts and Letters)

**PHL 1105  Logic (V)  4 cr.**
Designed to improve skills in reasoning, the course addresses validity in deductive arguments, criteria for inductive reasoning and critical thinking skills in general.

**PHL 1114  The Philosophical Perspective (IX)  4 cr.**
Introduction for those with no background in philosophy. Students explore issues which have been a matter of continuing inquiry throughout history, including human freedom, immortality, personhood, ethics, truth, existence of God, nature of reality and the good society.

**PHL 2205  Philosophy of Person (IX)  4 cr.**
Explores a variety of dimensions of being human in seeking to answer the question, “Who am I?” Issues read about and discussed include whether or not there is a specific “human” nature shared by all; the role of gender in reaching an understanding of what it means to be a person; tensions between freedom and community; the human relationship to nature and whether or not there is any spiritual dimension to existence. Study of both traditional and contemporary writers is included.

**PHL 2214  Introductory Ethics (IX)  4 cr.**
Study of major ethical theories, critical examination of the adequacy of each theory and an attempt at making decisions regarding contemporary issues by using some of the theories. Topics, which vary, include current personal and social issues.

**PHL 2220  Philosophy of Religion (IX)  4 cr.**
What is religion? This is the question this course seeks to answer from a philosophical perspective. Answering this question demands an examination of topics such as: the existence of God; the nature of God in Western religions; theodicy (the problem of evil); faith and reason; religious experience; religious pluralism; feminism and philosophy of religion; science and religion; modernity and religion; non-Western philosophy of religion; and life without religion.

**PHL 2223  Political Philosophy (IX)  4 cr.**
What is the good society? What is the relationship between the individual and society? What does it mean to think of humans as political animals? What is justice? The course explores a variety of answers to these questions in the context of political issues such as civil disobedience, obligation to the law/conscience, liberty and equality, racism, feminism, multiculturalism and the possibility of Utopian communities.

**PHL/INS 3301  American Indian Philosophy (I, IX, X)  4 cr.**
Philosophy and religious systems, shamanistic and priesthood societies, reversion and amalgamation religions, the American Indian Religious Freedom Act, philosophy and social movements.

**PHL 3302  History of Ancient and Medieval Philosophy (IX, WI)  4 cr.**
Roots of Western thought examined as found in the writings of the ancient Greeks, including Plato and Aristotle, and the medieval Christian, Jewish and Arab philosophers and philosopher/theologians including Augustine, Boethius, Anselm, Aquinas, Maimonides and Averroes.

**PHL 3304  History of Renaissance and Modern Philosophy (IX, WI)  4 cr.**
Explores the writings of the major figures from the 14th to the 19th centuries. These texts serve as the starting point for reflecting critically on major themes of modern thought related to science, art, religion, and politics.

**PHL 3345  Contemporary Philosophy (IX, WI)  4 cr.**
Focuses on philosophers of the 20th and 21st centuries with the major movements represented including personalism, phenomenology, existentialism, American philosophy, idealism and post-modernism.
PHL 3350  Contemporary Ethical Issues (IX,WI)  4 cr.
Examines ethical issues of contemporary concern. Course includes issues relating to medicine, government, business and interpersonal relationships.

PHL 3354 Management Ethics (IX,WI)  4 cr.
Study of the application of ethical principles to problems encountered in management. Confrontation of the problems is preceded by inquiry into the nature of human interaction in general and management in particular. Other topics include: obligations of the manager to a number of clients or spheres of responsibility, including employees and clients of the organization; rights and obligations of employers and employees; and discrimination, liability and advertising.

PHL 3355 Development of Values in Children (IX,WI)  4 cr.
What are values and where are they obtained? Are some values better than others? What influences affect children's value development? How can children best be assisted to develop values which will best help them to grow into complete, well-functioning persons? Authorities in the fields of philosophy, psychology and education are studied.

PHL 3360 Philosophies of Feminism (IX,WI)  4 cr.
Examines theoretical accounts of the relation between women and men in present society, identification of assumptions within the feminist accounts, and evaluation of proposals for change.

PHL 3369 Metaphysics (IX,WI)  4 cr.
How is what is real known and categorized? Why have people and peoples differed in their accounts? Course looks at the major theories in Western metaphysics and compares and contrasts them with metaphysical views of other cultures.

PHL 3777 Topics in Philosophy  1-4 cr.

PHL 4420 Philosophy of Science (IX,WI)  4 cr.
Looks at such questions as: What is science and what is it not? What are theories, models, laws and hypotheses? How do scientific theories change? What is the method and domain of science? Does science have a monopoly on "truth" about the world or does it ever achieve it?

PHL 4444 Seminar  1-4 cr.

PHL 4777 Topics in Philosophy  1-4 cr.

PHL 4999 Independent Study  1-4 cr.
A topic of student's own choosing is pursued with guidance of instructor.

Physical Education

Physical Science

(Ped College offerings)

PED 1110 Physical Conditioning
PED 1112 Weight Training
PED 1132 Racquetball
PED 1143 Jogging
PED 1150 Basketball
PED 1151 Golf
PED 1154 Volleyball
PED 1156 Bowling
PED 1160 Backpacking
PED 1161 Canoe Camping
PED 1162 Ice Fishing
PED 1163 Rock Climbing
PED 1164 Winter Camping
PED 1165 Outdoor Awareness/Orienteering

(Ped School of Sciences)

PSC 1201 Concepts of Physics (VI)  4 cr.
A discovery course in which student groups design experiments, collect and analyze data which will help them to understand the processes of science and the basic concepts and laws of Newtonian mechanics, properties of matter, electricity and magnetism and energy, and waves. Conceptual understanding is stressed; some simple algebra is used. Mainly for elementary and middle school teacher education students.

PSC 1202 Cosmic Systems  4 cr.
A study of the universe as a set of interacting, evolving systems: galaxies, stars, the solar system and the Earth with its rocks, oceans and atmosphere. Study includes investigations of the matter-energy cycles in these systems and the effects of natural and human interventions upon them. In-class investigations and discovery activities and field trips are part of this course. Mainly for elementary and middle school teacher education students.

PSC 1501 A Short Course in Physics (VI)  4 cr.
Selected topics from introductory physics for students who wish or need an understanding of physical concepts for their professional or personal enrichment. Some hands-on activities. Topics include force and motion, energy, waves, momentum, fluid mechanics, heat, sound, light, electricity and magnetism. Problem solving at the level of elementary algebra.
PSC 2001  Physics I  
4 cr.  
Algebra-based general physics including Newtonian mechanics (motion, force, energy, momentum) harmonic motion, waves and sound. Students must have ease and familiarity with basic algebraic and trigonometric techniques. Includes one 2-hour laboratory per week. Prerequisite: MTH 1111 or higher.

PSC 2002  Physics II  
4 cr.  
A continuation of PSC 2001. Focus is on electricity and magnetism, light waves, geometric optics, and modern physics including relativity, quantum theory and atomic physics. Includes one 2-hour laboratory per week. Prerequisite: PSC 2001.

PSC 2070  Physics I Tutorial  
1 cr.  

PSC 2777  Topics in Physical Science  
1-4 cr.  
Occasional or special-purpose courses in physics, electronics, history or cultural aspects of science, on a level appropriate to the freshman or sophomore student.

PSC 4150  Science and Culture (WI)  
4 cr.  
An integration of concepts from the history, philosophy and sociology of the sciences. This course examines the interrelationship between science and its cultural matrix, the impact of science and technology upon society, and the complementary impact of societal factors on the development of science and the scientific community. Students are expected to do extensive reading of primary sources, reflective writing, and research papers.

PSC 4777  Advanced Topics in  
Physical Science  
1-4 cr.  
See PSC 2777. Level appropriate to junior or senior students with some physical science background.

PSC 4999  Independent Study/Project  
in Physical Science  
1-4 cr.  
Students desiring to improve knowledge or expertise in one of above categories may select projects for study in depth under guidance of a department member. Prerequisite: approval of a supervising faculty member.

Political Science  
(School of Arts and Letters, Department of History and Politics)

POL/GCL 2001  Introduction to Political Science (II)  
4 cr.  
Introduction to the discipline of political science and the nature of political discourse, institutions and organizations. Topics range from politics and culture to terrorism and international relations.

POL 2280  Rethinking Religion and Culture after 9/11 (I)  
4 cr.  
Offers students the opportunity to engage in historical reflection on 9/11 in light of recent work in religious studies and political philosophy on the rise of global religious violence throughout the world today. Examines 9/11 and its aftermath in relation to contemporary debates on the American-led “war on terror,” the socio-political origins of international terrorism, the politics of corporate-led globalization, and transnational peace movements in the wake of the war in Iraq.

POL/GCL 3001  Politics of Globalization (II)  
4 cr.  
Students are exposed to divergent points of view and forms of analysis that surround the debate over globalization. The course stresses that globalization is not only about economics and politics but also wide-ranging cultural, social and moral issues confronting the world community.

POL 3331  American Government (II)  
4 cr.  
Study of national government and development of form and functions of the federal system. Topics range from constitutional issues to public policy debates.

POL/GCL 4402  Environmental Politics (I, WI)  
4 cr.  
An examination of debates dealing with global environmental problems and the varying roles of non-governmental organizations. Topics vary from resource wars to environmental racism as issues confronting the human community.

Psychology  
(School of Sciences)

PSY 1105  General Psychology (II)  
4 cr.  
Designed to provide an overview of concepts, methods, and applications of psychology. Topics include psychology as a science, research methods, perspectives of psychology, sub-disciplines of psychology, biological foundations of behavior, developmental psychology, sensation and perception, learning, memory, thinking, language development, intelligence testing, personality, psychological disorders, psychological and biomedical therapies for psychological disorders and social psychology.
PSY 2208  Life Span Developmental Psychology (II)  4 cr.  
Cognitive, personality/social, and physical development from conception to death. Within a life span developmental perspective, the course examines research methods, developmental theories, and application of research findings to selected problems in the major periods of the life span: the prenatal period, infancy, early/middle/late childhood, adolescence, and young/middle/late adulthood. The developmental perspective provides an important foundation for understanding normal children and adults, while also providing the essential knowledge base for the modern view of psychological disturbances as “normal development gone awry.” This approach has practical implications for individuals with interests in parenting, caregiving, education, social services, and health sciences with both normal and exceptional populations. Prerequisite: none, but sophomore standing recommended.

PSY 2335 Statistics for Professional Practice (V)  4 cr.  
Introduction to statistical concepts and methods useful in evaluating and applying results of research studies done by others. Students learn to construct frequency distributions and simple graphs, to compute measures of central tendency, variability, transformed scores, correlations and simple regression, and to carry out hypothesis tests (t-tests, analysis of variance, chi-square) using hand calculators and MS-Excel. Taught with a strong focus on numeracy (understanding and using numbers in decision-making) and the correct evaluation and interpretation of research results reported in the public press and professional journals.

PSY 2555 Project in Psychology  1-2 cr.  
Applications of psychology through supervised practical experience in College or community activities. Some volunteer activities are appropriate. Each student will initiate a project in the form of a written proposal and complete it under faculty supervision. Written report is required. Prerequisite: consent of supervising faculty member and department chair.

PSY 2777  Topics in Psychology  1-4 cr.  
Courses not a part of the regular Psychology curriculum but taught because of a special need, interest or opportunity.

PSY 3216  Personality  2 cr.  
Origins, explanations, assessment and modification of personality as described by major theories of personality, with attention to ethical practices. This course includes a focus on applications to coping and adjustment of the healthy personality, as well as applications for helping individuals recover normal functioning. Emphasis is on the interaction of the individual’s personality traits with specific situations as the individual attempts to adapt to the environment. Active learning components include theory-based problem-solving and responding to a variety of personality instruments. Prerequisite: one course in general or developmental psychology.

PSY 3222  Cognitive Psychology  2 cr.  
Principles of human cognition and practical applications of these principles. Topics include memory processes and techniques, selected perceptual processes, general knowledge, deductive reasoning, decision-making, problem-solving, creativity, and individual differences. Prerequisite: one course in general or developmental psychology.

PSY/GER/SOC 3315  Psychosocial Aspects of Aging  4 cr.  
Overview of the aging individual within a social context. Focus is on characteristics of today’s older adult cohort, psychological processes in late life, the social context in which older adults live and society’s response to older adults. Topics include demographics, stereotypes and attitudes, research methods, theories of development, sense of and response to the environment, cognitive processes, mental disorders and treatment, death and dying, sexuality, intimate relationships, family relationships, caregiving, employment and retirement, finances, Social Security, Medicare, living environments, ethnicity, gender, crimes against and by older adults, social programs and political power of the older cohort.

PSY 3320  Biological Psychology  4 cr.  
Provides an overview of the biological bases of behavior. Topics include basic structure and processes of the nervous system, methods and ethics in psychobiological research, sensation and perception, thirst and hunger, sexual behavior, sleep and dreaming, memory, recovery from brain damage, psychopathology and genetics. Prerequisites: BIO 1102 or equivalent and one course in general or developmental psychology.

PSY/GER 3325  Group Dynamics  2 cr.  
Study of psychological principles and development of personal skills in working with groups. Topics include group facilitation, ways in which groups are studied, stages of group development, leadership, communication, norms and roles, power, conflict and ethics. Opportunity is given to experience these dynamics in small groups. Prerequisite: one course in general or developmental psychology, junior status in the Communications Department, or consent of the instructor.
PSY/SOC 3327 Social Psychology 4 cr.
Explores the history, content, methods, and applications of social psychology as a scientific discipline. Topics include social psychological research methods, the importance of the person and the environment in predicting social behavior, errors in social judgments and decision making, attribution theories, obedience to authority, conformity, group processes, prejudice and discrimination, aggression, altruism, interpersonal attraction and sexuality, and conflict and peace making. The most current applications of social psychology to law, the health professions, the clinic, business, and politics are discussed, with special emphasis on connections to students’ own lives. Prerequisite: one course in general or developmental psychology.

PSY 3328 Behavior Management 2 cr.
Examines the use of scientifically established principles of learning to promote behavior change. The use of operant and classical conditioning methods and their applications for a variety of human conditions are covered. Special emphasis is on the application of behavioral methods for health improvement and for stress management. Topics include positive and negative reinforcement, punishment, escape and avoidance, reinforcement schedules, modeling, desensitization, progressive relaxation. Prerequisite: one course in general or developmental psychology.

PSY 3330/SOC 3330 Research Methods 4 cr.
Overview of research process designed for upper-division students interested in reading and/or conducting research. Topics include logic of scientific research, types of research, phases of a research study, designing experimental and correlational studies, sampling, quantitative and qualitative methods for collecting data, evaluation and writing of research reports, and ethical issues.

PSY 3331 Statistics (V) 4 cr.
Covers basic statistical concepts and methods useful in conducting research and evaluating results of studies done by others. Topics include frequency distributions and graphs, measures of central tendency and variability, transformed scores, correlations, multiple regression, hypothesis testing (test, analysis of variance, and chi square), selection of appropriate statistics, calculation with MS Excel spreadsheets and SPSS, interpretation of the “results” sections of journal articles, and numeracy (understanding and using numbers in decision-making). Prerequisite: competence in arithmetic.

PSY 3340 Psychology of Gender 2 cr.
Introduces students to the research methods, findings, and theories of psychology of gender. Students examine evidence for gender differences and similarities in cognitive abilities, personality, social behavior and mental health, and explore nature and nurture explanations. Gender stereotypes and their impact are discussed. Women’s and men’s experiences in the workplace, in relationships, and in parenting are major focuses. Prerequisite: one psychology course or consent of instructor.

PSY/GER 3341 Introduction to Counseling 2 cr.
Identification of communication and counseling skills for working with all age groups. Topics include active listening skills, counseling process, empathic responding, overcoming barriers to communication, assets and limitations of paraprofessional helpers and counseling ethics. Prerequisite: one course in general or developmental psychology or equivalent, or consent of instructor.

PSY 3363 Health Psychology 2 cr.
Aimed toward understanding psychological influence on variables that explain how people stay healthy, why illness occurs, and how individuals react when they become ill. Course serves as a review of determinants of health behavior through models of behavior which can be used (a) for assessment of barriers to positive health behaviors, (b) to develop prevention strategies for intervention purposes and (c) to understand prediction issues in regard to health-risk behaviors. Topics include biopsychosocial model vs. biomedical model, mind-body relationships, behavioral methods in healthcare, pain, acute and chronic illness and treatment follow-through/compliance issues. Prerequisite: one course in general or developmental psychology.

PSY 3423 Abnormal Psychology 4 cr.
Provides an overview of what is considered to be abnormal behavior in American society. The main focus of the course is on describing various mental disorders and discussing how these disorders are explained and treated according to the major theoretical perspectives. Important issues related to diagnosing, researching and treating mental disorders are also addressed. Prerequisite: one course in general or developmental psychology and junior status recommended.

