Recognition of the College

Accredited:
The College is accredited by the Higher Learning Commission.

Specific programs of the College are accredited by:
- Accreditation Council for Occupational Therapy Education
- Accreditation Review Commission on Education for the Physician Assistant (Accreditation - Provisional)
- American Society for Biochemistry and Molecular Biology
- Commission on Accreditation for Health Informatics and Information Management Education
- Commission on Accreditation of Athletic Training Education
- Commission on Accreditation in Physical Therapy Education
- Commission on Collegiate Nursing Education
- Council for the Accreditation of Educator Preparation
- Council on Social Work Education
- Global Accreditation Center for Project Management Education Programs

Approved:
- Minnesota Board of Nursing
- Professional Educator Licensing and Standards Board

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 the Advancement of Sustainability in Higher Education
- Association for Gerontology in Higher Education
- Association of Benedictine Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of Governing Boards of Universities and Colleges
- Council for Adult and Experiential Learning
- Council of Independent Colleges
- Council on Undergraduate Research
- Minnesota Private College Council
- National Association of Independent Colleges and Universities
- National Collegiate Honors Council
- Upper Midwest Regional Honors Council

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

Nondiscrimination:
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 Vice President for Human Resources has been designated to handle inquiries regarding the nondiscrimination policies.
Warm greetings from The College of St. Scholastica! Thank you for choosing to pursue your studies with us. This catalog lists the specific requirements for earning an undergraduate degree at the College. While these details are certainly important, we are focused on the bigger picture. An education at St. Scholastica is designed to prepare you for a future of meaningful work and a purposeful life grounded in the liberal arts and shaped by Benedictine values and the Catholic intellectual tradition. Our faculty and staff will challenge and inspire you to expand your view of the world. We look forward to engaging with you as you prepare to excel in your chosen field and make a positive difference in our world.

We welcome you to our community of learners!

Sincerely,

Barbara McDonald, Ed.D
President
Mission statement

Shaped by the Catholic Benedictine heritage, The College of St. Scholastica provides intellectual and moral preparation for responsible living and meaningful work.

Vision statement

The College of St. Scholastica aspires to be a diverse and inclusive academic community of excellence, grounded in the rich Catholic Benedictine heritage, sending forth thoughtful leaders sharpened and sensitized by the liberal arts, who are prepared and committed to serve and 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.

Benedictine values

Community

Sharing responsibility to create and support community. Creating a climate that promotes a sense of community while valuing the uniqueness of the individual. Manifesting an ability to adapt to circumstances without compromising our values.

Hospitality

Creating a welcoming atmosphere personally and institutionally. Listening and responding sensitively to all. Extending warmth and acceptance to all. Welcoming new ideas and being open to change.

Respect

Cherishing and promoting the worth of all human life. Treating people with dignity and reverence without regard to age, gender, race, minority, sexual preference or economic status. Honoring and supporting the spirituality of each person. Valuing the dignity of all work. Promoting participation of all people in the decisions affecting their lives.

Stewardship

Using human resources responsibly. Providing wise and respectful use of all material and monetary resources. Promoting prudent use of resources and energy. Finding time for work, play and prayer in daily life, which will promote physical, mental and spiritual growth.

Love of learning

Preserving the intellectual and material heritage entrusted to us by past generations. Transmitting the treasures of human culture to new generations. Creating scholarly, artistic and scientific works that enrich and enlarge human life. Integrating thought and action as complementary aspects of a full human life.

Statement on Inclusive Excellence

Inclusive Excellence derives from our Catholic Benedictine tradition

Inclusive Excellence — the idea that academic excellence is best realized in a community that is diverse and inclusive — is central to our mission as a Catholic Benedictine learning community.

The Catholic tradition reaches out to all peoples; this is its universal imperative. As a Benedictine institution, The College of St. Scholastica demonstrates hospitality to all, respects all persons as children of God, and creates community that values the uniqueness of the individual and
honors diverse opinions and experiences. In short, because we are Catholic and Benedictine, we are compelled to be diverse and inclusive.

**Inclusive Excellence provides a focusing lens for all that we do**

Thinking about academic excellence in terms of diversity, equity and inclusion requires that we ask why there is an achievement gap between historically disadvantaged students and other students. Does the gap reflect differences in effort and ability, or does it run along ethnic, racial and socioeconomic fault lines? The action of making excellence inclusive requires that we uncover inequities in student and employee success, identify effective educational and workforce practices, and build such practices organically for sustained institutional change. Inclusive Excellence abides by the principle that the College cannot consider itself to have achieved excellence unless all students and employees feel empowered to succeed, and there is equity in access, opportunity, and success.

**Inclusive Excellence articulates our unique identity**

Inclusive Excellence will increasingly become a distinguishing element of The College of St. Scholastica experience. It will come to reflect who we are and how we are experienced by students, employees and the broader community.

Inclusive Excellence is not a free-standing initiative to be treated as separate or distinct from other College planning and operational efforts. It is not additional work; it is the work. It needs to be embedded into all aspects of College operations. It must be a coordinated effort; systemic, deliberate and intentional.

View the [Statement on Inclusive Excellence](#).

View the [Inclusive Excellence Strategic Plan Summary](#).

**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 more than 4,000 men and women yearly and has more than 20,000 alumni. The 186-acre Duluth campus is on a ridge overlooking Lake Superior. Campus buildings include Tower Hall, the Science Center (including a chemistry wing that opened in 2013), 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. The College offers selected programs online and at additional locations in several communities within Minnesota, including Duluth's Health Science Campus, Brainerd, Rochester, St. Cloud and the Twin Cities. Adjoining the Duluth 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 as well as extracurricular and recreational activities. A 15:1 student-to-faculty 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 as a top-tier Midwest Regional University.

**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 of 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 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. 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 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.
Undergraduate Admissions Policy

I. General Policy for Admission

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.

II. First-Year Students

A. Application Procedure

i. Complete The College of St. Scholastica application for admission.
ii. Submit an official high school transcript.
iii. Submit ACT or SAT test scores or complete an essay
   1. ACT or SAT scores may be submitted via the transcript or sent separately.

B. Admission to the College

i. Admission to The College of St. Scholastica is granted to first-year students on the basis of both:
   1. Graduation from an accredited high school or its equivalent (GED average 75th percentile or above).
   2. High School Grade Point Average
   3. Rigor of high school curriculum in relation to the particular high school the student is attending
   4. ACT or SAT Score(s) or Essay

ii. Selected applicants with CNX scores of less than 64 may be considered for admission through the Special Status Admission process. A subcommittee of the Undergraduate Admissions Committee reviews completed applicant files.
   1. In addition to the previously submitted documents (application for admission, official high school transcript, and ACT or SAT test scores), students must complete:
      a. Required essay.
      b. Two (2) letters of recommendation.
      c. An interview with a Student Affairs staff member or their designee.
   2. The committee will also review:
      Specific high school course, grade trends, and rigor of academic curriculum
      College level course work completed through Dual Enrollment
      Participation in a leadership role; extracurriculars, captain, student governance, community service, faith community, and other personal enrichment activities etc.
      Contribution to the cultural, gender, age, economic, racial or geographic diversity of the student body
      Evidence of having overcome barriers to educational achievement
      Exceptional talent
      First generation college student
      Military service

iii. Students who are accepted through special status are required to participate in the Academic Plus Program, which is specifically designed to assist first-year students in acclimating to the rigors and expectations of college-level work.

3. If the initial Special Status Admission application is denied by the subcommittee, the student may appeal the decision. Upon appeal, the entire Undergraduate Admissions Committee will review the file.

C. Post Acceptance Requirements

i. Students accepted for admission to The College of St. Scholastica enroll by submitting a $200 enrollment deposit.
ii. Students attend an on-campus orientation and register for classes.
iii. Students submit housing contract or commuter request form.

III. Traditional Transfer Students
A transfer student is a student who has 12 or more transferable college credit hours (semester) from a regionally accredited institution. Acceptance to the College does not guarantee acceptance to a specific major. Students should contact the Office of Admissions early for specific information on their intended major or delivery format.

A. Application Procedure

- i. Complete The College of St. Scholastica application for admission.
- ii. Submit official college transcripts from all previous colleges
  - 1. An official transcript from their high school or a GED certificate is required if applicants have fewer than 24 transferable semester credit hours or 36 transferable quarter credit hours.

B. Admission to the College

- i. Admission to The College of St. Scholastica is granted on the following basis:
  - 1. The transfer students must be in good academic standing at all previous colleges, having a cumulative grade point average of at least 2.0 (C) on a 4.0 scale. After admission to the College, complete the Decision Response form.

C. Special Status Admission:

A transfer applicant who has not achieved a cumulative 2.0 GPA of all regionally accredited post-secondary institutions he or she has attended may apply for special status acceptance by completing and submitting the following.

- i. Completed College of St. Scholastica application for admission
- ii. Official college transcript from all institutions previously attended.
- iii. Applicant self-evaluation essay/form.
- iv. Two (2) recommendation forms from someone who knows you well (other than a friend or relative), such as a current or former professor/instructor, employer, supervisor, adviser, or counselor.
- v. An interview evaluation from an Academic Support Services staff member or their designee.

A subcommittee of the Undergraduate Admissions Committee reviews complete applicant files. Transfer applicants denied special status acceptance may reapply for transfer to CSS after taking a minimum of 12 additional transferable semester credit hours at a regionally accredited institution. The 12 semester credit hours must be courses preapproved by the CSS Advising Department and the applicant must achieve a minimum 2.0 cumulative GPA for those 12 credits. Remedial courses do not transfer to CSS.

IV. Accelerated and Online Students

A. Application Procedure

- i. Complete all steps outlined in the program specific checklist.
- ii. Request official college transcripts from all previous colleges.

B. Admission to the college

Admission to The College of St. Scholastica is granted on the following basis:

- The applicant must be in good academic standing, having a cumulative grade point average of at least 2.0 (C) or higher on a 4.0 scale at all regionally accredited post-secondary institutions he or she has attended. (Applicants without previous post-secondary enrollment are required to have graduated 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). After admission to the College, complete the Decision Response form.

C. Special Status Admission

An applicant who has not achieved a cumulative 2.0 GPA of all regionally accredited post-secondary institutions he or she has attended or who does not meet the established admission requirements may apply for special status acceptance by completing and submitting the following:

- i. Completed College of St. Scholastica application for admission
- ii. Official college transcript from all institutions previously attended.
- iii. Applicant self-evaluation essay/form.
- iv. Two (2) recommendation forms from someone who knows you well (other than a friend or relative), such as a current or former professor/instructor, employer, supervisor, adviser, or counselor.
- v. An interview evaluation from an Academic Support Services staff member or their designee.

A subcommittee of the Undergraduate Admissions Committee reviews complete applicant files. Applications and supporting documentation must be
submitted for review at least two weeks before the first day of classes of the term for which the student wishes to enroll. If accepted, the student must maintain a cumulative GPA of 2.0 on all credits attempted at the College upon completion of the initial term. If these conditions are not met, the student may be placed on probation.

V. 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.

A. Admission Requirements for First-Year and Traditional Transfer International Students

1. A completed College of St. Scholastica International Student application that includes a written essay.
2. Original or certified copies of all secondary and post-secondary course transcripts, in English or with English translation, WES or ECE evaluated. 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.
3. 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, with a minimum score of 6.5 required for admission.
4. A completed "Certification of Finances" form (included in the application packet) - with required additional documentation as listed. All documentation should be in English or with English translations showing evidence of adequate funds to cover one year's tuition and fees, room, board, health insurance and personal expenses.
5. An affidavit of support (USCIS Form I-134) for students with U.S. sponsors.
6. A complete health record including all immunizations, in English or with English translation.
7. A photocopy of the first page (name-page) of the student's passport that includes the applicant's photo.

B. Admission Requirements for Accelerated and Online International Students

1. A completed College of St. Scholastica Undergraduate Application form and specific departmental requirements.
2. If the applicant has international college credit, submit:
   1. ECE or WES Course-by-Course Evaluation: at applicant's expense, original sent from company, completed within two years of application.
   2. Certified or notarized copy of official transcript or verified transcript from ECE or WES.
   3. Certified or notarized copy of English translation of transcript. Note: International Baccalaureate transcripts HL 4&5 credits are accepted.
   4. If the applicant has no college credit, submit notarized/certified or original secondary school transcript:
      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.

C. Additional Requirements, Based on the Applicant's Citizenship/Visa Status

These materials must be received no later than 90 days before the beginning of the semester

1. Non-student visas (including H-1B):
   1. Notarized copy of visa or I-94.
   2. Notarized copy of passport, front and back.
2. Student visa (F or J visas only; St. Scholastica cannot accept M visas):
   1. Notarized copy of passport.
   2. A photocopy of the first page (name-page) of the student's passport that includes the applicant's photo.
3. J Visas (Sponsored) Must Also Submit
   1. Notarized copy of visa
   2. An affidavit of support (USCIS Form I-134) for students with U.S. sponsors: I-394, Affidavit of Support
   3. If the applicant's primary language is not English: 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, 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, with a minimum score of 6.5 required for admission;
   4. A completed "Certification of Finances" form, with certification from sponsor's bank or additional financial documentation, in English or with English translations showing evidence of adequate funds to cover one year's tuition.
5. A complete health record including all immunizations, in English or with an English translation.

D. International Applicants Living in Their Home country (Online Studies Only)

TOEFL score is optional but recommended if the applicant's primary language is not English to ensure success in the online program. 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, 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, with a minimum score of 6.5 required for admission.

E. All Other Visas

Please consult with your Admissions Counselor for guidelines and instruction.

F. Upon Acceptance

Make a minimum deposit of US $500, which will be credited toward fees and tuition. 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 Office of International Programs will issue the I-20 A-B form, allowing the student to apply for a visa to enter the U.S. Submit documentation of enrollment in a current private or national health insurance plan that is valid in the U.S, or enrollment in a St. Scholastica health insurance plan. (Not applicable to online studies).

VI. Early Entry Admission (Minnesota Postsecondary Enrollment Options program - PSEO)

The College of St. Scholastica participates in the Minnesota Postsecondary Enrollment Options program (PSEO). 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. PSEO applicants must apply for the program before May 1 for fall enrollment. 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 ranking 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 PSEO coordinator.
6. An interview with the PSEO coordinator.

VII. Non-Degree-Seeking Students

A person who is not interested in pursuing a degree at the College may take courses if he or she satisfies the College’s admission requirements and is properly registered in the class. A non-degree seeking student must complete a non-degree seeking application before registering for a course. This form is available in the Office of Admissions. 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.

VIII. College Credit Options

A. 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. To receive credit, a student must receive an Advanced Placement score of three, four or five.

B. 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.

C. Transferring Credit

- The College of St. Scholastica accepts transfer credit on the following basis:
  - i. Only courses with grades "C" and above will transfer.
  - ii. Transferred courses are not included in computing the St. Scholastica cumulative grade point average.
  - iii. 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. 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 programs and is recommended in appropriate publications of the American Council on Education.

IX. 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.

X. 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.

XI. 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 application is available through the Office of Admissions. Official transcripts of all coursework completed while absent from the College will be required as part of the readmission process.

A. Readmission to the College Under Academic Probation or Dismissal

- A student who left the College on academic probation or enforced withdrawal, must apply at least one month before 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 Undergraduate 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.

B. Returning Student 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 of 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.

XII. 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 or she will be dismissed from the College.

XIII. Lawful Permanent Residents of the United States of America
In addition to the standard application submissions, lawful permanent residents of the United States of America are required to submit the following:

- i. A notarized copy of green card (I-551) with application.
- ii. If I-551 is in pending status, a copy of Notice of Action (this may affect financial aid eligibility).
- iii. If the applicant has international college credit, submit:
  - 1. ECE or WES Course-by-Course Evaluation: at applicant's expense, original sent from company, completed within two years of application.
  - 2. Certified or notarized copy of official transcript or verified transcript from ECE or WES.
  - 3. Certified or notarized copy of English translation of transcript. Note: International Baccalaureate Transcripts HL 4&5 credits are accepted.

XIV. Criminal Background Checks

The College of St. Scholastica reserves the right to complete a criminal background check on any applicant it deems necessary. The College requires a criminal background check on prospective transfer students planning to enter the College who either; self-disclose a criminal record, have a break in academic history (excluding public or military service) or are entering an academic program requiring professional licensure. Applicants denied acceptance may appeal the decision to a College Review Panel.

A. Acceptance of Individuals with Criminal Records

- i. Applicants who have responded positively to the question on the application form: “Have you ever been convicted of, or plead guilty to, any felonies?” or, have a criminal record will be subject to the admission decisions of an Extraordinary Special Admission Committee.
- ii. All admissible undergraduate applicants who have been convicted of a felony will provide the Extraordinary Special Admissions Committee, on forms provided, the following information:
  - 1. Detailed information about the felony.
  - 3. Release of Information from all service providers requested.
- iii. Applicants will be notified by registered mail of the Committee's decision.
Campus Life

For information on Campus Life at The College of St. Scholastica, please visit:

http://www.css.edu/campuslife

Financial Aid

For full information on general eligibility, student rights and responsibilities, outside financial aid resources and Air Force ROTC scholarships, please visit:

- Traditional students: http://www.css.edu/FinAidUndergrad
- Extended Studies students: http://www.css.edu/AccFinAid

For full information on the refund policy, please visit:

http://www.css.edu/RefundPolicy

Tuition and Fees

- Traditional: http://www.css.edu/UndergradTuition
- Extended Campus: http://www.css.edu/AccTuition
Academic Overview

Academic overview

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 Programs of the College

All programs offered by The College of St. Scholastica are described in detail later in this catalog. Please use the link below to refine your search to certain programs, locations or formats.

Find your program: https://www2.css.edu/app/depts/academics/programfinder/index.cfm?Bachelors=yes

Degrees

The College of St. Scholastica awards the following degrees:

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

Academic Organization

The undergraduate majors and minors of the College are housed within six academic schools. Many programs also are offered in nontraditional formats on the Duluth campus, extended campuses across Minnesota and online.

- School of Arts and Letters
- School of Business and Technology
- School of Education
- School of Health Sciences
- School of Nursing
- School of Sciences
For Your Information

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 (excluding exceptions specified within the pledge).

**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 that 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.

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

Four-year pledge to students

St. Scholastica pledges that new students who enter the College as first-year undergraduate students and follow these guidelines will graduate in four years.

We make this pledge because we are committed to quality education, we have confidence in our advisement program and availability of course offerings and we desire to keep the College affordable to all students.

Requirements of the St. Scholastica Four-Year Pledge:

1. Complete an average of 16 credits counting toward graduation each semester (32 credits a year). You may use credit earned during the summer to meet the 32-credit-per-year requirement.
2. Maintain a minimum of a 2.0 cumulative grade point average and you attain the required grade in all courses in your intended major
3. Do not fail or withdraw from any course without making up the credits during this four-year period of time
4. Are formally accepted into your chosen major no later than the spring semester of your sophomore year, follow the course sequence in the advisor's manual and maintain that major's required academic progression and skills requirements

If you meet these requirements and still 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. A student exercising the pledge must apply for financial aid as he or she enters the fifth year.

Exceptions:
- If you are formally accepted into one major and change majors during the four-year period;
- If you elect additional majors, minors, or certificates that extend the course of study. In addition, this pledge does not apply to students in the chemistry middle/secondary education major, as the dual science and education requirements often extend the degree beyond four years;
- If you "stop out" for a semester due to personal, financial or other reasons; you are no longer covered by the pledge.
Academic Program

Academic program
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 of learning
- Intellectual and foundational skills
- Personal and social responsibility
- Integrative and applied learning

Degree Requirements
The following minimum College requirements must be met for the bachelor's degree:

1. Satisfactorily complete a minimum of 128 semester credits including:
   - Forty-two upper-division credits (numbered 3000 or above). A major program as stipulated by a department or advisor.
   - Achieve a minimum GPA of 2.0 in the major as well as an overall "C" average.
2. Fulfill the residence requirement:
   - The last 32 credits before graduation must be earned at The College of St. Scholastica.
   - A minimum of 16 credits must be earned in a major field at The College of St. Scholastica.
   - Cross-registered courses may count toward residence; CLEP and Portfolio Assessment credits must be earned before the final 32 credits.
3. Complete the general education requirements. Requirements for some majors are more stringent than these minimums.
4. The maximum number of physical education credits that can count toward graduation is 8.

Awarding of a Second CSS Bachelor's Degree
A second CSS bachelor's degree must be granted 12 months or more after the first degree. The new degree must include at least 32 unique credits. Otherwise, a second major is awarded.

Learning Outcomes for the 21st 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 of Learning
The College of St. Scholastica is committed to preparing students broadly for their responsibilities as skilled and ethical working professionals, as
engaged and informed citizens, and as individuals seeking to realize their full human potential. CSS students gain broad experience in liberal education, focused by engagement with meaningful questions, both contemporary and enduring. This occurs especially in the General Education Curriculum but also across other programs and experiences.

- **Scope:** Through study and engagement in the sciences and mathematics, social sciences, humanities, languages and the arts.

**Intellectual and Foundational Skills**

The College of St. Scholastica equips students with the intellectual and foundational skills that prepare them for responsible living and meaningful work. CSS students practice these skills extensively, throughout their experiences at the College, in the context of progressively more challenging problems, projects and standards for performance.

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

**Personal and Social Responsibility**

As a Catholic Benedictine institution, The College of St. Scholastica prepares students to live and work in a diverse world and to live in justice and peace, consistent with Catholic Social Teaching, which calls us to live simply, sustainably, and in solidarity with all people. Anchored through active involvement with diverse communities and practical challenges, CSS students take on ever-increasing levels of responsibility for thinking about diversity and for understanding how our individual identities impact relationships.

- Civic knowledge and engagement - local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

**Integrative and Applied Learning**

In majors, minors and other programs, students of The College of St. Scholastica direct a substantial portion of their effort toward excellence within a particular discipline. Additional ongoing experiences in the liberal arts and sciences prepares students for the challenges of the 21st century. CSS students demonstrate their application of knowledge, skills, and responsibilities to new settings and complex problems.

- Synthesis and advanced accomplishment across general and specialized studies

**General Education Program**

The General Education program at The College of St. Scholastica provides students a foundation in the liberal arts and sciences that is rooted in our Catholic Benedictine Heritage and cultivates a conscientious use of knowledge that prepares them for responsible living in a global community. 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.

**Veritas, St. Scholastica’s General Education Program**

In Latin, veritas means "truth."

At St. Scholastica, Veritas is also the name of our General Education Program, which has an essential role, together with the majors, in fulfilling the College's distinctive academic mission of liberal education in the Catholic Intellectual Tradition by emphasizing the search for truth across a breadth of disciplines.

**What is a liberal education?**

The Association of American Colleges & Universities defines liberal education as an "approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest."

In all Veritas courses students engage in the Personal and Social Responsibility values that inform a St. Scholastica education:

- Intercultural knowledge and competence
- Ethical reasoning and action
Civic knowledge and engagement

These skills are essential in preparing students for a life of career wellness and meaningful work.

Summary of Veritas

Among all of the Undergraduate College Learning Outcomes, Veritas emphasizes the Heritage, Personal & Social Responsibility, and Intellectual & Foundational Skills outcome areas, while accomplishing Scope of Learning via the program's breadth. The Veritas curriculum consists of three levels of courses:

Foundations courses, primarily at the 1000-level, introduce key values and skills of the curriculum. Aspects of the first-year experience, including Dignitas, first-year composition, and interpersonal communication, are included in the Foundations. Additional Foundations coursework in non-native languages (for traditional main campus students) and mathematics need not necessarily be taken in the first year.

Conceptions courses introduce Pathways of study at the 1000- and 2000-levels while focusing on at least one Personal & Social Responsibility value and at least four Intellectual & Foundational Skills.

Integrations courses continue to introduce new Pathways of study-they are not follow-up courses for content experts-but at the 3000-level, with faculty free to assume students have prior familiarity with the Personal & Social Responsibility values and Intellectual & Foundational Skills. Each of these courses, like Conceptions courses, advances students' thinking on at least one value and at least four of the skills. Integrations courses are upper-division with respect to students' competence in the values and skills, not with respect to the specialized content knowledge of the discipline. These courses need to be accessible, liberal education entries into the discipline, as there is no guarantee that students have prior coursework in that Pathway.

Students may transfer in much of the coursework of Veritas as appropriate; however, the minimum Veritas requirement for all CSS students is 8 credits. Traditional age incoming first year students who transfer in a large number of general education credits round out their general education experience at CSS by taking, at minimum, Dignitas, a Religious Studies course and an upper division Integrations course.

Foundations Courses

"Traditional" (main campus) students have 18-26 credits of Foundations requirements, depending on their non-native language status.

Dignitas 8 cr.
Interpersonal Communication 2 cr.
First-Year Composition 4 cr.
Mathematics 4 cr.
Language (Completion of 1112 at CSS or 3 years of high school language study or demonstration via exam or bilingual background.)

Foundations courses are typically 1000-level courses; however, mathematics courses in particular will likely span levels. While the non-native language and mathematics Foundations courses need not necessarily be taken in the first year, the Foundations as a whole are the basic building blocks of the Veritas curriculum and of students' learning. Equivalent college-level work may be transferred in for all of these requirements except Dignitas, which plays a formative role in the Veritas curriculum and at the College as a whole. Students who are coded as entering as "first-time freshmen" (regardless of their transfer credits) take two semesters of Dignitas. It is recommended that students who enter as "transfer students," such as extended and online students, take the 2-credit accelerated semester of Dignitas or programs that provide a 0-credit option that introduces students to the key elements of a CSS education. Students without college-level credit in mathematics will take a course appropriate for their current level of understanding, according to the placement policies of the Mathematics and other departments.

Main campus students not exempt from the non-native language requirement may start a new language or continue a high school language at their current level until they have completed a course numbered at least 1112.

Conceptions and Integrations Courses

All students have 32 credits of requirements (combined) at the Conceptions and Integrations levels. These requirements are distributed in several different ways:

- There must be four credits in each of the seven Pathways, plus four more credits in any Pathway(s), including the "Open" Pathway.
- There must be at least 16 credits at the Conceptions level.
- There must be at least eight credits at the Integrations level.

The distribution of coursework across Pathways assures breadth in students' education, but the unifying themes of the Personal & Social Responsibility values and Intellectual and Foundational Skills assure coherence in that education.

Conceptions courses are lower-division, 1000- or 2000-level courses. Every Conceptions course will introduce students to a Pathway, engage them in a Personal & Social Responsibility value, and build at least four of the Intellectual & Foundational Skills.

Integrations courses are upper-division, 3000-level courses, but are still liberal education experiences accessible to non-majors. Every Integrations
course will introduce students to a Pathway, build upon their engagement with the Personal & Social Responsibility values, continue to develop their Intellectual & Foundational Skills, and in particular, develop the Written Communication skill. Integrations courses are intended to be writing intensive.

**Conceptions & Integrations Disciplinary Pathways**

**Social Sciences**
The Social Sciences study 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.

**History**
History is an interdisciplinary study that reflects upon and analyzes human experience, paying particular attention to change over time. It focuses on the ways people 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.

**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.

**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 experience 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.

**Theology and Religious Studies**
The study of theology and religion involves the academic exploration of our relationship with God and the nature and role of religion. Courses examine beliefs, rituals, ethics, sacred writings, spiritualities, and the meaning and application of faith in students' lives. Most courses reflect the Christian tradition or the Benedictine Catholic heritage. Consistent with an ecumenical and interfaith perspective, courses are often in dialogue with Protestant Christianity, Judaism and other faiths. Particular courses focus on the traditions and theologies of other world religions.