PSY/GER 3424 Mental Health and Aging 2 cr.
Addresses the mental and emotional health of adults over 65 years of age. Factors that contribute to good mental health are discussed; however, a major emphasis is on the manifestation and treatment of mental disorders in late life. Topics include: diagnosing and
treated mental disorders, psychosocial factors that affect mental health, stress, grief, depression, suicide, schizophrenia, anxiety disorders, delirium, dementia, Alzheimer’s disease and alcoholism. Prerequisite: PSY 2208 or PSY/GER/SOC 3315 (or equivalent) or consent of instructor.

**PSY 3430 Applied Psychology** 4 cr.
Provides an overview of the ethical issues in applied psychology, the practice of psychological treatments such as counseling and psychotherapy, and career development in the field of human services delivery. Specific approaches to therapy and other forms of treatment are discussed, as well as the ethical constraints and implications inherent in delivery of psychological services. Career issues are addressed by identifying students’ interests, skills, and values; the job hunting process; and the opportunities available in the field. Prerequisite: PSY 3216 or PSY 3423 or consent of instructor.

**PSY/GER 3470 Program Evaluation** 2 cr.
Examination of strategies used in assessing the need for, implementation and effectiveness of interventions. Topics include purposes of evaluation, logic model development, roles for the evaluator, selection of criteria and standards, development of measures, implementation evaluation, outcome assessment, utilization-focused reporting, and ethical issues in program evaluation. Students read evaluation reports and prepare proposals. Prerequisites: PSY 3330 and 3331 or equivalent.

**PSY/MGT 3550 Organizational Behavior** 4 cr.
Explores the behavior of people within organizations in terms of the factors that most influence it. Those include factors related to individuals, groups and the larger organizational system. The course relies heavily on experiential learning as a means of teaching students how to apply lessons in organizational settings. Prerequisites: junior standing or permission of instructor; also, for psychology majors, one course in general or developmental psychology.

**PSY 3555 Advanced Project in Psychology** 1-2 cr.
Applications of psychology through supervised, advanced practical experience in college or community activities. Some volunteer activities are appropriate, including non paid teaching assistantships. Students initiate project in the form of a written proposal and complete it under faculty supervision. Written report in APA style is required. Prerequisites: junior status, acceptance into the psychology major, and consent of supervising faculty member and department chair.

**PSY 3777 Topics in Psychology** 1-4 cr.
Courses not a part of regular Psychology curriculum but taught because of special need, interest or opportunity at upper-division level.

**PSY 4000 Learning Outcomes Assessment** 0 cr.
For purposes of program assessment, Psychology majors take a non-credit, non-graded comprehensive examination in psychology and a scientific-thinking examination near the end of their last semester preceding graduation. Prerequisite: Completion or current semester completion of all requirements for the Psychology major.

**PSY 4334 Empirical Research Project** 2 cr.
**PSY 4335 Empirical Research Project** 2 cr.
The PSY 4334/4335 course sequence constitutes one of three capstone experiences for the major in psychology (see also PSY 4435 and PSY 4555). Each student conducts an independent research study requiring in-depth synthesis of prior learning of research methods, statistics and report writing. In PSY 4334, students (a) conceptualize their research questions and design and (b) plan and organize the study. In PSY 4335, students (a) collect and analyze data, (b) write a research report and present the results in two department colloquia (one oral, one poster). Prerequisites for PSY 4334: Junior standing; a general psychology course and PSY 3330 (Research Methods) and PSY 3331 (Statistics); and two other 300-level PSY courses. Prerequisite for PSY 4335: Completion of PSY 4334 with a grade of C or higher.

**PSY 4435 History and Systems of Psychology** 4 cr.
Traces development of early and modern psychology and integrates diverse materials and approaches to which upper-division students have been exposed in psychology courses. Topics include philosophical foundations of psychology, early scientific psychology, structuralism, functionalism, psychoanalytic theory, behaviorism, Gestalt psychology, and recent developments in psychology. Race and gender issues are incorporated throughout the course. Prerequisites: two of the following courses (or equivalents), including their general or developmental psychology prerequisites - PSY 3216, PSY 3327, PSY 3328, PSY 3423; junior status minimum, senior status preferable.

**PSY 4444 Research in Psychology** 1-2 cr.
Students either (a) initiate and implement empirical research in an area of special interest or (b) participate in an ongoing empirical research project developed by a faculty member. For student-initiated projects, the student develops the research proposal, conducts the research and reports the research in standard APA for-
PSY 4555  Directed Applied Project in Psychology (DAPP)  4-8 cr.
Off-campus practicum to provide valuable experience for psychology majors. No later than the middle of the semester before the DAPP placement is to begin, students must complete three tasks: (a) choose a DAPP advisor (must be Psychology faculty, usually the academic advisor), (b) submit a written proposal to the DAPP advisor indicating their objectives and how they plan to achieve them, and (c) submit an interagency agreement form. The DAPP site is selected by the student in consultation with the DAPP advisor. (Some restrictions on counseling placements apply.) Upon completion of the DAPP, the student submits a written report (DAPP thesis), then schedules a DAPP review meeting with the DAPP advisor, at least one other faculty member and, when possible, the supervisor from host agency. Six credits of PSY 4555 are required. Students may choose to do all six in one semester or distributed over two semesters. PSY 4555 may be coordinated with GER 4555 for psychology majors working toward a gerontology minor. See the Gerontology Program coordinator. Psychology majors who have a double major that requires a field internship in which they have experiences appropriate for a DAPP thesis, may petition the department chair for waiver of the PSY 4555 credits and sign up for PSY 4556 instead. Prerequisites: seven psychology courses and consent of academic advisor and DAPP advisor.

PSY 4556 Double Major DAPP  0 cr.
This course is required for psychology majors who have had PSY 4555 waived because they have a double major that requires a field internship in which they will have experiences appropriate for a DAPP thesis. Double majors are still required to write a DAPP thesis and have DAPP orals. An additional six credits of PSY courses to make up for the six credits of DAPP are not required. Prerequisites: seven psychology courses and consent of academic advisor and DAPP advisor.

PSY 4777  Topics in Psychology  1-4 cr.
In-depth study of a topic of current interest in small group setting. Topic to be covered depends on the joint interest of faculty and students. Prerequisite: consent of instructor.

PSY 4999  Independent Study  1-2 cr.
Scholarly library research and reading in area of special interest. Students initiate study in form of written proposal and complete it under faculty supervision. Students prepare and defend reports or take examinations. Prerequisite: consent of supervising faculty member and department chair.

Russian

(RSchool of Arts and Letters, Global, Cultural and Language Studies Department)

RUS 1111; 1112  Beginning Russian Language and Culture I; II (III)  4 cr. each
Introduction to basic grammar of Russian. Practice using all four language skills: listening, speaking, reading and writing.

RUS 2201-2202  Intermediate Russian  8 cr. (4 cr./semester)
Continuation of Russian grammar and vocabulary building. Classes include reading of intermediate texts. Attention is given to perfecting basic language skills covered in the beginning courses.

RUS 2209  Russian Language Camp (I, III)  4 cr.
A minimum of four weeks of formal Russian language training at the Karelian Pedagogical University in Petrozavodsk, Russia. In addition to the four weeks at the university, the camp includes some touring of other parts of Russia, including major cities. Prerequisite: RUS 1112 or consent of American instructor. Offered every other year.

RUS/ENG 2280  Literature in Translation (I, IV)  4 cr.
Study of literature written in Spanish, French, German or Russian and translated into English. Selected works of prose and poetry from a particular period with emphasis on careful reading and reader response as well as on the cultural, historical, political, religious and economic developments that provide context.

RUS 2777  Topics  1-4 cr.
Russian language courses not part of the regular Russian curriculum. Topics chosen will be based on relevance to both the Russian and the International Studies curriculum.

RUS 3301-3302  Advanced Russian Grammar  2 cr. each
Sequence offering the opportunity to practice the application of skills learned at the intermediate level while encouraging the development of higher level functions of language communication such as opinion formation and abstraction. This sequence includes
grammar review as well as reading of selected classical and contemporary Russian texts. All four language skills are given attention.

**RUS 4777 Topics** 1-4 cr.
Russian language courses not part of the regular Russian curriculum. Topics chosen will be based on relevance to both the Russian and the International Studies curriculum.

**RUS 4999 Independent Study** 1-4 cr.
Self-determined program of study under faculty direction for a student whose interests extend beyond the curricular offerings of the department.

**Student Affairs**
(Complete Offerings)

**SAF 0900 Study Skills** 1 cr.
Study skills class designed for students in the First-Year Developmental Program and those on academic probation.

**Sociology**
(School of Sciences)

**SOC 1125 General Sociology (II)** 4 cr.
Designed to provide an overview of the concepts, methods, and applications of sociology, and the development of the sociological imagination. Topics include development of the social self, status and role, race and ethnicity, gender, social class, deviance, political and economic institutions, population dynamics, the family, and other dimensions of society. This introductory course emphasizes the development of the sociological imagination.

**SOC 2265 Diversity and Marginality (of Minorities) in the U.S. (I, II)** 4 cr.
Comparative study of the cultural systems of American minority groups. Course examines significant social, familial, economic, institutional and cultural characteristics of American Indians, African-Americans, Mexican-Americans, Asian-Americans and other non-Western immigrants, women and other groups occupying minority status. The student studies significant values, beliefs, traditions and practices of these groups and considers current view points and issues related to these minority lifestyles.

**SOC 2433 The Family and Society (I, II)** 4 cr.
Exploration of the meaning and variety of family life in the United States and other cultures. Classic and contemporary theories are combined with recent research findings to understand the changing definitions and contexts of family life. Emphasis is placed on the study of the family in a broader context, including the influence of neighborhoods, schools and religion, socioeconomic inequalities, gender roles, domestic abuse, divorce, and a life span approach to family life.

**SOC/PSY/GER/SWK 3315 Psychosocial Aspects of Aging** 4 cr.
Provides an overview of the aging individual within the social context. The focus is on characteristics of today’s older adults, psychological processes in late life, the social context in which older adults live and society’s response to older adults. Topics include: demographics, stereotypes and attitudes, research methods, theories of development, sensing and responding to the environment, cognitive processes, mental disorders and treatment, death and dying, sexuality, intimate relationships, family relationships, caregiving, employment and retirement, finances, Social Security, Medicare, living environments, ethnicity, gender, crimes against and by older adults, social programs and political power of the older cohort.

**SOC/PSY 3327 Social Psychology** 4 cr.
Explores the history, content, methods, and applications of social psychology as a scientific discipline. Topics include social psychological research methods, the importance of the person and the environment in predicting social behavior, errors in social judgments and decision making, attribution theories, obedience to authority, conformity, group processes, prejudice and discrimination, aggression, altruism, interpersonal attraction and sexuality, and conflict and peacemaking. The most current applications of social psychology to law, the health professions, the clinic, business, and politics are discussed, with special emphasis on connections to students’ own lives. Prerequisite: one course in general or developmental psychology.

**SOC/PSY 3330 Research Methods** 4 cr.
Overview of the research process designed for upper division students interested in reading and/or conducting research. Topics include: logic of scientific research, types of research, phases of a research study, designing experimental and correlational studies, sampling, quantitative and qualitative methods for collecting data, evaluating and writing research reports, and ethical issues. Prerequisite: junior class standing or permission of instructor.

**SOC 3433 Social Issues and Social Change (II, WI)** 4 cr.
How does social change come about? Why do some problems come to public attention while others do not? These questions are just as important as gaining knowledge about a particular set of social issues. Students in this course study the process by which social
issues are constructed, gain attention and support, and become social movements. Analysis of controversial current issues is mirrored with learning to research a topic, apply sociological theory, formulate a position, and present that position in an accurate and effective manner in this course, which qualifies as a writing intensive course.

SOC 4777 Topics in Sociology 1-4 cr.
Courses not a regular part of Sociology curriculum but taught because of a special need, interest or opportunity. Topics vary.

SOC 4999 Independent Project or Study 1-8 cr.
Students select a particular topic of study with instructor. Individual student learning goals and method of evaluation is designed. Prerequisite: permission of instructor.

Spanish
(School of Arts and Letters, Global, Cultural and Language Studies)

SPN 1111 Beginning Spanish Language and Culture I (III) 4 cr.
The first semester sequence of beginning Spanish language study. Students learn basic sentence structures and patterns and develop basic oral communication. Focus is on listening and speaking skills. Prerequisite: placement exam or consent of instructor.

SPN 1112 Beginning Spanish Language and Culture II (III) 4 cr. each
The second semester sequence of beginning Spanish language study. Students learn more complex structures and continue developing oral communicative abilities with increased emphasis on reading and writing. Prerequisite: placement exam or consent of instructor.

SPN 2101 Intermediate Spanish I 4 cr.
Intermediate course that deals with the more sophisticated elements of Spanish grammar and communication. All four skills - listening, speaking, reading and writing - are emphasized. Prerequisite: Placement exam, SPN 1112 or consent of instructor.

SPN 2102 Intermediate Spanish II 4 cr.
Continuation of SPN 2101. Prerequisite: Placement exam, SPN 2101, or consent of instructor.

SPN 2150 Intermediate Spanish I in Cuernavaca 4 cr.
Intermediate conversational Spanish. Taught as a component of the Semestre en México Program. Prerequisite: SPN 2012 or consent of instructor.

SPN 3101 Advanced Spanish in Context I 4 cr.
This course is part of a two-semester in-depth examination of Spanish grammar with substantial vocabulary building. Listening, speaking, reading, and writing skills are all practiced in conjunction with cultural and situational contexts. Prerequisite: SPN 2102 or consent of instructor.

SPN 3102 Advanced Spanish in Context II 4 cr.
This course is part of a two-semester in-depth examination of Spanish grammar with substantial vocabulary building. Listening, speaking, reading, and writing skills are all practiced in conjunction with cultural and situational contexts. Prerequisite: SPN 2102 or consent of instructor.

SPN 3150 Spanish Conversation in Cuernavaca 4 cr.
Intensive conversational Spanish. Taught as a component of the Semestre en México Program. Prerequisite: SPN 2012 or consent of instructor.

SPN 3220 Conversación en español 2 cr.
This course focuses on developing speaking skills through analysis and discussion of contemporary texts in Spanish including short films, music, readings (short essays, newspaper articles and short literary works) and current events. Classes will be conducted in Spanish. Prerequisite: Previous 3000 level course in Spanish.

SPN/LIS 3303 The Other Americas (I, II) 4 cr.
Cross-listed with LIS 3303. Taught in English. A course designed to introduce the student to the complex issues concerning contemporary Latin America. Students will explore current topics and events from a multi disciplinary point of view.

SPN 3440 Spanish Teaching Methods 4 cr.
This course is required for students pursuing a Minnesota K-12 license to teach Spanish. Explores various techniques for teaching Spanish, curriculum development, instructional planning strategies, and assessment of student progress. This course is taken concurrently with SPN 3445. Prerequisite: Admission to Teacher Education Program.

SPN 3445 Spanish Methods Field Experience 1 cr.
Provides students with a practical teaching experience in a local elementary, middle, or high school under the supervision of a licensed teacher.

SPN 3514 Hispanic Poetry 2 cr.
Opportunity to study the major poets of the Hispanic world. The course deals with a different writer each time it is offered. The international significance of each poet, his/her influence on the Hispanic world and the specific cultural importance of these writers is examined. Prerequisite: SPN 2101 or consent of instructor.
SPN 3516 Hispanic Short Stories 2 cr.
Introduction to literature in Spanish. The course deals with writers from Spain and Spanish America and chiefly from the 20th century. Students will become acquainted with major Spanish-speaking writers and with their way of seeing and depicting the world. Good reading skills needed. Prerequisite: SPN 2102 or consent of instructor.

SPN 3601 Civilization: Spain 2 cr.
Overview of the rich history and culture of Spain, beginning with the earliest inhabitants and moving to the 21st century, highlighting major events. Good reading and speaking skills needed. Prerequisite: SPN 2102 or consent of instructor.

SPN 3602 Civilization: Latin America 2 cr.
Overview of the rich history and culture of Latin America, primarily of the Spanish-speaking regions. Begins with the native traditions of the Aztec, Mayan and Inca inhabitants and moves to the 21st century, highlighting major events. Good reading and speaking skills needed. Prerequisite: SPN 2102 or consent of instructor.

SPN 3603 Hispanic Culture in the US 2 cr.
Students explore the history, culture, and society of Spanish-speaking peoples in the US. Topics such as immigration, acculturation, cultural transformation, and the relationships between Hispanics and non-Hispanic groups in the US are all addressed. Prerequisite: SPN 3601 or SPN 3602, or consent of instructor.

SPN 3777 Topics in Hispanic Culture and Civilization 2-4 cr.
Offers in-depth study of subjects not covered in the general language sequence of the curriculum. Topics chosen will be based on relevance to both the Spanish and the International Studies curricula. Prerequisite: SPN 2102 or consent of instructor.

SPN 3850 Spanish Immersion in Ecuador 4 cr.
This course is HECUA’s Intensive Intermediate Spanish II January-term program in Quito, Ecuador. Students attend intensive intermediate-level Spanish classes, live with a host family, and explore contemporary social, political, and economic issues of Ecuador in an immersion setting. Visits to cultural sites, lectures, and seminars are all conducted in Spanish. Prerequisite: SPN 2101 or SPN 2150 and an approved application to HECUA.

SPN 3901 Hispanic Women Writers 2 cr.
Examination of Hispanic women writers who best represent their cultures and who explore women’s historic roles in the Hispanic world and their efforts to achieve a place in this society.

SPN 3951 Masterpieces of Hispanic Literature 4 cr.
Opportunity to read some of the major literary works written in Spanish. While the content of the course changes periodically, the guiding principle is the inclusion of as much variety as possible from the different genres, historical periods, countries and sub-cultures. Prerequisite: At least one 3000 level course (except SPN 3303) passed with a B average or consent of instructor.

SPN 4200 Spanish for the Health Care Professions 2 cr.
Offers students at the intermediate level of Spanish and enrolled in a healthcare-related major an opportunity to develop their communicative competency (linguistic and cultural) with regard to practitioner-patient communication within a Latino/Hispanic context. Course taught in Spanish. Prerequisite: previous 3000 level course in Spanish.

SPN 4999 Independent Study 1-4 cr.
Prerequisite: Consent of instructor.

Social Studies
(School of Arts and Letters, History, Politics and Culture)

SSC 3900 Social Studies Education 4 cr.
Introduction to social studies education in both middle school and high school settings. Topics include the nature and purposes of social studies education, the social studies curriculum, planning and designing a social studies unit and course, community resources, assessment, classroom management, the Minnesota Graduation Rule, and clinical experience in a social studies classroom. Students also spend time with teachers new to the profession and participate in mock interviews for social studies teaching positions. Pre or corequisite: EDU 3800.

SSC 3905 Social Studies Methods Field Experience 1 cr.
Introduces students to the culture of a high school environment. They observe and assist a social studies teacher, interview school personnel, talk with students, and teach technology-integrated social studies lessons and content area reading strategies. Assessment practices are observed and practiced. Corequisite: SSC 3900.
Social Work
(School of Health Sciences)

SWK 2240  Introduction to Professional Social Work  4 cr.
Provides an introduction to the foundation of social work as a profession and outlines the primary knowledge, values, and skills that characterize contemporary practice. This entry level course surveys a variety of professional practice settings allowing students an opportunity for career exploration within the social work profession. In addition, the course reviews the historical and philosophical background of social work. Students demonstrate increased awareness of personal values in exploring both the National Association of Social Workers (NASW) Code of Ethics, and the Benedictine values. The course emphasizes the experience of populations at risk and analyzes factors that constitute being at risk. Through the use of weekly classroom lectures, discussion, readings, audio visual tools, and service learning assignments, students increase awareness of the value of promoting social and economic justice across all levels of practice.

SWK 3000  Integrated Lab  1-2 cr.
This integrative laboratory course facilitates students’ understanding of their learning experience through critical reflection, lecture, experiential learning, small group interactions with faculty and peers, and community-centered experiences. Specific lab curriculum will address topical themes related to content from social work core courses in which students are concurrently enrolled. The laboratory also serves as an opportunity for the organization and development of a professional portfolio. Students work with specific frameworks and templates, but individualize the content of their portfolios and capture their unique learning experiences and professional goals. Each student will have the opportunity to frame a specific purpose for their portfolio (e.g., job search or graduate school admission), designing the portfolio in a manner that accentuates their personal identity, perspectives, knowledge and competencies as a professional social worker.

SWK 3131  Statistical Methods for Evidence-Based Practice I (V)  2 cr.
This course is the first of two courses designed to help students build a critical understanding of statistical concepts commonly used in the professional literature and for evidence-based practice. Students will learn to choose appropriate statistical analyses, conduct analyses, interpret findings, and communicate results clearly and effectively in the context of the helping professions. The concepts considered in this course include those related to the representation of information (descriptive statistics – mean, standard deviation, graphing) and those concepts related to drawing conclusions based on sample data (inferential statistics – probability, the normal distribution, hypothesis testing).

SWK 3339  Preparation for Junior Field Practicum  1 cr.
Designed for junior social work students who will be participating in their field placement the following semester. Students have the opportunity to assess their interests and abilities, familiarize themselves with available field placement sites, explore and develop professional interviewing skills, complete necessary placement documentation, and interview with at least two prospective field placement sites. In class and out of class assignments will cover junior placement readiness, personal learning style, how to choose a field placement site, the role of the professional social worker through the lenses of the NASW Code of Ethics, the student application process for agency field placement, interviewing skills, contracting with an agency,
developing a learning plan, the effective utilization of agency supervision, and getting the most out of the field placement.

**SWK 3360 American Social Welfare Policy 4 cr.**
Examines the history, current structures and future of social welfare policy, and the role of social policy in social work practice. Course content includes: identification of local, state, federal and international political processes that shape the development of domestic and international social policy; analysis of current limitations and strengths in social policy; application of research relevant to existing and potential social policy; and consideration of controversial policies and social reform strategies. Policy analyses of the following issues are examined: income redistribution, poverty, discrimination, child welfare, mental health, housing, healthcare as well as other relevant economic/political/organizational systems. The purpose of the course is to challenge students to recognize and understand the relationship between social problems, social values, social institutions, client advocacy, and social change as they prepare for entry-level generalist social work practice.

**SWK 3362 Human Behavior in the Social Environment 4 cr.**
Provides students with knowledge and understanding of the reciprocal relationships between human behavior and social environments through a social systems approach as affected by biological, cultural, environmental, psychosocial and spiritual factors across the life span. Content includes empirically-based theories and knowledge that focus on the interactions between and among individual, family, small group, organizational and community roles in human behavior as related to social work practice. Course focuses on cultural, ethnic and lifestyle diversity and its effects on achieving health and well-being. Prerequisite: SWK 2240, PSY 1105 or 2208, BIO 1102, or consent of instructor.

**SWK 3370 General Social Work Practice 4 cr.**
The first of the four practice courses. This course provides students with the fundamental concepts, principles and skills necessary to engage in beginning generalist social work practice at the baccalaureate level. It explores the unique aspects and challenges of the social work profession, emphasizes the professional commitment and values necessary to provide service to culturally diverse and vulnerable populations, promotes understanding and use of a strength's practice perspective, examines the NASW Code of Ethics, and introduces the generalist intervention problem-solving method for practice with individuals, families, groups, and communities. Students develop interviewing skills and the professional use of self. Prerequisites: SWK 2240, PSY 1105 or 2208, and admission into the social work program.

**SWK 3380 Child Welfare 4 cr.**
Examines the social welfare system as it affects children in American society. Students learn about critical factors that affect the needs of children and families in contemporary society. Child maltreatment, protective intervention, family preservation, family assessment and alternative substitute care are some of the key issues addressed. Students also learn about human service agencies and programs providing services to children and families. Course content includes theory, practices services and research in the field of child welfare.

**SWK 3383 Social Work with Individuals and Families 4 cr.**
The second course in the social work practice sequence. This course builds on the knowledge and skills taught in SWK 3370. Students continue to demonstrate mastery of interviewing skills and application of the generalist intervention model on a more advanced level working with individuals, couples, and families. This course includes information on and practice with: contemporary social work practice theories, social histories, individual and family assessments; assessment of suicidal potential and Duty to Warn; treatment plans; three generational genograms; and eco-maps and professional documentation skills. Students participate in role playing, client case analyses and ethical practice dilemmas. Prerequisites: SWK 2240 and 3370.

**SWK 3385 Social Work Research and Evaluation 4 cr.**
Qualitative and quantitative approaches to building evidence-based generalist social work practice. Students acquire knowledge and develop skills necessary for assessing the effectiveness and efficiency of practice interventions and social service programs. Course goals are to prepare students to be competent consumers, producers, and communicators of social science research. Course content includes: steps in practice research; ethnic-sensitive research practice; empirical research strategies for assessing micro, mezzo and macro social work interventions; developing and implementing a research project; and effective use of computer technology as an integral part of both research and human service practice. Recommended prerequisite: PSY 3331.
SWK 3390 Understanding Immigration/Refugee Issues in Social Work Practice 2 cr.  
Through the utilization of "participatory action research" learning, students will be immersed in social work practice issues and methods of service delivery with refugee and immigrant populations in present-day Minnesota. Professional helping methods will focus on the unique aspects and challenges necessary for effective, culturally sensitive interventions. A biopsychosocial-spiritual model of system assessment is infused. Students participate in classroom, community and service-learning opportunities. Students have the option to participate in a more in depth service experience through registering concurrently in SWK 3555 with permission of the instructors. Prerequisites: completion or concurrent enrollment in SWK 3362 and SWK 3370 or consent of instructor.

SWK 3395 Social Work and Healthcare 4 cr.  
This course extends and elaborates on the generalist approach to social work practice in the field of healthcare. Students are introduced to social work practice in the health care field. The course is designed to expose students to the environment, terminology, culture, and nature of work in health care organizations. Students will examine the roles and duties of social workers in a variety of health care settings, i.e., clinics, hospitals, long term care facilities, mental health clinics, rehabilitation centers, and community agencies. Through class discussions, readings, site visits, case studies, and presentations from area health care professionals, students will learn about practice modalities for populations with various diseases/conditions. Topics related to relevant health care and institutional policy issues will also be covered. Skill development will focus on psychosocial assessment, case planning, intervention strategies and documentation utilizing an electronic medical record, and working with the health care team. This course emphasizes ethics and human diversity related to age, gender, race, ethnicity, sexual orientation, and disability.

SWK 3500 Integrated Lab 1-2 cr.  
This integrative laboratory course facilitates students' understanding of their learning experience through critical reflection, lecture, experiential learning, small group interactions with faculty and peers, and community-centered experiences. Specific lab curriculum will address topical themes related to content from social work core courses in which students are concurrently enrolled. The laboratory also serves as an opportunity for the organization and development of a professional portfolio. Students work with specific frameworks and templates, but individualize the content of their portfolios and capture their unique learning experiences and professional goals. Each student will have the opportunity to frame a specific purpose for their portfolio (e.g. job search or graduate school admission), designing the portfolio in a manner that accentuates their personal identity, perspectives, knowledge and competencies as a professional social worker.

SWK 3555 Junior Field Practicum 2-6 cr.  
This course is designed to provide students an entry level opportunity to work in a social service agency, institution or organization in the role of a social work intern, 8-15 hours per week (120-280 total hours) during spring semester of their junior year. In placement, students prepare for effective social work practice within a pluralistic society including sensitivity to race, color, gender, age, creed, ethnic or national origin, handicap, or political or sexual orientation. Learning contracts are individually designed to meet the specific needs of each student and the requirements and opportunities available in each human service organization. Students participate in a weekly 100 minute small group seminar which emphasizes student-centered learning, personal/professional introspection and an opportunity to exchange information on agency placement experiences. Various general practice skills will be explored, including values, ethics, professional documentation, and intervention strategies. Students will be graded on a P/F basis. Prerequisites: SWK 2240, 3362, 3370, and 3339.

SWK 4000 Integrated Lab 1-2 cr.  
This integrative laboratory course facilitates students' understanding of their learning experience through critical reflection, lecture, experiential learning, small group interactions with faculty and peers, and community-centered experiences. Specific lab curriculum will address topical themes related to content from social work core courses in which students are concurrently enrolled. The laboratory also serves as an opportunity for the organization and development of a professional portfolio. Students work with specific frameworks and templates, but individualize the content of their portfolios and capture their unique learning experiences and professional goals. Each student will have the opportunity to frame a specific purpose for their portfolio (e.g. job search or graduate school admission), designing the portfolio in a manner that accentuates their personal identity, perspectives, knowledge and competencies as a professional social worker.
SWK/INS 4410 Counseling the American Indian (I, II) 4 cr.
Historical and cultural aspects of the relationship of American Indians to the counseling process. Courses involve group dynamics and practical techniques.

SWK/INS 4415 American Indian Families (I, II) 4 cr.
Traditional and contemporary concepts of American Indian families. The social and political changes that have impacted on Indian families will be identified and the degree of impact will be assessed.

SWK/INS 4420 Human Behavior and the American Indian Community (I, II) 4 cr.
Understanding of human behavior, cultural issues and their implication for human service interaction with American Indian communities. A systems approach will be utilized to address the issues of individual, family, community and societal behavior.

SWK 4440 Social Work Intervention with Groups 4 cr.
This course is the third sequenced course of four practice courses required for all Social Work majors. The course incorporates knowledge and skill content developed in SWK 3370 and SWK 3383. Students examine the nature and development of social work group practice within task and treatment groups. Specific attention is given to group dynamics theory, leadership and group facilitation skills, stages of group development, theories and techniques adapted to a variety of treatment and task group settings, ethical standards for group practice, and cultural and ethnic consideration in social work group intervention. Students have the opportunity to demonstrate group facilitation and memberships skills in group labs. In addition, students receive instruction in implementing empirically based interventions in evaluating practice effectiveness. Prerequisites: SWK 2240 and SWK 3370.

SWK 4441 Social Work with Community Systems 4 cr.
Fourth course of the social work practice sequence. This course emphasizes the theories and skills necessary for beginning social work practitioners to bring about effectively planned change in community groups, organizations and institutions. The course content addresses: community theory and community practice skills; organizational and inter-organizational practice theory and skills; community organizing in a diverse society; macro social work research; and, theories and skills for professional development and macro level interventions. It provides students experiential learning opportunities. Prerequisites: SWK 2240 and SWK 3370.

SWK 4449 Preparation for Senior Practicum 1 cr.
Designed for senior social work students in preparation for their senior field experience. Students have the opportunity to assess their interests and abilities, familiarize themselves with available field placement sites, complete necessary paperwork and interview with at least three field placement supervisors. Prerequisites: SWK 2240, SWK 3370, and SWK 3383.

SWK 4470 Independent Professional Project 2-4 cr.
Senior project integrating coursework and field placement experience of the student’s social work education. The project must address these nine basic foundation areas: values and ethics, diversity, social and economic justice, work with populations at risk, human behavior in the social environment, social welfare policies and services, social work practice, research, field practicum and internship. Prerequisite: SWK 3385 and admission to the social work program.

SWK 4500 Integrated Lab 1-2 cr.
This integrative laboratory course facilitates students’ understanding of their learning experience through critical reflection, lecture, experiential learning, small group interactions with faculty and peers, and community-centered experiences. Specific lab curriculum will address topical themes related to content from social work core courses in which students are concurrently enrolled. The laboratory also serves as an opportunity for the organization and development of a professional portfolio. Students work with specific frameworks and templates, but individualize the content of their portfolios and capture their unique learning experiences and professional goals. Each student will have the opportunity to frame a specific purpose for their portfolio (e.g. job search or graduate school admission), designing the portfolio in a manner that accentuates their personal identity, perspectives, knowledge and competencies as a professional social worker.

SWK 4555 Senior Field Practicum 2-16 cr.
A 400- to 560-hour social work internship in a social service agency, institution or organization during the senior year. The practicum provides students the opportunity to integrate direct practice with acquired theoretical knowledge and skills. A bi-weekly seminar facilitates the integration of classroom content and direct practice experience. Attention is given to the relationship between the purposes, values, and principles expressed in the NASW Code of Ethics and the professional practice of social work. Prerequisites: all social work courses except SWK 4470, and admission to the field sequence.
SWK 4777  Topics in Social Work 1-4 cr.
Courses not a regular part of Social Work curriculum but taught because of special need, interest or opportunity. Topics vary.

SWK 4999  Independent Study 1-8 cr.
Students select a particular topic of study with instructor. Individual student learning goals and method of evaluation are designed. Prerequisite: permission of instructor.

Theology and Religious Studies
(School of Arts and Letters)

TRS 1101  Introduction to Christian Theology (X) 4 cr.
This course introduces students to the academic study of Christian theology (both Catholic and Protestant). Students are encouraged to discover the historical, theological, spiritual and ethical foundations of theology. Students will explore the religious dimension of human experience, God, salvation, evil, ritual, scriptures and community. Special emphasis is placed on issues affecting 21st century Christianity.

TRS 1102  Sin, Suffering and Salvation (X) 4 cr.
This course introduces students to the diverse ways that sin, suffering and salvation have been understood throughout the two millennia of Christianity. Specific focus is paid to current understandings and debates regarding the meaning and/or purposes of sin, suffering and salvation. Students gain knowledge of the intersections between Christianity and selected contemporary issues, including ethics, social, political, economic, or cultural issues.

TRS 1103  Introduction to the Bible (X) 4 cr.
An introduction to the academic study of the Bible and survey of major portions of its writings. Designed to acquaint students with the historical, literary, and theological character of the Bible as well as the contents of the individual texts that comprise the Christian Scriptures. Students will acquire familiarity with the literature of the Bible, become self-conscious and critical readers and interpreters, and reflect on the role of readers in the construction of textual meaning and interpretation.