**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.

**Natural Sciences**
The natural sciences attempt to discover principles or laws, which explain life and the physical universe through iterations of observation, formulation of hypotheses, experimentation and/or further data collection, and development of theory. Scientific discoveries enable humans to understand and explain the universe, to appreciate the beauty of its complex interconnectedness, and to exercise stewardship over its resources. Students who take natural science courses are better able to understand the scope of scientific endeavor, its limits, how science has shaped the modern world, and both the scientific and technological issues society faces.

**Open**
The "Open" Pathway allows for course offerings that are uniquely designed outside of the seven disciplinary Pathways. When students are choosing a course for their "Open" Pathway, the four credits that can be taken in any of the Pathways to bring a student's total Conceptions/Integrations credits to 32. This allows for courses that are highly interdisciplinary or that otherwise do not fit easily into discipline-specific Pathways to still address liberal education goals.

**Disciplinary Concentration**
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 under Curriculum.

**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

The College of St. Scholastica is dedicated to helping students become more responsible members of their communities, extending to the global community. St. Scholastica has a tradition of study and service abroad that goes back more than 30 years to our first program in Ireland. Students at St. Scholastica are sure to find a study-abroad or service-learning program through the many available options, including College-sponsored courses, programs at universities affiliated with the College and independent programs. Additional details about specific programs can be found here: [http://css.edu/academics/study-abroad.html](http://css.edu/academics/study-abroad.html).

Types of Experiences

- **St. Scholastica Faculty-led:** a St. Scholastica professor or instructor leads a group of students abroad.

- **Consortium and Exchange:** St. Scholastica and the school abroad sign an agreement regarding curriculum, financial aid and scholarships. Current examples include: HECUA and the Irish American Scholars Program.

- **Outside programs:** Any program not directly associated with St. Scholastica. This can be a program from another school, a program from one of our many providers, or a study-abroad opportunity through another college or university found by the student. 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 [http://css.edu/academics/study-abroad.html](http://css.edu/academics/study-abroad.html).

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 students. St. Scholastica financial aid travels with students in semester programs. More information can be found at [www.hecua.org](http://www.hecua.org).

Which semester should I travel?

Deciding when to study abroad is different for everyone. Some majors are more flexible than others, so it's important to talk with an academic advisor about the best time for studying abroad. If a semester or year program is not possible for your schedule, take advantage of a program departing during winter or summer break. The key is to plan early!

How financial aid works:

Students who choose a St. Scholastica faculty-led, a consortium, or an exchange program will, in most cases, be able to apply any institutional aid such as scholarships or grants. Students who choose an outside program will not be able to use institutional aid but will be able to use any applicable federal or state aid, outside scholarships and student loans to pay for study-abroad programs.

Credit transfer:

Credit for courses taken abroad will be evaluated and transferred back to St. Scholastica. For faculty-led programs, credit transfer is automatic. For consortiums, exchanges and outside programs, the credit will be reviewed and applied to the student's transcript.

Getting started:

1. Decide where you want to go. Research study-abroad options through the CSS Study Abroad website, or through external study-abroad providers.

2. Learn more about each program. For St. Scholastica study-abroad programs, see the faculty program advisor or contact the program provider (for external programs).

3. Find out how this will affect your financial aid. Make an appointment with Financial Aid to determine your budget and how your loans and scholarships will apply to study abroad.

Belize
Nursing students have the opportunity to participate in this service-learning elective. Students, through intensive experience applying principles of civic engagement and nursing knowledge, gain understanding of cultural differences and similarities between people of different cultures. Students use their skills and knowledge to help bring solutions to community-identified problems.

**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 often have the option of studying in China during the winter break in a program covering Chinese economics, government, language and history. All majors are welcome to participate.

**England**

Students study in London on a three-week May program, led and taught by St. Scholastica faculty members every other year. With a focus on literature and theatre, the "London Arts and Culture" itinerary exposes students to the vibrant cultural history of London and includes multiple theatre performances, workshops, museums, and historical sites. A three-day excursion to the cities of Bath and Stratford-upon-Avon is also included. Students may choose CTA 3950 (2 cr.) that includes only the May experience or ENG 3950/HON 3950 (4 cr.) that combines a spring semester literature course with the May experience.

**Ireland**

The College sponsors an Ireland program during each spring semester. 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 who participate in a given semester.

**Italy**

The Theology and Religious Studies Department offers a two-part course focused on the study of Christian art, culminating in a trip to Rome, Italy. Students participate in a semester-long study of the arts in the Christian Tradition (TRS 2120 - The Christian Faith in Art) before traveling as a class to Rome, a city internationally known for its historic artistry as well as its significance in the Christian tradition. The city is used as the classroom, giving students a chance to examine religion and faith as expressed in a wide variety of art, as well as a number of historical religious locales including St. Peter's. The trip to Rome is dependent upon the number of registered students.

**Mexico**

The College offers an intensive 10-credit, six-week service-learning education-abroad summer program in Cuernavaca, Mexico, called Cuernavaca Quest. This exciting program combines academic work and experiential education focusing on social justice issues. It promotes personal transformation through the integration of knowledge, action and reflection. Students and faculty live and study at Quest Mexico. This center is dedicated to educating students about social justice issues and the life of the poor in Mexico. Students study Spanish at a local language school and learn about Mexico from Quest Mexico staff, community leaders and activists. St. Scholastica faculty teach a course on Mexican history, culture, and society. The final two weeks of the program are spent in a service-learning internship in the community. Students must be at the sophomore level and have completed the equivalent of two semesters of college-level Spanish to participate in the program. All credits earned in the Cuernavaca Quest program count toward a major or minor in Spanish.

**Morocco**

The College sponsors a winter break program in Morocco providing undergraduate students the opportunity to research marketing practices in a global setting. This course applies contemporary marketing theory to marketing functions within the ultra-fragmented distribution channels of Morocco. Students conduct research on a variety of businesses to illustrate how contemporary marketing principles apply in an environment that still, to this modern day, uses the trading principles of the 18th century while at the same time competing in the modern global marketplace.

**Russia**

The College of St. Scholastica conducts a series of summer language camps in cooperation with Petrozavodsk State University in Petrozavodsk, Duluth's sister city in Russia, and Saint Martin's University in Washington. Russian language camps intended for American students of Russian are held every other year in May and June in Petrozavodsk. An integral part of St. Scholastica's and Saint Martin's Russian Language Programs, the camps are open to any interested student. Language classes are taught at the beginner through advanced-intermediate level by Petrozavodsk State University faculty. The Russian camps also include many cultural and recreational activities as well as extended visits to St. Petersburg and Moscow. 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 every other summer to spend a few weeks on a service-learning program to Tanzania. In a required course the previous semester, students are introduced to the history, culture, and sociopolitical situation in Tanzania, along with some basic Swahili instruction and safe travel procedures. Students continue to examine and reflect upon concepts of culture, cultural competence, global development, equity and social justice issues while traveling. Particular focus is given to a critical examination of one's personal and professional values in light of the Benedictine values that are also embraced by our hosts - the Benedictine Sisters of the Monastery of St. Agnes in Tanzania. Service-learning projects are matched to the skills and interests of the student and faculty participants to work with the needs of the rural peoples that the Tanzanian Sisters serve. All participants assist in gathering and carrying medical and teaching supplies for the monasteries that we visit.

**Honors program**

The Honors Program at The College of St. Scholastica prepares civic scholars committed to the pursuit of knowledge that leads to ethical action in their communities and beyond. The program's small, discussion-based seminars can fulfill Veritas requirements as designated by the instructor. Prospective students who meet two of the following criteria qualify to request an interview with the Honors Director for admission to the program: rank in the top 15 percent of high-school class, high-school GPA of 3.5 or above, and ACT score of 26.

**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. Credit 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 programs and is recommended by the American Council of Education (ACE).

**Portfolio Assessment**

Students who wish to document prior learning through Portfolio Assessment begin the process by participating in an online PLA orientation that helps them decide if this program will be useful. In the online PLA orientation, students identify their college-level learning experiences. The online PLA orientation facilitator guides students through the process. After completing the PLA orientation, the student will document their equivalent learning in a portfolio that will be reviewed by faculty members. To register for the online PLA orientation, 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 degree-seeking traditional undergraduate students at St. Scholastica may enroll for up to two courses per semester at two other local universities without payment of additional tuition if the total number of credits does not exceed 18 credits. Such enrollment, called cross-registration, is available at the University of Minnesota-Duluth and the University of Wisconsin-Superior. The College of St. Scholastica does not open online courses to cross-registration.

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. In addition, students are responsible for payments to the host institution for course fees. The host institution reserves the right to withhold grades if payments for course fees are not received. The grade earned at the cross-registered institution counts in your St. Scholastica GPA.

Complete details of the program are available in OneStop. 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 for traditional students or for non-traditional and graduate students 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 Policies and Procedures**

**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 to be classified as full time for state financial aid purposes.

A student's undergraduate enrollment status is based upon the number of credits as indicated below. These credits are used for deferment reporting and financial aid.

- Full time: 12 or more credits
- 3/4 time: 9-11 credits
- 1/2 time: 6-8 credits
- Less than 1/2 time: 5 or fewer credits

**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.

**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.

**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 OneStop Student Services 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-  .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) before registration, to obtain signatures of approval from both the advisor and from the chairperson 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 also may 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 3.90 or above graduates with highest honors (summa cum laude). A student whose cumulative grade point average is between 3.70 and 3.90 graduates with great honors (magna cum laude). A student whose cumulative grade point average is between 3.50 and 3.70 graduates with honors (cum laude). A minimum of 48 St. Scholastica credits is required to graduate with honors, with great honors or with highest honors; all 48 must be graded credits. A Dean's List of full-time students achieving a 3.75 grade point average is published each semester.

Honors will be determined one 8-week term prior to the Commencement ceremony for display in the Commencement program.

**Satisfactory academic progress**

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 67 percent.

Sophomores, juniors and seniors: a cumulative GPA of 2.0 at the end of each semester; completion ratio of 67 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 extracurricular 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 that 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.

**Graduate placement report**

Alumni are surveyed through the Destination Survey six months after graduation to gain information on post-graduate activities. Following is a 10 year summary of those results.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL GRADS</th>
<th>RESPONDED (%)</th>
<th>EMPLOYED* (%)</th>
<th>CONT EDU (%)</th>
<th>GRAD (%)</th>
<th>TOTAL EMPLOY/ (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>615</td>
<td>296</td>
<td>48</td>
<td>211</td>
<td>71.3</td>
<td>27.4</td>
</tr>
<tr>
<td>2008</td>
<td>676</td>
<td>349</td>
<td>52</td>
<td>244</td>
<td>69.9</td>
<td>26.9</td>
</tr>
<tr>
<td>2009</td>
<td>551</td>
<td>314</td>
<td>57</td>
<td>214</td>
<td>68.2</td>
<td>28.7</td>
</tr>
<tr>
<td>2010</td>
<td>642</td>
<td>279</td>
<td>44</td>
<td>153</td>
<td>54.8</td>
<td>41.2</td>
</tr>
<tr>
<td>2011</td>
<td>743</td>
<td>388</td>
<td>52</td>
<td>288</td>
<td>74.2</td>
<td>20.1</td>
</tr>
<tr>
<td>2012</td>
<td>769</td>
<td>509</td>
<td>66</td>
<td>392</td>
<td>77</td>
<td>19.8</td>
</tr>
<tr>
<td>2013</td>
<td>755</td>
<td>625</td>
<td>83</td>
<td>484</td>
<td>77</td>
<td>20</td>
</tr>
<tr>
<td>2014</td>
<td>761</td>
<td>574</td>
<td>75</td>
<td>437</td>
<td>76</td>
<td>21</td>
</tr>
<tr>
<td>2015</td>
<td>840</td>
<td>606</td>
<td>72</td>
<td>486</td>
<td>80</td>
<td>19</td>
</tr>
<tr>
<td>2016</td>
<td>843</td>
<td>528</td>
<td>62</td>
<td>412</td>
<td>78</td>
<td>18</td>
</tr>
</tbody>
</table>

*Employed full or part, military, post college volunteering

**Academic honesty policy**

Academic honesty and integrity are highly valued in our campus community. Academic honesty directly concerns ethical behaviors that 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**

Because 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


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.

Registration

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.

Repeated courses

Unless there are extenuating circumstances, an undergraduate 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 undergraduate or graduate 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.

Changing Registration

Students may change registration with the following stipulations noted below. For registration purposes, each week following the drop period begins on a Monday regardless of holidays and other breaks. All student requests that are initiated on a Monday will move forward to the next week. If a student communicates a request to drop or withdraw and it is after hours, or on the weekend, we will honor the date and time that the email and/or voicemail was received. Enrollment certifications and tuition refunds are based upon registering for course(es) and the withdrawal form.

Courses Following the Accelerated Calendar (partial academic term; 7-8 weeks in length)

Add a course

Adds are allowed until the end of the first week, except under extenuating circumstances. After the third day of a term, signatures are required by the instructor and advisor.

Drop a course

Drops are allowed during the first week of a term. After the third day of a term, signatures are required by the instructor and advisor. The date the student requests the course drop is the official date used in registration. Confirmation of last date of attendance must be supplied by the course instructor. A dropped course will not be officially entered on the students' record, including the student's transcript.

Withdraw from a course

Course withdrawals are allowed during weeks 2 through 5 of a term. The date the student requests the course withdrawal is the official date used in registration. Confirmation of last date of attendance must be supplied by the course instructor. A grade of W will be officially entered on the students’
Registration Appeal

Beginning on week 6 of a term, no drops or course withdrawals are permitted unless there are circumstances beyond the control of the student that prevented an earlier, timely drop or withdrawal. See Registration Appeal section of Changing Registration Policy for details.

Drop or withdrawal from a course after the close of the academic year in which the course was held

Under no circumstances.

Drop for Non-Attendance

Students who are registered for a course but who do not attend the course by the end of week 1 may be administratively dropped from the course. Instructor confirmation that the student never attended is required.

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.

Courses Following the Traditional Calendar (full academic semester; 16 weeks in length)

Add a course

Adds are allowed until the end of the second week, except under extenuating circumstances. After the third day of a term, signatures are required by the instructor and advisor or professional advisor.

Drop a course

Drops are allowed during the first two weeks of a semester. After the third day of a term, signatures are required by the instructor and advisor. The date the student requests the course drop is the official date used in registration. Confirmation of last date of attendance must be supplied by the course instructor. A dropped course will not be officially entered on the students’ record, including the student’s transcript.

Withdraw from a course

Course withdrawals are allowed during weeks 3 through 9 of a semester. The date the student requests the course withdrawal is the official date used in registration. Confirmation of last date of attendance must be supplied by the course instructor. A grade of W will be officially entered on the students’ record, including the student’s transcript.

Registration Appeal

Beginning on week 10 of a semester, no drops or course withdrawals are permitted unless there are circumstances beyond the control of the student that prevented an earlier, timely drop or withdrawal. See Registration Appeal section of Changing Registration Policy for details.

Drop or withdrawal from a course after the close of the academic year in which the course was held

Under no circumstances.

Drop for Non-Attendance

Students who are registered for a course but who do not attend the course by the end of week 2 may be administratively dropped from the course. Instructor confirmation that the student never attended is required.

Registration Appeal

Appeals for course drops or course withdrawals that are received after the published last day to drop or withdraw are considered for the current academic year only, with the exception of summer where the last date to appeal is extended beyond the current academic year but no later than September 15. Appeals will only be considered under the following circumstances.

Institutional error (specific written documentation required).
Medical circumstances (specific written documentation required).
Family emergency (specific written documentation required).
Unusual circumstances (specific written documentation required).

A registration appeal must include confirmation of last date of attendance supplied by the course instructor. Each request will be submitted to the Registrar for evaluation by a Registration Appeals Committee, including the Vice President for Student Affairs. All decisions of the Registration Appeals Committee are final.

The forms, available in both electronic and paper format, used to drop a course, withdraw from a course, or add courses are available through OneStop Student Services.

College Withdrawal and Stop-Out policy
Any student who withdraws or stops-out from the College during the course of the academic year must communicate with the students' advisor or a professional academic advisor to complete the official college withdrawal or stop-out process. A student is legally registered until the official withdrawal or stop-out process is completed or the student completes the period of registration.

For registration purposes, each week following the drop period begins on a Monday regardless of holidays and other breaks. All student requests that are initiated on a Monday will move forward to the next week. If a student communicates a request to withdraw or stop-out and it is after hours, or on the weekend, we will honor the date and time that the email and/or voicemail was received. From the first day of classes until the Monday of the ninth week of the full academic semester or the Monday of the fifth week of the partial academic term, withdrawals and subsequent refunds follow the Changing Registration Policy. A student who has left the College while in good academic and financial standing may re-enter at any time by simply following the designated readmission and registration procedures.

The forms, available in electronic format, used for college withdrawal and stop-out are available through OneStop Student Services.

**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.

**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 that contain information directly related to themselves that 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 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 that 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 before 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.
Art

In the modern world we are constantly bombarded by visual stimuli; Art courses offer the chance to reflect on, respond to and create those stimuli. 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 core of the art program centers in art foundations and research, grounded in the Benedictine Values, and rooted in the process of inquiry and creative expression.

The art major prepares the student to develop a clear personal expression as a visual artist in a chosen medium and/or for future paths in the broad field of art-related professions. Upon graduation, students will demonstrate mastery of technical skills and the ability to evaluate and critique their own work, as well as the work of other artists and the vast visual culture surrounding us.

Program director: Sarah Brokke Erickson, MFA

Art major

The 46-credit major consists of 16 credits in foundation courses (ART 1120, 1124, 1126, 4444 and 4577) and 30 credits in one of five areas of concentration: Painting/Drawing, Photography, Film/New Media, Design, and Studio Art. Students are able to carry up to two areas of concentration, and could be considered a double concentration within the major. Additionally, there are other credits available for electives beyond the 46 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.
4. Employ an understanding of history and theory to evaluate artwork.
5. Demonstrate professional practices.

Art minor

The art minor requires 20 credits, including 14 core credits - ART 1105, 1120, 1124 or 1126 or 2221, 4477 - and six credits of art electives at the 2000-4000 credit level. Students can choose either a general art minor, or have the ability to have a minor with an emphasis in any of the major tracks. An art minor is a good complement to any major in any field.
Courses

ART 1105 - Introduction to Art (Conceptions: VCFA - Fine Arts) - 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 1107 - Photography I (Conceptions: VCFA - Fine Arts) - 4 cr.
Introduces 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.
Crosslist Course: CTA 1107

ART 1120 - Drawing I (Conceptions: VCFA - Fine Arts) - 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.

ART 1124 - Design I (Conceptions: VCFA - Fine Arts) - 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.

ART 1126 - Modern Art History (Conceptions: VCFA - Fine Arts) - 4 cr.
Examines works of art produced during the 20th century, starting in 1870 with the art of the Impressionists. Focus on analyzing 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 1777 - Topics in Art - 0-4 cr.
Courses not a part of the regular curriculum but taught because of a special need, interest or opportunity.

ART 2041 - 2D Digital Design - 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.
Crosslist Courses: CIS 2041, CTA 2041

ART 2121 - Painting I (Conceptions: VCFA - Fine Arts) - 4 cr.
Explores painting both as a practical application of a tool for Art-making as well as addressing its historical applications as an art form. Examines color, form, composition, and expression, enables further personal expression with paint.

ART 2122 - Color Theory (Conceptions: VCFA - Fine Arts) - 2 cr.
Trains 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.

ART 2125 - Printmaking - 2 cr.
Introduces 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.

ART 2201 - The Film as Art - 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.
Crosslist Course: CTA 2201
ART 2204 - American Indian Art & Music - 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.

**Crosslist Courses:** INS 2204, NAS 2204

ART 2207 - Photography II - 4 cr.
Explores 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 Courses:** ART 1107, 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.

**Prerequisite Course:** ART 1120

ART 2221 - Painting II - 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.

**Prerequisite Course:** ART 2121

ART 2307 - Digital Photography (Conceptions: VCFA - Fine Arts) - 4 cr.
Introduces 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.

**Crosslist Course:** CTA 2307

ART 2420 - Beginning Life Drawing (Conceptions: VCFA - Fine Arts) - 2 cr.
Develops basic skills in observational life drawing, through studying and learning to draw the human skeleton, the muscular structure, and physical model.

ART 2777 - Topics in Art - 0-4 cr.
Courses not a part of the regular curriculum but taught because of a special need, interest or opportunity.

ART 3000 - Beauty & Death: Sublime Aesthetics (Integrations: VIPH - Philosophy) - 4 cr.
Beauty & Death surveys different aesthetic theories of the sublime throughout the history of philosophy. Sublime experiences, whether found in nature or art are traditionally considered the most intense of all possible aesthetic feelings. Whereas beauty promotes notions of formal unity harmonizing within limits, the sublime contemplates chaos, death, and feelings that overwhelm the human imagination. The resulting affect has been at times called a feeling of ‘negative pleasure’ where feelings of beauty and horror become inextricably entangled. As an aesthetic concept the sublime has changed drastically in meaning from classical Greek thought to Enlightenment philosophy and its contemporary rebirth in postmodern aesthetics. However, what all these theories have in common is a focused attention placed on the problem of contemplating the unknown. Thus, in relation to art, nature, and perception the primary aesthetic question of the sublime is deeply involved with dilemma of how to ‘present the unpresentable.’ Readings of primary texts will be supplemented by illustrative paintings, music, poetry, fiction, secondary literature, and weekly screenings of films that both correspond and clarify each week’s readings.

**Crosslist Courses:** CTA 3000, PHL 3000

ART 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 Courses:** ART 2041, CIS 2041, CTA 2041

**Crosslist Courses:** CIS 3041, CTA 3041
ART 3126 - 19th and 20th Century British and Irish Art History (Integrations: VIFA - Fine Arts) - 4 cr.
Focus on artwork created over the 19th and 20th centuries in both Ireland and Great Britain, this course will investigate the history, identity, political and geographic resonance of the people and their cultures. In particular, we will examine political murals created in Northern Ireland, the work of Existentialist figurative painter Francis Bacon, and the evolution of British Art from the Pre-Raphaelites to Modern Sculptors Henry Moore and Barbara Hepworth, through lectures, reading and site-specific engagement.

ART 3241 - Graphic Design - 4 cr.
Applies 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, visual identity systems and integration of concepts with visual elements.
Crosslist Courses: CIS 3241, CTA 3241

ART 3301 - Film Topics - 4 cr.
Film Topics engages a changing variety of advanced issues of cinematic representation and genre discussion in Film Studies at an Upper Division level with a Writing Intensive focus. Topics change annually, but course requirements remain the same. Readings are advanced and students write about films, meetings, proposals, draft revisions and an in-class writing workshop. The goal is to engage advanced topics in Film Studies through writings and discussions linking film form and content. The ethics of representation is a key focus of discussion along with formal analysis of 'how' identities are aesthetically represented.
Crosslist Course: CTA 3301

ART 3321 - Advanced Painting - 2-6 cr.
Provides a sequence of conceptual painting problems based upon modern and contemporary artistic practices as well as historical applications. Engages specific topics in painting, defines personal voice and develops an informed individual aesthetic. Course can be taken for 2-6 credits and/or repeated for a total not exceeding six credits.
Prerequisite Course: ART 2221

ART 3327 - Color & Landscape Photography - 4 cr.
Studies color photographic aesthetics and theory; these principles are then applied to the practice and technique of landscape photography. Digital SLR cameras are required and are provided by the school.
Crosslist Course: CTA 3327

ART 3420 - Advanced Drawing - 2-6 cr.
Develops a greater level of conceptual knowledge and technical skill, through drawing utilizing observation, portraiture and experimentation with a variety of mediums and techniques. Enhances depth of knowledge through critical readings, demonstrations, visiting artists, and/or visits to contemporary art exhibitions. Course can be taken for 2-6 credits and/or repeated for a total not exceeding six credits.
Prerequisite Course: ART 2320

ART 3777 - Topics in Art - 0-8 cr.
Courses not a part of the regular curriculum but taught because of a special need, interest or opportunity.

ART 3999 - Independent Study - 0-4 cr.
Independent study.

ART 4126 - Art Theory (Integrations: VIFA - Fine Arts) - 4 cr.
Explores the shifting relevance of Art in contemporary society, through readings, discussions and guest speakers. Examines the context in which current critics and theorists work, explores analytic philosophy, structuralism, post-structuralism, epistemology and post-colonial studies.

ART 4220 - Great Filmakers - 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 artists insofar as they establish consistent artistic signatures as authors of films while successfully working within the restrictions of the film industry.
Crosslist Course: CTA 4220

ART 4420 - Advanced Figure Studies - 2 cr.
Enhances skills in observational life drawing. Emphasizes drawing the human figure efficiently, realistically, and expressively, eventually utilizing the figure for a personal means of expression. This two-credit course can be repeated up to three times.

Prerequisite Course: ART 2420

ART 4427 - Alternative Photography Method - 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.

Prerequisite Courses: ART 1107, CTA 1107
Crosslist Course: CTA 4427

ART 4444 - Professional Practices - 2 cr.
Focuses on building practical applications for Art Majors and Minors. Includes the creation of a professional website, resume, writing samples specifically focused on grants, graduate school applications and artist statements. Visits to galleries, studios, design houses, and museums will form the basis for discussions about contemporary art and for critical writing assignments. Explores the transition from student to professional; employment; networking; gallery contracts; grant applications; graduate school options; trends in contemporary art.

ART 4477 - Art Minor Capstone Project - 2 cr.
Develop a body of work with personal interest for a group or solo exhibition.

ART 4555 - Internship - 1-8 cr.
Internship

ART 4577 - Art Major Capstone Project - 2 cr.
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 4777 - Topics in Art - 1-8 cr.
Courses not a part of the regular curriculum but taught because of a special need, interest or opportunity.

ART 4999 - Independent Study - 1-6 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.

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 diverse areas is essential to successful structuring of these messages; e.g., language, rhetoric, culture, history, art, music, drama, technology and science. Communication is 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. The department offers a major in Communication with a concentration in one of four areas: Communication Studies, Film Studies, Media Studies, and Theatre Studies. The department also offers a minor in Art (please see separate listing under Art).

Five minors are offered: Communication, Art, Theatre, Media Studies and Photography.

Chair: Tammy Ostrander, 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 (26 core credits and an additional 20 concentration credits). The 26 core credits include: ENG 2105 Investigative Writing (B- required -- 2 credits), CTA 1114 Media Literacy, CTA 2200 Presentation and Impact, 2240 Intercultural Communication (or approved study-abroad experience), CTA 3445 Argumentation, and two of the following three courses - CTA 4414 Media Criticism, CTA 4417 Media Law and Ethics or CTA 4445 Persuasion. Additionally the major requires 20 concentration credits made up of specific courses and choices made in conjunction with the academic advisor. A minimum grade of "C" must be maintained in all required classes. A minor in another area is required.

**Admission to the Communications major (all concentrations)**

Students need to apply to the Communications 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. Application should be made in the sophomore year; students less than one calendar year from graduation will not be admitted. Students apply to the major by writing a brief essay, completing the application to the major/change of major form, printing a current unofficial transcript and then setting up a meeting with the department chair to submit all the materials. The department will admit students who write an excellent essay, exhibit appropriate behavior for a future professional, and who conform to the deadline.

**Communications 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).

**Communication minor**

Twenty credits are required for a minor including CTA 1114 Media Literacy, CTA 2240 Intercultural Communication, CTA 3445 Argumentation and two additional 4-credit CTA electives with at least one upper-division course. A minimum grade of "C" must be maintained in all required classes for this minor.

**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 is composed 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 with Film Studies concentration requires 46 credits (26 core credits and an additional 20 concentration credits). The 26 core credits include: ENG 2105 Investigative Writing (B- required -- 2 credits), CTA 1114 Media Literacy, CTA 2200 Presentation and Impact, 2240 Intercultural Communication (or approved study-abroad experience), CTA 3445 Argumentation, and two of the following three courses CTA - 4414 Media Criticism, CTA 4417 Media Law and Ethics or CTA 4445 Persuasion. Additionally the major requires 20 concentration credits that include: CTA 2201 Film as Art, CTA 3301 Film Genres, CTA 4220 Great Filmmakers, CTA 4599 Thesis Project/Portfolio and either CTA 2301 World Cinema OR CTA 2514 Digital Media Studio. A minimum grade of "C" must be maintained in all required classes. A minor in another area is required.

**Admission to the Communication major with Film Studies concentration**

Students need to apply to the Communication major with Film Studies concentration 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. Application should be made in the sophomore year; students less than one calendar year from graduation will not be admitted. Students apply to the major by writing a brief essay, completing the
application to the major/change of major form, printing a current unofficial transcript and then setting up a meeting with the department chair to submit all the materials. The department will admit students who write an excellent essay, exhibit appropriate behavior for a future professional, and who conform to the deadline.

**Film Studies concentration outcomes**

1. The Film Studies concentration 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 Film Studies concentration prepares students to create and critique persuasive arguments.
3. The Film Studies concentration 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 Film Studies concentration prepares students to interpret the rhetorical situation and respond accordingly in the exchange (be a good communicator).
5. Students who complete the film studies concentration would have an additional Communications 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.

**Communication major with Theatre Studies concentration**

Theatre Studies is a concentration in the Communication major and provides a basic foundation for students who have an interest in theatre and wish to pursue careers that incorporate theatre and communication. The undergraduate Theatre Studies program culminates in a B.A. degree in Communication with a concentration in Theatre Studies. The students enrolled in this program will be able to demonstrate a working knowledge of the principles and practices they will need to perform as topflight professional communicators. In addition to core courses within the major, students will take undergraduate coursework that consists of a variety of elective courses within the major. This exposure acquaints students with fundamental problems and issues they will encounter in their careers.

The Communication major with a Theatre Studies concentration requires 46 credits (26 core credits and an additional 20 concentration credits). The 26 core credits include: ENG 2105 Investigative Writing (B- required -- 2 credits), CTA 1114 Media Literacy, CTA 2200 Presentation and Impact, 2240 Intercultural Communication (or approved study-abroad experience), CTA 3445 Argumentation, and two of the following three courses - CTA 4414 Media Criticism, CTA 4417 Media Law and Ethics or CTA 4445 Persuasion. Additionally the major requires 20 concentration credits that include: EITHER CTA 2150 Acting for the Stage OR CTA 2250 Introduction to Stagecraft, AND CTA/ENG 3300 Theatre: Greek -- Elizabethan, CTA/ENG 3301 Theatre: Restoration -- 20th Century, and 8 more credits chosen with the approval of the academic advisor. A minimum grade of "C" must be maintained in all required classes. A minor in another area is required.

**Admission to the Communication major with Theatre Studies concentration**

Students need to apply to the Communication major with Theatre Studies concentration 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. Application should be made in the sophomore year; students less than one calendar year from graduation will not be admitted. Students apply to the major by writing a brief essay, completing the application to the major/change of major form, printing a current unofficial transcript and then setting up a meeting with the department chair to submit all the materials. The department will admit students who write an excellent essay, exhibit appropriate behavior for a future professional, and who conform to the deadline for application.

**Theatre Studies outcomes**

1. The Theatre Studies concentration 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 Theatre Studies concentration helps students develop a general understanding and appreciation of the major periods of theatre history and the major pieces of dramatic literature.
3. The Theatre Studies concentration helps students develop a sense of responsibility for their own performance as well as for the entire production.
4. The Theatre Studies concentration 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.
5. 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.

**Communication major with Media Studies concentration**
Media Studies is a concentration in the Communication major and provides a basic foundation for students who will work in a variety of settings. Students with this major go on to work in advertising, public relations, marketing, corporate training, broadcasting and any number of other vocations. 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 Communication major with Media Studies concentration requires 46 credits (26 core credits and an additional 20 concentration credits). The 26 core credits include: ENG 2105 Investigative Writing (B- required -- 2 credits), CTA 1114 Media Literacy, CTA 2200 Presentation and Impact, 2240 Intercultural Communication (or approved study-abroad experience), CTA 3445 Argumentation, and two of the following three courses - CTA 4414 Media Criticism, CTA 4417 Media Law and Ethics or CTA 4445 Persuasion. Additionally the major requires 20 concentration credits made up of specific courses and choices made in conjunction with the academic advisor. A minimum grade of "C" must be maintained in all required classes. A minor in another area is required.

Admission to the Media Studies concentration

Students need to apply to the Communication major with Media Studies concentration 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. Application should be made in the sophomore year; students less than one calendar year from graduation will not be admitted. Students apply to the major by writing a brief essay, completing the application to the major/change of major form, printing a current unofficial transcript and then setting up a meeting with the department chair to submit all the materials. The department will admit students who write an excellent essay, exhibit appropriate behavior for a future professional, and who conform to the deadline.

Media Studies outcomes

1. The Media Studies concentration 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 Media Studies concentration prepares students to create and critique persuasive arguments.
3. The Media Studies concentration 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 Media Studies concentration prepares students to infer potential outcomes of communication choices.

Media Studies minor

Twenty credits are required for a minor in Media Studies. Courses include 4 credits of CTA 1114 Media Literacy AND/OR CTA 2850 Media Theory and Research (must take one, can take both), 4 credits of CTA 3341 Media Production OR CTA 4414 Media Criticism OR CTA 4417 Mass Media Law and Ethics, and 0 to 4 credits CTA 4100 Media Practicum (Portfolio). Additionally a student must choose 12 elective credits (with the help of their advisor) from the following list of CTA courses: CTA 2214 Writing for Mass Media, CTA 2307 Digital Photography, CTA 2514 Digital Media Studio, CTA 2525 Media Race and Gender, CTA 3214 Newswriting and Reporting, CTA 3307 Photojournalism, and CTA 3999/CTA 4999 Independent and Directed Media Studies (must obtain instructor approval). A minimum grade of "C" must be maintained in all required 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 also has 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 studies majors, theatre minors, self-designed theatre majors, 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 20 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 technical 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.

**Courses**

**CTA 1014 - Writing for Mass Media - 4 cr.**
Introduces 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 (Foundations: VFIC - Interpersonal Comm) - 2 cr.**
Text, lecture, discussion and laboratory exercises emphasizing relationships, the self, perception, verbal communication, assertiveness and listening skills, nonverbal 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 1107 - Photography I (Conceptions: VCFA - Fine Arts) - 4 cr.**
Introduces 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.

**Crosslist Course:** ART 1107
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 (Conceptions: VCFA - Fine Arts) - 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 1777 - Topics in Communication - 1-4 cr.
Topics.

CTA 1999 - Independent Study - 0-4 cr.
Independent Study.

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.
Prerequisite Course: CTA 1114

CTA 2100 - Theatre Practicum (Conceptions: VCFA - Fine Arts) - 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 30 hours of work on the production.

CTA 2150 - Acting for the Stage (Conceptions: VCFA - Fine Arts) - 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 2201 - The Film as Art (Conceptions: VCFA - Fine Arts) - 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.
Crosslist Course: ART 2201

CTA 2205 - Performing Culture - 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 2207 - Photography II - 4 cr.
Explores 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.
Prerequisite Courses: ART 1107, CTA 1107

CTA 2214 - Writing for Mass Media - 4 cr.
Introduces students to 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: (Conceptions: VCFA - Fine Arts) - 4 cr.
A genre is a category. To define a genre is to identify a constellation of elements that when brought together in a certain way create a unique entity. This course will examine a specific film genre to identify its organizing principle.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTA 2240</td>
<td>Intercultural Communication</td>
<td>4 cr.</td>
<td>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.</td>
</tr>
<tr>
<td>CTA 2250</td>
<td>Introduction to Stagecraft</td>
<td>4 cr.</td>
<td>Introduces 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.</td>
</tr>
<tr>
<td>CTA 2260</td>
<td>Improvisation</td>
<td>2 cr.</td>
<td>Students will learn the art of improvisation through participatory lab experiences and independent research and observation.</td>
</tr>
<tr>
<td>CTA 2301</td>
<td>World Cinema (Conceptions: VCFA - Fine Arts)</td>
<td>4 cr.</td>
<td>World Cinema examines a wide variety of artistically acclaimed non-Hollywood films from around the world both through stylistic and cultural analysis. We will engage films in this course by situating them within particular artistic film movements and unique socio-historical contexts. We will examine the collaboration and collisions of art and politics through both classic and contemporary films. Movies will be screened in their native languages with English subtitles. Films will be viewed through the critical lens provided by interactive lecture/discussions, screenings, written work, and assigned readings. Crosslist Course: ART 2301</td>
</tr>
<tr>
<td>CTA 2307</td>
<td>Digital Photography (Conceptions: VCFA - Fine Arts)</td>
<td>4 cr.</td>
<td>Introduces 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. Crosslist Course: ART 2307</td>
</tr>
<tr>
<td>CTA 2514</td>
<td>Media Production: Studio</td>
<td>4 cr.</td>
<td>Introduces the basic concepts of postmodern media production and networking with an emphasis on creative digital media. The course provides an examination of past, present, and future trends in media production and the development of a postmodern digital media workflow. The latest trends and debates in the field of digital media are explored, including social networking and the latest methods of generating, editing, and syndicating various digital media (text, audio, video, and photo). Other topics include digital radio, iPods and podcasting, the growth of Google and YouTube, social network syndication, cable and Internet advertising. Students develop a working knowledge of practical principles that will be useful for a career in the electronic media, with an emphasis on creating new digital media content in a studio lab environment. Prerequisite: CTA 1014 or consent of instructor. Prerequisite Course: CTA 1014</td>
</tr>
<tr>
<td>CTA 2525</td>
<td>The Media, Race &amp; Gender (Conceptions: VCSS - Social Science)</td>
<td>4 cr.</td>
<td>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.</td>
</tr>
<tr>
<td>CTA 2777</td>
<td>Topics in Communication</td>
<td>0-4 cr.</td>
<td>Addresses special topics as student interest and faculty expertise warrant.</td>
</tr>
<tr>
<td>CTA 2850</td>
<td>Media Theory and Research</td>
<td>4 cr.</td>
<td>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. Prerequisite Course: CTA 1114</td>
</tr>
<tr>
<td>CTA 3000</td>
<td>Beauty &amp; Death: Sublime Aesthetics (Integrations: VIPH - Philosophy)</td>
<td>4 cr.</td>
<td>Beauty &amp; Death surveys different aesthetic theories of the sublime throughout the history of philosophy. Sublime experiences, whether found in nature or art are traditionally considered the most intense of all possible aesthetic feelings. Whereas beauty promotes notions of formal unity harmonizing within limits, the sublime contemplates chaos, death, and feelings that overwhelm the human imagination. The resulting affect has been at times called a feeling of 'negative pleasure' where feelings of beauty and horror become inextricably entangled. As an aesthetic concept the</td>
</tr>
</tbody>
</table>
sublime has changed drastically in meaning from classical Greek thought to Enlightenment philosophy and its contemporary rebirth in postmodern aesthetics. However, what all these theories have in common is a focused attention placed on the problem of contemplating the unknown. Thus, in relation to art, nature, and perception the primary aesthetic question of the sublime is deeply involved with dilemma of how to ‘present the unpresentable.’ Readings of primary texts will be supplemented by illustrative paintings, music, poetry, fiction, secondary literature, and weekly screenings of films that both correspond and clarify each week’s readings.

Crosslist Courses: ART 3000, PHL 3000

CTA 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.

Prerequisite Courses: ART 2041, CIS 2041, CTA 2041
Crosslist Courses: ART 3041, CIS 3041

CTA 3101 - Small Group Communication - 4 cr.
Explores communication processes within the context of the small group, emphasizing interpersonal relationships, group dynamics, leadership, and participant functions.

Prerequisite Course: CTA 1101

CTA 3141 - Online Journalism - 4 cr.
Provides an overview, based on the principles and practices of news for the Web, of online journalism and its technical foundations, examines the techniques of online journalism, considers issues that online journalists face.

Prerequisite Course: CTA 2214

CTA 3241 - Graphic Design - 4 cr.
Applies 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.

Crosslist Courses: ART 3241, CIS 3241

CTA 3301 - Film Topics (Integrations: VIFA - Fine Arts) - 4 cr.
Film Topics engages a changing variety of advanced issues of cinematic representation and genre discussion in Film Studies at an Upper Division level with a Writing Intensive focus. Topics change annually, but course requirements remain the same. Readings are advanced and students write about films, meetings, proposals, draft revisions and an in-class writing workshop. The goal is to engage advanced topics in Film Studies through writings and discussions linking film form and content. The ethics of representation is a key focus of discussion along with formal analysis of ‘how’ identities are aesthetically represented.

Crosslist Course: ART 3301

CTA 3307 - Photojournalism - 4 cr.
Emphasizes the principles and practices of photography for newspaper and magazine publication. Composition, newsworthiness, impact, as well as camera handling, exposure, lighting, darkroom techniques and digital photography will be covered.

Prerequisite Course: CTA 2214

CTA 3327 - Color & Landscape Photography (Conceptions: VCFA - Fine Arts) - 4 cr.
Studies color photographic aesthetics and theory; these principles are then applied to the practice and technique of landscape photography. Digital SLR cameras are required and are provided by the school.

Crosslist Course: ART 3327

CTA 3330 - Theatre: Greek - Elizabethan - 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.

Crosslist Course: ENG 3330

CTA 3331 - Theatre: Restoration-20th Cent - 4 cr.
Surveys 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.

Crosslist Course: ENG 3331

CTA 3445 - Argumentation (Integrations: VIOP - Open) - 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 3514 - Media Production: Field - 4 cr.
Research, writing and production of video and audio news stories, 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 Course: CTA 2514

CTA 3777 - Topics in Communication (Conceptions: VCFA - Fine Arts) - 1-4 cr.
Addresses special topics as student interest and faculty expertise warrant.

CTA 3950 - London Arts and Culture (Conceptions: VCFA - Fine Arts) - 2 cr.
Introduces students to British culture, specifically the city of London. Once the center of the British Empire and still one of the most significant cultural centers of Western Europe, London offers an exciting and artistically rich study and travel experience for students of all majors. This education abroad course will include three weeks in London and includes a three-day excursion to Stonehenge, Bath and Stratford-upon-Avon. CTA 3950 will provide students with the opportunity to learn about the rich tradition of theatre in London, and the itinerary will include eight performances at different venues, tours of theatres, and participation in at least two theatre workshops. Traveling with ENG 3950/HON 3950, both groups will have several shared cultural experiences including a Shakespeare walking tour, Globe Theatre tour, and various museum visits.

CTA 3999 - Independent Study - 1-8 cr.
Independent Study.

CTA 4041 - Web Design - 4 cr.
Explores 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.

Crosslist Course: CIS 4041

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 - Online Media Writing - 4 cr.
Learning advanced reporting techniques, news judgment and news gathering skills for feature writing, column writing and editorial writing in print and online 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. Includes the skills to use social networking and online publishing as a journalistic tool.

Prerequisite: CTA 2214 or consent of instructor.

Prerequisite Course: CTA 2214
CTA 4220 - Great Filmmakers (Integrations: VIFA - Fine Arts) - 4 cr.
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.

Crosslist Course: ART 4220

CTA 4250 - Design for the Theatre - 4 cr.
Introduces 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.
Studies 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.
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.
Applies 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 (Integrations: VIOP - Open) - 4 cr.
Studies 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 4420 - Film and Literature (Integrations: VIFA - Fine Arts, Integrations: VILI - Literature) - 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.

Crosslist Course: ENG 4420

CTA 4427 - Alternative Photography Method - 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.

Prerequisite Courses: ART 1107, CTA 1107

Crosslist Course: ART 4427

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.

Prerequisite Course: CTA 3445

CTA 4500 - Bluestone Ad Agency - 0-16 cr.
Students will gain interdisciplinary experience working for an advertising agency. Student teams will be matched with clients looking for social media marketing, website development, graphic design and other advertising needs. Students will be mentored by faculty and the CSS Marketing & College Communications office in order to successfully complete projects. Students will gain real world, practical knowledge in account management, client
relations and creative development.

Crosslist Course: MKT 4500

CTA 4555 - Internship - 1-16 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 - 1-12 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. Pre-requisite: At least one academic or production course in chosen area.

English Department

The English program fuses liberal arts and professional preparation to serve the needs of students and nurture a community of learners. We offer lively courses and a flexible program that helps students to discover talents and to develop valuable skills. The English faculty provides English majors with a critical understanding of literature, of the development of the English language, and of writing in professional and scholarly situations. Majors learn how to read a text critically and how to respond strategically in writing. In addition, majors learn that writing and reading are essential ways to explore history, culture, and the human condition.

Businesses, governmental organizations, and not-for-profit agencies expect employees to have strong analytical and communication skills. Accordingly, an English major helps a person to develop abilities that are integral to achieving a fulfilling professional and personal life. In addition to business, education, the arts, public relations, and governmental work, St. Scholastica English majors enter law school, a variety of graduate programs, and even medical school. They teach elementary, middle, and high school students. And, most importantly, they read and write.

Chair: Ryan Vine, MFA

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 six courses as follows: Introduction to English Studies (ENG 2000), one course from the genre sequence (ENG 2250, 2251, 2252), three courses from the period surveys (ENG 3310, 3311, 3320, 3321), and 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, the College’s Pre-Law advisor, and others.

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 before admission to the major. Students must have knowledge of traditional grammar terminology and its application before registering for student teaching.
Genre: *ENG 2000 (required) and any two courses from the Genre sequence: *ENG 2250, *2251, *2252.
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 take Introduction to English Studies (ENG 2000) and 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. Interested students should begin by taking the genre courses (ENG 2250, 2251, 2252); any of the British Literature or American Literature survey courses (ENG 3310, 3311, 3320, 3321) also would 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 from courses. 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 work
2. Demonstrate knowledge of the conventions of genres
3. Demonstrate ability to understand texts from a variety of perspectives
4. Demonstrate ability in writing to show due regard for audience
5. Demonstrate knowledge of grammar and mechanics and the conventions of standard English
6. Articulate understanding of the impact literary study has on his/her personal and professional life

**Courses**

**ENG 1110 - First Year Composition (Foundations: VFFC - First Year Comp) - 4 cr.**

Helps students build rhetorical knowledge, develop critical thinking skills, and practice writing processes. By doing so, students gain transferable knowledge and skills that they can apply to a wide range of fields, disciplines, and writing situations. Students can expect to practice some of the types of writing that they may encounter in their college careers, such as summaries, analysis papers, academic arguments, reviews, critiques, and papers built on research. English 1110 serves as a foundation for future writing practice within specific disciplines, where students will encounter different tasks, audiences, and purposes under the guidance of faculty from across the college.

**Corequisite Course:**

**ENG 1115 - Introduction to Literature - 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 - 4 cr.**

Explores 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 - Women's Voices (Conceptions: VCLI - Literature) - 4 cr.
Emphasizes the diversity of women's literary voices writing in English even as it is structured around their shared themes and purposes. From the medieval period to the present, readings include poems, short fiction, drama, nonfiction prose, and at least one novel.

ENG 1777 - Independent Study - 0-4 cr.
Topics.

ENG 2000 - Introduction to English Studies - 4 cr.
This seminar offers prospective or recently declared English majors and minors a singular opportunity for discussion with like-minded students. In this required, foundational course, you will be introduced to the skills that characterize literary studies: rigorous close reading of texts in different genres, a critical vocabulary for further work in the field, and familiarity with the major theoretical approaches to literature (New Historicism, feminist, and deconstructivist, for example) as well as the development of their practical applications. You will also learn and employ basic literary research tools. The English Department recommends that you enroll in this required gateway course as a freshman or sophomore. (Please note that this course does not fulfill any of the General Education Pathways.)

ENG 2105 - Investigative Writing - 2 cr.
Explores 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.

Prerequisite Course: ENG 1110

ENG 2210 - Ethnic Literature - 4 cr.
Introduces 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 2220 - Medieval and Renaissance Worlds in Literature (Conceptions: VCLI - Literature) - 4 cr.
Explores the 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.

Crosslist Course: MER 2220

ENG 2250 - Introduction to Poetry - 4 cr.
Explores the 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 - 4 cr.
Surveys celebrated prose fiction in a variety of cultural settings and idioms. Special attention is given to the forms and conventions of the novel and to the critical apparatus by which a reader may effectively analyze works of fiction. A typical reading list might include works by Austen, the Bronte sisters, Twain, Lawrence, Hurston, Orwell, Morrison, and Diaz.

ENG 2252 - Introduction to Drama - 4 cr.
Studies theory, forms and dramatic conventions of plays taken from Greek, medieval, Renaissance, neoclassical, modern and contemporary periods.

ENG 2255 - Contemporary Fiction - 4 cr.
Offers an introduction to the art form of fiction in all its lengths. We will read short shorts, short stories, novellas and novels and explore how writers express perceptions, emotions, values and visions of humanity and of the world we inhabit. This course aims to expand the student's knowledge of literature and the conventions of the short story, the novella and the novel as art forms; more importantly, it seeks to enhance the student's appreciation of literature.
ENG 2270 - Studies in Literature (Conceptions: VCLI - Literature) - 4 cr.
Studies selected genres such as the Bible, fantasy literature, science fiction, murder mysteries, and the Gothic novel.

ENG 2365 - British Romanticism (Conceptions: VCLI - Literature) - 4 cr.
Surveys literature of the British Romantic period from 1785-1832. Students practice close reading, critical thinking, and expository writing as they read and analyze a range of representative works. Political writing and memoir supplement examination of the defining poetry of the era. Issues include debates about religious and political freedom; perceptions of nature and environment; social transformations for men, women, and families; abolitionism, rights, and citizenship; colonialism; and imperial activity.

ENG 2390 - Regional Literature in English - 4 cr.
The Irish have long been noted for their verbal skills as storytellers and poets. In this course, we shall analyze and discuss a variety of Irish poetry and drama, concentrating on modern and contemporary authors. In particular, we shall discuss the literature within its nationalistic, historical, literary and cultural contexts. Further, we shall also be able to examine some literature, where appropriate, in its geographical context. Poets and playwrights include, among others, Swift, Synge, Yeats, O’Casey, Keane, Boland, Heaney, Friel.

ENG 2410 - Revolution and Resistance in Nineteenth-Century Poetry (Conceptions: VCLI - Literature) - 4 cr.
Examines selected readings in English language poetry of the nineteenth century. Focus on understanding and analysis of poems through writing and discussion emphasizing the transformative social upheavals, literary movements, poetic practices, and technological developments of the period.

ENG 2777 - Topics - 0-4 cr.
Explores topics.

ENG 3010 - Trauma and Recovery: Medicine and Literature (Integrations: VILI - Literature) - 4 cr.
A course in literature and narrative medicine. If we know that trauma cannot be told without a witness who encourages the tale by offering words and gestures of sympathy, and we also know that to bear witness to trauma is to share its burden. Disciplined objectivity and reducing the patient to his illness have traditionally protected clinicians in the health care fields from experiencing the trauma of “caring too much” for their patients. But practitioners in the Health Humanities argue for the recovery of humanity in health care. They argue that encouraging the stories of both patients and family members invites all sufferers to find meaning in their pain, and to work towards emotional, if not always physical, healing. The field of Health Humanities positions the literature classroom – with its emphasis upon close reading, attention to semiotics, analysis of gesture, the mending of fractured narratives, and the adoption of alien points of view – as a safe place to learn to listen to trauma. And, while reading literature enables students to practice authentic listening, reflective writing shared in groups enables students to make meaning from their own trauma and to begin this rich process of storytelling. In this course we will closely read and analyze the narratives of wounded patients, healers, and family witnesses while we write and share our thoughts.

Crosslist Course: HHU 3010

ENG 3300 - Creative Writ: Fict & Nonfict - 4 cr.
Explores 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 - 4 cr.
Explores the 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: Beg-1900 - 4 cr.
Surveys 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 - - 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., Marianne Moore, Plath, Wilbur and Rich. Novelists include Cather, Faulkner, Hemingway, Malamud, Walker, Morrison, 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 (Integrations: VILI - Literature) - 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 a variety of American short story writers, beginning in the 19th century and continuing into the present. Discussion will focus on themes, the contexts in which the stories were written, and story structure.

ENG 3320 - British Literature I - 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 - 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 3330 - Theatre: Greek - Elizabethan (Integrations: VIFA - Fine Arts, Integrations: VILI - Literature) - 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.

Crosslist Course: CTA 3330

ENG 3331 - Theatre: Restoration-20th Cent (Integrations: VIFA - Fine Arts, Integrations: VILI - Literature) - 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.

Crosslist Course: CTA 3331

ENG 3335 - Sexploitation in Jacobean Drama (Integrations: VILI - Literature) - 4 cr.
Explores the dramatic output of playwrights during the socially distinctive reign of King James I, hence the period's designation, Jacobean. This course will provide an in-depth examination of non-Shakespearean theatrical production in the seventeenth century, thus bridging the divide between studies of Shakespeare, later Restoration drama, and beyond.

ENG 3340 - American Novel - 4 cr.
Analyses and discusses 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 - 4 cr.
Analyses and discusses 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 3362 - Advanced Writing - 4 cr.
Explores 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. 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.

Prerequisite Course: ENG 1110

ENG 3364 - MGT Communications: Written (Integrations: VIOP - Open) - 4 cr.
Emphasizes 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.

Prerequisite Course: ENG 1110

ENG 3370 - Studies in Women's Literature ( Integrations: VILI - Literature ) - 2-4 cr.
Studies focused on, for example, marriage in women's fiction, mother-daughter literature, or Asian-American women writers.

ENG 3371 - Studies in World Lit - 4 cr.
Studies focused on, for example, post-colonial literature and Third-World literature written in English.

ENG 3390 - Irish Literature - 4 cr.
Analyses and discusses Irish literature and its cultural and nationalistic context. The course begins with mythology, folk tales and epic, 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 - 0-4 cr.
Explores topics.

ENG 3950 - London Arts and Culture ( Conceptions: VCLI - Literature ) - 4 cr.
Combines a spring-semester, two-credit course on campus with an additional two-credit study abroad experience in London, England during May. Students will experience the city after encountering it in fiction and will see performances at multiple venues, visit literary sites and museums, and tour the rebuilt Globe Theatre. This course exposes students to the social and cultural landscapes of London as they intersect with literary and performance texts. Offered every other spring semester. Application required.

Crosslist Course: HON 3950

ENG 4400 - Shakespeare ( Integrations: VILI - Literature ) - 4 cr.
Emphasizes close reading of comedies, tragedies, histories, romances, and sonnets with attention to understanding of the narrative and appreciation of the text. Classes focus on earlier and later plays with attention to variety of type; Elizabethan background and critical study is included. The play choices will be made considering the availability of Shakespeare in performance.

ENG 4410 - Individual Author ( Integrations: VILI - Literature ) - 4 cr.
Studies 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 4420 - Film and Literature - 4 cr.
Compares 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.

Crosslist Course: CTA 4420

ENG 4425 - Literary Theory - 4 cr.
Introduces 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 & Linguistics - 4 cr.
Introduces 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 - COM 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.

Prerequisite Courses: EDU 2800, EDU 2805

Corequisite Course: 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.