TRS 1104  Introduction to the Hebrew Scriptures (X) 4 cr.
An introduction to the academic study of the Hebrew Scriptures and a survey of major portions of its writings designed to acquaint students with the literary, historical, and theological character and contents of the individual texts comprising this collection. This course investigates the political, social, religious and philosophical, and literary environments in which the Hebrew Scriptures originated in order to contextualize adequately the reading and study of the documents. It introduces the methodologies employed in the investigation of the texts of the Hebrew Scripture during the modern period and the major scholarly issues that this research has addressed.

TRS 1105  Introduction to the New Testament (X) 4 cr.
An introduction to and survey of the New Testament designed to acquaint students with the literary, historical, and theological character and contents of the individual writings comprising this collection. It investigates the political, social, religious and philosophical, and literary environment in which the New Testament originated in order to contextualize adequately the reading and study of the documents. It introduces the methodologies employed in the investigation of New Testament texts during the modern period and the major scholarly issues that this research has addressed.

TRS 1110  Introduction to Catholicism (X) 4 cr.
An introduction to Roman Catholicism from the perspective of the American Catholic experience. The course reviews the history of Catholicism from the emergence of Christianity to the present, with special attention to the reforms of the Second Vatican Council. It surveys the Church’s beliefs and practices, the exercise of authority, its sacramental life and liturgical traditions, moral norms, and relations with Protestant denominations and other major religious communities. The course also encounters the Church in its local setting and explores issues that U.S. Catholics find most challenging.

TRS 1420  Introduction to Spirituality (X) 4 cr.
An examination of spirituality and spiritual practice in the Christian tradition and other faith traditions. The course explores the history of Christian spirituality, classical texts of those who are recognized as models of spiritual practice, and the question of the personal development of contemporary spiritualities. Beyond the reading and critical analysis of texts, participants also choose one or several spiritual disciplines to practice gently throughout the course as a way of exploring their application to spiritual life today.

TRS 1510  God for Guys: Towards a Masculine Spirituality (X) 4 cr.
This course will examine spirituality and spiritual practice in the male experience. Of particular focus will be the ways in which male sexuality, masculine identity and spirituality affect men’s relationships with God, self
and the other. The history of Christian spirituality, classical texts of recognized models of spiritual practice, and the question of the personal development of a contemporary Christian spirituality will be addressed.

**TRS 2101 Contemporary Moral Issues (X) 4 cr.**
This course provides an introduction to Christian ethics, its sources, principles and impact upon global contemporary issues. Students are encouraged to develop analytical and critical thinking skills, as well as reflect on their own processes of moral reflection. Throughout the course, we will think and test our ideas about Christian ethics through examining the array of questions surrounding various issues in the twenty-first century, including war, end of life issues, just distribution of resources, and consumerism.

**TRS 2110 Introduction to Ministry 4 cr.**
Introduces theologies and spiritualities of ministry and reflects on skills for lay ministers. Ministries that will be studied include religious education, youth ministry, social justice ministry, administrative ministry, and ministry to the sick and dying. This course is for anyone who intends to participate in some form of church ministry. Prerequisite: 1000 level TRS course or consent of the instructor.

**TRS 2120 The Christian Faith in Art: The College of St. Scholastica in Rome (X) 4 cr.**
This course explores ways in which religious faith and belief are expressed through the arts, including the visual and performing arts. The theatres, museums, concert halls, and churches of Rome and its environs will be used as resources for the class. Students will explore art and architecture as they express the Christian faith in the ancient city of Rome and its environs. As a theology course, it will look to art and art history, seeing there the expression of theological ideas or doctrines. The class will include consideration of the idea of pilgrimage, some experience of the church at prayer, discussion of the concepts of *lex orandi, lex credendi* and the idea of development of doctrine. This course will be offered as an accelerated travel course. Prerequisite: 1000 level TRS course or consent of instructor.

**TRS/2222 A History of Christian Thought 4 cr.**
Considers the intellectual history of Christian theology, examining people and their ideas from the birth of Jesus to the modern era. This course is designed to enhance the student’s appreciation for the disciplines of theology and history, inviting reflection on tradition and ideas. Students will be encouraged to reflect on their own experience of faith, and to recognize the need for a critical examination of faith’s foundations.

**TRS/WMS 2243 Women and Religion (X) 4 cr.**
This course examines the historical and cultural understandings of women in religions of the world. The course emphasizes the work of contemporary women thinkers who are exploring various dimensions of the question of women’s presence, exclusion and contribution to religion. Through historical and comparative study the course will provide both a critical and a constructive understanding of the contributions that women make to religions, as well as the influence of religions on the situation of women in the world. This course will acknowledge the heritage of women’s strength, resistance and celebration in responding to exclusion and oppression and look at some of the ways in which women today are seeking full and authentic participation in the life of their religious traditions and their communities.

**TRS 2401 Benedictine Tradition (X) 4 cr.**
Designed to explore with students the essential elements of the Benedictine tradition. The course ponders questions such as: What, if anything, in The Rule of Benedict can help us live spiritually in our world today? What are the core values of the Benedictine tradition that has a 1,500 year history? What tools does the Rule of Benedict provide for developing answers to the fundamental questions of our lives? The Rule of Benedict encompasses a way of life that stresses “Doing the ordinary extraordinarily well.” Students explore ways of developing a spirituality that focuses on discovering the presence of God in the ordinary events of life.

**TRS/HIS/MED/REN 2403: The Way of the Pilgrim: CSS on the Road to Santiago or Canterbury**
This course explores the history and theology of pilgrimage and may include a 100 kilometer hiking pilgrimage on the Camino to Santiago Compostella in Spain, or a 100 kilometer pilgrimage from London to Canterbury; pilgrimages to Rome or Jerusalem are also possible. Beginning with the scriptural accounts of pilgrimage, students will explore the theology and history of pilgrimage. As a cross-listed history and theology course, it will also look to art and art history, and to literature, seeing there the expression of theological ideals, ideas or doctrines. Students of the Spanish language will have daily opportunity to enter into conversation in Spanish and the Galician dialect. Further, the title of *Santiago Matamoros*, St. James the Moor Killer, will be considered in historical context, with attention to new efforts at understanding between Christianity and Islam.

**TRS 2777 and 3777 Topics in Religion 2-4 cr.**
Prerequisite: 1000 level TRS course or consent of instructor.
ASSYRIAN AND BABYLONIAN EXILES. THE COURSE TRACES THE PROPHESYING IN THE RELIGION OF ISRAEL BEFORE, DURING, AND AFTER THE EXILE. IT TAKES A SOCIO-HISTORICAL, REDACTIONAL AND COMPARATIVE APPROACH TO THE DEVELOPMENT OF THE PROPHETIC MOVEMENT AND ITS RELATIONSHIP TO RELIGIOUS, SOCIAL AND POLITICAL INSTITUTIONS AS WELL AS HOW THEY ARE REFLECTED IN THE PROPHETIC WRITINGS. THE COURSE CONSIDERS THE PHENOMENON OF PROPHECY AS IT EMERGED FROM ANCIENT TIMES TO THE PRESENT.

EXAMINES THE PHENOMENON OF PROPHECY AS IT EMERGED FROM ANCIENT TIMES TO THE PRESENT.

THE COURSE EXPLORES THE INTERPRETATIONS OF PAUL'S VIEWS AND DEVELOPS EXEGETICAL SKILLS. PREREQUISITE: 1000 LEVEL TRS COURSE OR CONSENT OF INSTRUCTOR.

THE COURSE EXAMINES THE LETTERS IN THE NEW TESTAMENT WHOSE AUTHORSHIP BY PAUL IS UNDISPUTED (ROMANS, 1-2 CORINTHIANS, GALATIANS, PHILIPPIANS, 1 THESSALONIANS, AND PHILEMON) WITHIN THE CONTEXT OF ANCIENT LETTER WRITING AND THE SOCIO-HISTORICAL SITUATIONS TO WHICH THEY WERE ADDRESSED. IT CONSIDERS IN DETAIL THE POLITICAL, SOCIAL, RELIGIOUS AND PHILOSOPHICAL, AND CULTURAL ENVIRONMENTS IN WHICH PAUL LIVED AND WROTE AS WELL AS THE SPECIFIC ISSUES AND THEMES ADDRESSED IN THE LETTERS. THE COURSE EXPLORES THE INTERPRETATIONS OF PAUL'S VIEWS FROM ANCIENT TIMES TO THE PRESENT. PREREQUISITE: 1000 LEVEL TRS COURSE OR CONSENT OF INSTRUCTOR.

A STUDY OF THE GOSPEL OF JOHN IS DESIGNED TO ACQUAINT STUDENTS WITH THE GOSPEL'S NARRATIVE AS WELL AS ITS LITERARY, HISTORICAL, AND THEOLOGICAL DIMENSIONS AND IMPORTANT THEMES. THIS COURSE INVESTIGATES THE PRINCIPAL ISSUES IN JOHANNINE RESEARCH, LITERARY FEATURES, ATTITUDE TOWARD AND ROLE OF WOMEN, WORLD VIEW AND SOCIAL SETTING, AUTHORSHIP, DESTINATION AND PURPOSE, COMPOSITION, CHRISTOLOGY AND ESCHATOLOGY. THE COURSE EXAMINES SIGNIFICANT PASSAGES USED TO SUPPORT VARIOUS SCHOLARLY VIEWS AND DEVELOPS EXEGETICAL SKILLS. PREREQUISITE: 1000 LEVEL TRS COURSE OR CONSENT OF INSTRUCTOR.

A STUDY OF THE ORIGIN, GROWTH AND DEVELOPMENT OF THE CHURCH FROM APOSTOLIC TIMES TO THE PRESENT. SPECIAL EMPHASIS IS GIVEN TO THE THEOLOGY OF THE CHURCHEmerging at the Second Vatican Council and Its Meaning for Today. Prerequisite: 1000 level TRS course or consent of instructor.

EXAMINES THE ONGOING, DYNAMIC, CREATIVE PROCESS OF SPIRITUAL GROWTH AND PHYSICAL DEVELOPMENT IN THE OLDER ADULT. FOCI INCLUDE: THE NORMAL AGING PROCESS AS IT DEALS WITH MEANING IN LIFE; AGESM; DEATH AND DYING ISSUES; VARIOUS FORMS OF MINISTRY FOR AND WITH THE AGING POPULATION AND TRANSITIONS OF LIFE WHICH CAN FACILITATE THE CONTINUED SEARCH FOR SPIRITUAL Fulfillment.


EXAMINES THE PHENOMENON OF PROPHECY AS IT EMERGED FROM ANCIENT TIMES TO THE PRESENT.

EXAMINES THE PHENOMENON OF PROPHECY AS IT EMERGED FROM ANCIENT TIMES TO THE PRESENT.

EXAMINES THE PHENOMENON OF PROPHECY AS IT EMERGED FROM ANCIENT TIMES TO THE PRESENT.

EXAMINES THE PHENOMENON OF PROPHECY AS IT EMERGED FROM ANCIENT TIMES TO THE PRESENT.
plays on public property, and religious institutions and the civil rights movement. Prerequisite: 1000 level TRS course or consent of instructor.

**TRS 3325  Faith, Values and Film (WI)** 4 cr.
This course explores ways in which religion, values and art find expression in the cinema, exploring theological and cultural themes, symbols, motifs, and images in foreign and domestic films. As a Catholic Studies course, Faith, Values and Film will seek to explore the connection between faith and modern culture. The interdisciplinary nature of the study will highlight for students the complementary interaction of the Catholic faith with reason, seeking to engage students with the transformative realities of art.

**TRS 3240  Sacraments and Liturgy** 4 cr.
This course is designed to enhance the student's appreciation for sacraments and worship. Students will reflect on how the Catholic sacramental system shapes the life of the Church and individual Catholics; seek to understand how the Church's liturgy is the source and summit of life; and reflect on Vatican II's understanding of the Church as People of God.

Prerequisite: 1000 level TRS course or consent of instructor.

**TRS 3340  Spiritual Living: 21st Century (WI)** 4 cr.
The course examines spiritual living with a holistic view of what it means to be fully human. It seeks to foster spiritual growth by exploring universal themes of spiritual living as they relate to the search for God in the ordinary happenings of daily life. Christian spirituality and the spirituality of other faith traditions will be studied.

**TRS 3350  The Person and Mission of Jesus** 4 cr.
This course provides a study of the person, mission and teachings of Jesus Christ in scripture, doctrine and contemporary theology. Particular attention is paid to historical Jesus studies. Course is designed to deepen understanding of the central figure of Christianity and provide a basis for Christian life. Prerequisite: 1000 level TRS course or consent of instructor.

**TRS 3380  Women's Spirituality and Literature (I, WI)** 4 cr.
Involves students in the process of their own spiritual journey as well as examines the spirituality of female characters in literature. In addition, poetry, theology and spirituality texts are studied to provide the students with guides for reflection. This course incorporates journals, papers, presentations and final integration paper.

**TRS 4130  Biblical Studies Seminar (WI)** 4 cr.
Intended mainly for majors and minors, this course offers seminar topics ranging from categories based on literary genre to particular approaches to biblical studies, including feminist biblical criticism, canonical critical study and liberationist criticism, for example. The course includes a research paper and is focused on discussion.

**TRS 4220  Catholic Studies Seminar (WI)** 4 cr.
A capstone, interdisciplinary class in which students demonstrate their own perception of the depth and breadth of the Catholic Intellectual Tradition as it is evident in their various fields of study. This course will operate as a seminar. Students will read, research, write and present their work, reflecting on tradition and ideas. Students will be encouraged to reflect on their own experience of faith, and to recognize the need for a critical examination of faith's foundations.

**TRS 4408  Theory and Method of Teaching Religion** 4 cr.
Explores philosophies of education, religious education and faith development. Course provides opportunities for experimenting with various models of Christian religious education and assists students in the development of their own philosophy/theology of teaching and also gives students opportunities to practice their skills in the teaching process. Prerequisite: 1000 level TRS course or consent of instructor.

**TRS 4420  A History of Justice and Mercy** 4 cr.
This course begins with the prophets in the Hebrew Scriptures and Jesus of the Gospels, moving to the Social Gospel of American Protestantism (1865-1920), to the Catholic Worker Movement, the Civil Rights Movement and the preaching of Martin Luther King, Jr., to Liberation Theology and feminism. The theologians, social activists and novelists who will be encountered in this seminar model participation in a larger climate of ideas and structures of feeling that generated social change, formal theology and theological fiction.

**TRS 4440  Women Mystics (WI)** 4 cr.
Examines the mystical tradition through the examination of the lives and writings of selected women mystics. A typical reading list might include works of Julian of Norwich, Catherine of Siena, Teresa of Avila, Therese of Lisieux, Simone Weil, Edith Stein and Hildegard of Bingen.

**TRS 4555  Internship** 1-16 cr.

**TRS 4999  Independent Study** 1-16 cr.
Women’s and Gender Studies
(School of Arts and Letters)

WGS 1011 Introduction to Women’s and Gender Studies (I) 4 cr.
Provides students with a theoretical foundation for the issues explored in other Women’s Studies courses. Topics include the effect of gender dynamics upon: self identity, relationships, family, work and institutions. Students will further develop their reading, writing, thinking, speaking and listening skills as they study women’s issues from a global perspective within the context of race, class, ethnicity and sexual preference.

WGS/HIS 2231 Cultural Anthropology (I, II) 4 cr.
Comparative and contextual study of the diversity and similarity in human behaviors and sociocultural adaptations as these occur throughout the world. This course studies anthropological concepts as tools of analysis in understanding culture, powerful “roles” of culture, cultural patterns and factors leading to cultural change.

TRS/WGS 2243 Women and Religion (X) 4 cr.
Examines scriptural and historical understandings of women’s roles in religion and churches. This course emphasizes the work of contemporary women thinkers who are exploring various dimensions of this question.

WGS 2777 Topics in Women’s Studies 2-4 cr.
Various departments offer topics courses which are applicable to women’s studies. Check with the coordinator for current offerings on the schedule.

WGS/HIS 3324 African American History I (I, VII) 4 cr.
Examines significant topics in African American history from the period of forced migration to the Americas through Reconstruction. Analyzes the roles African Americans of different classes and genders have played in shaping U.S. history.

WGS/HIS 3325 Feminism and Globalization: Women, Religion and the Body 4 cr.
Examines significant topics in African American history from Reconstruction through the current experience of diverse members of the African diaspora living in the U.S. Analyzes the roles African Americans of different classes and genders have played in shaping U.S. history.

WGS/HIS 3350 Feminism and Globalization: Women, Religion and the Body 4 cr.
Explores how European imperialist accounts of experiences by non-European women have been crucial to the formation of culturally dominant ideas about feminism, globalization and the legacy of the colonial state throughout the so-called “Third World.” Beginning with a critical and historical overview of feminist theory and practice, the course will trace recent studies, both historical and ethnographic, of how terms such as “women,” “religion” and “the body” were radically changed by the colonial projects of the 19th century (e.g. in South Asia and Africa)—projects that are intimately related to contemporary debates on transnational women’s movements and globalization.

WGS 4555 Women’s and Gender Studies Practicum/ Seminar (WI) 4 cr.
Provides students with an opportunity to work in an agency/organization as a women’s studies intern and to explore areas of interest, such as feminist scholarship, in a seminar format. This course is the capstone course for minors. Prerequisite: WMS 1011.
Faculty

Aebli, Robert, M.S.W.
Assistant Professor: Social Work
M.S.W. University of Minnesota, Duluth
B.A. The College of St. Scholastica

Alwan, Sabah, Ph.D.
Associate Professor: Management
Ph.D. Alliant International University
M.B.A. National University
B.S. Alliant International University

Amundson, Bret, M.A.
Instructor: Music
M.A. St. Cloud State University
B.A. College of St. Benedict

Anderson, Diane, Ph.D., M.P.H., O.T.R./L.
Assistant Professor: Occupational Therapy
Chair: Occupational Therapy
Ph.D. University of Minnesota, Twin Cities
M.P.H. University of Minnesota, Twin Cities
B.S. University of Minnesota, Twin Cities

Angulo, Patricia, Ed.D.
Assistant Professor: Management
Program Coordinator: Extended Campus Management
Ed.D. Hamline University
M.A. Hamline University
B.A. Metropolitan State University
Anstett, David, M.B.A.
Assistant Professor: Management
M.B.A. University of Minnesota, Duluth
B.A. University of Minnesota, Duluth

Ash, Laurel, D.N.P., R.N.
Assistant Professor: Graduate Nursing
D.N.P. Rush University
M.A. The College of St. Catherine
B.S.N. University of Minnesota

Backus, Steven, M.A.
Instructor: English
Director: Writing Center
M.A. University of Minnesota, Duluth
B.A. University of Minnesota, Duluth

Barrett, Anthony, Ph.D.
Professor: Management
Ph.D. George Washington University
M.A. Brown University
B.S.F.S. Georgetown University

Bastian, Heather, Ph.D.
Assistant Professor: English
Ph.D. University of Kansas
M.A. University of Kansas
B.A. Lafayette College

Bastian, William, M.M.
Instructor: Music
M.M. University of Wisconsin, Milwaukee
B.M.E. Milton College

Bauman, John, M.A.
Assistant Professor: School of Education
M.A. University of St. Thomas
B.S. Moorhead State University

Bergstrom, Amy, Ed.D.
Assistant Professor: Education
Program Director: Master of Education
Ed.D. University of Minnesota, Twin Cities
Ed.M. Harvard University
B.A.A. University of Minnesota, Duluth

Berkeland, Rondell, Ed.D., O.T.R./L.
Dean: School of Health Sciences
Associate Professor: Occupational Therapy
Ed.D. University of St. Thomas
M.P.H. University of Minnesota, Twin Cities
B.S. University of Minnesota, Twin Cities

Birnbaum, Larry, Ph.D.
Professor: Exercise Physiology
Chair: Exercise Physiology
Director: Exercise Physiology Graduate Program
Ph.D. The University of Iowa
M.A. The College of St. Scholastica
M.S. University of North Dakota
B.A. The College of St. Scholastica

Bjorklund, Pamela, Ph.D., R.N.
Associate Professor: Graduate Nursing
Ph.D. University of Minnesota, Twin Cities
M.S. University of Colorado, Health Sciences Center, Denver
B.S. University of Colorado, Health Sciences Center, Denver
B.A. University of Minnesota, Twin Cities

Boelhower, Gary, Ph.D.
Professor: Theology and Religious Studies
Ph.D. Marquette University
M.A. Marquette University
B.A. Catholic University of America

Bogue, Sister Edith, Ph.D.
Associate Professor: Psychology and Sociology
Ph.D. University of Michigan
M.A. University of Michigan
M.A. University of Chicago
B.A. University of Minnesota
B.A. Carleton College

Boone, Tommy, Ph.D., M.P.H., E.P.C.
Professor: Exercise Physiology
Ph.D. Florida State University
M.A. The College of St. Scholastica
M.P.H. University of Southern Mississippi
M.Ed. Northwestern State University
B.S. Northwestern State University

Bowen, Randall, M.S.
Instructor: School of Education
M.S. University of Wisconsin, Superior
B.S. Bemidji State University

Bown, Gregory, B.S.
Assistant Instructor: Biology
B.S. South Dakota State University
Brown, Cynthia, M.S., M.P.H., R.D., R.N.
Assistant Professor: Undergraduate Nursing
M.S. University of Minnesota, Twin Cities
M.P.H. University of Minnesota, Twin Cities
B.A. The College of St. Scholastica
B.A. The College of St. Catherine

Brinda, Danika, M.A.
Assistant Professor: Health Information and Informatics Management
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Brugge, Amy, M.S.
Assistant Professor: Athletic Training
M.S. Indiana University
B.S. Minnesota State University, Mankato

Bushey, Teresita, M.A., A.P.R.N.-B.C.
Assistant Professor: Undergraduate Nursing
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Byrne, Paula, M.S.N.
Assistant Professor: Undergraduate Nursing
Chair: Traditional Undergraduate Nursing
M.S.N. University of Phoenix
B.S.N. University of Minnesota, Twin Cities

Campbell, William Sanger, Ph.D.
Associate Professor: Theology and Religious Studies
Ph.D. Princeton Theology Seminary
M.A. St. Michael’s College
B.A. University of Notre Dame

Carlson, Mary Alice, M.A.
Instructor: Psychology and Sociology
M.A. University of Minnesota, Duluth
B.A. The College of St. Scholastica

Carroll, Nathan, Ph.D.
Associate Professor: Communication, Theatre and Art
Ph.D. Indiana University
M.A. University of York, United Kingdom
B.A. Gustavus Adolphus College

Cizadlo, Gerald, Ph.D.
Professor: Biology
Ph.D. South Dakota State University
M.S. South Dakota State University
B.S.N. South Dakota State University

Connelly, Marianne, M.A.
Assistant Professor: Music
M.A. University of Minnesota, Duluth
B.A. The College of St. Scholastica

Crane, James, Ph.D.
Assistant Professor: English
Ph.D. University of Michigan, Ann Arbor
M.A. University of Michigan, Ann Arbor
B.A. Grinnell College

Craycraft, Jeremy, D.M.A.
Instructor: Music
D.M.A. University of Cincinnati Conservatory of Music
M.M. University of Cincinnati
B.M. Baldwin-Wallace College

Curiel, Arnoldo, M.P.A.
Assistant Professor: School of Education
M.P.A. University of Minnesota, Twin Cities
B.A. Metropolitan State University

Dargan, John, M.A.
Assistant Professor: Exercise Physiology
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Deming, Jennifer, M.A., R.N., C.N.P.
Assistant Professor: Undergraduate Nursing
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Diaz, Gina, M.A., R.N.
Assistant Professor: Undergraduate Nursing
M.A. The College of St. Scholastica
B.S.N. Philippine Christian University

Dietrich, Darryl, Ph.D.
Professor: Psychology and Sociology
Ph.D. Syracuse University
M.A. Syracuse University
B.A. Franklin and Marshall College

Domholdt, Elizabeth, Ed.D., P.T., F.A.P.T.A
Vice President for Academic Affairs
Professor: Physical Therapy
Ed.D. Indiana University, Bloomington
M.S. Indiana University, Indianapolis
B.S. University of Michigan, Ann Arbor

Donahue, Beth, M.A., R.N.
Assistant Professor: Undergraduate Nursing
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica
Donner, Cynthia, M.S.W.
Instructor: Social Work
Bois Forte Program Coordinator
M.S.W. University of Minnesota, Duluth
B.A. The College of St. Scholastica

Donovan, Mary Lou, Ph.D., O.T.R./L.
Assistant Professor: Occupational Therapy
Ph.D. Capella University
M.Ed. University of Minnesota, Duluth
B.S. University of Minnesota, Twin Cities

Dorfman, Carolyn, Ph.D., O.T.R./L.
Assistant Professor: Occupational Therapy
Ph.D. Capella University
M.S.O.T. Colorado State University
B.A. University of Colorado, Boulder

Dupont, Jill, Ph.D.
Associate Professor: History, Politics and Culture
Ph.D. The University of Chicago
B.A. The University of Texas at Austin

Erickson, Kelly, M.A.
Assistant Professor: Occupational Therapy
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Fauchald, Sally, Ph.D., R.N.
Associate Professor: Graduate Nursing
Chair: Graduate Nursing
Ph.D. Barry University
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Fleck, Sister Agnes, M.A.
Instructor: English
M.A. University of Minnesota, Twin Cities
B.A. The College of St. Scholastica

Gabres, Nancy, M.S., O.T.R./L.
Assistant Professor: Occupational Therapy
M.S. University of Wisconsin, Madison
B.S. University of Wisconsin, Milwaukee

Gaeta, Jill, Ph.D.
Assistant Professor: Languages and International Studies
Ph.D. Michigan State University
M.A. Michigan State University
B.A. University of Oregon

Gaetz, Gail, M.A.
Assistant Professor: School of Education
M.L.S. University of Iowa
B.A. Central College

Gaetz, Thomas, Ph.D.
Associate Professor: School of Education
Ph.D. University of Minnesota, Twin Cities
M.A. University of Minnesota, Twin Cities
B.A. University of Minnesota, Twin Cities
B.S. University of Minnesota, Twin Cities

Gibbons, Thomas, Ph.D.
Associate Professor: Computer Science/Information Systems
Chair: Undergraduate Programs in Business and Technology
Ph.D. North Dakota State University, Fargo
M.S. University of Wisconsin, Madison
B.S. St. John’s University

Ginsberg, Candace, M.A., P.N.P., F.N.P.C.
Assistant Professor: Undergraduate Nursing
M.A. The College of St. Catherine
B.A. The College of St. Scholastica
B.A. University of Minnesota, Duluth

Goodwin, Larry, Ph.D.
President
Professor: Theology and Religious Studies
Ph.D. University of Chicago
M.A. University of Chicago
B.A. Bellarmine College

Graff, Dorothy, Ph.D.
Assistant Professor: Social Work
Ph.D. The University of Texas at Austin
M.S.W. State University of New York at Stony Brook
B.S. Hofstra University

Graham, Father William C., Ph.D.
Professor: Catholic Studies
Director: Braegelman Program in Catholic Studies
Ph.D. Fordham University
M.A. University of Notre Dame
M.A. St. John’s University
B.A. University of St. Thomas
Gustafson, Lee, Ph.D., L.G.S.W.
Associate Professor: Social Work
Chair: Social Work
Ph.D. The University of Texas at Austin
M.S.S.W. The University of Texas at Austin
B.S.W. The University of Texas at Austin

Hagen, Patricia, Ph.D.
Professor: English
Director: Dignitas Program
Ph.D. University of Kansas
M.A. Western Illinois University
B.A. Virginia Commonwealth University

Halom, Julie, M.A., O.T.R./L.
Instructor: Occupational Therapy
M.A. The College of St. Scholastica
B.S. University of Wisconsin, Madison

Hartl, Robert, M.A.
Associate Professor: Management
M.A. The College of St. Scholastica
B.S. Michigan Technological University

Hauger, Angela, Ph.D.
Associate Professor: Psychology and Sociology
Director: Gerontology Program
Ph.D. Washington University in St. Louis
M.A. Washington University in St. Louis
B.A. College of St. Benedict

Henkel-Johnson, Gerald, Psy.D., L.P.
Associate Professor: Psychology and Sociology
Chair: Psychology and Sociology
Psy.D. University of St. Thomas
M.A. University of Minnesota, Duluth
B.A. University of Minnesota, Duluth

Hensley, Robert, Ph.D.
Assistant Professor: Psychology and Sociology
Ph.D. Iowa State University, Ames
M.A. University of Northern Iowa
B.A. University of Northern Iowa

Hinrichs, Jesse, Ed.D.
Assistant Professor: School of Education
Ed.D. Bethel University
M.A. University of St. Thomas
B.S. Winona State University

Hodapp, William, Ph.D.
Professor: English
Coordinator: Medieval and Renaissance Studies
Ph.D. The University of Iowa
M.A. Mankato State University
B.A. St. Mary's College

Hoelter, Laura, M.A., M.L.S.
Assistant Professor: Library
Cataloging/Systems Librarian
M.A. Luther Seminary
M.L.S. Kent State University
B.A. Oberlin College

Hoffman, Robert, Ph.D.
Assistant Professor: Management
Ph.D. Boston College
B.A. University of Wisconsin, Parkside

House, LeAnn, Ph.D.
Professor: Music
Chair: Music
Ph.D. University of North Carolina, Chapel Hill
M.A. University of North Carolina, Chapel Hill
M.M. University of North Carolina, Chapel Hill
B.Mus. Kansas State University

Hyndman, Susan, Ed.D., R.N.
Associate Professor: Non-Traditional Undergraduate Nursing
Chair: Non-Traditional Undergraduate Nursing
Ed.D. University of Minnesota, Twin Cities
M.N. University of Kansas, Lawrence
B.A. Quincy University

Jeremiason, Tracy, M.S.W., L.G.S.W.
Instructor: Social Work
M.S.W. University of Minnesota, Duluth

Johnson, Bret J.S., Ph.D.
Assistant Professor: Chemistry and Physical Sciences
Ph.D. University of Minnesota, Twin Cities
B.A. Concordia College, Moorhead

Johnson, Diana, Ph.D.
Associate Professor: Computer Science/Information Systems
Ph.D. Capella University
M.Ed. The College of St. Scholastica
B.S. University of Minnesota, Duluth
Johnson, Dianne, M.A., A.P.R.N.-B.C., A.H.N.-B.C.
Assistant Professor: Undergraduate Nursing
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Johnson, Heidi, M.L.I.S., M.A.
Assistant Professor: Library
First Year/Information Literacy Librarian
M.A. The College of St. Scholastica
M.L.I.S. Dominican University
B.A. Concordia College, Moorhead

Johnson, Stephanie, Ph.D.
Assistant Professor: English
Ph.D. University of Washington
M.A. University of Minnesota, Twin Cities
B.A. St. Olaf College

Kahl, Meridel, M.Ed.
Assistant Professor: School of Education
M.Ed. Shippensburg State University
B.A. Augsburg College

Kelsey, Marie, Ph.D., M.L.S.
Professor: School of Education
Director: Educational Media and Technology Program
Ph.D. University of Wisconsin, Madison
M.A. University of Wisconsin, Madison
M.A. Bemidji State University
B.A. The College of St. Scholastica
B.S. Bemidji State University
B.A. Bemidji State University

Keye, C. Neal, Ph.D.
Associate Professor: History, Politics and Culture
Ph.D. University of North Carolina, Chapel Hill
M.A. University of North Carolina, Chapel Hill
B.A. The College of the Holy Cross

Khan, Arshia, M.S.
Assistant Professor: Computer Science/Information Systems
M.S. Hofstra University
B.E. Osmania University

Khoury, Paul, M.B.A., C.P.A.
Assistant Professor: Management
M.B.A. Wright State University
B.A. Wittenberg University

Killough, George, Ph.D.
Professor: English
Ph.D. Ohio University
M.A. Ohio University
B.A. College of Wooster

Killough, Jane, D.P.T., P.T., G.C.S.
Assistant Professor: Physical Therapy
D.P.T. Simmons College
M.A. The College of St. Scholastica
M.S. The Pennsylvania State University
B.A. Carleton College

King, Barbara, M.S.W.
Assistant Professor: History, Politics and Culture
Director: American Indian Studies
M.S.W. University of Utah
B.S. Brigham Young University

Kirk, Donna, M.Ed.
Instructor: Mathematics
M.Ed. City University
B.S. State University College

Kittelson, Jeffrey, P.T., M.A., O.C.S.
Assistant Professor: Physical Therapy
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Knuths, Julie, M.S.
Assistant Professor: Undergraduate Nursing
M.S. University of Minnesota, Twin Cities
B.A. College of St. Catherine

Kosuth, Po-Lin Tong, M.F.A.
Associate Professor: Communication, Theatre and Art
Program Coordinator: Art
M.F.A. University of Kansas
B.F.A. University of Kansas

Langason, Doreene, M.Ed.
Assistant Professor: School of Education
M.Ed. University of Minnesota, Twin Cities
B.A. University of Dschang, Cameroon

Larson, Robert, M.A.
M.A. Maranatha Graduate School of Theology
B.S. University of Wisconsin, Superior
LaTour, Kathleen, M.A., R.H.I.A., F.A.H.I.M.A.
Assistant Professor: Healthcare Informatics and Information Management
Chair: Healthcare Informatics and Information Management
M.A. Central Michigan University
B.A. The College of St. Scholastica