Prerequisite Courses: EDU 2800, EDU 2805

Corequisite Course: ENG 4440

ENG 4450 - Internship - 0-8 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 4555 - Internship - 0-6 cr.
Internship.

ENG 4620 - Visual Culture - 4 cr.
Examines how images impact cultures and how cultures impact images. Because visual culture can encompass art, design, digital imagery, medical imaging, fashion, architecture, film, landscape, animations, advertising, folk culture, political culture, national culture, and just about everything in between, the class cannot be comprehensive but will provide a theoretical and practical overview of the interchange between images and cultures and between image production and image consumption, drawing examples from a range of visual texts. Theoretical perspectives will be drawn from the following: curatorial theory; semiotics; iconology; formalism; ideology (feminism, Marxism, post-colonial); and hermeneutics. Emphasis is on critical analysis of and response to visual texts, but the class will also provide basic instruction and practice in production (creating visual displays of information, infographics, posters, and curations).

ENG 4640 - The Pre-Raphaelites - 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.

Crosslist Course: HON 4640

ENG 4777 - Topics in English - 0-8 cr.
Topics.

ENG 4999 - Independent Study - 0-12 cr.
Explores advanced English study in an area of special interest to the student. The work must be conducted under faculty direction and receive departmental approval.

Department of Global, Cultural and Language 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: Martin Pflug, 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

**Testimonials**

Understanding dynamic geopolitical issues, building relationships and understanding across cultures, and leveraging systems thinking are all part of the work I do now at a large nonprofit health care system seeking to improve community health and well-being. I'm grateful for the courses, faculty, and opportunities that helped prepare and equip me to navigate our increasingly complex communities and to work collaboratively to engage grassroots leadership and systems change toward health and economic equity.

-Diane Tran (2006)
Director of Neighborhood Integration with HealthEast, St. Paul, MN
Board Member, MN Humanities Center, Citizens League, and CSS Board of Trustees

My experiences [at St. Scholastica] inspired my need to enter a life in service to others—specifically in government. When I graduated with my GCL degree, I knew I wanted to be a change agent to better lives in my community, or in communities in the world that need it most. I feel lucky that I've been able to do just that with the education and experiences I received at CSS.

-Clara Gabriel Haycraft (2007)
Deputy State Director for Administration
Office of Senator Amy Klobuchar, Minneapolis, MN

I can personally attest to the fundamental importance of language training for both employment and academic opportunities. My faculty mentor in Global, Cultural and Language Studies really pushed me in Spanish (and Portuguese) and helped facilitate my study abroad experience in Ecuador. Exposure to a new language and time abroad really opened my eyes. It drove me to continually ask new questions of social development that led me to a PhD, after a couple of years of consulting for UN agencies on development policy. [...] It is really astounding how much of a mark the department, faculty and coursework made on me both personally and professionally.

-Ryan Nehring (2008)
Ph.D. Candidate, Development Sociology, Cornell University, NY
Dissertation on agriculture and rural development in Brazil

I am currently working as an emergency medicine physician assistant in a very busy emergency department in the Bronx. [...] A large percentage of our patients are Spanish speaking and immigrants from Spanish speaking countries. My GCL major made me a more culturally-competent and caring provider, and has afforded me opportunities to connect with patients in their native language. In short, GCL not only brings the world to Scholastica students, it brings Scholastica students to the world.

-Brendan McColgan (2011)
Physician's Assistant, Emergency Medicine, Montefiore Medical Center, The Bronx, NY
Master of Public Health, Oregon Health Sciences University

Today, I am pursuing a career in the nonprofit sector where I get to work toward tackling extreme poverty and use the skills I learned at CSS every
day. [...] Later this year, I will start my graduate degree in Public Policy where I will proudly represent Benedictine values and use the tools I learned as a GCL major to design effective public policies to take part in solving humanity's biggest problems and improve the quality of life for people in Peru and abroad.

-Pamela Hartley-Pinto (2014)
Political Impact Coordinator, Un Techo para mi Pais, Lima, Peru

**A major or minor in GCL serves as an inclusive complement to other areas of study and...**

1. Creates positive attitudes toward cultural diversity and inclusivity, and reduces prejudice
2. Improves analytical skills
3. Increases creativity
4. Adds value to your skill set in the global marketplace
5. Helps gain profound understanding of one's own culture by exploring another culture
6. Makes international travel easier and more pleasant
7. Improves skills and grades in math, English and on the SAT and GRE
8. Enhances listening skills and memory
9. Encourages respect for other peoples and fosters an understanding of language's interrelation with human nature
10. Improves the knowledge of one's own language: boosts English vocabulary skills
11. Increases skills like problem-solving and dealing with abstract concepts
12. Enhances opportunities in government, the military, business, technology, medicine, and law
13. Provides a competitive edge in career choices when one can communicate in a second language: 4 out of 5 new jobs in the US are created as a result of world trade
14. Offers a sense of the past and future, both culturally and linguistically
15. Expands one's view of the world, liberalizes one's experiences, and makes one more flexible and tolerant
16. Removes the barriers between people that cause distrust and fear
17. Prepares for changes in American society as immigration increases
18. Opens doors to art, music, dance, fashion, cuisine, film, philosophy, and science
19. Promotes more effective and responsible participation in a multicultural world
20. Forms the foundation of a liberal education: to "educate" is to lead out of confinement, narrowness and darkness
21. Your marketable skills in the global economy are improved if you master another language.
22. One is at a distinct advantage in the global market if one is as bilingual as possible.
23. College graduates often cite world language and culture courses as some of their most valuable courses because of the communication skills developed in the process.
24. Study abroad / Experiential / Service learning is a requirement!

**GCL Major Requirement Summary:**

Total Minimum Credits Required for GCL Major: 44

Language and Culture Study - Up to 8 credits depending upon initial proficiency level with a minimum GPA of 2.75

- GCL 1101: Introduction to Global, Cultural and Language Studies, 4 cr.
  (Conceptions: VCSS - Social Science)

- GCL 2101: Migration, Diaspora, Identity OR HIS/POL 2001: Introduction to Political Science, 4 cr. (Conceptions: VCSS - Social Science)

- GCL 3101: Advanced Social and Cultural Theory (4 cr.)

  Two of these four: (8 cr.)
  - GCL 2201: Peaceful Resolution of Conflict (Conceptions: VCOP - Open)
  - GCL 3301: Human Rights (Integrations: VISS - Social Science)
  - GCL 3001: Politics of Globalization (Integrations: VISS - Social Science)
  - GCL 4402: Environmental Politics

  One of these four: (4 cr.)
  - GCL 3302: Europe Today (Integrations: VISS - Social Science)
  - GCL 3303: The Other Americas (Integrations: VISS - Social Science)
  - GCL 3305: Contemporary Africa (Integrations: VISS - Social Science)
  - GCL 2305: Deaf Culture in the World (Conceptions: VCSS - Social Science)

Cultural Elective (4 cr.)
- GCL 2280 Literature in Translation (Conceptions: VCLI - Literature)
- GCL/HHU 3401 Health Care across Cultures (Integrations: VISS - Social Science)
o GCL 3202 Culture through Film
o GCL 2220 Dance, Gender, and Culture
o GCL 3200 Popular Music and Political Movements
o GCL/HUM Cross-Cultural Understanding
o GCL 3304/HIS 3301 Modern Russian History (Integrations: VIHI - History)
o GCL 3250 Voices of the Earth
o GCL 2231 Cultural Anthropology (Conceptions: VCSS - Social Science)
o GCL 2050 Intro to Mexico - Cuernavaca Quest (Conceptions: VCHI - History)
o GCL/PJS 2480 Comm. Non-Profits
o GCL 3915 Tanzanian Experience
o GCL/PJS/SUS 3777 Music as Environmental Activism
o GCL 4411 Strangers in their Own Land
o GCL/MUS 2777 Music of Latin America 2 credits
o HIS 3305 Issues in Modern European History: Holocaust

GCL 4555: Experiential Learning/Study Abroad/Internship (and portfolio) (0 - 6 cr.)

GCL 4101: Senior Seminar (4 cr.)

GCL Minor Summary (20 credits minimum plus 8 credits Language and Culture study)

o GCL 1101: Introduction to Global, Cultural and Language Studies (4 cr.) plus any 16 credits of additional GCL courses for a total of 20 credits of GCL courses.

o Language and Culture Study - In addition, students must complete 8 credits of language and culture study beyond 1112 with a minimum GPA of 2.75

Courses

GCL 1101 - Global Cult & Lang Studies (Conceptions: VCSS - Social Science) - 4 cr.
Introduces 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 1777 - Topics - 1-12 cr.
Topics.

GCL 1999 - GCL Independent Study - 1-4 cr.
Independent Study.

GCL 2001 - Intro to Political Science - 4 cr.
Introduces 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.
Crosslist Course: POL 2001

GCL 2050 - Introduction to Mexico (Conceptions: VCHI - History) - 0-4 cr.
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 2111 - Migration, Diaspora, Identity (Conceptions: VCSS - Social Science) - 4 cr.
Investigates interrelated questions of migration, diaspora, and identity in general theoretical terms and subsequently with regard to a particular area
of the world. Emphasis, utilizing an interdisciplinary approach, on the processes of migration and the subsequent transnationalism and transculturation which migration effects.

GCL 2201 - Peaceful Resolution Intl Confl (Conceptions: VCOP - Open) - 4 cr.
Examines 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 2205 - Deaf Culture in the United States - 2 cr.
Is an introduction to various aspects of the deaf community as a linguistic and cultural minority group. Designed for individuals who may or may not have had prior experience with Deaf people, the course raises questions concerning the nature of sign language and its varieties, the education of Deaf people, the historical treatment of Deaf people, the sociological and cultural issues important to the deaf community, and political activism.

GCL 2220 - Dance, Gender and Culture - 2 cr.
Studies 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 2231 - Cultural Anthropology (Conceptions: VCSS - Social Science) - 4 cr.
Addresses concepts, methods, and theories exploring social and cultural life across time and space, including the changing concept of culture itself. The course is an introduction to ethnographic fieldwork methods and to the practice of anthropology, with attention to the impact of contemporary social forces on the diverse societies that make up the modern world.

Crosslist Course: WGS 2231

GCL 2280 - Literature in Translation (Conceptions: VCLI - Literature) - 4 cr.
Study of literature written in French, German, Russian and other European languages and translated into English. This course focuses on selected works of prose and poetry with emphasis on close reading and reader response as well as cultural, historical, political, religious and economic developments that provide context.

Crosslist Courses: ENG 2280, GMN 2280, RUS 2280

GCL 2480 - Community Nonprofits (Conceptions: VCOP - Open) - 2 cr.
Engages with a group of nonprofit organizations in our community focused on striving for economic, racial, cultural, gender, and earth justice, and each student will have a placement with one of these organizations for the full semester. Individually and together we will learn from community members who have a wealth of experience at social change-making, one step at a time: by building relationships, analyzing social dynamics, understanding systems of power, privilege, and oppression, devising strategies, collecting tactics, using imagination and resourcefulness, thinking shrewdly, and still remaining idealistic. We will learn the working structure of non-profits, and will look critically at what some have called “the non-profit industry,” while recognizing the way in which nonprofits have woven themselves indispensably into the fabric of American economic and social life.

Crosslist Course: PJS 2480

GCL 2777 - Topics - 0-4 cr.
Topics.

GCL 2999 - GCL Topics - 0-8 cr.
Topics.

GCL 3001 - Politics of Globalization (Integrations: VISS - Social Science) - 4 cr.
Explores 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.

Crosslist Course: POL 3001

GCL 3101 - Advanced Social & Cult Theory - 4 cr.
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 dependency theory alongside Western theories and tools such as postcolonial, poststructuralist, Marxist, and feminist theory.

GCL 3200 - Popular Music/Political Movmmt - 4 cr.
Studies political and social movements as 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 - 2 cr.
Explores 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.
Crosslist Course: CTA 3202

GCL 3250 - Voices of the Earth: Eco/Indig - 4 cr.
Guides 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 ( Integrations: VISS - Social Science ) - 4 cr.
Inquires 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 ( Integrations: VISS - Social Science ) - 4 cr.
Examines 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 3303 - The Other Americas ( Integrations: VISS - Social Science ) - 4 cr.
Introduces the student to the complex issues concerning contemporary Latin America. Students will explore current topics and events from a multidisciplinary point of view. Taught in English.
Crosslist Course: SPN 3303

GCL 3304 - Russia Since 1900 ( Integrations: VIHI - History ) - 4 cr.
Surveys 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.
Crosslist Course: HIS 3301

GCL 3305 - Contemporary Africa ( Integrations: VISS - Social Science ) - 4 cr.
Investigations Africa’s diverse beauty, political challenges, economic realities and social and cultural possibilities. How do we understand political and economic development in Africa? As decision-makers and members of communities pursue this development, how do they consider land, language, culture, education, business, governance, conflict, and human rights? Our multidisciplinary approach addresses the life experiences of women, men, children, communities, clans, tribes, and nation-states, land and biodiversity, languages, health, education, artistry, political struggles for independence and autonomy, challenges past leaders have faced, and especially the plans of tomorrow’s leaders.

GCL 3307 - Modern Latin American History - 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.
Crosslist Course: HIS 3307

GCL 3401 - Healthcare Across Cultures (Integrations: VISS - Social Science) - 4 cr.
A course in Health Humanities and cultural competency. It proceeds from the premise that since a person’s experience of health and illness is highly dependent on his or her culture, cultural understanding is essential for humane health care in today’s multicultural societies. The course aims to help students achieve cultural competency, with particular attention to the development of culturally competent communication skills. It analyzes the influence of culture on human experiences of health and illness, and on health beliefs, values, and healthcare practices. Through interactive exercises, case studies, interviews, role plays, 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.

Crosslist Course: HHU 3401

GCL 3777 - Topics (Integrations: VIFA - Fine Arts) - 0-8 cr.
Topics.

GCL 3915 - The Tanzanian Experience - 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 3999 - Independent Study - 1-8 cr.
Independent study.

GCL 4001 - Senior Seminar - 4 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. 

Prerequisite Course: GCL 3101

GCL 4402 - Environmental Politics - 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.

Crosslist Course: POL 4402

GCL 4411 - Strangers in Their Own Land - 4 cr.
Examines the consequences of colonization on the cultural consciousness of a people by responding to the following questions: What implications do the effects of colonization have for literature written by a once subjugated people who have not had control over their own space? Whose personal history has been detoured by the intrusion of a colonizer? Whose sense of time, space, selfhood, and expression is dictated by an outsider’s interpretation of the meanings of all of these? And ultimately, how does a postcolonial writer negotiate or construct reality through literature?

GCL 4555 - GCL Internship - 0-8 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.

GCL 4777 - Topics - 0-4 cr.
Topics.

GCL 4999 - Independent Study - 0-16 cr.
Independent Study.
Deaf Language and Culture Minor

The Deaf Language and Culture minor prepares students in the multidisciplinary study of American Sign Language, Deaf people, their language and their culture. The minor is open to anyone enrolled in all bachelor's degree programs. The minor courses address a variety of topics in the study of Deaf Language and Culture including the study of ASL and its structure, ASL literature, literature in English pertaining to the Deaf experience, the history of Deaf people in America and around the globe, art and cinema, the experience from racial, ethnic, age, and other minority groups, oppression in the lives Deaf people, political, legal, and educational issues affecting members of the Deaf community. The minor complements majors in fields such as education, business, science, health science, policy studies, communication, psychology, and various scientific and technical fields.

20 credits beyond ASL 1111 and 1112 that must include ASL 2201, ASL 2202, GCL/ASL 2305, ASL 3305, and GCL/ASL 4555.

Total: 20 credits required

Courses

ASL 1111 - Beginning American Sign Language and Culture I - 4 cr.
Introduces basic signing skills of comprehension and communication. Emphasizes active use in communicative context as well as cultural analysis.

Crosslist Course: ASL 1102

ASL 1112 - Beginning American Sign Language and Culture II (Foundations: VFWL - World Language) - 4 cr.
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.

Prerequisite Course: ASL 1111
Crosslist Course: ASL 1104

ASL 1777 - Topics - 0-4 cr.
Topics

ASL 2201 - Intermediate American Sign Language I - 4 cr.
This is the first semester of a two-semester sequence of Intermediate American Sign language study. Students continue to learn sentence structures and patterns and develop intermediate expressive communication. Focus is on expressive and receptive skills. Prerequisite: ASL 1112, placement exam or consent of instructor.

Prerequisite Course: ASL 1112

ASL 2202 - Intermediate ASL II - 4 cr.
This is the second semester sequence of Intermediate American Sign language study. Students continue to learn sentence structures and patterns and develop intermediate expressive communication. Focus is on expressive and receptive skills. Prerequisite: ASL 2201, placement exam or consent of instructor.

Prerequisite Course: ASL 2201

ASL 2205 - Deaf Culture in the United States - 2 cr.
Is an introduction to various aspects of the deaf community as a linguistic and cultural minority group. Designed for individuals who may or may not have had prior experience with Deaf people, the course raises questions concerning the nature of sign language and its varieties, the education of Deaf people, the historical treatment of Deaf people, the sociological and cultural issues important to the deaf community, and political activism.

ASL 2305 - Deaf Culture in the World (Conceptions: VCSS - Social Science) - 4 cr.
An introduction to various aspects of the Deaf community as a linguistic and cultural minority group. It will focus on topics in the culture of Deaf people including studies of their beliefs, practices and language throughout the world. Designed for individuals who may or may not have had prior experience with Deaf people, this course raises questions concerning the nature of sign language and its varieties, education of D/deaf people, historical treatment of D/deaf people, sociological and cultural issues important to the Deaf community, and political activism.

ASL 2777 - American Sign Language - 0-4 cr.
ASL 3305 - In Search of Deafhood-Advanced Signing in Context - 4 cr.
Conducted solely in American Sign Language, this course is an overview of the history of Deaf people and their cultures from the time of Aristotle to contemporary society in order to understand the concept of colonization as an integral part of the “Deafhood” philosophy. That is, the development of a “deaf centered philosophy” in reference to this group of individuals since the traditional idea of “deafness” is seen as restrictive due to the colonization process. The focus will be on how societies have perceived Deaf people, and how those perceptions have shaped their destiny. This course will provide a background of Deaf people, especially as they relate to developing group and personal empowerment. All Deaf people journey toward defining and refining their “Deaf selves.” Students will gain an understanding of these concepts through study of this journey from deafness to Deafhood. Following a historical trajectory, topics covered will include such things as education, Deaf organizations, social welfare, sports, religion, community support systems, and famous Deaf people in the arts and sciences.

ASL 3777 - Independent Study - 0-4 cr.
Offers study of subjects not covered in the regular ASL curriculum.

ASL 3999 - Independent Study in ASL - 1-4 cr.
Offers study of subjects not covered in the regular ASL curriculum.

ASL 4555 - ASL Internship - 0-8 cr.
Internship

ASL 4777 - American Sign Language V - 0-4 cr.
Topics.

ASL 4999 - Independent Study - 0-4 cr.
Offers study of subjects not covered in the regular ASL curriculum.

French minor:

20 credits beyond FRN 1111 that must include FRN 3301, FRN 3303 or 3304 and FRN 3305.

Courses

FRN 1111 - Beg French Lang & Culture I - 4 cr.
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.

Crosslist Course: FRN 1102

FRN 1112 - Beg French Lang and Culture I (Foundations: VFWL - World Language) - 4 cr.
Expands students’ ability to communicate through introduction of more complex linguistic structures. Completes beginning level sequence. Prerequisite: Placement test or permission of instructor.

Crosslist Course: FRN 1104

FRN 1777 - Independent Study - 0-4 cr.
Topics.
FRN 1999 - Independent Study - 0-4 cr.
Independent Study.

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 1104, placement test or permission of instructor.
Prerequisite Course: FRN 1111

FRN 2202 - French Civilization - 2 cr.
Studies 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.
Prerequisite Course: FRN 2201

FRN 2203 - Francophone Civilization - 2 cr.
Studies 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 Lit - 2 cr.
Studies short literary texts from different periods and regions. Emphasis on developing skills in reading comprehension and analysis. Prerequisite: FRN 2201 or permission of instructor.
Prerequisite Course: FRN 2201

FRN 2302 - French Grammar Review - 2 cr.
Reinforces linguistic skills through practical review of basic grammar components. Prerequisite: FRN 2201 or permission of instructor.
Prerequisite Course: FRN 2201

FRN 2777 - Topics - 0-4 cr.
Topics.

FRN 3101 - L'Histoire de la France - 2 cr.
Surveys 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.
Prerequisite Course: FRN 2202

FRN 3201 - La Poesie Francaise - 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.
Prerequisite Course: FRN 2301

FRN 3301 - Adv French & Francophone Lit - 2 cr.
Studies 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.
Prerequisite Course: FRN 2301

FRN 3303 - Advanced Conversation I - 2 cr.
Focuses on greater fluency in speaking. Emphasis on expanded vocabulary and more complex structures. Prerequisite: FRN 2201 or permission of instructor.
Prerequisite Course: FRN 2201
FRN 3304 - Advanced Conversation II - 2 cr.
Focuses on greater fluency in speaking. Emphasis on expanded vocabulary and more complex structures. Prerequisite: FRN 2201 or permission of instructor.

Prerequisite Course: FRN 2201

FRN 3305 - French Comp & Correspondence - 2 cr.
Strengthens 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.

Prerequisite Course: FRN 2302

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 3379 - French Cooking - 1 cr.
Students learn the vocabulary and cultural materials necessary to plan, prepare and serve a complete French meal.

FRN 3777 - Topics in French Civilization and Culture - 1-6 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 4777 - Topics - 1-4 cr.
Topics.

FRN 4999 - Independent Study - 0-4 cr.
Self-determined program of study under faculty direction for student whose interests extend beyond the curricular offerings of the department.

German

The German minor program includes German language study based on a communicative approach emphasizing listening, speaking, reading and writing skills, as well as cultural studies. The German language is taught as a key component of intercultural competence. Students gain an understanding of modern German-speaking society and German cultural heritage through interaction with native speakers, exposure to German songs, and discussion of film and literature.

German minor:
Minimum of 20 credits beyond GMN 1111, including GMN 1112 and Intermediate German (GMN 2201-2202).

Students may choose to fulfill the minor through elective culture courses including Literature in Translation (GCL 2280), Europe Today (GCL 3302), Issues in Modern European History: Holocaust (HIS 3305) or German Conversation through Film. In addition, students are encouraged to pursue credited study abroad programs. GCL 4555 (GCL Internship) or interdisciplinary Independent Study in a variety of major-specific fields may be included in fulfillment of the minor with the permission of the German faculty.

Courses

GMN 1111 - Beg German Lang & Culture I - 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.

Crosslist Course: GMN 1102

GMN 1112 - Beg German Lang & Culture I ( Foundations: VFWL - World Language ) - 4 cr.
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.

Crosslist Course: GMN 1104
GMN 1777 - German Topics - 1-4 cr.
Description coming soon.

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.
Prerequisite Course: GMN 2201

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.
Prerequisite Course: GMN 2201

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 - Advanced German Comp/Conversn - 2 cr.
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.
Prerequisite Course: GMN 2202

GMN 3302 - Advanced German Comp/Conversn - 2 cr.
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.
Prerequisite Course: GMN 2202

GMN 3378 - Multi-Skills 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 1103 or permission of instructor.
Prerequisite Course: GMN 1104

GMN 3777 - Topics in German Civ/Culture - 2 cr.
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.
Prerequisite Course: GMN 1104

GMN 3999 - Independent Study - 0-4 cr.
Independent Study.

GMN 4777 - Topics - 1-4 cr.
Topics.

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.

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 many academic specialties, including 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. Through primary texts, students 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, Philosophy, English, History, Theater, Art, Music, GCL and Religious Studies. Opportunities for more advanced study are also available.

**Courses**

**LTN 1111 - Beg Latin Lang and Culture I - 4 cr.**
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.

**Crosslist Course:** LTN 1102

**LTN 1112 - Beginning Latin Language and Culture II (Foundations: VFWL - World Language) - 4 cr.**
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.

**Crosslist Course:** LTN 1104

**LTN 1777 - Independent Study - 0-4 cr.**
Topics.

**LTN 2777 - Topics - 1-4 cr.**
Topics.

**LTN 2999 - Latin Independent Study - 1-4 cr.**
Independent Study.

**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 forms of verbs, and many things are understood as animate.

The program offers students the opportunity to develop, in conjunction with faculty, a program of individualized study leading to a self-designed minor in Ojibwe Language and Culture.

Below is a list of some classes you could take as part of this self-designed minor. Please note that you would not necessarily need all of these courses to fulfill a minor. This list doesn't include general education courses. Be sure to create your course plan in consultation with your advisor.

**OJB 1111 - Beg Ojibwe Lang and Culture I**
**OJB 1112 - Beginning Ojibwe Language and Culture II**
**OJB 2101 - Intermediate Ojibwe I**
**OJB 2102 - Intermediate Ojibwe II**
**OJB 3101 - Advanced Ojibwe I**
**OJB 3105 - Ojibwe Language Immersion II**

**Courses**

**OJB 1111 - Beg Ojibwe Lang and Culture I - 4 cr.**
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.
**Crosslist Course:** OJB 1102

**OJB 1112 - Beginning Ojibwe Language and Culture II (Foundations: VFWL - World Language) - 4 cr.**
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.

**Crosslist Course:** OJB 1104

**OJB 1777 - Topics - 0-4 cr.**
Topics.

**OJB 1999 - Independent Study - 1-4 cr.**
Independent study.

**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 1104.

**Prerequisite Course:** OJB 1104

**OJB 2102 - Intermediate Ojibwe II - 2 cr.**
Prerequisite: OJB 2101.

**Prerequisite Course:** OJB 2101

**OJB 2105 - Ojibwe Language Immersion 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 2777 - Topics in Ojibwe Language - 1-4 cr.**
Topics.

**OJB 2999 - Independent Study - 0-4 cr.**
Independent 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.

**Prerequisite Course:** OJB 2102

**OJB 3105 - Ojibwe Language Immersion 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 3777 - Ojibwe course - 0-4 cr.**
Topics.

**OJB 3999 - Independent Study - 0-4 cr.**
Independent Study.
OJB 4101 - Advanced Ojibwe II - 2 cr.
Prerequisite: OJB 3101.

Prerequisite Course: OJB 3101

OJB 4777 - Independent Study - 0-4 cr.
Topics.

OJB 4999 - Independent Study - 1-4 cr.
Independent Study.

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 language and culture sequence, the College participates in an ongoing series of faculty and student exchanges with Petrozavodsk State University in Petrozavodsk, Duluth's sister city in Russia. In addition, American students of Russian may participate in a four-week summer Russian language camp in Petrozavodsk operated by Petrozavodsk State 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 Intermediate Russian (RUS 2201-2202).

Students are required to enroll in the Advanced Russian Conversation and Composition sequence (RUS 3301- 3302: 4 credits total) OR study abroad on the Russian Language Study Tour (RUS 2209). Other study-abroad experiences may be substituted in fulfillment of RUS 2209 with the permission of the Russian faculty.

As an elective, students may choose to take Russian History (HIS 3301 or HIS 3302), Literature in Translation (GCL 2280), or Europe Today (GCL 3302).

Courses

RUS 1111 - Beg Russian Lang & Cult I - 4 cr.
Introduction to basic grammar of Russian. Practice using all four language skills: listening, speaking, reading and writing.

Crosslist Course: RUS 1102

RUS 1112 - Beg Russian Lang & Cult II (Foundations: VFWL - World Language) - 4 cr.
Introduction to basic grammar of Russian. Practice using all four language skills: listening, speaking, reading and writing.