LaVigne, Beth, M.Ed.
Assistant Professor: School of Education
M.Ed. The College of St. Scholastica
B.A. College of St. Benedict

LeBlanc, Madonna, M.A., R.H.I.A.
Assistant Professor: Healthcare Informatics and Information Management
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Liang, Hong-Ming, Ph.D.
Assistant Professor: History, Politics and Culture
Ph.D. Washington University in St. Louis
M.A. Washington University in St. Louis
B.A. University of Wisconsin, Madison

Lieberz, Dalerie, M.A.
Instructor: Physical Therapy
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Linberg, Kurt, Ph.D.
Dean: School of Business and Technology
Ph.D. Walden University
M.S. University of St. Thomas
B.S. University of Wisconsin - Stout

Lindgren, Lori, M.S., R.N., C.F.N.P.
Assistant Professor: Undergraduate Nursing
M.S. University of Wisconsin, Eau Claire
B.S. Winona State University

Mackin, R. Kevin, M.A., Ed.S.
Assistant Professor: School of Education
M.A. University of Minnesota, Twin Cities
B.S. University of Wisconsin, Stevens Point

Maki, Jennifer, Ph.D.
Associate Professor: Chemistry and Physical Sciences
Ph.D. Iowa State University
B.S. University of Wisconsin, Superior

Assistant Professor: Healthcare Informatics and Information Management
M.B.A. University of Minnesota, Carlson School of Business
B.A. The College of St. Scholastica

Mannetter, Drew, Ph.D.
Assistant Professor: Philosophy
Ph.D. University of Wisconsin, Madison
M.A. University of Wisconsin, Madison
B.A. University of Wisconsin, Stevens Point

Marden-Lokken, Sandra, M.A., P.T.
Assistant Professor: Physical Therapy
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Mattson, SueAnne, M.A., R.N., A.N.P.
Assistant Professor: Undergraduate Nursing
M.S. The College of St. Scholastica
B.A. The College of St. Scholastica

McGrew, Kevin, M.Ed., M.A.
Assistant Professor: Library
Director: Library
M.Ed. The College of St. Scholastica
M.A. University of Wisconsin, Madison
B.A. Bethel College

McMahon, Siobhan, M.S.N., M.P.H., R.N.
Assistant Professor: Graduate Nursing
M.S.N. Marquette University
M.P.H. University of Illinois
B.S. Marquette University
Miller, Catherine, D.N.P., R.N., C.N.P.
Associate Professor: Graduate Nursing
D.N.P. University of Minnesota, Twin Cities
M.S. University of Minnesota, Twin Cities
B.A. The College of St. Scholastica

Morgan, Thomas, D.A.
Associate Professor: Languages and International Studies
Director: Alworth Center for the Study of Peace and Justice
D.A. Ohio State University
M.A. Ohio State University
B.A. University of Minnesota, Twin Cities
B.A. University of Minnesota, Duluth

Nelson, Jon, Ph.D., P.T.
Professor: Physical Therapy
Ph.D. Medical College of Virginia
M.E. University of Toledo
M.A. The College of St. Scholastica
B.A. Augsburg College

Nephew, Albert, Ph.D.
Professor: Philosophy
Ph.D. Marquette University
B.A. Gonzaga University

Nielsen, Joanne, M.S., R.N.
Assistant Professor: Undergraduate Nursing
M.S. University of Minnesota, Twin Cities
B.A. Gustavus Adolphus College

Nielsen, Patricia, M.S., R.N., N.P.
Assistant Professor: Undergraduate Nursing
N.P. Regis University
M.S. Yale University
A.S. State University of New York, Syracuse
B.S. Eisenhower College

Niska, Sister Kathleen, Ph.D., R.N.
Associate Professor: Graduate Nursing
Ph.D. University of Minnesota, Twin Cities
M.P.H. University of Minnesota, Twin Cities
B.A. University of Minnesota, Twin Cities
B.S.N. University of Minnesota, Twin Cities

Oachs, Pamela, M.A., R.H.I.A.
Assistant Professor: Healthcare Informatics and Information Management
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Ogston, Jena, Ph.D., P.T.
Associate Professor: Physical Therapy
Ph.D. University of Minnesota, Twin Cities
M.P.T. Mayo School of Health Related Sciences
B.A. University of Minnesota, Duluth

Dean: School of Education
Associate Professor: School of Education
Ed.D. University of St. Thomas
M.S. University of Wisconsin, Superior
B.S. University of Wisconsin, Superior

Olson, Brandon, M.A.
Assistant Professor: Computer Science/Information Systems
Director: Computer Science/Information Systems Graduate Program
M.A. Webster University
B.S. St. Cloud State University

Olson, Victoria, M.S.
Instructor: Biology
M.S. University of Minnesota, Twin Cities
B.S. St. Cloud State University

Ostovich, Steven, Ph.D.
Professor: Philosophy
Chair: Philosophy
Ph.D. Marquette University
M.A. Marquette University
B.A. Marquette University

Ostrander, Tammy, Ph.D.
Dean: School of Arts and Letters
Professor: Communication, Theatre and Art
Ph.D. University of Missouri, Columbia
M.A. Northeast Missouri State University
B.A. Northeast Missouri State University

Palkie, Brooke, M.A.
Assistant Professor: Health Informatics and Information Management
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Payne, Rachel, M.Ed.
Assistant Professor: Education
M.Ed. St. Mary's University
B.A.S. University of Minnesota, Duluth
B.A. University of Rochester
Petersen, Karen, Ph.D.  
Assistant Professor: Psychology and Sociology  
Ph.D. University of Pittsburgh  
M.S. University of Pittsburgh  
B.A. Wellesley College

Pflug, Martin, Ph.D.  
Assistant Professor: Languages and International Studies  
Ph.D. University of Wisconsin, Madison  
M.A. University of New Mexico  
B.A. University of Wisconsin, Osh Kosh

Pilon, Jennifer, M.A.  
Assistant Professor: Management  
M.A. The College of St. Scholastica  
B.A. University of Minnesota, Duluth

Poole, Randall, Ph.D.  
Associate Professor: History and Politics  
Chair: History and Politics  
Ph.D. University of Notre Dame  
M.A. University of Notre Dame  
A.B. Cornell University

Preus, Betty, Ed.D.  
Associate Professor: School of Education  
Ed.D. University of St. Thomas  
M.S. Mankato State University  
B.A. Luther College

Qson, Luther, Ph.D.  
Associate Professor: Mathematics  
Chair: Mathematics  
Ph.D. Montana State University, Bozeman  
M.S. Louisiana State University, Baton Rouge  
B.A. Concordia College, Moorhead

Quaas, Beth, D.N.P.  
Assistant Professor, Graduate Nursing  
D.N.P. The College of St. Scholastica  
M.S.N. Minneapolis School of Anesthesia  
B.S.N. Bemidji State University

Raschke, Lynne, Ph.D.  
Assistant Professor: Chemistry and Physical Sciences  
Ph.D. University of California, Santa Cruz  
M.S. University of California, Santa Cruz  
B.S. Haverford College

Raway, Sister Beverly, Ph.D.  
Associate Professor: Undergraduate Nursing  
Ph.D. The Catholic University of America  
M.S.N. The Catholic University of America  
B.A. The College of St. Scholastica

Reierson, Jennifer, Ph.D.  
Assistant Professor: Communication, Theatre and Art  
Ph.D. North Dakota State University  
M.A. North Dakota State University  
B.A. University of Minnesota, Duluth

Ren, Guanshen, Ph.D.  
Professor: Mathematics  
Ph.D. University of South Carolina, Columbia  
M.A. Miami University, Ohio  
B.A. Nanjing Normal University, China

Rengo, Kari, M.S.N.  
Assistant Professor: Undergraduate Nursing  
M.S.N. University of Phoenix  
M.B.A. University of Phoenix  
B.S.N. University of Phoenix

Assistant Professor: Management  
Ed.D. University of Minnesota, Duluth  
M.B.A. Arizona State University  
B.A. University of Minnesota, Duluth

Assistant Professor: Undergraduate Nursing  
M.L.S. University of Minnesota  
B.A. The College of St. Scholastica

Riley, Elizabeth, M.S., R.N.  
Assistant Professor: Undergraduate Nursing  
M.S. University of Phoenix  
M.A. Marquette University  
B.S. Marquette University  
B.A. University of Minnesota

Robertson, Michelle, M.S.W., L.G.S.W.  
Assistant Professor: Social Work  
M.S.W. University of Minnesota, Duluth  
B.A. University of Minnesota, Duluth

Robinson, Michael, Ph.D.  
Associate Professor: Chemistry and Physical Sciences  
Ph.D. University of Illinois  
M.S. University of Illinois  
M.S. Boston University  
B.S. Georgia Institute of Technology
Rosato, Jennifer, M.I.S.M.
Assistant Professor: Computer Science/Information Systems
M.I.S.M. Carnegie Mellon University
B.A. The College of St. Scholastica

Rosenflanz, Karen, Ph.D.
Assistant Professor: Languages and International Studies
Ph.D. University of Michigan, Ann Arbor
M.A. University of Michigan, Ann Arbor
B.A. University of Virginia

Runnberg, Marcia, M.S.W., L.I.C.S.W.
Assistant Professor: Social Work
M.S.W. University of Minnesota
B.S. University of Minnesota

Rustad, Julie, M.L.I.S.
Assistant Professor: Library Distance Education Librarian
M.L.I.S. University of Wisconsin, Milwaukee
B.S. University of Wisconsin, Superior

Sandahl, Sheryl Scheer, D.N.P., R.N., C.N.P.
Assistant Professor: Nursing
Chair: Post Baccalaureate Nursing
D.N.P. Case Western Reserve University
M.S.N. Case Western Reserve University
M.P.H. University of Minnesota
B.S. St. Olaf College

Scherer, Anne, Ph.D.
Assistant Professor: Biology
Ph.D. Indiana University
M.S. University of North Dakota
B.S. Purdue University

Schroeder, Debra, Ph.D.
Associate Professor: Psychology and Sociology Director: Honors Program
Ph.D. Bowling Green State University
M.A. Bowling Green State University
B.S. Bowling Green State University

Schroeder, Sister Donna, Ph.D.
Associate Professor: Biology
Ph.D. University of North Carolina, Chapel Hill
M.S. St. Mary's University
B.A. The College of St. Scholastica

Schuettler, David, Ph.D.
Assistant Professor: Global, Cultural, and Language Studies
Chair: Global, Cultural, and Language Studies
Ph.D. Union Institute
M.A. University of Wisconsin, Madison
B.A. University of Wisconsin, Madison

Schwarze, Penny, Ph.D.
Professor: Music
Ph.D. University of North Carolina, Chapel Hill
M.A. University of North Carolina, Chapel Hill
B.A. Whitman College

Semmelroth, Debbie, M.A., R.N.
Assistant Professor: Undergraduate Nursing
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica
A.D.N. Wisconsin Indianhead Technical College

Sheehan, Deborah, M.S., P.T., P.C.S.
Assistant Professor: Physical Therapy
M.S. University of Washington, Seattle
B.S. University of Minnesota, Twin Cities

Slettedahl, Shirley, M.S.A., M.S.N., R.N., C.N.A.A., B.C.
Assistant Professor: Undergraduate Nursing
M.S.N. University of Phoenix
M.S. Central Michigan University
B.S. University of Virginia, Charlottesville

Smith, Edward, M.A.
Assistant Professor: Communication, Theatre and Art
M.A. University of Wisconsin, Superior
B.A. University of Minnesota, Duluth

Snelling, Bradley, M.L.S.
Assistant Professor: Library Periodical/Collection Development Librarian
M.L.S. Indiana University
B.A. University of Kansas

Spangler, Lynda, M.S., P.T.
Assistant Professor: Physical Therapy
M.S. University of Alabama in Birmingham
B.S. Albright College
Starkey, A. Denise, Ph.D.
Assistant Professor: Theology and Religious Studies
Chair: Theology and Religious Studies
Ph.D. Loyola University, Chicago
M.A. Edgewood College
B.S. Edgewood College

Stein, Paul, Ph.D.
Professor: Chemistry and Physical Sciences
Chair: Chemistry and Physical Sciences
Ph.D. Duke University
B.S. Bethany College

Strough, Hal, Ph.D.
Assistant Professor: Athletic Training
Chair: Athletic Training
Ph.D. Purdue University
Ed.S. Eastern Kentucky University
M.S. Eastern Kentucky University
B.S. Central Michigan University

Surges, David, M.B.A.
Assistant Professor: Management
M.B.A. California State University
B.A. Loyola University of Los Angeles

Swanson, Karen, Ph.D., M.P.T., P.T., A.T.C., A.T.R.
Assistant Professor: Physical Therapy
Ph.D. University of Minnesota
M.P.T. Mayo School of Health Professions
M.A. University of Minnesota, Twin Cities
B.S. University of Minnesota, Twin Cities

Swenson, David, Ph.D.
Professor: Management
Ph.D. University of Missouri
M.A. The College of St. Scholastica
M.Ed. The College of St. Scholastica
M.A. Northeast Missouri State University
B.S. Northeast Missouri State University

Takkunen, Chery, Ph.D.
Assistant Professor: School of Education
Chair: Graduate Programs in Education
Ph.D. Capella University
M.A. The College of St. Scholastica
B.S. University of Minnesota, Duluth

Tanner, Mary, Ph.D., R.N.
Associate Professor: Undergraduate Nursing
Ph.D. University of Minnesota, Twin Cities
M.S.E. University of Wisconsin, Superior
M.S.N. University of Minnesota, Twin Cities
B.A. The College of St. Scholastica

Tanner, Valerie, M.Ed.
Assistant Professor: School of Education
Chair: Undergraduate Programs in Education
Co-Director: Ojibwe Language and Cultural Education Program
M.Ed. University of Minnesota, Duluth
B.S. University of North Dakota, Grand Forks

Thoemke, Kara, Ph.D.
Assistant Professor: Biology
Ph.D. University of Minnesota, Twin Cities
B.S. University of Minnesota, Twin Cities

Torborg, Sister Mary Josephine, Ph.D.
Associate Professor: School of Arts and Letters
Ph.D. Duquesne University
M.A. Duquesne University
B.A. The College of St. Scholastica

Trygstad, Timothy, Ph.D.
Assistant Professor: Chemistry and Physical Sciences
Ph.D. University of Minnesota, Twin Cities
B.A. St. Olaf College

Vaughan, Merry Renn, Ph.D.
Assistant Professor: Communication, Theatre and Art
Chair: Communication, Theatre and Art
Director: Theatre
M.A. University of Wisconsin, Superior
B.F.A. University of Wisconsin, Superior

Vine, Ryan, M.F.A.
Assistant Professor: English
M.F.A. Emerson College
B.A. The College of St. Scholastica

Vosen, Elyse Carter, Ph.D.
Assistant Professor: Languages and International Studies
Director: The Interreligious Forum
Ph.D. University of Pennsylvania, Philadelphia
B.A. Carleton College
Walton, Douglas, Ph.D.
Associate Professor: Biology
Chair: Biology
Ph.D. Iowa State University
B.S. University of Minnesota

Wapola, Janelle, M.A.
Assistant Professor: Healthcare Informatics and Information Management
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Warpeha, Joseph, Ph.D.
Assistant Professor: Exercise Physiology
Ph.D. The University of Minnesota
M.A. The College of St. Scholastica
B.S. Eckerd College

Wartman, Paul, F.N.P., R.N.
Assistant Professor: Undergraduate Nursing
M.S. University of Utah, Salt Lake City
B.S. Creighton University
B.A. University of Minnesota, Duluth

Watters, Amy, M.A., R.H.I.A.
Assistant Professor: Healthcare Informatics and Information Management
Director: Healthcare Informatics and Information Management Graduate Program
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Wattrus, Jane, M.S.
Instructor: Biology
M.S. University of North Texas
B.S. University of Minnesota, Twin Cities

Westholm, Daniel, Ph.D.
Assistant Professor: Biology
Ph.D. University of Minnesota, Twin Cities
B.S. University of Minnesota, Twin Cities

White, Monica, M.A.
Assistant Professor: Ojibwe Language and Culture Education
M.S. Silver Lake College
B.A. Mt. Senario College

White, Todd, M.L.I.S.
Assistant Professor: Library Reference/Digital Resources Librarian
M.L.I.S. Rosary College
B.A. The College of St. Scholastica
A.A. Brainerd Community College

Wise, Denise, Ph.D., P.T.
Associate Professor: Physical Therapy
Chair: Physical Therapy
Ph.D. Capella University
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Wittrak, Martha, Ph.D., R.N.
Dean: School of Nursing
Professor: School of Nursing
Ph.D. Syracuse University
M.S. University of Minnesota, Twin Cities
B.S. St. Olaf College

Young, Patricia, M.A.
Instructor: English
M.A. University of Minnesota, Duluth
B.A. University of Minnesota, Duluth

Yunis, Suzanne, Ph.D.
Associate Professor: English
Ph.D. Case Western Reserve University
M.A. Case Western Reserve University
M.L.S. Indiana University
B.A. Indiana University

Zelman, Thomas, Ph.D.
Professor: English
Chair: English
Ph.D. Indiana University
M.A. University of Michigan, Ann Arbor
B.A. Rutgers University

Zeman, Vicki, M.A., R.H.I.A.
Assistant Professor: Healthcare Informatics and Information Management
Academic Coordinator of Professional Practice Experience
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Zimmermann, Randy, M.A.
Assistant Professor: Management
Chair: Graduate Programs in the School of Business and Technology
M.A. School for International Training
B.S. University of Minnesota, Twin Cities
### Faculty Emeriti

- **Alich, Sister Agnes, Ph.D.**  
  Professor: Chemistry and Physical Sciences
- **Anderson, Dennis, Ph.D.**  
  Professor: History
- **Baxter, Sister Marguerite, M.A.**  
  Associate Professor: Clinical Laboratory Science
- **Boo, Sister Mary Richard, Ph.D.**  
  Professor: Languages and Literature
- **Cahoon, Sister Mary Odile, Ph.D.**  
  Professor: Biology
- **Clarke, Sister Margaret, Ph.D.**  
  Professor: Chemistry and Physical Sciences
- **Diver, Dorothea, Ph.D.**  
  Associate Professor: Languages and International Studies
- **Gruskin, Shelley, B.Mus.**  
  Artist in Residence: Music
- **Kessler, Diane, Ph.D.**  
  Professor: Languages and International Studies
- **Kumsha, Mary Jane, M.A.**  
  Associate Professor: Library Science
- **Laughlin, Sister Monica, D.M.A.**  
  Professor: Music
- **Maher, Sister Johnetta, M.Ed.**  
  Associate Professor: Family & Consumer Sciences
- **McLaughlin, Sister Katherine, Ph.D.**  
  Assistant Professor: Theology and Religious Studies
- **Mehrotra, Chandra, Ph.D.**  
  Professor: Psychology
- **Riehl, Sister Agatha, Ph.D.**  
  Professor: Chemistry
- **Schifsky, John, Ph.D.**  
  Professor: English
- **Taylor, Cecelia, Ph.D.**  
  Professor: Nursing
- **Winkelman, Winnifred, Ph.D.**  
  Professor: History

### Administrative Staff

- **Leone Aasen**  
  Administrative Assistant, Food Service
- **Anna Abbott**  
  Production and Traffic Coordinator
- **Regina Adamy**  
  Office Coordinator, SLC  
  B.A. The College of St. Scholastica
- **Teresa Aldach**  
  Assistant Director, Counseling Services
- **Christy Alvar**  
  Business Office Cash Coordinator
- **Amie Anderson**  
  Recruitment Counselor, Brainerd Extended Studies
- **Brenda Anderson**  
  College Advancement Data Specialist
- **Jean Anderson**  
  Director, Food Service
- **Jeffrey Anderson**  
  Carpenter
- **Jennifer Anderson**  
  Housekeeper
- **Jill Anderson**  
  Financial Aid Service Specialist
- **Jill Anderson**  
  Scheduling Clerk
- **Lisa Anderson**  
  Purchasing Manager
- **Mary Anderson**  
  Director, Career Services
- **Michelle Andreiko**  
  Dining Room Attendant
- **Robert Ashenmacher**  
  Executive Director of Marketing, Communications, and Media Relations
- **Joanne Axtel**  
  Grant Proposal Specialist
- **Christopher Bacigalupo**  
  System Administrator, Luminis Portal
- **Dana Baird**  
  Administrative Assistant, GTL (St. Paul/St. Cloud)
Terese Ball
Dining Room Attendant

Robin Banks
Study Abroad Coordinator

Randy Barker
Counselor

Lori Barnstorf
Administrative Assistant, Campus Ministry/Catholic Studies

Maren Barootian
Athletic Trainer

David Bauman
Assistant Dean of Advisement and Retention
M.S. University of Wisconsin, Superior

George Beattie
Registrar
M.A.T. Jacksonville University
B.S. Jacksonville University

Thomas Beauregard
Painter

Terry Belich
Buildings and Grounds Manager

Duane Bense
Maintenance Engineer

Eric Berg
Vice President for Enrollment Management

Heidi Bergstedt
Admissions Representative, Rochester/St. Paul

Benjamin Bertsch
Recovery Program Coordinator

Wendy Best
Food Service AM Cook

Bryon Blair
Food Service Cook

Heidi Blunt
Administrative Assistant, Social Work

Marty Boder
General Maintenance Janitor

John Boecker
General Maintenance Janitor

Todd Bouchie
Assistant Coach, Track and Field

Ira Bowers
Housekeeper

Nora Brannon
Administrative Assistant, VP Finance

Leigh Branovann
Student Support Services Counselor
M.S.W. University of California, Los Angeles
B.A. University of California, Irvine

Carol Brekke
Registrar Office Assistant

Thomas Brekke
Director of Facilities Services

Rebecca Brenna
Administrative Assistant, VP Enrollment Management

Craig Bridges
Director, Virtual Campus

Jeannine Brodin
Assistant Director, Development

Debbie Brunette
Food Service Relief Cook

Sandra Buckley
Accounting Assistant

Sarah Bryans-Bongey
Academic Technology Coordinator

Angela Budney
Dining Room Attendant

Mary Butler
Assistant Director, McNair Scholars

Richard Butte
Director, St. Cloud Extended Studies

Marty Byrnes
Campus Operator

Janie Campbell
Transfer Credit Coordinator

Kristine Carlson
Online Recruiter

Greg Carlson
Head Coach, Football

Holly Carpenter
Administrative Assistant, VP Student Affairs
Meghan Carr  
Administrative Assistant, St. Paul Extended Studies

Mary Chabot  
Administrative Assistant, CHI

Jerah Chadwick  
Coordinator, Academic Support Services

Alison Champeaux  
Director, Office of International Programs

Dione Chanslor  
Administrative Assistant, Graduate Education Programs

Barry Chastey  
Head Men's Soccer Coach

Pamela Christensen  
McNair Scholars Program Administrative Assistant

Dawn Christenson  
Administrative Assistant, School of Health Science

Michael Clabaugh  
Director of Educational Experience, Nursing

Joel Clasemann  
Manager, Enrollment Management Data System  
B.A. The College of St. Scholastica

Lori Collard  
Vice President of Human Resources

Jeri Collier  
Administrative Assistant, VP Academic Affairs

Pamela Comstock  
New and Transition Student Advisor

Paul Connolly  
Tech Developer, Interactive Services

Joshua Corrigan  
General Maintenance Janitor

Susan Cotter  
Facilities Services Office Manager  
B.A. University of Minnesota, Duluth

John Creegan  
PC Support Specialist I

Nancy Crego  
Administrative Assistant, HIM

Tara Croteau  
Assistant Coach, Women's Basketball

Mary Cyr  
Food Service Prep

Sandy Davis  
Administrative Specialist, Brainerd

Stacy Deadrick  
Women's Basketball Coach

Margaret DeBoer  
Food Service Checker

Breanne DeFoe  
Admissions Representative

Debbie DeRocher  
Food Service Cook

Elizabeth Domholdt  
Vice President for Academic Affairs

Timothy Dowell  
Chief Engineer

Shannon Driscoll  
Registrar Process Coordinator  
B.S. University of North Dakota, Grand Forks

Amy Duray  
HR Generalist/HRIS

John Dzikonski  
Maintenance Engineer

John Eastvold  
Web Developer

Merissa Edwards  
Administrative Assistant, Athletics Management

Courtney Eickman  
Graduate Admissions Counselor

Bo Ekmark  
Director, Wellness Center  
M.A. University of Minnesota

Iwalani Else  
Director, Institutional Research Assessment

Jill Emery  
UB/UBMS Director  
M.A. The College of St. Scholastica

Carrie Emslander  
Associate Director, Alumni Relations
Ruth Erdmann-Sluka
Director of Corporate Relations/Senior Major Gift Officer

Jon Erickson
Director, Financial Aid

Aimee Fisher
Data Clerk, College Advancement

Patrick Flattery
Vice President of Finance

Jessica Flink
Assistant Coach, Women's Hockey

Janine Fosle
Transfer ADM, Assistant/Data Coordinator

Roberta Frankovich
Housekeeper

Bridget Frauenshuh
Financial Aid Specialist

Amy Galarowicz
UBMS Program Coordinator

Patricia Galligan
Administrative Assistant, Graduate and Extended Studies St. Paul

Gary Garlie
Executive Director of Development/Planned Giving

Laurie Gaudino
Buyer

Brian Gilderman
Vehicle and Grounds Maintenance

Kory Gilderman
Coordinator, EM/CRM

Greg Goman
UB Academic Advisor

Sandra Goman
Assistant Director, Financial Aid

Larry Goodwin
President

Joel Gratiot
General Maintenance Janitor

Patricia Greenwood
Administrative Assistant, School of Arts and Letters

David Gribble
Carpenter

Amy Grimm
Technology Coordinator, Extended Studies

Pamela Hagedon
Director, Brainerd Campus

Linda Hagen
Housekeeper

Amy Halverson
Administrative Assistant, Undergrad Nursing

Angela Hammerstrom
Food Service Baker

Lynne Hamre
Chief Information Officer
M.A. The College of St. Scholastica
B.A. The College of St. Scholastica

Kathryn Handyside
Housekeeper

Nicole Hanley
Administrative Specialist, Rochester Campus

Anne Hansen
Admissions Operations Assistant

Kara Hanson
Director of Content/Interactive Services

Michael Hanson
IT Security Officer

Karen Hatfield
Administrative Assistant, Occupational Therapy
B.S. St. Cloud State University

Connie Haugen
Marketing Coordinator

Keith Haugen
Mailroom/Receiving Manager

Michael Heffernan
Assistant Coach, Football

Jessica Heinen
Campus Minister

Helen Helberg
Administrative Assistant, Psychology

Shannon Hoffman
Director, Annual Fund
Barbara Hohl  
*Business Office Accounting Assistant*

Scott Holden  
*Collections Coordinator*

Joan Holter  
*Executive Administrative Assistant to the President*

Chris Homan  
*OLCE Program Retention Coordinator*

Thomas Homan  
*Director, Office of International Education*

James Hoppe  
*Advisor, ETS*

Bill Howes  
*Project Coordinator, OLCE Program*

Jennifer Hunt  
*Office Assistant, Registrar*

Teresa Ipina  
*Director, Rochester Campus*

Lindsey Jaja  
*Accountant*

Lavonne Jackson  
*Student Union AM Cook*

Elizabeth Jacobson  
*Software Support Specialist*

Mark Jambor  
*Student Accounts Specialist*

Joseph Janchar  
*Coordinator, Academic EHR*

Catherine Johnson  
*First-Year Admissions Data Coordinator*

Catherine J. Johnson  
*Administrative Assistant, Undergrad NSG*

Joel Johnson  
*Director, Continuous Improvement*

Laurajae Johnson  
*Admissions Counselor*

Louanne Johnson  
*Campus Operator/Summer Housing Coordinator*

Trish Johnson  
*Associate Director, Financial Aid*  
*B.S. Southwest State University*  
*A.A. Ridgewater Community College*

Jessica Johnston  
*Assistant Coordinator, Residential Life*

Jennifer Jones  
*Administrative Specialist, St. Cloud Extended Studies*

Christine Jugasek  
*Web System Administrator*  
*B.A. University of Minnesota, Duluth*

Corey Kemp  
*Head Coach, Baseball*

Mary Kero  
*Student Accounts Specialist*

Brenda Kimlinger  
*Alumni Relations Assistant*

Kathy King  
*Administrative Assistant, Physical Therapy*

Beth Kleinschmidt  
*Admissions Counselor*

Lesley Kleveter  
*Director, Duluth Extended Studies*

Elizabeth Kneepkens  
*Assistant Dean of Students for Campus Life*  
*M.Ed. The College of St. Scholastica*

Paul Knowlton  
*Receiving and Shipping Clerk*

Mary Kropp  
*Administrative Assistant, Center for Healthcare Innovation*

Susan Kurth  
*Educational Talent Search Director*

Katherine Kustritz  
*Graduate Recruitment Counselor, St. Cloud*

Lindsay Lahti  
*Director, Graduate/Extended Studies Recruitment*

Pamela Lahti  
*Admissions Counselor/Orientation Coordinator*

Nathan Langer  
*Coordinator of Campus Ministry*
Darla Larson  
Housekeeper

Lowell Larson  
Manager, Technical Services

Mary Lee  
Coordinator, School of Arts and Letters  
B.A. The College of St. Scholastica

Barb LeGarde  
Event Specialist, Conference & Event Services

William Leino  
Tax Compliance Coordinator

Tarmara Lichtenberg  
Executive Director, Center for Healthcare Innovation

Dale Lindsey  
PC Support Specialist I

Michael Linval  
WAN Manager

Sharon Lohman  
Coordinator, School of Business & Technology

Brian Lokken  
UBMS Assistant Director/Academic Coordinator

Terrance Lovejoy  
Facilities Night Supervisor

Meg Lucas  
Human Resources Generalist/Staffing

Julie Luker  
Coordinator for Student Academic Services,  
St. Paul Extended Studies  
M.A. Ball State University  
B.A. University of St. Thomas

Steve Lyons  
Vice President for Student Affairs and Dean of Students

Tatwa Mac  
General Maintenance Janitor

Morgan MacLean  
Head JV & Assistant Soccer Coach

Jackie Macmillan  
Head Coach, Women's Hockey

Stephen Maio  
General Maintenance Janitor

Chris Maki  
General Maintenance Janitor

Sue Maki  
Director, Conference & Event Services  
B.A. Concordia University, St. Paul

Lori Malander  
Administrative Assistant/Billing Specialist, SHS

Jonna Marholz  
Financial Aid Counselor

Terry Marholz  
Assistant Controller  
B.A. The College of St. Scholastica

Brian Martin  
Manager of Graphic Design and Advertising

Cindy Mattson  
Administrative Assistant, School of Education

Michael Mattson  
Maintenance Energy Technician

Joelle McGovern  
Instructional Designer

Geraldine McGraw  
Administrative Assistant, School of Science

Paula McGrew  
Operational Program Coordinator, Grad Nursing

Mark McPhail  
PC Support Specialist II

Amanda McQueary  
Administrative Assistant, Nursing

Michael Meister  
General Maintenance Janitor

Laurie Metsa  
Software Support Specialist

Mary Meyer  
Coordinator, Admissions Special Events

Oliver Meyer  
Associate Director of Admissions

Frances Micken  
Facilities Office Specialist

Jordan Milan  
Interactive Marketing Planner

Candace Miller  
Cook
Christine Moir  
*Educational Talent Search Administrative Assistant*

Kim Moncel  
*Head Athletic Trainer*

Stephanie Monson  
*Coordinator for Student Academic Services, Duluth Extended Studies*

Dana Moore  
*Head Coach, Volleyball*

Luke Moravec  
*Coordinator of Student Activities/Student Union Manager*

Dina Morrison  
*Career Counselor*

Laura Munson  
*Online Program Student Advisor, tDPT/HIM*

Jamie Nauman  
*Intramural Coordinator*

Kirk Nauman  
*Head Coach, Men’s & Women’s Track & Field*

LeeAnn Nelsen, R.N.  
*Staff Nurse, SHS*  
*B.A. The College of St. Scholastica*

Michael Netland  
*Maintenance Engineer*

Sandra Netzel  
*Food Service Salad Prep*

David Newberry  
*Housekeeper*

Jay Newcomb  
*Coordinator of Service Learning*

Brant Nicklin  
*Assistant Coach, Men’s Hockey*

Roberta Oberpriller  
*Software Support Specialist*

Peggy Ocel  
*Manager, Information Technology User Services*

Shawn Olesewski  
*Coordinator, Outdoor Recreation*

Gail Olsen  
*Library Technician*

Cynthia Olson  
*Assistant Director of Graduate Program, St. Paul Extended Studies*

Deborah Olson  
*Associate Director, Student Accounts*

Don Olson  
*Athletic Director*

Honna Olson  
*Relief Cook*

Pamela Olson  
*Online Program Student Advisor, RN-BS*  
*A.A.S. Wisconsin Indianhead Technical College*

Chad Oppelt  
*Counselor, Graduate Recruitment*

Donna Oraskovich  
*Office Assistant, Registrar*

Tim Orlowski  
*Maintenance Manager*

Andrew Ortman  
*Oracle DBA/ERP System Administrator*

Karen Ostovich  
*Circulation Specialist, Library*  
*B.S. University of Wisconsin, Oshkosh*