Crosslist Course: RUS 1104

RUS 2201 - Intermediate Russian I - 4 cr.
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 2202 - Intermediate Russian II - 4 cr.
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 - 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.

Prerequisite Course: RUS 1112

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 2999 - RUS Independent Study - 2-8 cr.
Description coming soon.

RUS 3301 - Advanced Russian Grammar I - 2 cr.
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 3302 - Advanced Russian Grammar II - 2 cr.
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 3777 - Topics - 1-4 cr.
Topics.

RUS 3999 - Russian Independent Study - 0-4 cr.
Description coming soon.

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 - 0-4 cr.
Self-determined program of study under faculty direction for a student whose interests extend beyond the curricular offerings of the department.

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 Latino 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.

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 (GCL 4555): 0 - 6 credits

Civilization and Culture courses: 4 credits required.

SPN 3601 - Civilization: Spain: 2 credits
SPN 3602 - Civilization: Latin America: 2 credits
SPN 3603 - Hispanics in the US: 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 3930 - Mitos y leyendas en español: 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: 4 credits
SPN 3220 - Conversación en español
GCL 3202 - Culture Through Film (Hispanic Films): 2 credits
GCL/SPN 3303 - The Other Americas: 4 credits
SPN 3150 - Spanish Conversation in Mexico: 4 credits
SPN 3777 - Topics in Spanish: 2 - 4 credits
SPN 4200 - Spanish for Health Care Professionals: 2 credits
SPN 4777 - Topics: 2 - 4 credits
SPN 4999 - Independent Study: 0-8 credits

Total credits required for Spanish major: 40 - 46 credits

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

- Up to 4 credits in English may count toward the major. These credits may include GCL/SPN 3303, GCL/HIS 3307, and GCL 3202 (Hispanic Films). Other courses in English may count with the prior consent of the Spanish faculty.
- Coursework taken while studying abroad in non-CSS programs may replace courses in the program with the prior consent of the Spanish faculty.
- 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 toward 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, SPN 3602, or SPN 3603. 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 toward the minor. These courses include GCL/SPN 3303, HIS 3307, and GCL 3202 (Hispanic Films). Other courses in English may count with prior approval from CSS Spanish faculty.
- GCL 4555 (GCL Internship) may count toward the minor with prior approval from CSS Spanish faculty.

**Courses**

**SPN 1111 - Beg Spanish Lang & Cult I - 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.

Crosslist Course: SPN 1102

**SPN 1112 - Beg Spanish Lang & Culture II (Foundations: VFWL - World Language) - 4 cr.**
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.

**Crosslist Course:** SPN 1104

---

**SPN 1777 - Topics in Spanish - 0-4 cr.**
Topics.

---

**SPN 1999 - Independent Study - 0-4 cr.**
Independent Study.

---

**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 1104 or consent of instructor.

**Prerequisite Course:** SPN 1112

---

**SPN 2102 - Intermediate Spanish II - 4 cr.**
Continuation of SPN 2101. Prerequisite: Placement exam, SPN 2101, or consent of instructor.

**Prerequisite Course:** SPN 2101

---

**SPN 2150 - Intermediate Spanish I - 4 cr.**
Intermediate conversational Spanish. Taught as a component of the Semestre en México Program. Prerequisite: SPN 1104 or consent of instructor.

---

**SPN 2777 - Topic Spn Lang & Literature - 0-4 cr.**
Topics.

**Prerequisite Course:** SPN 1104

---

**SPN 2999 - Independent Study - 0-4 cr.**
Independent Study.

---

**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.

**Prerequisite Course:** SPN 2102

---

**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 - Conversacion en Espanol - 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.

**Prerequisite Courses:** SPN 3101, SPN 3102, SPN 3150, SPN 3513, SPN 3516, SPN 3602, SPN 3777, SPN 3850, SPN 3901

---

**SPN 3303 - The Other Americas ( Integrations: VISS - Social Science ) - 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.

---

66
Crosslist Course: GCL 3303

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.

Prerequisite Courses: EDU 2800, EDU 2805

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.

Prerequisite Courses: EDU 2800, EDU 2805

SPN 3513 - Composition/Grammar Review - 4 cr.
Required for the Spanish minor. Intensive review of Spanish grammar, emphasizing composition and writing. Prerequisite: SPN 2102 or consent of instructor.

SPN 3514 - Hispanic Poetry - 2 cr.
Discover the beauty of the Spanish language through poetry. Approach and appreciate cultures of the Spanish speaking world through reading and reciting of works by contemporary and classic authors. Improve interpretive, interpersonal, and presentational communication skills in Spanish.

Prerequisite Course: SPN 2102

SPN 3516 - Hispanic Short Stories - 2 cr.
Enter literary worlds created by contemporary and classic Spanish language authors. Expand knowledge of cultural and historical contexts through short stories. Improve interpretive, interpersonal, and presentational communication skills in Spanish.

SPN 3601 - Civilization: Spain - 2 cr.
Journey through the rich history and culture landscapes of Spain. Explore major historical events, philosophical movements, political and economic changes as reflected in such cultural expressions as art, music, dance, cinema, cuisine, literature, and current events. Improve interpretive, interpersonal, and presentational communication skills in Spanish. Prerequisite: SPN 2102 or consent of instructor.

Prerequisite Course: SPN 2102

SPN 3602 - Civilization: Latin America - 2 cr.
Journey through the rich history and culture landscapes of Latin America. Explore major historical events, philosophical movements, political and economic changes as reflected in such cultural expressions as art, music, dance, cinema, cuisine, literature, and current events. Improve interpretive, interpersonal, and presentational communication skills in Spanish. Prerequisite: SPN 2102 or consent of instructor.

SPN 3603 - Hispanic Culture in the US - 2 cr.
Explore the histories and cultures of Latinos in the U.S. Through a lens of cultural expressions, consider themes of migration, culture, and identity. Improve interpretive, interpersonal, and presentational communication skills in Spanish.

Prerequisite Courses: SPN 3601, SPN 3602

SPN 3777 - Topics in Hispanic Culture and Civilization - 0-4 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.

Prerequisite Courses: SPN 2101, SPN 2150
SPN 3901 - Hispanic Women Writers - 2 cr.
Discover the development, influences, and historical trajectory of literature written by women in Latin America. Critically analyze works from various genres as cultural and literary expressions of women in Latin American cultural contexts. Improve interpretive, interpersonal, and presentational communication skills in Spanish.

SPN 3930 - Mitos y Leyendas en Español - 2 cr.
Enter the world of myths and legends from the Spanish speaking world to explore their cultural and personal significance. Develop and practice oral storytelling techniques. Improve interpretive, interpersonal, and presentational communication skills in Spanish.

Prerequisite Course: SPN 2101

SPN 3951 - Masterpieces of Hispanic Lit - 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.

Prerequisite Courses: SPN 3101, SPN 3102, SPN 3150, SPN 3513, SPN 3516, SPN 3602, SPN 3777, SPN 3850, SPN 3901

SPN 3999 - Independent Study - 0-8 cr.
Independent Study.

SPN 4200 - Spanish for the Health Care Pr - 2 cr.
Develop communicative competency, linguistic and cultural, with regard to practitioner-patient communication within a latinx context. Improve interpretive, interpersonal, and presentational communication skills in Spanish.

Prerequisite Courses: SPN 3150, SPN 3200, SPN 3301, SPN 3303, SPN 3511, SPN 3513, SPN 3514, SPN 3516, SPN 3601, SPN 3602, SPN 3777, SPN 3850, SPN 3901, SPN 3951

SPN 4555 - Internship - 0-4 cr.
Internship.

SPN 4777 - Topics - 2-4 cr.
Topics.

SPN 4999 - Independent Study - 0-8 cr.
Prerequisite: Consent of instructor.

Department of History and Politics

The Department of History and Politics at St. Scholastica offers several programs, including a major and minor in History, and a minor in Political Science. The department also contributes to the major in Social Studies Secondary Education, the major and minor in Health Humanities, the minor in Native American Studies, the minor in Women's and Gender Studies, 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. Only with this type of knowledge can we formulate wise goals to help guide our future, 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 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 chairman 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 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 chairman 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 also must 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 before admission. The Social Studies Secondary Education major is a bachelor of arts degree program.

**Departmental outcomes**

Students of history:

1. Express knowledge and understanding of U.S., European, and other areas of world history, as well as of global history, intellectual history and the history of ideas, cultural history, and religious history.
2. Analyze the role of race, class, ethnicity and gender in history (social history).
3. Evaluate primary documents and historical scholarship, and demonstrate knowledge of major trends in historiography.
4. Plan, conduct, and present historical research projects.
5. Examine how history shapes ideas and practices of citizenship and liberal democracy, struggles for social justice, and human values.

**Courses - History**

**HIS 1101 - World History I (Conceptions: VCHI - History) - 4 cr.**

Introduces 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 (Conceptions: VCHI - History) - 4 cr.**
Introduces 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 1104 - World History II: Since 1492 (Conceptions: VCHI - History) - 4 cr.**
Introducing modern world history since 1492 – the year Columbus “sailed the ocean blue” and Spain conquered the city-state of Granada, the last Muslim bastion in western Christendom. As we shall see, the year 1492 was also the beginning of the European Renaissance and the first stirrings of political modernity. As anthropologist Mahmood Mamdani observes in his book Good Muslim, Bad Muslim, 1492 thus “stands as a gateway to two related endeavors: one the unification of the nation, the other the conquest of the world.” In this connection, one of our major themes will be Europe’s impact on the world vis-à-vis colonialism and its forms of knowledge (e.g. philology, anthropology, and comparative religion). While many historians on both sides of the Atlantic equate political modernity with the rise of democracy and a growing recognition of what eventually came to be called “human rights,” we will explore the multiple ways in which European modernity depended on the nation-state monopolizing the “legitimate” use of violence.

**HIS 1110 - History of the United States I (Conceptions: VCHI - History) - 4 cr.**
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 (Conceptions: VCHI - History) - 4 cr.**
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 (Conceptions: VCHI - History) - 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 "non-traditional" religions such as Mormonism, Spiritualism and Christian Science) from a combination of historical, literary and cultural perspectives.

**HIS 1777 - History Topics - 0-4 cr.**
Topics.

**HIS 2201 - American Indian History I (Conceptions: VCHI - History) - 4 cr.**
Studies political, economic, social and cultural development of the American Indian from pre-contact through conquest.

**Crosslist Courses:** INS 2201, NAS 2201

**HIS 2202 - American Indian History II - 4 cr.**
Studies political, economic, social and cultural development of the American Indian from conquest to the present.

**Crosslist Courses:** INS 2202, NAS 2202

**HIS 2212 - Medieval Europe - 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 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.

Crosslist Course: TRS 2222

**HIS 2403 - The Way of the Pilgrim - 4 cr.**
Explores the history and theology of pilgrimage and may include a 100 kilometer hiking pilgrimage on the Camino de Santiago Compostela 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.

Crosslist Course: TRS 2403

**HIS 2777 - Topics - 2-4 cr.**
Topics.

**HIS 2999 - Independent Study - 0-4 cr.**
Independent Study.

**HIS 3206 - Historiography/Hist Methods - 4 cr.**
Introduces 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 3212 - Ren/Reformation Global Prsptv - 4 cr.**
Studies 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 ( Integrations: VIHI - History ) - 4 cr.**
Introduces 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 Beginings - 1917 ( Integrations: VIHI - History ) - 4 cr.**
Introduces 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 1,000 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 - Russia Since 1900 ( Integrations: VIHI - History ) - 4 cr.**
Introduces 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.

Crosslist Course: GCL 3304

**HIS 3302 - Modern German History - 4 cr.**
Studies the 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 - 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 H ( Integrations: VIHI - History ) - 4 cr.
Explores 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, postcolonialism, and postmodernism. The course will consider thinkers such as Rousseau, Kant, Hegel, Marx, Darwin, Nietzsche, Freud, Einstein, Heidegger, Adorno, Sartre and Foucault.

HIS 3305 - Issues in Mod European History - 4 cr.
Study of major selected themes and problems in European history since 1789. Topics may include intellectual history, nationalism, liberalism and democracy, religion, revolution and social change, and the role of the modern state.

HIS 3307 - Modern Latin American History - 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.

Crosslist Course: GCL 3307

HIS 3308 - Ojibwe History - 4 cr.
Studies the history and culture of the Ojibwe people.

Crosslist Courses: INS 3308, NAS 3308

HIS 3310 - United States Foreign Relation ( Integrations: VIHI - History ) - 4 cr.
Studies 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 3315 - Modern German History - 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 3320 - Women- United States History I - 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-United States History II - 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 3324 - African American History I - 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.

Crosslist Course: WMS 3324

HIS 3325 - African American History II - 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.

Crosslist Course: WMS 3325
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 United States History - 4 cr.
Studies 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 3335 - 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 3340 - The Shaping of Modern China - 4 cr.
Introduces 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 3350 - Feminism & Globalization - 4 cr.
Explores how European imperialist accounts of non-European women's experiences 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 & the Modern World (Integrations: VIHI - History) - 4 cr.
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 - 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 3555 - Independent Study - 1-4 cr.
Internship.

HIS 3777 - Topics - 2-4 cr.
History courses not a part of the regular curriculum but 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 3999 - Independent Study - 0-4 cr.
Independent Study.

HIS 4402 - Seminar in World History - 4 cr.
In-depth study of special historical topics or problems in world history.

HIS 4403 - Seminar in American 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 - 0-8 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 from the History Department chair.

HIS 4777 - Topics in History - 0-4 cr.
Topics.

HIS 4999 - Independent Study - 1-8 cr.
Self-determined program of study under faculty direction for the student whose interests extend beyond the curricular offerings of the History Department.

Courses - Politics

POL 2001 - Introduction to Political Sci (Conceptions: VCSS - Social Science) - 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.

Crosslist Course: GCL 2001

POL 2280 - Religion/Culture post 9/11 - 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 3001 - Politics of Globalization (Integrations: VISS - Social Science) - 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.

Crosslist Course: GCL 3001

POL 3331 - American Government - 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 3777 - Topics - 4 cr.
Topics.
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; Catholic Studies; Communication; 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; Peace and Justice Studies; Philosophy; Theater; 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 the 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, RUS, SPN], HIS, INS, MUS, PJS, PHL, TRS, WGS) with 16 credits coming from each of the three chosen departments/prefixes. At least 24 credits must be upper-division courses (numbered 3000 or higher), with at least four credits of these upper-division courses coming from each of the chosen departments/prefixes. 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.

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 and at least 24 credits must be in a second discipline or an intentional construction of related areas. At least 12 of these credits must be upper-division. Some leeway is allowed in the above requirements, according to the needs of the student's program and subject to the approval of the School Dean. The 48-credit requirement is fixed.

Courses

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 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.

Crosslist Course: GCL 2101

HUM 2150 - Ethnicity & Performing Arts - 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 (Integrations: VIOP - Open) - 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 onsite in Ireland.

HUM 3378 - Spirituality and Prayer - 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.

HUM 3777 - Topics - 2-4 cr.
Topics.

Health Humanities Program

Health Humanities is a rapidly growing, interdisciplinary field that applies humanistic perspectives to health and healthcare. The humanities
(communications, cultural and language studies, history, literature, philosophy, theology and religious studies, and the arts) are indispensable to
humane healthcare because they teach us about what it means to be human. They teach us about the human condition, about human suffering and
healing, and about human well-being and flourishing. The Health Humanities Program emphasizes the study of human dignity, human values, and
healthcare ethics (bioethics). The program employs holistic and integrated understandings of what it means to be human, in contrast to what has
been called "biomedical reductionism." Human beings cannot be reduced to biochemical processes but are complex wholes of body, mind, and soul.
Humane healthcare depends on that recognition: on seeing patients as whole persons. The program complements the movement toward primary
and patient-centered care in health policy today. It provides an interdisciplinary approach to investigating and understanding the profound effects of
disease and illness on patients, on health professionals, and on the social worlds in which they live and work.

Program director: Randall Poole, Ph.D., Professor of History

Program Curriculum

- Major: 36 credits
- Minor: 20 credits

The following five core courses are required for the major and minor:

- HHU 2900 Health Humanities Foundations
- HHU/PHL 2301 Health, Happiness, and Human Well-Being
- HHU/ENG 3010 Trauma and Recovery: Medicine and Literature
- HHU/GCL 3401 Healthcare Across Cultures [or] HHU/HSC 3101 Health for All: A Global Perspective
- Health Humanities Capstone Seminar

The minor is met by the five core courses (20 credits).

The major requires 16 additional credits, selected from the following electives:

- SWK 3350 Understanding Systems of Privilege and Oppression (2 cr.)
- SWK 3360 American Social Welfare Policy
SWK 3362 Human Behavior in the Social Environment
SWK 3395 Social Work and Healthcare
ECN 3335 Contemporary Healthcare Economic Systems
HSC/GER 2203 U.S. Healthcare System
PSY 2208 Lifespan Developmental Psychology
PSY 3216 Personality (2 cr.)
PSY 3328 Behavior Management (2 cr.)
PSY 3363 Health Psychology (2 cr.)
PSY 3423 Abnormal Psychology
GER/PSY/SWK 3315 Psychosocial Aspects of Aging
GER 3316 Health and Functioning in Late Life
GER/PSY 3424 Mental Health and Aging (2 cr.)
TRS 3310 Religious Perspectives on Living, Dying, and Grieving
TRS 3311 Religious Perspectives on Healthcare Ethics
PHL 4420 Philosophy of Science

Additional elective courses for the major are possible, selected in consultation with the program director.

Program Outcomes

Graduates of the program should be able to:

- Understand humanistic perspectives, human values, and their health applications.
- Deploy a comprehensive and multifaceted understanding of human health as human well-being and flourishing, encompassing the physical, mental, emotional, social, intellectual, and spiritual dimensions of human life and experience.
- Use skills that are essential for humane healthcare: observation, analysis, communication, critical thinking, discernment, empathy, and self-reflection.
- Demonstrate interdisciplinary preparation for humane healthcare through a deeper understanding of (and empathy for) impairment, illness, suffering, healing, aging and dying as human experiences.
- Counter the main sources of dehumanization in modern medicine and healthcare, including biomedical reductionism, misuse of technology and commercialization.
- Employ knowledge of the main concepts, principles, applications and controversies in biomedical ethics.
- Show familiarity with humanities concepts that are part of the Medical College Admissions Test (MCAT).

Careers

Students who pursue a Health Humanities major or minor, along with required science courses outside the program, will be exceptionally well-prepared for admission to medical school or to other health science graduate programs.

This program is also ideal for students who have an interest in law school, in earning a graduate degree in public health, or in pursuing an administrative career in the healthcare industry.

Courses

**HHU 2301 - Health, Happiness, and Human Well-being (Conceptions: VCPH - Philosophy) - 4 cr.**
Examines concepts like health and illness, ability and disability, and happiness and well-being from a philosophical perspective. It explores the philosophical aspects of some of the central questions in medicine and health care: What is health? What is health in relation to happiness and human well-being? What are suffering and healing? What are the goals of medicine and what is the purpose of health care? To what extent are health, disease, and illness biological realities or social constructions? How have concepts of health, disease, and illness been used to harm people? What is mental health and illness, why are their meanings contested, and how has psychiatry been abused? Further, the course considers such issues as the different types of knowledge in health care, medical knowledge and power, human rights and health care, ethical principles and practices in health care, and current ethical dilemmas and controversies in the field.

**HHU 2777 - Topics in Health Humanities (Conceptions: VCOP - Open) - 4 cr.**
Topics in Health Humanities.

**HHU 2900 - Health Humanities Foundations (Conceptions: VCOP - Open) - 4 cr.**
Introduces the interdisciplinary field of Health Humanities. It considers the unique contributions, approaches, and resources that the humanities and arts bring to health care. The course discusses basic methodological issues such as the differences between the health sciences and health humanities, fundamental concepts such as human dignity and personhood, and core philosophical questions such as materialism and biomedical
reductionism, mind-body dualism, and the meaning and mystery of being human. The course introduces biomedical or healthcare ethics and its primary principles of autonomy, nonmaleficence, beneficence, and justice. Topics related to spirituality and illness are investigated, including the meaning of human suffering and mortality, end-of-life issues and ethical care of the dying, and hope. The course is concerned throughout to develop compassion and empathy as essential skills in humane health care.

HHU 3010 - Trauma and Recovery: Medicine and Literature (Integrations: VILI - Literature) - 4 cr.
A course in literature and narrative medicine. If we know that trauma cannot be told without a witness who encourages the tale by offering words and gestures of sympathy, we also know that to bear witness to trauma is to share its burden. Disciplined objectivity and reducing the patient to his illness have traditionally protected clinicians in the health care fields from experiencing the trauma of “caring too much” for their patients. But practitioners in the Health Humanities argue for the recovery of humanity in health care. They argue that encouraging the stories of both patients and family members invites all sufferers to find meaning in their pain, and to work towards emotional, if not always physical, healing. The field of Health Humanities positions the literature classroom—with its emphasis upon close reading, attention to semiotics, analysis of gesture, the mending of fractured narratives, and the adoption of alien points of view—as a safe place to learn to listen to trauma. And, while reading literature enables students to practice authentic listening, reflective writing shared in groups enables students to make meaning from their own trauma and to begin this rich process of storytelling. In this course we will closely read and analyze the narratives of wounded patients, healers, and family witnesses while we write and share our

Crosslist Course: ENG 3010

HHU 3401 - Health Care Across Cultures (Integrations: VISS - Social Science) - 4 cr.
A course in Health Humanities and cultural competency. It proceeds from the premise that since a person’s experience of health and illness is highly dependent on his or her culture, cultural understanding is essential for humane health care in today’s multicultural societies. The course aims to help students achieve cultural competency, with particular attention to the development of culturally competent communication skills. It analyzes the influence of culture on human experiences of health and illness, and on health beliefs, values, and healthcare practices. Through interactive exercises, case studies, interviews, role plays, 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

Crosslist Course: GCL 3401

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 (c. 500-c.1700). 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
Courses

MER 2220 - Medieval & Renaissance Worlds in Lit - 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.

Crosslist Course: ENG 2220

MER 2403 - The Way of the Pilgrim - 4 cr.
This course explores the history and theology of pilgrimage and may include a 100 kilometer hiking pilgrimage on the Camino de Santiago de Compostela in Spain, or a 100 kilometer pilgrimage from London to Canterbury; pilgrimages to Rome or Jerusalem are also possible.

MER 3777 - Topics: Medieval Renaissance Studies - 0-4 cr.
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 - 4 cr.
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.

Prerequisite Courses: ENG 2220, MER 2220

MER 4777 - Independent Study - 0-4 cr.
Topics.

Music department

"Let us rise in chanting that our hearts and voices harmonize."
(The Rule of St. Benedict, Ch. 19)

About our music program:

To serve students of all levels of interest and skill by enabling them to experience and express themselves through music and, in so doing, to exemplify Benedictine ideals of academic excellence, cultural development, personal integrity, and community service.

The B.A. degrees in Music and Music Education are offered in a traditional, on-campus format at our main Duluth campus. Music education students choose one of two tracks leading to K-12 licensure: vocal music education or instrumental music education. A minor in music is also available. In addition, our department offers several courses, both in traditional formats and online, that support our Veritas General Education Program.
Please see advisement web pages for our music program schemas.

The music major (49 credits) and music minor (21 credits) are comprised, primarily, of courses in performance application (lessons and ensembles), theoretical foundations (analysis and synthesis), and historical foundations (context and culture). We are striving to create an integrative approach to our curriculum, which develops the whole musician and prepares you for whatever path you choose.

Students can declare a music major/minor at any point in their study. Students who major in music are required to audition to advanced standing for official acceptance into the program (required for graduation). It is also after this advanced standing audition that students will move to applied lessons at the upper division level. In order to remain in good standing, students must maintain a GPA of 2.0 and must earn a minimum of a C- in all major courses.

Dr. Jeremy Craycraft
Department Chair
jcraycra@css.edu

### BA Music Major Curriculum

Total: 49 credits
* Indicates courses approved in Veritas General Education Program

**Introduction to the Major/Minor, 4 credits**
- MUS 1000 - Basic Musicianship, 4 *

**Theory, 12 credits:**
- MUS 1101 - Music Theory I, 4 (Pre-req. is Contemporary Musicianship)
- MUS 3102 - Music Theory II, 4 (Pre-req. is Theory I)
- MUS 3103 - Music Theory III, 4 (Pre-req is Theory II)

**History, 12 credits:**
- MUS 3309 - World Music, 4 *
- MUS 3113 - A History of Western Music I, 4 (Medieval to Baroque approximately)
- MUS 3114 - A History of Western Music II, 4 (Classical to 20th Century approximately)

**Applied Study (Private Lessons), 8 credits:**
- MUS 1713, 1715, 3713, and 3715 - Private Music Lessons - 1-4
  (Recital Attendance required in these semesters, Register for MUS 1390, 0 cr.)

**Ensembles, 6 credits:**
- MUS 1210 - Cantus Corde - 0-1 *
- MUS 1211 - Vox Anima - 0-1 *
- MUS 1212 - World Drumming Ensemble - 0-1 *
- MUS 1214 - Steel Band - 0-1 *
- MUS 3210 - Bella Voce - 0-1 *
- MUS 3211 - Concert Choir - 0-1 *
- MUS 3212 - Concert Band - 0-1 *
- MUS 3213 - Jazz Ensemble - 0-1 *
- MUS 3214 - String Orchestra - 0-1 *
- MUS 3215 - Vocal Revolution - 0-1

**Elective(s), 4 credits**
- MUS 2297: Milestone, for both majors and minors, 1 cr. (Under revision, currently Soph. Recital)
- MUS 4297: Capstone, for majors only, 2 cr. (Needs revision, currently Senior Recital)

### BA Music Major - Education Curriculum
Total: 59 music credits (Vocal); 61 music credits (Instrumental) + 48 EDU = 107/109
* Indicates courses approved in Veritas General Education Program

Introduction to the Major/Minor, 4 credits
MUS 1000 - Basic Musicianship, 4 *

Theory, 12 credits:
MUS 1101 - Music Theory I (+Lab), 4 (Pre-req. is Contemporary Musicianship)
MUS 3102 - Music Theory II (+Lab), 4 (Pre-req. is Theory I)
MUS 3103 - Music Theory III (+Lab), 4 (Pre-req is Theory II)

History, 12 credits:
MUS 3309 - World Music, 4 *(Music Education majors with no transfer credits must take two consecutive semesters of Steel Band or World Drumming Ensemble in lieu of World Music)
MUS 3113 - A History of Western Music I, 4 (Medieval to Baroque approximately)
MUS 3114 - A History of Western Music II, 4 (Classical to 20th Century approximately)

Applied Study (Private Lessons), 8 credits:
MUS 1713, 1715, 3713, and 3715 - Private Music Lessons - 1-4
(Recital Attendance required in these semesters, register for MUS 1390, 0 credits)

Ensembles, 6 credits:
MUS 1210 - Cantus Corde - 0-1 *
MUS 1211 - Vox Anima - 0-1 *
MUS 1212 - World Drumming Ensemble - 0-1 *
MUS 1214 - Steel Band - 0-1 *
MUS 3210 - Bella Voce - 0-1 *
MUS 3211 - Concert Choir - 0-1 *
MUS 3212 - Concert Band - 0-1 *
MUS 3213 - Jazz Ensemble - 0-1 *
MUS 3214 - String Orchestra - 0-1 *
MUS 3215 - Vocal Revolution - 0-1
MUS 2297: Milestone---Music Education students required to perform 30-minute recital; 0-1 cr. (under revision, currently Sophomore Recital)

All Music Education Majors (Instrumental and Vocal)
MUS 2251 Conducting, 2 cr.
MUS 3415 Teaching General Music I, 2 cr. (*under revision)
MUS 3416 Teaching General Music II, 2 cr. (*under revision)
MUS 3412 Vocal Pedagogy, 1 cr.
MUS _____ Professional Practice & Entrepreneurship, 2 cr. (In development-Fall 2020 start)

Instrumental Track Specific Courses
MUS 2411 String Instruments, 2 cr.
MUS 2412 Woodwind Instruments, 2 cr.
MUS 2413 Brass & Percussion Instruments, 2 cr. (*under revision, will be offered separately, 1-credit each)
MUS 3414 Advanced Instrumental Conducting & Literature, 3 cr.