Brenda Panger  
*Assistant Director, Transfer Admissions*

Michelle Parkevich  
*Coordinator, Institutional Research*

Tom Parkevich  
*Assistant Coach, Football*

Jaymeson Parsons  
*Recruiter, Grad/Extended Studies*

Wells Patten  
*Head Coach, Tennis*

Toni Pearson  
*Coordinator, AEHR/Educator*

Leah Peck  
*Director, St. Paul Campus*

James Pederson  
*Vehicle and Grounds*

Nancy Perrault  
*Food Service AM Cook*
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janel Peterson</td>
<td>Online Program Student Advisor</td>
</tr>
<tr>
<td>Stephen Pfingsten</td>
<td>Head Coach, Cross Country</td>
</tr>
<tr>
<td>Signe Pharis</td>
<td>Cashier, Storm’s Den</td>
</tr>
<tr>
<td>Scott Pike</td>
<td>Coordinator, Mitchell Tech</td>
</tr>
<tr>
<td>Dory Pohl</td>
<td>Director, Student Support Services</td>
</tr>
<tr>
<td>James Poole</td>
<td>Director, Marketing Planning</td>
</tr>
<tr>
<td>Sarah Prom</td>
<td>Financial Aid Counselor</td>
</tr>
<tr>
<td>Nam Provost</td>
<td>Coordinator, Intercultural Services</td>
</tr>
<tr>
<td>David Quammen</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Derrick Reder</td>
<td>Utility, AM/FS</td>
</tr>
<tr>
<td>Kristen Reedy</td>
<td>Coordinator Student Services, NSG</td>
</tr>
<tr>
<td>Bill Reichelt</td>
<td>Director, Enterprise Information Services</td>
</tr>
<tr>
<td>Nancy Resor</td>
<td>Office Clerk, Registrar</td>
</tr>
<tr>
<td>Dave Reyelts</td>
<td>Head Coach, Women’s Soccer</td>
</tr>
<tr>
<td>Darrin Reynolds</td>
<td>Oracle DBA/ERP System Administrator</td>
</tr>
<tr>
<td>Thomas Rheumue</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Jeffrey Rich</td>
<td>Vice President, Marketing</td>
</tr>
<tr>
<td>Aaron Richner</td>
<td>Content Coordinator, Interactive Services</td>
</tr>
<tr>
<td>Jennifer Robertson</td>
<td>Receptionist/Office Assistant, SHS</td>
</tr>
<tr>
<td>Jesse Robinson</td>
<td>Sports Information Director</td>
</tr>
<tr>
<td>Sister Mary Rochefort</td>
<td>Associate Vice President of Mission Integration</td>
</tr>
<tr>
<td>Linda Rogentine</td>
<td>Director, Business Office Services</td>
</tr>
<tr>
<td>Aaron Ronkainen</td>
<td>Food Service Utility PM</td>
</tr>
<tr>
<td>Janet Rosen</td>
<td>Associate Vice President for College Advancement</td>
</tr>
<tr>
<td>Lisa Roseth</td>
<td>Executive Director of Alumni Relations</td>
</tr>
<tr>
<td>William Rossing</td>
<td>IT Network Services Manager</td>
</tr>
<tr>
<td>Steven Rowan</td>
<td>General Maintenance Janitor</td>
</tr>
<tr>
<td>Wendy Ruby</td>
<td>UB/UBMS Administrative Assistant</td>
</tr>
<tr>
<td>Mark Rudolph</td>
<td>Director of Major Gifts</td>
</tr>
<tr>
<td>Jeremy Rupp</td>
<td>Admissions Counselor/Coordinator of Multicultural Recruitment</td>
</tr>
<tr>
<td>Renee Saamanen</td>
<td>Online Student Advisor</td>
</tr>
<tr>
<td>Chad Salmela</td>
<td>Nordic Skiing Head Coach</td>
</tr>
<tr>
<td>Gail Samarzia</td>
<td>Student Support Services Administrative Assistant</td>
</tr>
<tr>
<td>Ryan Sandefer</td>
<td>Research Coordinator, Rural EHR Optimization</td>
</tr>
<tr>
<td>Marisa Sanderson</td>
<td>Coordinator, Residential Life/Opening Weekend</td>
</tr>
<tr>
<td>Arthur Sasse</td>
<td>Telecommunications Manager</td>
</tr>
<tr>
<td>John Schottenbauer</td>
<td>Media Services Technical Specialist</td>
</tr>
<tr>
<td>Erika Schroder</td>
<td>Coordinator, Student Employment</td>
</tr>
<tr>
<td>Name</td>
<td>Position/Department</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Nikki Schutte</td>
<td>Instructional Designer</td>
</tr>
<tr>
<td>Michael Scott</td>
<td>General Maintenance Janitor</td>
</tr>
<tr>
<td>Tad Sears, Jr.</td>
<td>Director, Student Center for Health and Well Being</td>
</tr>
<tr>
<td></td>
<td>M.A. University of Georgia</td>
</tr>
<tr>
<td></td>
<td>M.S.W. University of Alabama</td>
</tr>
<tr>
<td></td>
<td>B.A. Emory University</td>
</tr>
<tr>
<td>Kevin Seime</td>
<td>Designer/Technical Director, Theatre</td>
</tr>
<tr>
<td></td>
<td>M.F.A. University of Idaho</td>
</tr>
<tr>
<td></td>
<td>B.A. University of Minnesota</td>
</tr>
<tr>
<td>Jean Seinola</td>
<td>Controller</td>
</tr>
<tr>
<td>Emily Segar-Johnson</td>
<td>Director, Diversity/Intercultural Services</td>
</tr>
<tr>
<td>Gina Seppo</td>
<td>Counselor SCHAWB</td>
</tr>
<tr>
<td>Tara Serck</td>
<td>Budget Analyst/Accountant</td>
</tr>
<tr>
<td>Clarence Sharpe</td>
<td>Director, Transfer Admissions</td>
</tr>
<tr>
<td>Jamie Shovein</td>
<td>Software Developer/Analyst</td>
</tr>
<tr>
<td>Jill Sikkink</td>
<td>Associate Director of Human Resources</td>
</tr>
<tr>
<td></td>
<td>PHR The Society for Human Resource Management</td>
</tr>
<tr>
<td></td>
<td>B.A. The College of St. Catherine</td>
</tr>
<tr>
<td>Sister Victorine Sitter</td>
<td>Special Needs and Placement Testing Coordinator</td>
</tr>
<tr>
<td>Nancy Sivertson</td>
<td>Health Information Technology Coordinator, Center for Healthcare Innovation</td>
</tr>
<tr>
<td>Judith Skelton</td>
<td>Grant Reporting Specialist</td>
</tr>
<tr>
<td>Ronald Skenzich</td>
<td>Master Electrician</td>
</tr>
<tr>
<td>Stephanie Sklors</td>
<td>UB/UBMS Assistant Director</td>
</tr>
<tr>
<td>Gwen Smith</td>
<td>HIIM Distance Learning Program Manager</td>
</tr>
<tr>
<td>Tiffany Snider</td>
<td>Assistant Director of Student Support Services</td>
</tr>
<tr>
<td></td>
<td>M.S.W. University of Minnesota</td>
</tr>
<tr>
<td>Robert Specht</td>
<td>Painter</td>
</tr>
<tr>
<td>Julie Speikers</td>
<td>Financial Aid Counselor</td>
</tr>
<tr>
<td>David Staniger</td>
<td>Head Coach, Men's Basketball</td>
</tr>
<tr>
<td>Nannette Stiller</td>
<td>Food Service PM Relief Utility</td>
</tr>
<tr>
<td>Kathleen Stockwell</td>
<td>Administrative Assistant, College Advancement</td>
</tr>
<tr>
<td>Geoffrey Stroud</td>
<td>Housekeeper</td>
</tr>
<tr>
<td>Kevin Suliin</td>
<td>Cashier, Business Office</td>
</tr>
<tr>
<td>Thomas Supinski</td>
<td>LAN Manager</td>
</tr>
<tr>
<td>Rene Susnik</td>
<td>Accounts Payable Specialist</td>
</tr>
<tr>
<td>Diane Swanoski</td>
<td>Administrative Assistant, SCHAWB</td>
</tr>
<tr>
<td>Jennifer Swanson</td>
<td>Payroll Coordinator</td>
</tr>
<tr>
<td>Robert Switzer</td>
<td>Housekeeper</td>
</tr>
<tr>
<td>Carrie Taylor Kemp</td>
<td>Employer Relations Associate</td>
</tr>
<tr>
<td>Mark Taylor</td>
<td>Carpenter</td>
</tr>
<tr>
<td>Jack Teske</td>
<td>Food Service Operations Manager</td>
</tr>
<tr>
<td>Terry Therrell</td>
<td>General Maintenance Janitor</td>
</tr>
<tr>
<td>Jeanne Thompson</td>
<td>Executive Director of Development</td>
</tr>
<tr>
<td></td>
<td>B.A. The College of St. Scholastica</td>
</tr>
<tr>
<td></td>
<td>M.A. The College of St. Scholastica</td>
</tr>
</tbody>
</table>
Lauren Thor  
Coordinator of Marketing, St. Paul Extended Studies

Sandra Thoreson  
Nursing Department Administrative Assistant  
B.S. Maranatha Baptist Bible College

Tracey Thudin  
Housekeeper

Rudy Tinoco  
General Maintenance Janitor

Cynthia Tomaich  
Food Service AM Cook

Sister Clare Marie Trettel  
Coordinator, Graduate Education Program

Donna Trettel  
Housekeeper

Jenny Truebenbach  
Online Financial Aid Counselor

Michael Turner  
Safety and Security Manager

Phillip Vallie  
Food Service PM Cook

Rachelle Wakefield  
Benefits Specialist

Kirsten Walker  
ETS Academic Coordinator/Advisor

Julie Walkowiak  
Library Acquisitions Specialist  
B.A. The College of St. Scholastica

William Walsberg  
General Maintenance Janitor

Jennifer Walter  
Softball Coach

Anne Ward  
Housekeeper

Melissa Watschke  
Coordinator, Academic Support Services/Academic Advisor  
B.A. Concordia College, Moorhead

Katie Wayne  
Recruitment Counselor, St. Cloud Campus

Barbara Werner  
Inter-Library Loan Specialist

Peggy White  
Campus Operator

Mark Wick  
Head Coach, Men's Hockey

Joseph Wicklund  
Admissions Counselor

Sandra Winkels  
Food Service AM Cook

Genelle Wolf  
Administrative Assistant, SWK St. Paul

Donald Wortham  
Executive Director, Extended Studies

Chok Yung  
Housekeeper

Margot Zelenz  
VP, College Advancement

Brady Zubke  
Diversity Outreach Coordinator
Administration
Larry Goodwin
President

Eric Berg
Vice President for Enrollment Management

Lori Collard
Vice President of Human Resources

Beth Domholdt
Vice President for Academic Affairs

Patrick Flattery
Vice President for Finance

Lynne Hamre
Chief Information Officer

Steve Lyons
Vice President for Student Affairs/Dean of Students

Jeffrey Rich
Vice President for Marketing

Margot Zelenz
Vice President for College Advancement

BOARD OF TRUSTEES
Mary Ives
Chair
Larry Goodwin, Ph.D.
President
Sister Mary Odile Cahoon, OSB, Ph.D. ‘51
Abbot Apter
Ed Crawford ‘78
Fred de Sam Lazarro ‘81
Sister Mary Susan Dewitt, OSB ‘67
Christopher (Chris) Dolan ‘01
Jessica Durbin ‘98
Sister Lois Eckes, OSB ‘69
Prioress
Michael (Mike) Hanson
Sister Kathleen Hofer, OSB ‘63

Al Hunter ‘97
Beth Haenke Just ‘78
Aleksis Kincaid
David Kuefler ‘82
John Labosky
Sister Judine Mayerle, OSB, Ph.D. ‘64
Melanie Mogg
Robert (Bob) Ryan
Robert (Bob) Schroeder ‘75
Jacquelin (Jacquie) Sebastian ‘89
Dan Seeler ‘82
Sister Mary Catherine Shambour, OSB ‘51
Donald (Don) Shippar
Vice Chair
Sister M. Sarah Smedman, OSB ‘53
Elizabeth (Beth) Stauber-Johnson, Ph.D. ‘72
Hal Strough, Ph.D.
Andrew Thelander ‘03
Louise Town, M.D. ‘53
James (Jim) Zastrow (MA ‘99)

Trustees Emeriti
Karen Alworth ‘82
Sharon Labovitz
Martha Alworth
Robert (Bob) Mars, Jr.
Sister Grace Marie Braun, OSB ‘48
James Mongé, M.D.
William (Bill) Burns
Philip (Phil) Rolle
Mark Carlson, M.D.
Arend Sandbulte
Edwin (Ed) Erickson
Gregory (Greg) Scherer
ALUMNI ASSOCIATION

The Alumni Association Mission Statement: To create meaningful lifelong affinity and kinship with each other and to remain involved with and supportive of the College.

Since 1926, when the first baccalaureate degrees were granted, St. Scholastica has had an Alumni Association. Any former student who has successfully completed at least one term at the College is an alumna or alumnus.

Numbering close to 17,000 members, the Alumni Association functions under the leadership of a 20-member board of directors with four officers: president, president-elect, vice president and secretary. The Alumni Board has six standing committees including awards, advancement, events and outreach, nominations, and technology.

Through the Alumni Association, scholarships are awarded each year to eligible St. Scholastica students who are daughters or sons of alumni or nieces or nephews of childless alumni who have received their degree from St. Scholastica. Members of the Association also work with the Enrollment Management Department, Career Services and the Student Alumni Association. The Association promotes career networking, social activities and lifelong learning as well as supporting the Annual Fund Drive. The College depends greatly on the strength of a concerned and enterprising Alumni Association.

PARENTS ASSOCIATION

All parents of St. Scholastica students are members of the Parents Association.

The Parents Advisory Group is comprised of parent leaders assisting in the efforts to strengthen communication between the College and parents. In addition to communications efforts, the Parents Advisory Group assists with programs and activities during the year including Orientation, Family Weekend, and Homecoming.
Directory Information Under Family Rights and Privacy Act .................................................64
Disability Service Office ..........................................................22
Disciplinary Concentration ......................................................54
Dishonesty, Academic ..........................................................59
Dismissal .............................................................................62
Doctor of Nursing Practice ....................................................13
Doctor of Physical Therapy ....................................................14
Dormitory Life ......................................................................18
Dropping Courses ...............................................................61
Duluth ............................................................................... 8

E
Early Entry Admission .........................................................34
Economics, Applied .............................................................92
Education ........................................................................... 9
Education, K-12 .................................................................100
Education, School of .........................................................99
Educational Media and Technology .....................................101
Educational Talent Search ...................................................24
Electives .............................................................................54
Elementary Education .........................................................100
Employment, College .........................................................37
English ..............................................................................72
English Middle/Secondary Education ..................................72
Exercise Physiology ..............................................................108
Extended Studies ...............................................................33
Extended Studies Admissions ..............................................33
Extended Studies Sites ........................................................8

F
Faculty ...........................................................................223
Faculty Emeriti ....................................................................235
Family Education Rights and Privacy Act .............................64
Fee Schedule ......................................................................39
Financial Aid .....................................................................36
Application Process ............................................................38
General Eligibility ..............................................................37
Outside Financial Aid Resources .........................................38
Student Insurance ...............................................................40
Student Rights and Responsibilities .....................................38
First-Year Application Procedure .........................................30
First-Year Development Program ........................................31
First-Year Program ...............................................................45
Food Service .......................................................................19
Forensics Track, Biology .....................................................128
Four-Year Pledge ...............................................................15
French ............................................................................... 75
Fresh Start Program ...........................................................31
Full-time Load ...................................................................60

G
General Education Requirements .......................................44
German .............................................................................75
Germany, Study Abroad ......................................................55
Gerontology ........................................................................131
Global, Cultural and Language Studies ..............................74
Grading ...............................................................................62
Graduate Programs .............................................................10
Graduation Requirements ...................................................44
Grief/Crisis Support .............................................................24

H
Healthcare Informatics/Information Management ..................109
Health Sciences ..................................................................105
Health Sciences, School of ..................................................105
Health Service .....................................................................25
HECUA, Higher Education Consortium for Urban Affairs, 2nd Reference ..........56
History, 2nd Reference ........................................................78
Holds ..................................................................................42
Honors Program, 2nd Reference .........................................57, 142
Housing .............................................................................40
Human Services Concentration, Psychology .........................136

I
Indian Studies .....................................................................67
Information Technology .......................................................26
Insurance ............................................................................40
Inter-Religious Forum ..........................................................27
Intercollegiate Athletics ........................................................21
International Baccalaureate Credit .........................................30
International Students ..........................................................34
International Studies ...........................................................74
Interviews, Admission ........................................................30
Intramural Sports ...............................................................21
Ireland, Study Abroad ........................................................55

L
Latin ....................................................................................75
Liberal Arts .........................................................................44
Library ................................................................................27
Library Media Specialist .......................................................101
Licensure Programs .............................................................100
Literature .............................................................................49
Loans ..................................................................................36

M
Major, Application to ...........................................................61
Majors ............................................................................... 11