Vocal Track Specific Courses
MUS 24__ Survey of Instrumental Techniques, 1 cr.
MUS _____ Choral Methods I, 2 cr. (*under revision)
MUS _____ Choral Methods II, 2 cr. (*under revision)
MUS 3413 Advanced Choral Conducting, 2 cr.

Education Courses:
EDU 1540 Intro to Teaching with 16-hour FE, 3 cr.
EDU 2600 Instruction Planning & Management, with Field Experience I*, 4 cr.
EDU 2160 Content Area Reading & Writing Secondary Methods, 2 cr.
EDU 2800 and EDU 2805 Teaching Proc. I and Field Exp., 4 cr.
EDU 2210 Ed Psych/Needs of Learners, 4 cr.
EDU 3250 Introduction to Exceptional & Special Needs, 3 cr.
EDU 3600 Technology Integration with Field Experience II, 4 cr.
EDU 3100 Teaching for Inclusion & Equity, 4 cr.
EDU 4600 Assessment with Field Experience III, 4 cr.
EDU 4800 Student Teaching, 16 cr. (includes EdTPA; covers Music Capstone requirement)

---

**Music Minor**

21 credits

**Core, 12 credits**

4 MUS 1000 Contemporary Musicianship (Veritas approved General Education course—Foundational skills course—prerequisite for Theory courses, not a prerequisite for History courses but recommended) and

8 a combination of the following:

A. MUS 1713, 1715, 3713, 3715 Applied study &
B. Various MUS 1200 and 3200 options for Ensembles
   (10 options outlined in the Major document - 4 lower division/6 upper division)

*We will require a minimum of 2 credits in either area above. If the student only takes 2 credits of applied lessons, they must be taken on her/his primary instrument*

**Historical & Theoretical Foundations, 4 credits chosen from:**
- 4 MUS 3113 History of Western Music I
- 4 MUS 3114 History of Western Music II
- 4 MUS 3309 World Music (*Veritas approved in Fine Arts*)
- 4 MUS 1101 Music Theory I (MUS 1000-Contemporary Musicianship is a pre req.)

**Electives, 4 credits chosen from:**

**Theory**
- 4 MUS 1101 Music Theory I (MUS 1000-Contemporary Musicianship is a pre req.)
- 4 MUS 3002 Music Theory II (MUS 1101-Theory I is a prereq.)

**Performance**
- 4 MUS 4211 Various Chamber Ensembles/Accompanying
- 2 MUS 1200/3200 Secondary Ensemble (maximum credit given)
- 2 MUS 1700 Secondary Instrument applied study (maximum credit given)
- 2 MUS 1410 Beginning Piano Class
- 2 MUS 1411 Class Piano II (students can test into 2nd section)
- 2 MUS 1430 Guitar Class
- 2 MUS 2411 String Methods
- 2 MUS 2412 Woodwind Methods
- 2 MUS 2413 Brass and Percussion Methods (*under revision, will be divided into 2, 1-credit courses in future offerings*)

**Directing**
- 2 MUS 2251 Conducting
- 2 MUS 3413/3414 Advanced Conducting-Choral or Instrumental (prerequisite: Conducting)

**History**
- 4 MUS 3113 History of Western Music I
- 4 MUS 3114 History of Western Music II
- 4 MUS 3309 World Music (*Veritas Approved in Fine Arts*)
- 4 MUS 3200 Pop Music and Political Movements (GCL offering, cross-listing)
- 2 MUS 2777 Music of Latin America (GCL offering, cross-listing)
- 2 MUS 2220 Dance, Gender, and Culture (GCL offering, cross-listing)

**Final Project**

1 MUS 2297: Milestone Project
Courses

MUS 1000 - Contemporary Musicianship (Conceptions: VCFA - Fine Arts) - 4 cr.
Surveys the knowledge and "tools" that one must be aware of as a musician in current times. Students are introduced to and explore the sounds and language used by musicians to discuss, analyze, interpret, create and perform music (conceptual and practical). Students will develop their musicianship through the practice of skills on their primary instrument, their voice/bodies, the piano, composition, and improvisation. Students will be asked to be civic minded in their pursuit of musical knowledge—how can and should musicians be relevant in modern society.

MUS 1001 - Fundamentals of Music - 4 cr.
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 - 4 cr.
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.
Prerequisite Course: MUS 1000

MUS 1102 - Music Theory II - 4 cr.
Continuation of MUS 1101. Prerequisite: MUS 1101.
Prerequisite Course: MUS 1101

MUS 1210 - Cantus Corde (Conceptions: VCFA - Fine Arts) - 1 cr.
Non-auditioned Men's ensemble that rehearses and performs choral works from a variety of genres and historical periods. 3 hours of rehearsal per week.

MUS 1211 - Vox Anima (Conceptions: VCFA - Fine Arts) - 0-1 cr.
Non-auditioned Women's ensemble that rehearses and performs choral works from a variety of genres and historical periods. 3 hours of rehearsal per week.

MUS 1212 - World Drumming Ensemble (Conceptions: VCFA - Fine Arts) - 0-1 cr.
Study and performance of drumming repertoire from around the world including contemporary music and improvisation.

MUS 1213 - Drum Line - 0-1 cr.
Study and performance of marching percussion repertoire.

MUS 1214 - Steel Band (Conceptions: VCFA - Fine Arts) - 0-1 cr.
Study and performance of steel band repertoire.

MUS 1301 - Music in Western Culture (Conceptions: VCFA - Fine Arts) - 4 cr.
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 - 2 cr.
Introductory course dealing with the great music of the world and its history, makers, styles. Prerequisite or taken concurrently: MUS 1101.
Corequisite Course: MUS 1101

MUS 1390 - Recital Attendance - 0 cr.
Minimum recital attendance requirement for Music majors: all Musicorums, all applied music seminars, nine additional concerts per semester.

MUS 1410 - Beginning Piano Class (Conceptions: VCFA - Fine Arts) - 2 cr.
Class piano for beginners. Course is open to majors whose performance area is other than piano and to nonmajors.

**MUS 1411 - Class Piano II - 2 cr.**
Second sequence of group piano for beginning piano students (continuation of MUS 1410).

**Prerequisite Course:** MUS 1410

**MUS 1412 - Advanced Class Piano - 1 cr.**
Preparation for MUS 2298 Keyboard Proficiency Exam.

**MUS 1421 - Beginning Voice Class - 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 nonmajors.

**MUS 1430 - Beginning Guitar Class - 2 cr.**
Beginning guitar instruction for non-music majors and for music majors whose performance area is other than guitar.

**MUS 1431 - Beginning Recorder I - 1 cr.**
Beginning recorder instruction for majors whose performance area is other than recorder and for nonmajors.

**MUS 1713 - Private Music Lessons - 1 cr.**
Private instrumental for vocal study. Lab fee.

**MUS 1715 - Private Music Lessons - 2 cr.**
Private instrumental for vocal study. Lab fee.

**MUS 1777 - Topics in Music - 0-16 cr.**
Description coming soon.

**MUS 1999 - Independent Study - 0-4 cr.**
Independent study in Music.

**MUS 2103 - Sightsinging - 1 cr.**
Sightsinging instruction and practice for music majors who have not passed MUS 2298 Sightsinging Proficiency Exam. Prerequisite: MUS 1102.

**Prerequisite Course:** 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

**Prerequisite Course:** MUS 1102

**MUS 2112 - Form and Analysis - 2 cr.**
The study of form in Western art music. Prerequisite: MUS 2111

**Prerequisite Course:** MUS 1102

**MUS 2251 - Conducting - 2 cr.**
Study of conducting technique, score study and responsibilities of a conductor of an ensemble. Prerequisite: MUS 1102.

**Prerequisite Course:** MUS 1102

**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/Sightsinging 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 sightsinging.

MUS 2301 - Introduction to Opera - 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 - 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 (Conceptions: VCFA - Fine Arts) - 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 - 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 - 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 - 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 - 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 2308 - Irish Traditional Music - 2 cr.
Irish Traditional Music will focus on instrumental and vocal traditions of Irish music. An overall sense of Ireland’s musical history will be studied within the context of traditional Irish culture.

MUS 2411 - String Instruments I - 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 I - 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 & 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 2777 - Topics in Music - 1-4 cr.
Topics.

MUS 2999 - Self-Designed Study - 1-4 cr.
Independent project agreed on by advisor and student.

MUS 3002 - Music Theory II - 4 cr.
Advanced study of harmonic practices and formal structures used by Western composers from the common-practice era through the present. Prerequisite: MUS 1101

Prerequisite Courses: MUS 1000, MUS 1101

MUS 3003 - Music Theory III - 4 cr.
Study and application of 16th-, 18th-, and 20th-century contrapuntal procedures in compositions and analyses; study and application of principles of arranging and orchestration. Prerequisite Course: MUS 3002

MUS 3111 - Counterpoint - 2 cr.
The study of 16th, 18th, and 20th-century contrapuntal procedures. Prerequisite: MUS 1102

Prerequisite Course: 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.

Prerequisite Courses: MUS 1102, MUS 2411, MUS 2412, MUS 2413

MUS 3113 - History of Western Music I - 4 cr.
Explores the history and literature of art music in Europe and the Americas, MUS 3113 focuses on music from the beginning of Western civilization through the transition to the Classic era. Topics of study include musical styles, genres, contexts, composers, processes of change, and interrelationships with other arts and societal structures of the time. Prerequisite: MUS 1101 or permission of the instructor.

Prerequisite Course: MUS 1101

MUS 3114 - History of Western Music II - 4 cr.
Explores the history and literature of art music in Europe and the Americas, MUS 3114 focuses on music from the height of the Classic era through the first part of the twenty-first century. Topics of study include: compositional styles, genres, contexts, composers, processes of change, and interrelationships with other arts and societal structures of the time. Prerequisite: MUS 1101 or permission of the instructor.

Prerequisite Course: MUS 1101

MUS 3210 - Bella Voce (Conceptions: VCFA - Fine Arts) - 0-1 cr.
Select women's ensemble that rehearses and performs choral works from a variety of genres and historical periods. 3 hours of rehearsal plus required sectional each week. Tours regularly. Year-long commitment required. Prerequisite: audition.

MUS 3211 - Concert Choir (Conceptions: VCFA - Fine Arts) - 0-1 cr.
Select mixed ensemble that rehearses and performs choral works from a variety of genres and historical periods. 3 hours of rehearsal plus required sectional each week. Tours regularly. Year-long commitment required. Prerequisite: audition.

MUS 3212 - Concert Band (Conceptions: VCFA - Fine Arts) - 0-1 cr.
Rehearsal and performance of quality band literature. Prerequisite: audition.

MUS 3213 - Jazz Ensemble - 0-1 cr.
Rehearsal and performance of different styles of jazz through listening, playing and improvising. Prerequisite: audition.
MUS 3214 - String Orchestra (Conceptions: VCFA - Fine Arts) - 0-1 cr.
Rehearsal and performance of string ensemble repertoire from the Renaissance through the present. Prerequisite: audition.

MUS 3215 - Vocal Revolution - 0-1 cr.
Rehearsal and performance of vocal popular music and jazz. Three rehearsals per week. Prerequisite: audition

MUS 3281 - Topics in Pedagogy - 2 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 (Integrations: VIFA - Fine Arts) - 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 - Hist Medieval/Renaissance MUS - 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. Prerequisites: MUS 1102 and 1302.

MUS 3311 - Hist Baroque/Classical MUS - 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.

Prerequisite Courses: MUS 1102, MUS 1302

MUS 3312 - Hist Romantic/20th Cent MUS - 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.

Prerequisite Courses: MUS 1102, MUS 1302

MUS 3313 - 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.

Prerequisite Courses: MUS 2251, MUS 2252

MUS 3314 - Advanced Instrumental/Conducti - 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.

Prerequisite Courses: MUS 2251, MUS 2252

MUS 3315 - Teaching General Music - 3 cr.
Develops knowledge and skills needed in order to teach general music.

MUS 3416 - Advanced Orchestration & Bands - 1 cr.
Develops skills in composing and arranging for diverse groups represented by instrumental students in grades 5-12. Prerequisite: MUS 3112.

**Prerequisite Course:** MUS 3102

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.

**Prerequisite Course:** MUS 3102

MUS 3713 - Private Music Lessons - 1-2 cr.
Private music instruction for Instrumental/vocal students. Lab fee required.

MUS 3715 - Private Music Lessons - 3-4 cr.
Private music instruction for Instrumental/vocal students. Lab fee required.

MUS 3777 - Independent Study - 0-4 cr.
Topics.

MUS 4211 - Small Ensembles - 0-1 cr.
Chamber music studied and performed in weekly rehearsals. Ensembles are open to all majors by audition. Ensembles include: flute ensemble, piano ensemble, woodwind quintet, clarinet ensemble, saxophone ensemble, brass ensemble, accompanying, recorder consort, and 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 4555 - Music Internship - 1-8 cr.
Description coming soon.

MUS 4777 - Topics in Music - 1-4 cr.
Topics.

MUS 4888 - Senior Thesis - 2-4 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.

**Prerequisite Courses:** MUS 3309, MUS 3310, MUS 3311, MUS 3312

MUS 4999 - Self-Designed Study - 1-3 cr.
Independent project agreed on by advisor and student.

**Native American Studies program**

This program provides opportunities for St. Scholastica students to study Native American history, contemporary developments and tribal cultures, as well as to interact with Native American professionals and peers. Knowledge of Native American 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.

Program director: Jennifer Niemi, Faculty, Native Studies Center
Native American Studies

Native American Studies courses offer a 24-credit minor designed to complement programs in a variety of majors and meet General Education requirements. The objectives of the minor are to:

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

Each of the following minor courses are 4 credits: NAS 2201, 2202 (HIS 2201, 2202) and 3301 (PHL 3301); selection of one course from either NAS 2203 or 2204 (ART 2204); and one course from NAS 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
- Employ various theoretical models for interpreting various disciplinary areas, e.g., history, literature, philosophy, etc.
- Focus on changing from an "additive" to "inclusive" understanding of how gender and race affects the lived experience of American Indians.
- Focus on the value of incorporating the everyday experience of ordinary people in the creation of American Indian history.
- Frame an understanding of American Indian life experience that will provide a mirror and window on students' 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.
- Understand the life experience of American Indians and apply that 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 Native and non-Native, are encouraged to select courses as electives from the core courses listed above. Students may select courses to fulfill the curricular area distribution requirements.

Courses

NAS 1101 - Introduction to American Indian Studies - 4 cr.
Overview of American Indian history, philosophy and culture.

Crosslist Course: INS 1101

NAS 2201 - American Indian History I (Conceptions: VCHI - History) - 4 cr.
Political, economic, social and cultural development of the American Indian from precontact through conquest.

Crosslist Course: HIS 2201

NAS 2202 - American Indian History II - 4 cr.
Political, economic, social and cultural development of the American Indian from conquest to the present.

Crosslist Courses: HIS 2202, INS 2202

NAS 2203 - American Indian Literature - 4 cr.
Myths, legends, stories from Indian folk literature, as well as American Indian novels and contemporary fiction by American Indian authors.

Crosslist Course: INS 2203

NAS 2204 - American Indian Art and Music - 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.

Crosslist Courses: ART 2204, INS 2204

NAS 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.

Crosslist Course: INS 2777

NAS 2999 - Independent Study - 1-4 cr.
Self-determined program of study under faculty direction for students whose interests extend beyond curricular offerings of the department.

Crosslist Course: INS 2999

NAS 3301 - American Indian Philosophy - 4 cr.
Philosophy and religious systems, shamanistic and priesthood societies, reversion and amalgamation religions, the American Indian Religious Freedom Act, philosophy and social movements.

Crosslist Courses: INS 3301, PHL 3301

NAS 3308 - Ojibwe History - 4 cr.
History and culture of the Ojibwe people.

Crosslist Courses: HIS 3308, INS 3308

NAS 3320 - American Indian Women: Myth/Reality - 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.

Crosslist Course: INS 3320

NAS 4401 - American Indian Law & Policy - 4 cr.
American Indian traditional and contemporary governments, legal-political status, changing codes and statutes and social policy issues.

Crosslist Course: INS 4401

NAS 4410 - Counseling the American Indian - 4 cr.
Historical and cultural aspects of the relationship of American Indians to the counseling process. Course involves group dynamics and practical techniques.

Crosslist Courses: INS 4410, SWK 4410

NAS 4415 - American Indian Families - 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.

Crosslist Courses: INS 4415, SWK 4415

NAS 4420 - Human Behavior and the American Indian Community - 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.

Crosslist Courses: INS 4420, SWK 4420

NAS 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.

Crosslist Course: INS 4777
Peace & Justice Studies

Peace & Justice Studies is an interdisciplinary program that builds on the College's remarkable resources in and commitment to this area of inquiry and practice. The program approaches Peace & Justice Studies from the broad perspective of promoting human dignity and respecting human rights, within both local and global contexts – contexts shaped by political, social, cultural, religious, and historical forces. Peace and justice are basic human goods. They are conditions of human flourishing and also indications of it. Peace & Justice Studies draws on the approaches and resources of many academic disciplines to enable people to work more effectively for peace and justice, to resist and overcome oppression and violence and to envision and build better human communities. While Peace & Justice Studies has a rich and growing body of theory and empirical research at its disposal, its goal is practical: the creation of more just and peaceful societies conducive to the fuller realization of human potential.

Peace and Justice Studies major

Students complete a total of 40 credits, at least 24 of which must be completed at St. Scholastica. At least 24 of these credits must be upper-division (3000 or higher). The minimum requirement for beginning the major is a 2.3 GPA. Students interested in majoring in PJS should consult with the program coordinator. The minimum grade for courses to count toward the major is C.

Required Courses (20 credits)

PJS 2102 Introduction to Peace & Justice Studies (4 credits), PJS 3101 Theologies of Peace and Justice (4 credits), PJS/GCL 3301 Human Rights (4 credits), PJS 4555 Peace & Justice Studies Practicum/Internship (may be met through HECUA or Washington Semester) (4 credits), PJS 4401 Capstone Seminar in Peace and Justice Studies (4 credits)

Elective Courses (20 additional credits)

Students choose their remaining credits from the options listed below. At least eight credits should be upper-division. No more than 12 credits should be taken in the same department. In addition to the courses listed below, special topics courses in ECN, HIS, HON, PHL and SOC can be used to fulfill the requirements of the Peace & Justice Studies Major with the approval of the coordinator.

Students are strongly encouraged to include PSY 3331 Statistics or PSY 3330 Research Methods in their major. Other courses in quantitative analysis or research methods can be included with the permission of the coordinator.

Peace and Justice Studies minor

Students complete 22 credits, at least 16 of which must be completed at St. Scholastica. At least 12 of these credits must be upper-division credits (3000 or higher).

The minimum requirement for beginning the minor is a 2.3 GPA. Students interested in minoring in PJS should consult with the program coordinator. The minimum grade for courses to count toward the minor is C.

Required Courses (16 credits)

PJS 2102 Introduction to Peace & Justice Studies (4 credits)
PJS 3101 Theologies of Peace and Justice (4 credits) or PJS/GCL 3301 Human Rights (4 credits), PJS 4555 Peace & Justice Studies Practicum/Internship (may be met through HECUA or Washington Semester) (4 credits), PJS 4401 Capstone Seminar in Peace & Justice Studies (4 credits)

Elective Courses (6 additional credits)

Students choose their remaining credits from the options listed below. In addition to the courses listed below, special topics courses in ECN, HIS, HON, PHL and SOC can be used to fulfill the requirements of the Peace and Justice Studies Minor with the approval of the coordinator.

Students are strongly encouraged to include PSY 3331 Statistics or PSY 3330 Research Methods in their minor. Other courses in quantitative analysis or research methods can be included with the permission of the coordinator.

Director: Dr. Thomas W. Morgan

Elective Courses in Peace and Justice Studies

HECUA (up to 12 credits, including internship)
Washington Semester Program (up to 12 credits, including internship)
Other study-abroad courses or programs with coordinator approval (up to 12 credits)
BIO 1103 Current Environmental Topics
BIO 1115 Global Challenges: Scientific Solutions
BIO 4170 Ecology
CHEM 1010 Chemistry and Sustainability
CTA 2525 The Media, Race & Gender
ECN 3335 Contemporary Healthcare Economic Systems
ENG 2210 Ethnic Literature
INS 1101 Introduction to American Indian Studies
INS/PHL 3301 American Indian Philosophy
INS 3320 American Indian Women
INS 4401 American Indian Law and Policy
INS/SWK 4415 American Indian Families
INS/SWK 4420 Human Behavior and the American Indian Community
GCL 1101 Introduction to Global, Cultural and Language Studies
GCL/HUM 2101 Cross-Cultural Understanding
GCL 2111 Migration, Diaspora, Identity
GCL 2201 Peaceful Resolution of International Conflicts
GCL 2480 Community Nonprofits
GCL/POL 3001 Politics of Globalization
GCL 3101 Advanced Social and Cultural Theory
GCL 3250 Voices of the Earth: Ecology and Indigenous Philosophy
GCL 3302 Europe Today
GCL/SPN 3303 The Other Americas
GCL 3305 Contemporary Africa
GCL/HIS 3307 Modern Latin American History
GCL 3401 Healthcare Across Cultures
GCL/POL 4402 Environmental Politics
GCL 4411 Strangers in Their Own Land
HSC/GER 2202 U.S. Healthcare System
HSC 3101 Health for All: A Global Perspective
HSC/TRS 3311 Religious Perspectives on Healthcare Ethics
HIS/WGS 2231 Cultural Anthropology
HIS/TRS 2320 Religion and Politics
HIS 3214 The World Since 1945
HIS 3300 Russia: Kievan Beginnings to 1917
HIS 3301/GCL 3304 Russia since 1900
HIS 3310 U.S. Foreign Relations
HIS 3321 Women in U.S. History II
HIS/WGS 3325 African American History II
HIS 3327 U.S. Economic History
HIS/WGS 3350 Feminism and Globalization
HIS 3355 Islam and the Modern World
HIS 3356 History of Modern India
HON 1101 Literature of Social Change
HON 2125 Global Sociology

HON 3010 Be the Change Seminar
HON 3020 Be the Change Practicum
HON 4600 Global Issues After 9/11
HON 4885 The Holocaust
PHL 2205 Philosophy of Person
PHL 2223 Political Philosophy
PHL 3360 Philosophies of Feminism
POL 2001 Introduction to Political Science
POL 2280 Rethinking Religion and Culture after 9/11
PSY 3331 Statistics
PSY 3340 Psychology of Gender
PSY 3327 Social Psychology
PSY 3330 Research Methods
SOC 1125 General Sociology
SOC 2433 Family and Society
SUS 1777 Introduction to Sustainability
SWK 3360 American Social Welfare Policy
SWK 3362 Human Behavior in the Social Environment
SWK 3390 Understanding Immigration/Refugee Issues
TRS 1102 Sin, Suffering, Salvation
TRS 2101 Contemporary Moral Issues
TRS/WGS 2243 Women and Religion
TRS 2601 Religions of the World
TRS 4420 A History of Justice and Mercy

[1] This list is not intended to be exhaustive or exclusive.

Courses

PJS 2102 - Introduction to Peace and Justice Studies (Conceptions: VCOP - Open) - 4 cr.
Introduces students to a variety of perspectives and attitudes toward social change and peace & justice issues. Classic as well as contemporary offerings are included. In addition, there are presentations from activists, people who devote a significant amount of their time to working for change. Students are asked to adopt a critical attitude toward what they read and hear. They read and analyze several genres, including fiction, the essay, polemics and autobiography. They also view documentary films. They must demonstrate an understanding of how to approach these genres critically. By the end of the course, students should have explored and clarified their personal values related to social change and peace & justice issues. They also should have improved reading, writing and critical- and creative-thinking skills.

PJS 2480 - Community Nonprofits - 2 cr.
Engages with a group of nonprofit organizations in our community focused on striving for economic, racial, cultural, gender, and earth justice, and each student will have a placement with one of these organizations for the full semester. Individually and together we will learn from community members who have a wealth of experience at social change-making, one step at a time: by building relationships, analyzing social dynamics, understanding systems of power, privilege, and oppression, devising strategies, collecting tactics, using imagination and resourcefulness, thinking shrewdly, and still remaining idealistic. We will learn the working structure of non-profits, and will look critically at what some have called “the non-profit industry,” while recognizing the way in which nonprofits have woven themselves indispensably into the fabric of American economic and social life.

Crosslist Course: GCL 2480

PJS 2777 - Topics in Peace and Justice - 0-4 cr.
Topics in Peace and Justice.

PJS 3777 - Topics in Peace and Justice - 0-4 cr.
Topics in Peace and Justice.

PJS 3999 - Independent Study - 0-4 cr.
Independent study.

PJS 4555 - Peace and Justice Internship - 0-8 cr.
Enables student to gain experience in the field. Student internship should be in a for-profit or non-profit organization with a mission in keeping with the goals of the PJS major. Student should have meaningful tasks to perform within the organization and have a designated supervisor who works with the director of the PJS program. Student will meet regularly with the PJS program director and file a final reflection essay. Junior or senior standing and approval from the PJS program director are required

PJS 4999 - PJS Independent Study - 0-8 cr.
Description coming soon.

Philosophy Department
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 major

The philosophy major is a B.A. requiring 36 credits. These are arranged as follows:

- PHL 1105, Logic;
- PHL 2214, Ethics;
- Any two of the following three courses: PHL 3302, Ancient Philosophy; PHL 3303, Medieval Philosophy; and PHL 3304, Modern Philosophy;
- Either PHL 1114, The Philosophical Perspective, or PHL 2205, Philosophy of Person;
- Three more PHL courses chosen with advisement; two of these must be upper-division;
- PHL 4444, Senior Seminar.

The philosophy major is designed to allow students to pursue personal philosophical interests while preparing them for the further study of philosophy in graduate school. It also is good preparation for graduate study in other fields, including the professions such as law. The number of credits for the major has been kept low to allow students interested in pursuing a double-major (philosophy plus some other major) to do so.

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.

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.

Program outcomes

Through philosophy courses the student is helped to:

1. Recognize, analyze and critically respond to arguments in sources ranging from philosophical and academic texts to popular culture and in class discussions.
2. Construct and present clear, well-reasoned explications and defenses of theses both orally and in writing.
3. Recognize and assess the interplay of philosophy and culture with orientation to living a good life.
4. Apply philosophical methods to understand and reply to ethical, political, metaphysical, environmental and diversity issues.

Courses

**PHL 1105 - Logic (Foundations: VFMA - Mathematics) - 4 cr.**

Thinking about thinking, this course studies arguments and proofs. Deductive and inductive inferential reasoning are used to assess validity and strength of arguments and significant theorems. Students will learn the limits of reason and where it can legitimately extend and where it enters into paradox and contradiction.

**PHL 1114 - The Philosophical Perspective (Conceptions: VCPH - Philosophy) - 4 cr.**
Introduces students to the philosophical perspective on issues of human concern from what it means to exist as a person, to the nature and existence of God, including freedom/determinism, the nature of reality, and the good society. It practices students in critical thinking about living a good life.

**PHL 2205 - Philosophy of Person (Conceptions: VCPH - Philosophy) - 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 (Conceptions: VCPH - Philosophy) - 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 (Conceptions: VCPH - Philosophy) - 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 (Conceptions: VCPH - Philosophy) - 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 2301 - Health, Happiness, and Human Well-being (Conceptions: VCPH - Philosophy) - 4 cr.**
Examines concepts like health and illness, ability and disability, and happiness and well-being from a philosophical perspective. It explores the philosophical aspects of some of the central questions in medicine and health care: What is health? What is health in relation to happiness and human well-being? What are suffering and healing? What are the goals of medicine and what is the purpose of health care? To what extent are health, disease, and illness biological realities or social constructions? How have concepts of health, disease, and illness been used to harm people? What is mental health and illness, why are their meanings contested, and how has psychiatry been abused? Further, the course considers such issues as the different types of knowledge in health care, medical knowledge and power, human rights and health care, ethical principles and practices in health care, and current ethical dilemmas and controversies in the field.

**PHL 2777 - Philosophy course - 0-4 cr.**
Topics.

**PHL 3000 - Beauty & Death: Sublime Aesthetics (Integrations: VIPH - Philosophy) - 4 cr.**
Beauty & Death surveys different aesthetic theories of the sublime throughout the history of philosophy. Sublime experiences, whether found in nature or art are traditionally considered the most intense of all possible aesthetic feelings. Whereas beauty promotes notions of formal unity harmonizing within limits, the sublime contemplates chaos, death, and feelings that overwhelm the human imagination. The resulting affect has been at times called a feeling of 'negative pleasure' where feelings of beauty and horror become inextricably entangled. As an aesthetic concept the sublime has changed drastically in meaning from classical Greek thought to Enlightenment philosophy and its contemporary rebirth in postmodern aesthetics. However, what all these theories have in common is a focused attention placed on the problem of contemplating the unknown. Thus, in relation to art, nature, and perception the primary aesthetic question of the sublime is deeply involved with dilemma of how to 'present the unpresentable.' Readings of primary texts will be supplemented by illustrative paintings, music, poetry, fiction, secondary literature, and weekly screenings of films that both correspond and clarify each week’s readings.

Crosslist Courses: ART 3000, CTA 3000

**PHL 3301 - American Indian Philosophy - 4 cr.**
Philosophy and religious systems, shamanistic and priesthood societies, reversion and amalgamation religions, the American Indian Religious Freedom Act, philosophy and social movements.

Crosslist Courses: INS 3301, NAS 3301, RES 3301
PHL 3302 - Ancient Philosophy (Integrations: VIPH - Philosophy) - 4 cr.
Roots of Western thought examined as found in the writings of the ancient Greeks through a variety of time periods and genres in differing combinations: Homer, Hesiod, Herodotus, Thucydides, Sophocles, Euripides, Aeschylus, Aristophanes, Plato, and/or Aristotle.

PHL 3303 - Medieval Philosophy (Integrations: VIPH - Philosophy) - 4 cr.
Introduces influential Christian, Islamic, and Jewish philosophical thought from the 5th - 15th centuries on topics like goodness, evil, character, conscience, free will, and the nature of God. Questions that may be examined include: "what does it mean to have free will (and do we have it)?", "what does it mean to be a good or bad person?", and "can anyone know if there is a God?".

PHL 3304 - Modern Philosophy (Integrations: VIPH - Philosophy) - 4 cr.
Explores the works of philosophers from the 16th through 19th centuries including Descartes, Hume, and Kant. Their 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 (Integrations: VIPH - Philosophy) - 4 cr.
Examines 20th and 21st century philosophers and philosophical movements with a focus on critical reading of texts and the interplay between philosophy and other ways of constructing a meaningful contemporary life.

PHL 3350 - Contemporary Ethical Issues (Integrations: VIPH - Philosophy) - 4 cr.
Examines ethical issues of contemporary concern. Course includes issues relating to medicine, government, business and interpersonal relationships.

PHL 3351 - The Ethics of Consumption (Integrations: VIPH - Philosophy) - 4 cr.
Discuss contemporary ethical problems that arise related to buying, selling, and using products and services. Topics vary and can include the environmental impact of human consumption, sweatshop labor, animal rights, surrogate pregnancy, whether or not people should "shop their values".

PHL 3360 - Philosophies of Feminism (Integrations: VIPH - Philosophy) - 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 (Integrations: VIPH - Philosophy) - 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 3371 - Aesthetics Seminar - 4 cr.
An upper division Writing Intensive seminar in which students explore the specialized field of Aesthetics within Philosophy. Course topics vary in their relationship to analyzing processes of perception and forming judgments of taste. Students will demonstrate their abilities to read and analyze primary and secondary literature relating to aesthetic theory by applying these course materials to their own life experiences through discussions, presentations, and written critical reflections.

PHL 3777 - Topics in Philosophy - 1-4 cr.
Topics.

PHL 4420 - Philosophy of Science (Integrations: VIPH - Philosophy) - 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.
Emphasizes using the critical, analytical, and communication skills participants have learned in their philosophical studies. This is a course for Philosophy majors who will work closely with each other and faculty in exploring a selected topic or text in seminar format.

PHL 4777 - Topics In Philosophy - 1-4 cr.
Topics.
PHL 4999 - Independent Study - 1-4 cr.
A topic of student's own choosing is pursued with guidance of instructor.

**Sustainability Studies and the Environment**

Sustainability Studies and the Environment is an interdisciplinary program designed to implement all five of the Benedictine values while especially emphasizing stewardship. The program draws on faculty from a wide variety of Departments across campus and hence views sustainability from many different perspectives. The goal of the program is to provide the student knowledge of the problems confronting the modern world and the ability to make real-world contributions toward solving those problems.

Program Director: Dr. Drew Mannetter

**Program Requirements**

- Major: 44-46 credits
- Minor: 24 credits

**Core Courses (28-30 credits):**

- SUS 1777: Introduction to Sustainability
- BIO 1103: Current Environmental Topics OR CHM 1010: Chemistry and Sustainability
- PHL 2777: Environmental Ethics
- POL 4402: Environmental Politics
- Capstone (2 credits)
- Internship (2-4 credits)

**Outcomes**

- Students will understand the three ‘E’s of sustainability: environment, economy, and equity, and will be able to articulate how they are interrelated on local and global levels.
- Students will assess the ways in which sustainability topics are approached in a diversity of academic disciplines in the sciences, social sciences, arts, and humanities.
- Students will critically analyze economic and social systems and cultural values that contribute to unsustainability.
- Students will apply tools of advocacy and policy to promote sustainable development and equity.
- Students will design, implement, and evaluate actions that support ecological, organizational, and cultural sustainability (such as workshops, projects, media, performances) that align with community practices.
- Students will integrate sustainability theory and practice through applied and experiential community work.

**Compatible Majors:**

Sustainability now has an impact in all areas of human endeavor. Governments, corporations, religious institutions, academic institutions, non-profit organizations, hospitals, etc. are all incorporating principles of sustainability into their everyday practices. Hence, a student can prepare themselves for the job market by combining a sustainability major with any field of interest: business, economics, biology, marketing, nursing, management, fine arts, pre-law, etc.

**Courses**

**SUS 1777 - Topics in Sustainability - 1-4 cr.**
Description coming soon.

**SUS 4555 - SUS Internship - 0-8 cr.**
Description coming soon.

**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 charisma 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. 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 and minor in Theology and Religious Studies, with several concentrations. It also offers a minor in Theology and Religious Studies.

Chair: Denise Starkey, Ph.D.

Theology and Religious Studies major:

Students majoring in Theology and Religious Studies complete the following coursework (40 credits total):

1. **12 semester credits from among departmental core courses:**
   - 4 credits in Theology, selecting from among:
     - TRS 1101 Introduction to Christian Theology
     - TRS 1102 Sin, Suffering and Salvation
     - TRS 1110 Introduction to Catholicism
     - TRS 1420 Introduction to Spirituality
   - 4 credits in Biblical Studies:
     - TRS 1103 Introduction to the Bible
     - TRS 1104 Introduction to the Hebrew Scriptures
     - TRS 1105 Introduction to the New Testament
   - 4 Credits in Religions of the World:
     - TRS 2243 Women and Religion
     - TRS 2601 Religions of the World

2. **16 semester credits from among departmental area courses:**
   - 4 credits in Theology (TRS 3240, 3350, or appropriate TRS 2777, 3777 or 4777)
   - 4 credits from Biblical Studies (TRS 3110, 3120, 3130, or 4130)
   - 4 credits from Moral Theology (TRS 2101, 3310, 3311, 3320 or appropriate TRS 2777, 3777 or 4777)
   - 4 credits from World Religions (currently listed as topics courses -TRS 3777 or 4777)

3. **12 additional semester credits, with requirements as follows:**
   - Theology and Religion: 12 credits in 3000/4000 level TRS electives with advisement

4. **TRS Majors are also required to complete an internship or service-learning project:**
   - TRS 4555, Internship

5. **TRS Majors interested in ministry should also take:**
   - TRS 2110, Introduction to Ministry
   - TRS 4408, Theory and Method of Teaching Religion

Theology and Religious Studies Minor

The Department 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. Students pursuing may work with their TRS advisor to tailor their minor to their particular interests.

Braegelman Program in Catholic Studies

The College 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. For further information, see the Catholic Studies section of the catalog.

**Program outcomes**

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

1. Articulate basic knowledge in the content area of the course (theology, biblical studies, etc).
2. Selects relevant sources and/or sacred texts effectively.
3. Reads, discusses and writes critically about biblical, religious and/or theological topics.
4. Analyzes the role of religion and/or the Catholic intellectual tradition in shaping meaning.

**The Braegelman Program in Catholic Studies**

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 Christians from other denominations, believers from other faith traditions and all, including nonbelievers, 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 1942-54, and Sister Bernice Braegelman, who taught Scripture and other classes at the College from 1941-72.

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; 3240, 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: Kevin Vaughan, Ph.D.

**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.

Courses

TRS 1101 - Intro to Christian Theology (Conceptions: VCRS - Religious Studies) - 4 cr.
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 - 4 cr.
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 (Conceptions: VCRS - Religious Studies) - 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.

Crosslist Course: RES 1103

TRS 1104 - Intro to Hebrew Scriptures (Conceptions: VCRS - Religious Studies) - 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 - Intro to New Testament (Conceptions: VCRS - Religious Studies) - 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 (Conceptions: VCRS - Religious Studies) - 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.

Crosslist Course: RES 1110

TRS 1420 - Introduction to Spirituality (Conceptions: VCRS - Religious Studies) - 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 1777 - Independent Study - 0-4 cr.
Topics.

TRS 2101 - Contemporary Moral Issues (Conceptions: VCRS - Religious Studies) - 4 cr.
Provides an introduction to religious 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 decision-making. We will test our ideas about ethics by
examining a broad array of issues in the twenty-first century and considering common ethical principles found in various religions and cultures of the world.

---

**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 - 4 cr.**

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 2220 - A History of Christian Thought (Conceptions: VCRS - Religious Studies) - 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.

*Crosslist Course: HIS 2222*

---

**TRS 2243 - Women and Religion (Conceptions: VCRS - Religious Studies) - 4 cr.**

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.

*Crosslist Course: WGS 2243*

---

**TRS 2401 - Benedictine Tradition (Conceptions: VCRS - Religious Studies) - 4 cr.**

Explores with students the essential elements and core values of the Catholic Benedictine tradition. Students are encouraged to discover the historical, cultural, theological, spiritual, and ethical foundations of the Benedictine tradition. The course examines tools in the Rule of Benedict that assist students in reflecting on the fundamental questions of life. Students explore ways of developing a Benedictine spirituality that focuses on discovering the presence of God in the ordinary events of life.

---

**TRS 2403 - The Way of the Pilgrim - 4 cr.**

Explores the history and theology of pilgrimage and may include a 100 kilometer hiking pilgrimage on the Camino de Santiago Compostela 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.

*Crosslist Course: HIS 2403*

---

**TRS 2501 - Theologies of Peace and Justice (Conceptions: VCRS - Religious Studies) - 4 cr.**

An exploration of the interpretation of issues of justice and peace, with special attention to Catholic and Christian teachings on such issues as war and peace, violence, economic justice, and racial and gender justice. Consideration of ways in which fundamental presuppositions and principles of each group studied affect their views on justice and peace, and promote or detract from dialogue and peaceful interaction with other groups. In addition to Christianity, students are invited to study the world-views of a Far Eastern religion, a tribal religion, Islam, and one secular worldview.

---

**TRS 2601 - Religions of the World (Conceptions: VCRS - Religious Studies) - 4 cr.**
Surveys the major religious traditions of the world, focusing on an understanding of the religious world views and practices that shape culture across the globe. Explores basic teachings, rituals, ethics and conceptions of the transcendent and afterlife. Selected readings from these traditions include indigenous and oral religions, Hinduism, Buddhism as well as the religions of the West including Christianity, Judaism and Islam.

**TRS 2777 - Topics in Religion - 0-4 cr.**
Prerequisite: 1000 level TRS course or consent of instructor.

**TRS 3110 - Gospel of John - 4 cr.**
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.

**TRS 3120 - Paul’s Letters - 4 cr.**
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 Courses:** TRS 1101, TRS 1103, TRS 1104, TRS 1105, TRS 1110, TRS 1120, TRS 1180, TRS 1777

**TRS 3130 - Prophets - 4 cr.**
Examines the phenomenon of prophecy as it emerged in the religion of Israel before, during, and after the Assyrian and Babylonian exiles. The course traces the development of the prophetic movement and its relationship to religious, social and political institutions as recorded in the Tanakh’s prophetic corpus. The course takes a socio-historical, redactional and comparative and phenomenological approach to the prophetic material. It explores the material’s literary and theological dimensions as well as feminist concerns lifted up by careful study of its images and characters. Prerequisite: 1000 level TRS course or consent of instructor.
**Prerequisite Courses:** TRS 1101, TRS 1103, TRS 1104, TRS 1105, TRS 1110, TRS 1120, TRS 1180, TRS 1777

**TRS 3240 - Sacraments and Liturgy - 4 cr.**
Enhances 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.
**Prerequisite Courses:** TRS 1101, TRS 1103, TRS 1104, TRS 1105, TRS 1110, TRS 1120, TRS 1180, TRS 1777
**Crosslist Course:** RES 3240

**TRS 3310 - Rel Prspctv Living, Dying,Grvg ( Integrations: VIRS - Religious Studies ) - 4 cr.**
Consideration of questions related to suffering, dying, prolonging and manipulating life. Study examines topics related to the meaning and end of human life according to various religious and cultural viewpoints. Topics include the quality and sacredness of life, end of life moral issues, funeral rites, grief and mourning, suicide, and perspectives on life after death.
**Crosslist Course:** GER 3310

**TRS 3311 - Rel Prspctvs Health Care Ethic ( Integrations: VIRS - Religious Studies ) - 4 cr.**
Explores a variety of concrete biomedical ethical problems within our society and the healthcare system from a diversity of religious and ethical perspectives. This course examines a number of current issues in healthcare. Attention is given to key principles relevant to healthcare ethics, including autonomy, nonmaleficence, beneficence, and justice.
**Crosslist Courses:** HSC 3311, RES 3311

**TRS 3312 - Spirituality Resilience Recove - 4 cr.**
An interdisciplinary exploration into the spiritual, emotional, and physical integration required to attain emotional sobriety, life balance, and healing from emotional trauma and addiction. Evidence-based research in the role of spirituality in healing as well as key concerns of caregivers and counselors is considered.
TRS 3315 - The Church Today - 4 cr.
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
church emerging at the Second Vatican Council and its meaning for today. Prerequisite: 1000 level TRS course or consent of instructor.

Prerequisite Courses: TRS 1101, TRS 1103, TRS 1104, TRS 1105, TRS 1110, TRS 1120, TRS 1180, TRS 1777

Crosslist Course: RES 3315

TRS 3318 - Spirituality and Aging - 4 cr.
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; 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.

Prerequisite Courses: TRS 1101, TRS 1103, TRS 1104, TRS 1105, TRS 1110, TRS 1120, TRS 1180, TRS 1777

Crosslist Courses: GER 3318, RES 3318

TRS 3320 - Religion and Politics - 4 cr.
Considers issues, problems and possibilities in the complex interaction of religion and politics. The goal is to enhance the student's appreciation for
the difficulties encountered when religion and politics collide and collude. 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, and religious institutions and the civil rights movement. Prerequisite: 1000 level TRS
course or consent of instructor.

Prerequisite Courses: TRS 1101, TRS 1103, TRS 1104, TRS 1105, TRS 1110, TRS 1120, TRS 1180, TRS 1777

TRS 3325 - Faith, Values and Film - 4 cr.
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.

Prerequisite Courses: TRS 1101, TRS 1103, TRS 1104, TRS 1105, TRS 1110, TRS 1120, TRS 1180, TRS 1777

TRS 3330 - Catholic Benedictine Perspectives - 4 cr.
Provides students an opportunity to encounter the resources and heritage of the Catholic Benedictine tradition. The course deepens student
understanding of the mission of The College of St. Scholastica and invites students to reflect upon their own vocations as they enter the profession of
nursing. [Post-Baccalaureate Nursing students only.]

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.

Crosslist Courses: HUM 3340, RES 3340

TRS 3350 - The Person & Mission of Jesus ( Integrations: VIRS - Religious Studies ) - 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.

Prerequisite Courses: TRS 1101, TRS 1103, TRS 1104, TRS 1105, TRS 1110, TRS 1120, TRS 1180, TRS 1777

Crosslist Course: RES 3350

TRS 3380 - Women’s Spirituality/Literatur - 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.

Crosslist Courses: ENG 3380, HUM 3380

**TRS 3777 - Topics in Religion - 2-4 cr.**
Topics in TRS.

**TRS 3999 - Independent Study - 0-4 cr.**
Independent Study.

**TRS 4220 - Catholic Studies Seminar - 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 4440 - Women Mystics - 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 - Independent Study - 0-4 cr.**
Internship.

Prerequisite Courses: TRS 1101, TRS 1103, TRS 1104, TRS 1105, TRS 1110, TRS 1120, TRS 1180, TRS 1777

**TRS 4777 - Catholic Studies Seminar - 0-4 cr.**
Prerequisite: 1000 level TRS course or consent of instructor.

Prerequisite Courses: TRS 1101, TRS 1103, TRS 1104, TRS 1105, TRS 1110, TRS 1120, TRS 1180, TRS 1777

**TRS 4999 - Independent Study - 1-16 cr.**
Independent Study.

Prerequisite Courses: TRS 1101, TRS 1103, TRS 1104, TRS 1105, TRS 1110, TRS 1120, TRS 1180, TRS 1777

**Women's and Gender Studies Program**

The Women's and Gender Studies Program at the College of St. Scholastica offers a minor designed to cultivate critical thinking about women, sexuality, and gender as it engages with topics of immediate social and political concern. These issues include objectification of women in media and advertising, wars on women's bodies and reproductive health, trafficking of women and girls, systemic sexism within institutions, homophobia, and racism in white middle-class feminist movements.

To introduce students to the history and complexity of these political, intellectual, and cultural issues, the program stresses the critical importance of feminist theory, intersectionality, and global engagement with women's and LGBT movements and lived experiences in the United States and around the world. In this sense, the program turns on a debate that remains central to Women's Studies - the relationship between academics and activism, between theory and practice.

Students graduating from St. Scholastica with a minor in Women's and Gender Studies have pursued careers in healthcare, midwifery, advocacy, publishing, and have completed graduate study in the humanities, social work, and management.

The WGS program offers both research and internship opportunities. The minor seminar/capstone course (WGS 4555) requires a fifteen-page paper of original research in women's and gender studies, as well as the completion of a thirty-hour practicum. Practicums have been completed at Safe Haven, PAVSA, the YWCA, and the Duluth Building for Women.

Director: Denise Starkey, Ph.D.

**Program Outcomes**

Through this minor, students will:

- Analyze written, visual, and musical forms of expression and representation related to gender.
• Demonstrate knowledge of research methods in the humanities and sciences informing the critical and historical study of women, sexuality, and gender.
• Critique, assess, and construct arguments based on theoretical sophistication and historical investigation of gender expression.
• Examine the ways race, ethnicity, religion, class, sexuality, and other social categories and identities intersect with gender.

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 and Gender Studies
WGS 4555 Women and Gender Studies Practicum/Seminar

The following courses are electives:
ENG 1130 Studies in Women's Literature
GCL/WGS 2220 Dance, Gender, & Culture
GCL/WGS 2231 Cultural Anthropology
HIS 3320 Women in United States History I
HIS 3321 Women in United States History II
HIS/WGS 3324 African American History I
HIS/WGS 3325 African American History II
HIS 3333 Sports in American History
HON 3350 Psychology of Human Sexuality
PHL 3360 Philosophies of Feminism
PSY 3340 Psychology of Gender
SWK 3350 Understanding Systems of Privilege and Oppression
TRS/WGS 2243 Women and Religion
WGS 3350 Feminism and Globalization

Various departments offer courses that are applicable to women's studies. Check with the director for current offerings on the schedule.

Courses

WGS 1011 - Intro to Women & Gender Studie - 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 1777 - Topics - 0-4 cr.
Various departments offer topics courses which are applicable to women's studies. Check with the coordinator for current offerings on the schedule.

WGS 2231 - Cultural Anthropology - 4 cr.
Addresses concepts, methods, and theories exploring social and cultural life across time and space, including the changing concept of culture itself. The course is an introduction to ethnographic fieldwork methods and to the practice of anthropology, with attention to the impact of contemporary social forces on the diverse societies that make up the modern world.

Crosslist Course: GCL 2231

WGS 2243 - Women and Religion ( Conceptions: VCRS - Religious Studies ) - 4 cr.
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.

Crosslist Course: TRS 2243

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Crosslist Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 2999</td>
<td>Women's Studies - 0-4 cr.</td>
<td></td>
<td>Independent Study.</td>
<td></td>
</tr>
<tr>
<td>WGS 3324</td>
<td>African American History I - 4 cr.</td>
<td></td>
<td>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.</td>
<td>HIS 3324</td>
</tr>
<tr>
<td>WGS 3325</td>
<td>African American History II - 4 cr.</td>
<td></td>
<td>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.</td>
<td>HIS 3325</td>
</tr>
<tr>
<td>WGS 3350</td>
<td>Feminism &amp; Globalization - 4 cr.</td>
<td></td>
<td>Explores how European imperalist 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 &quot;Third World.&quot; 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 &quot;women,&quot; &quot;religion&quot; and &quot;the body&quot; 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.</td>
<td>HIS 3350</td>
</tr>
<tr>
<td>WGS 3777</td>
<td>Topics in Women's Studies - 0-8 cr.</td>
<td></td>
<td>Various departments offer topics courses which are applicable to women's studies. Check with the coordinator for current offerings on the schedule.</td>
<td></td>
</tr>
<tr>
<td>WGS 3999</td>
<td>Independent Study in Women's and Gender Studies - 1-8 cr.</td>
<td>1-8</td>
<td>Independent study.</td>
<td></td>
</tr>
<tr>
<td>WGS 4555</td>
<td>Women &amp; Gender Studies Practic - 0-8 cr.</td>
<td></td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>WGS 4777</td>
<td>Independent Study - 0-4 cr.</td>
<td></td>
<td>Various departments offer topics courses which are applicable to women's studies. Check with the coordinator for current offerings on the schedule.</td>
<td></td>
</tr>
<tr>
<td>WGS 4999</td>
<td>Independent Study - 0-8 cr.</td>
<td></td>
<td>Independent Study.</td>
<td></td>
</tr>
</tbody>
</table>
School of Business and Technology

The School of Business and Technology (SBT) inspires students to embrace diversity and new challenges and lead innovative change while acting in an ethical and socially responsible manner. The school places a special emphasis on applying the liberal arts and professional learning to the real world through student research, study abroad, and internships. Our graduates find well-paying jobs in rewarding careers. The school offers a variety of programs including: Accounting, Computer Information Systems, Finance, Organizational Leadership, Business Management and Marketing.

Dean: Dr. Rick Revoir

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 (or ENG 3364), 4160; FIN 3420; CIS 3205; MTH 1111; PSY 3331.

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 before 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 Business Administration program.

Courses

ACC 2210 - Principles of Financial Accounting - 4 cr.
Introduces 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.
Introduces 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 Course: 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 Course: ACC 2220

ACC 3310 - Intermediate Accounting I - 4 cr.
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 Course: ACC 2220

ACC 3320 - Intermediate Accounting II - 4 cr.
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 Course: 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 Course: ACC 2220

ACC 3777 - Selected Topics in Accounting - 1-4 cr.
Examines 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.

Prerequisite Course: ACC 2210

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 Course: ACC 2210

ACC 4430 - Auditing - 4 cr.
Examines the standards and procedures associated with a financial statement audit conducted by an independent accountant.

Prerequisite Courses: ACC 3310, ACC 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 Course: ACC 3320

ACC 4555 - Accounting Internship - 0-16 cr.
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.
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 4999 - Independent Study - 1-10 cr.
Selected topic in professional accounting and completes an individual study that may involve research and/or field experience. Prerequisite: approval of instructor and department chair.

**Business and Technology Studies**

**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 Information Systems 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 Dean 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 within 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 that carry a prefix of ACC, CIS, ECN, FIN, MGT, or MKT. 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 adviser 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 Dean 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.

**Courses**

**SBT 1777 - Topics - 0-4 cr.**
Topics in SBT.

**SBT 2100 - Career Exploration - 1 cr.**
Guides students through a comprehensive approach to personal career development. Course is designed for first and second year students in declared or intended majors in the School of Business & Technology. Students will participate in occupational research, career exploration and activities, and readings and reflections to gain a strong understanding of self and to understand the majors/careers available within the School of Business and Technology. Students will explore career options and acquire the knowledge of steps necessary to pursue their career goals.

**SBT 2777 - Topics - 1-4 cr.**
Topics in SBT

**SBT 3100 - Career Planning - 1 cr.**
Increases awareness, knowledge and skills associated with the career and job search process. Course is designed for third and fourth-year students in declared or intended majors in the School of Business & Technology. The course includes career discovery, but is mainly focused on the tactical pieces of a job search. Students will be exposed to a variety of individuals who will provide varied perspectives on this process. Students will participate in occupational and employer research, completion of application documents and interview preparation. This course will increase the ability to undertake a successful career and job search.

**SBT 3390 - China Study Abroad - 4 cr.**
Immerses students in Chinese culture. The course allows students to experience the world’s most populous nation and the second largest economy in the world. The course provides students with the opportunity to learn about China’s people, culture and business environment.
Computer Information Systems

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 analysis, health informatics, mathematics or software development. Students also may 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.

Department Chair: Thomas Gibbons, Ph.D.

Computer Information Systems B.A. or B.S. major:

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.


Concentrations for CIS major:

Health Informatics Concentration (B.A.)

CIS 3205 Information Systems, HIM 2101 Medical Language (3 cr), HIM 2102 Intro Pharmacotherapeutics (1 cr), HIM 2110 Concepts/Princ of HIM (2 cr), HIM 2111 HIM Technologies Practice (2 cr), HIM 3132 Medicolegal Issues, HIM 4415 Health Data Analytics, PSY 3331 Statistics.

Business Analysis Concentration (B.A.)

CIS 3205 Information Systems, CIS 3287 Software Quality Assurance (2cr), CIS 4041 Web Design, CIS 4042 Computer Security (2 cr), ACC 2210 Princ of Fin Accounting, MGT 3350 Organizational Behavior, PSY 3331 or MTH 4411 Statistics.

Mathematics Concentration (B.S.) - Duluth Campus Only

CIS 3089 Data Structures, CIS 4115 Artificial Intelligence, MTH 2221 Calculus I, MTH 2222 Calculus II, MTH 2401 Discrete Mathematics, MTH 3322 Linear Algebra, MTH 4411 Probability and Statistics I or PSY 3331 Statistics.

Software Development Concentration (B.S.)


Cyber Security Concentration (B.S.) - Online Campus Only

CIS 1745 Network Administration: Unix (3 cr), CIS 1810 Network Administration: Security (3 cr), CIS 1946 CISCO Networking I (3 cr), CIS 1947 CISCO Networking II (3 cr), CIS 2811 Intrusion Detection and Prevention Systems Fundamentals (3 cr), CIS 2812 Network Security Fundamentals (3 cr), CIS 2813 Network Forensics and Incident Response (3cr), CIS 2814 Ethical Hacking and Systems Defence (3cr), CIS 2976 Emerging Technologies and Information Systems (1 cr), CIS 2560 Web Server Administration (3 cr) or CIS 2973 Network Administration: Server Virtualization (3 cr).

Custom Concentration (B.A.)
A 24-credit concentration approved by the CIS department chairperson.

**CIS Program outcomes**

The student completing the CIS major will be able to:

1. Analyze, design, and construct solutions to simple and complex problems.
2. Research, evaluate, select and apply technologies and methodologies to meet organizational needs.
3. Effectively communicate technical ideas with team members and stakeholders through oral presentations, written documents and software documentation.
4. Articulate and apply personal and organizational values within the context of professional codes of ethics and the Benedictine values.

**CIS minor**


**Courses**

**CIS 1001 - Computer Science Principles (Foundations: VFMA - Mathematics) - 4 cr.**
Focuses on engaging students in activities that show how computing changes the world. By learning the central ideas of computer science and computational thinking, students will learn to be creative, collaborative, and innovative in developing technical solutions to problems. The course includes learning to create mobile apps to solve those problems, examining how computing has impacted society, and analyzing large data sets.

**CIS 1205 - Technology Ethics - 4 cr.**
Examines 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 1777 - Independent Study - 0-4 cr.**
Addresses a special need, interest or opportunity and are not a part of the regular curriculum.

**CIS 2011 - Computer Architectures - 4 cr.**
Introduces computer architecture, students discover how computers are designed and built as well as how they execute programs. By investigating the mechanism and components of computing, the principles of their operation and the relationship between software and hardware, students formulate an understanding of the basis for current design and enterprise architecture.

**Prerequisite Course:** CIS 1001

**CIS 2085 - Programming I with Java - 4 cr.**
Introduces 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 with 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 CIS 2085. C or better in CIS 2085.

**Prerequisite Course:** CIS 2085

**CIS 2007 - Topics - 0-2 cr.**
Addresses a special need, interest or opportunity and are not a part of the regular curriculum.

**CIS 2999 - Independent Study - 1-4 cr.**
Selected area of interest on which to concentrate. Prerequisite: consent of instructor.
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.

Prerequisite Course: CIS 2085

CIS 3089 - Data Structures & Algorithm An - 4 cr.
Studies 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. C or better in CIS 2087.

Prerequisite Course: CIS 2087

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 Course: CIS 1001

CIS 3108 - Systems Analysis & Design - 4 cr.
Focuses on the five phases of the systems development life cycle. 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 Course: CIS 1001

CIS 3115 - Machine Learning for Data Science ( Integrations: VINS - Natural Science ) - 4 cr.
Explores how machine learning algorithms are applied to data science problems. This includes examining how data is used within the scientific method to justify hypotheses, but also how poor data can result in machines the discriminate against some populations. Students will look at a wide range of classification and regression problems from business, healthcare and the arts. Students will implement machine learning algorithms using current tools that require minimal programming and learn to analyze and visualize data and write clear descriptions of their processes and analysis of their work.

CIS 3205 - Information Systems - 4 cr.
Explores the ways computer-based information technologies and systems are used to address specific organizational needs. Students will become familiar with the terms, concepts, and issues in information technology management; become involved in the process of developing and modifying information systems which support crucial problem solving and decision-making in organizations; and conduct data analysis using common techniques.

Crosslist Course: CIS 2105

CIS 3230 - Game Design and 3D Modeling - 4 cr.
Introduces 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 Course: CIS 2087

CIS 3285 - Software Design - 4 cr.
Introduces 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 significant interactions between parties, people management and team management methods are explored including analysis of the ethical implications of the software design process.

Prerequisite Course: CIS 2087
CIS 3287 - Software Quality Assurance - 2 cr.
As our society’s dependence on software grows, so does the importance of software quality. Software failures can have catastrophic effects on companies and people. In this course, students learn the principles of Software Quality Assurance, how to write test plans, and how software quality fits into a project’s development methodology.
Prerequisite Course: CIS 2085

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.
Prerequisite Course: CIS 2087

CIS 3542 - Emerging Technologies in Information Systems - 3 cr.
Allows students to research an emerging technology in the Information Systems field. The student will present a proposal, research, and implement an emerging technology and demonstrate a working project. Research and project management skills will be enforced.
Prerequisite Course: CIS 2512

CIS 3777 - Topics - 0-4 cr.
Addresses a special need, interest or opportunity and are not a part of the regular curriculum.

CIS 3999 - Independent Study - 0-4 cr.
Independent Study.

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 co-requisite: CIS 2087 and CIS 3107 or consent of instructor.
Prerequisite Course: CIS 2085

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.
Crosslist Course: CTA 4041

CIS 4042 - Computer Security - 2 cr.
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.
Prerequisite Course: CIS 2011

CIS 4108 - Project Management - 2 cr.
An introduction to project management and the supporting techniques and tools. The course exposes students the project management process, the deliverables produced while managing a project, and the collaborative nature of the project environment.

CIS 4109 - Capstone Project - 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 Course: CIS 4108

CIS 4115 - Artificial Intelligence with Robotics - 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 above topics by means of computer programs written in laboratory. Interactions between artificial intelligence and other disciplines will be explored.

Prerequisite Course: CIS 2087

CIS 4444 - Research Project - 1-4 cr.
(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.

CIS 4555 - Systems Development Internship - 0-16 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 - 0-8 cr.
Addresses a special need, interest or opportunity and are not a part of the regular curriculum.

CIS 4999 - Independent Study - 0-4 cr.
Selected area of interest on which to concentrate. Prerequisite: consent of instructor.

Data Analytics Minor

The Data Analytics minor at St. Scholastica enhances expertise in the student's major to make informed decisions based on data and is designed to supplement any major. Students in this minor conduct qualitative analysis and apply evaluative and predictive models to produce actionable information. In addition to developing skills, students learn to present information in an effective and meaningful way.

Depending on the students' major, graduates completing this minor are prepared for positions such as a data analyst, business analyst, financial analyst, market analyst, research analyst, or any other position requiring the ability to work with data to make better decisions.

Department Chair: Brandon Olson, Ph.D., PMP

Data Analytics minor:

Data Analytics minors must complete the following required courses, one statistics course elective, and one analysis course elective (24 credits).


Economics Minor

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 minor that will provide a challenge; qualify him/her for virtually any management position; and give insight on many of the opportunities that will be presented in everyday life, a minor in Applied Economics would be an appropriate choice. With the Applied Economics minor the student will focus on classes that are interesting and provide information that will be useful throughout his/her whole life. This helps Applied Economics minors to have to have a wide-ranging education that will be helpful in virtually every job market.

Coordinator: Robert Hoffman, Ph.D.
Economics, applied minor

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

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.

Courses

ECN 2230 - Principles of Microeconomics (Conceptions: VCSS - Social Science) - 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.

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 - 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 2410 - Environmental Economics - 4 cr.
Examines how economic activity and policy affect the environment in which we live. Some production generates pollution and some consumption results in environmental degradation. However, pollution and environmental degradation are not inevitable consequences of economic activity. Environmental policies can reduce pollution and environmental degradation. Environmental economics provides a framework for addressing key environmental issues.

ECN 2777 - Economics - 1-4 cr.
Topics in Economics.

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.

Prerequisite Course: ECN 2230

ECN 3335 - Contemporary Healthcare Economic Systems - 4 cr.
Examines the economics of health care 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 3777 - Selected Topics in Economics - 2-4 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 3800 - Applications of Game Theory - 4 cr.
Explores the principles of game theory, which provide a powerful framework for analyzing strategic interaction among individuals and groups in a variety of different settings. Strategic interactions occur when individuals interact with each other, have competing interests, and the outcome depends upon how each individual behaves. In this course we examine the conditions under which cooperation is desirable and what policies make cooperation more likely. A fluency with high school algebra is assumed.
Crosslist Course: HON 3800

ECN 3999 - Independent Study in Economics - 0-8 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.

ECN 4430 - Current Economic Issues - 4 cr.
Examines a variety of macro- and microeconomics topics currently being debated in the nation. Recent topics have included protectionism vs. free trade, 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.
Prerequisite Courses: ECN 2230, ECN 2280

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.
Prerequisite Course: ECN 2280

ECN 4555 - Economics Internship - 0-16 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.

ECN 4880 - Senior Seminar in Economics - 4 cr.
Sharpens 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 - for instance, where to find good resources to do economics research. Other material applies the discipline to research.
Prerequisite Course: PSY 3331

ECN 4999 - Independent Study - 0-8 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.

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 the roles played in the financial market by different financial institutions (commercial banks, insurance, investment banks), and the effects upon the financial system.

3. **Investment** is the study of how individuals manage portfolios and provide financial planning.
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 3205; ECN 2230, 2280; FIN 3420; FIN 4500; 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. MGT 3354 will also fulfill 4 of the elective credits.

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. 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.

Courses

FIN 1000 - Personal Finance Basics - 1 cr.
In a collaborative learning environment, students will increase their knowledge of budgeting, spending behavior, credit scores, credit card use, and college costs. Learning activities will provide students an opportunity to apply course content to their personal financial situation. Through personal reflection and analysis, students will become empowered to make financial decisions that support their educational and career goals.

FIN 1777 - Topics in Finance - 1 cr.
Topics.

FIN 2777 - Topics in Finance - 0-4 cr.
Topics.

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.
Prerequisite Course: ACC 2210

FIN 3500 - Real Estate Finance - 4 cr.
Explores investment in personal and commercial real estate from a valuation and decision making perspective. Topics include the legal and regulatory environment, financing alternatives, real estate brokerage, and local market conditions. Students will learn valuation techniques to aid in decision-making within the real estate industry.

FIN 3550 - Business Statistics (Foundations: VFMA - Mathematics) - 4 cr.
Teaches the importance of statistical thinking in forming business decisions. Students will develop the basic ability to think statistically by using an investigative process of problem-solving and decision-making, while exploring relationships between multiple factors or data points in a given situation. The statistical literacy developed in this course focuses on conceptual understanding of data, and the integration of this data with real-life context and business goals. Topics include frequency distributions and graphs, measures of central tendency, correlation, regression, probability,
hypothesis testing (incl. t-test and chi-square), confidence intervals, and application of these concepts through use of both Excel and Pearson’s StatCrunch statistics application.

FIN 3600 - Commercial Bank Management - 4 cr.
Explores the banking and financial services industries. Students study the different types of banking institutions, their roles in the market, and the analytical techniques bankers use to manage profit and risk. We examine the origins of banks and their competitors, learn the structure of bank financial statements and how they are evaluated, and review how bank management mitigates market risks.

Prerequisite Course: FIN 3420

FIN 3777 - Selected Topics in Finance - 1-4 cr.
Examines 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 3900 - Excel Modeling - 2 cr.
Utilize MS Excel to examine the concepts and tools needed by managers and analysts when making financial decisions. Students are required to use MS Excel to create and analyze spreadsheets and data visualizations that will be useful in accounting and financial management. The course is approached from an accountant or finance analyst’s perspective on how to make value-creating tools for an organization’s managers using MS Excel.

Prerequisite Course: ACC 2210

FIN 4460 - Multinational Business Finance - 4 cr.
Explores factors that influence the basic decisions of the firm in an international setting.

Prerequisite Courses: ECN 2280, FIN 3420

FIN 4500 - Financial Markets & Institutions - 4 cr.
In this course, you will learn the roles played by financial markets and institutions in the efficient allocation of funds from lenders to borrowers. Student will develop critical thinking skills as applied to financial markets and institutions. Topics include the determination of asset prices; the risk and term structure of interest rates; risk management and financial derivatives; financial market, structure, innovation, and regulation; and financial crises.

FIN 4555 - Finance Internship - 0-18 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 on-site supervisor.

FIN 4600 - 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.

Prerequisite Course: FIN 3420

FIN 4777 - Selected Topics in Finance - 0-4 cr.
Engages students 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 4900 - Financial Statement Analysis & Business Valuation - 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 4999 - Independent Study - 0-8 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.
Business Management

The goal of the Business 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 business management and teaches students how to apply theoretical concepts to the solution of real world problems. In addition to completing the required business management courses, students may focus on specific areas of interest through their choice of business management electives.

Coordinator: Sabah Alwan, Ph.D.

Business Management B.A. major


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

Management major outcomes

The student completing the Business Management major will be able to:

1. Demonstrate the ability to use accounting, finance, human resources, information technology, and marketing knowledge to support managerial decision-making.
2. Demonstrate problem-solving skills, by using critical thinking and quantitative business analysis, 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 affect future work.
6. Apply ethical behaviors in addressing challenges encountered as managers.

Business Management minor

The minor in Business Management requires at least 20 credits of business management courses and must include: MGT 2120 Principles of Management, MGT 3240 Human Resource Management, MGT 3130 Quantitative Business Analysis, MGT 3380 Logistics and Distribution Channels, and MGT 4140 Entrepreneurship or MGT 4170 Strategic Management, for a total of 20 credits.

Healthcare Administration Concentration

This concentration requires 15 credits from the following courses in the School of Health Sciences: HSC 2203 U.S. Healthcare System (4 credits), HIM 2110 Concepts and principles of Health Information Management (2 credits), HIM 2111 Health Information Management Technologies in Practice (2 credits), HIM 3132 Medicolegal Issues (4 credits), HIM 4222 Clinical Data Management (3 credits).

Courses

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 2331 - Applied Business Statistics - 4 cr.
Introduction to statistical concepts and methods used extensively in public and private-sector decision making. Topics covered include descriptive statistics, probability distributions, interval estimation, statistical inference, hypothesis testing and linear regression analysis using hand calculators and MS-Excel. Taught using datasets and case problems from a range of business areas including accounting, economics, finance, management and marketing.

**MGT 2999 - MGT Independent Study - 1-4 cr.**
Independent Study.

**MGT 3130 - Quantitative Business Analysis - 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.

**Prerequisite Course:** MGT 2120

**MGT 3150 - MGT Communications: Written (Integrations: VIOP - Open) - 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.

**Prerequisite Course:** ENG 1110

**Crosslist Course:** ENG 3364

**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 & Compensation Admin - 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 3354 - Management Ethics (Integrations: VIPH - Philosophy) - 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.

**Crosslist Course:** PHL 3354

**MGT 3380 - Logistics & Distribution Chann - 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.

**Prerequisite Course:** MKT 2320

**MGT 3520 - Managing in 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 3550 - Organizational Behavior (Conceptions: VCSS - Social Science) - 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.

**Crosslist Course:** PSY 3550

**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 - 0-4 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 MGT 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.

**Prerequisite Course:** MGT 2120

**MGT 4170 - Strategic Management - 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, or approval of the instructor, and senior standing.

**Prerequisite Course:** FIN 3420

**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 - 0-16 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 Intrn - 2-16 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 4777 - Selected Topics in Management - 1-4 cr.
In-depth study of a topic of current interest. Topic to be studied depends on the mutual interest of faculty and students.

MGT 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 management.

**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: Melissa Goodson, Ph.D.

**Marketing B.A. major**

The Marketing major offers students new and dynamic career choices and prepares them for professional marketing work. Specialized 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.

Marketing majors must complete the following required courses.


**Marketing major outcomes:**

The student completing the Marketing major will be able to:

1. Relate marketing theory and practice by solving marketing problems and creating strategic marketing plans.
2. Exhibit oral and 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 multimedia 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.

**Marketing minor**

The minor in Marketing requires at least 20 credits of Marketing courses and must include: MKT 2320 Principles of Marketing, MKT 3350 Designing Successful Products, MKT 3370 Services Marketing, MKT 3320 Marketing on the Internet or MKT 3340 Market Promotion, and MKT 3380 Logistics & Distribution Channels or MKT 3530 Marketing in a Global Environment, for a total of 20 credits.

**Courses**

**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 Promotion - 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 - Selling & Sales Management - 4 cr.**
Demonstrates to students the essentials of sales management in forging interactive marketing communications with customers and developing a dynamic, profitable relationship that can make sales and retain customers. Students will be introduced to crucial sales skills such as prospecting, approaching, presenting, overcoming objections, and closing sales for tangible or intangible products.

**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.

**Crosslist Course:** MGT 3370

**MKT 3380 - Logistics & Distribution Chann - 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.

**Prerequisite Course:** 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 - Independent Study - 0-4 cr.**
In-depth study of a topic of current interest. Topic to be covered depends on the mutual interest of faculty and students.

**MKT 3999 - Independent Study - 0-4 cr.**
Independent Study.

**MKT 4320 - Market Analysis for Decision Making - 4 cr.**
Utilizing case studies, the student is exposed to the challenges of making the "right" decision with imperfect information and how the analytical tools and techniques found in finance, statistics and data management assist the decision making process. Topics include business model evaluation, business to business marketing, and sales management.

**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 4500 - Bluestone Ad Agency - 0-16 cr.**
Students will gain interdisciplinary experience working for an advertising agency. Student teams will be matched with clients looking for social media marketing, website development, graphic design and other advertising needs. Students will be mentored by faculty and the CSS Marketing & College Communications office in order to successfully complete projects. Students will gain real world, practical knowledge in account management, client relations and creative development.

*Crosslist Course: CTA 4500*

**MKT 4555 - Marketing Internship - 0-16 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 4777 - Independent Study - 0-4 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 - 0-4 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.

**Organizational Leadership**

This program of interdisciplinary study prepares students who wish to more fully understand organizations and the behaviors of people within them.

Coordinator: Lynn Kalnbach, Ph.D.

**Organizational Leadership B.A. major**

This program helps individuals develop their leadership capabilities through the study of psychology, group behavior, ethics and planned change. The interdisciplinary program explores how individual, group and system factors influence workplace behavior and teaches the principles of effective communication, problem-solving and decision making, as well as team-related skills by using experiential learning opportunities. This major also prepares students who wish to undertake graduate study in various areas of organization studies or management.


**Organizational Leadership minor**

The minor in Organizational Leadership requires at least 20 credits of business management or psychology courses and must include: MGT 2120 Principles of Management, MGT 3555 Leadership, MGT 4261 Team Development, MGT 3550 Organizational Behavior or PSY 3327 Social
Organizational Leadership major outcomes

Students completing the Organizational Leadership major will be able to:

1. Apply knowledge of individual and group behavior to work environment
2. Communicate effectively
3. Integrate different areas of knowledge to solve organizational problems
4. Recognize individual biases and build constructive relationships
5. Apply ethical decision making principles
School of Education

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 both the Teacher Education Accreditation Council (TEAC) and the Council for the Accreditation of Educator Preparation (CAEP). 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, varied and extended field experiences in local classrooms before the required student teaching experience. We strive to continually enhance our programs by being focused on student learning; well-grounded in research and innovative practices including assessment; collaborative with the K-12 educational community; and committed to inclusive and equity informed practices.

The Minnesota Professional Educator Licensing and Standards Board (PELSB) has approved The College of St. Scholastica to offer the Teacher Licensure Program. Licensure is available in elementary (grades K-6) and middle/secondary (grades 5-12) education, as well as in 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).

Dean: Brenda Fischer, Ed.D.

Program outcomes reflect major components of the School of Education's conceptual framework: equity, content knowledge, educational technology, pedagogy, dispositions, and collaborative partnerships within a cycle of critical reflection and innovation for continuous improvement. The School of Education conceptual framework is grounded in the Benedictine values of community, hospitality, respect, stewardship and "love of learning". 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 research-based and innovative practices in their teaching.
4. Demonstrate the dispositions critical to effective teaching.
5. Model inclusive and equitable teaching practices that meet 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
7. Participate in transforming schools and communities as change agents

Licensure Program Requirements

Elementary Education major

The major requires successful completion of the following courses: First year: EDU 1540; sophomore year: EDU 2210, 2240, 2260, 2600; junior year: EDU 2270, 2271, 3100, 3250, 3610, 3600, 3720, 4600; senior year: EDU 4800; first year or sophomore year: MTH 1113 and 1114; 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: Doreene Etongue-Mayer, Ed.D.

Middle/Secondary Teacher Licensure or K-12 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 1540; sophomore year: EDU 2210, 2600 and 2160; junior year: EDU 3100, 3250, 3600 and 4600; senior year: EDU 4800. Each student also needs to take the methods course and a corresponding field experience required for each academic major. All EDU courses numbered 3000 or higher require acceptance to the School of Education.

All students planning to major in a content area and complete the Middle/Secondary Education Program OR the K-12 licensure program should have an advisor in their content major.

Undergraduate Chair: Doreene Etongue-Mayer, Ed.D.

Non-licensure Program Requirements

Educational Studies major/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 for education related careers that do not require a teaching license; healthcare students whose profession involves educating patients and their families. It is also a path for 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; community agency facilitators/educators and international students who may have different needs when teaching in a different country.

Program requirements

Major

EDU 1540, 2210, 2400, 3100, 3250; Education methods or electives (4 credits); upper-division coursework through the School of Education (16 credits); diversity content course (in addition to the general education cultural diversity requirement).

Minor

EDU 1540 and 2210; one Education methods or electives; 8 credits of upper-division SOE course work. All students planning to minor in Educational Studies should have an advisor from the School of Education.

Undergraduate Chair: Doreene Etongue-Mayer, Ed.D.

Special Education Minor

EDU 3250, 3630, 3640, 3650, 3670. Student pursuing an education major with a teaching license should take these courses concurrently with a required field experience course in the teaching major to earn the 19 total credits required of this minor. Students from other programs are required to discuss the requirements for this minor with the School of Education Undergraduate programs chair before adding it to their plan of study.

School Policies

Admissions

The School of Education uses a progressive admissions policy. A student must apply for initial admission. If accepted, the student must exhibit satisfactory performance in both course work, field experiences and teaching professional dispositions embedded in program 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 required Minnesota Basic Skills Exam (NES). This requirement may be met by providing passing scores on the ACT plus Writing exam or the SAT exam.
2. Cumulative CSS 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 before student teaching (methods and content courses).
3. A cumulative CSS 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 on school of education professional dispositions
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.

**Liability insurance**

Students may be required to provide proof of liability insurance before 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 before the beginning of their student teaching experience.

**Criminal Background Study**

The SOE requires a criminal background study before students enter field experiences or courses that require field experiences. Minnesota law also requires that applicants for licensure complete a similar criminal background study. The criminal background study made at the initiation of field coursework uses:

- 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 uses:

Each following year, the criminal background study will include a Conduct Review Statement provided by the SOE and a Minnesota Criminal History review through the Minnesota Bureau of Criminal Apprehension.

Some schools may require students to be finger printed for national criminal background checks before 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 with the field placement coordinator.

**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.

**Courses**

**EDU 1505 - Introductory Field Experience - 1 cr.**
Includes classroom visits and tutoring in a local school. Details of time and location will be shared in EDU 1540. A $50 background check is required before students are allowed to enroll in this course. This field experience portion of the introductory course is taken concurrently with EDU 1540.

Corequisite Course: EDU 1540

**EDU 1520 - Pathways to Teaching: Introduction to Socially Just Education - 3 cr.**
Examines teaching as a career and the foundations of our educational system. Students will explore the sociopolitical context related to schools, communities, and teaching while providing an overview of such topics as school culture, diversity, ethnicity, and social realities in American schools. Students will learn research skills by reviewing and analyzing achievement data to generate questions, offer suggestions, and engage in critical dialogue about educational inequalities and educational justice. The course also incorporates field experiences within elementary schools.

**EDU 1540 - Introduction to Teaching - 3 cr.**
Introduces 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, curriculum, instruction, school governance, school finance, history of U.S. education, philosophy of education.

**EDU 2102 - Secondary Health & Drug Edu - 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 2160 - Content Reading & Writing Secondary - 2 cr.**
Description coming soon.

**EDU 2200 - Child in the Classroom - 4 cr.**
Examines children's cognitive, social and emotional growth and development as a function of their social and cultural context: the school. The context of the school frames the discussion of specific topics including diversity, motivation, learning styles, moral development, personality development, general theories of intelligence, theories of cognitive development and their effects on the educational process and prominent learning theories. This course has a 2-hour/week service learning requirement in which students work within a K-12 school.

**EDU 2210 - Educational Psychology/Needs of Learners - 4 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.

**Corequisite Course:**

**EDU 2215 - Edu Psyc Field Experience - 1 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.

**Corequisite Course:** EDU 2210

**EDU 2240 - Elm Phy Ed/Hlth/Drug Edu - 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/Tech 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 misconceptions. Methods for using technology effectively, managing materials and students safely and using state and district learner outcomes in planning will be addressed.

**Corequisite Courses:** EDU 2271, EDU 2275

**EDU 2271 - Social Studies/Techno 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.

**Corequisite Course:** EDU 2270

**EDU 2275 - Methods Field Experience I - 1 cr.**

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.

**Prerequisite Courses:** EDU 2210, EDU 2215, EDU 2270, EDU 2271

**EDU 2300 - Human Relations - 2 cr.**

Provides students with an understanding of the importance of using multicultural approaches and diversity sensitive behaviors in the classroom. Students explore their own monocultural/multicultural socialization and examine their own assumptions and beliefs as they study the complex...
dynamics of the teaching/learning relationship. Topics include: the social construction of difference - race, class, gender, and sexual orientation; power, privilege, and the dehumanization process; the relationship between education and social justice.

EDU 2400 - Children's Literature - 2 cr.
An in-depth study of children's literature that focuses on the evaluation, selection, and sharing of children's books in instructional settings. Students will read, respond to, and evaluate picture books and chapter books of various genres. Emphasizes the identification and teaching of literary elements in context, strategies for sharing books with children, and the importance of using authentic children's literature in schools.

EDU 2420 - Integrating Edu Technology - 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 2460 - Social Studies Elem Methods - 2 cr.
The primary goal of this course is to guide teacher candidates in developing the knowledge, skills, and attitudes for effective teaching of Elementary Social Studies. Integrating Social Studies curriculum into other content specific disciplines in Kindergarten through Grade Six is emphasized. In addition, teacher candidates will have the knowledge, experience, and practice implementing instructional methods and strategies that are recommended as current best practices for integrating social studies content. Teacher candidates will engage in activities and assignments that will foster reflection and discussion addressing the components of geography, history, government, economics, and sociology.

EDU 2500 - Communications: Elem/Middl EDU - 6 cr.
Focuses on the integration of children's literature, language arts and media/technology. Students engage in a comprehensive study of children's literature with an appraisal of print and nonprint materials for elementary/ middle students. Students identify major components of language arts, select and produce materials, develop lessons and integrate trade books into the language arts program. Students gain an understanding of the role of media and technology in elementary classroom instruction by developing lessons that appropriately integrate technology. Students are introduced to the writing process, and develop their own writing projects. The course must be taken concurrently with EDU 2505. Prerequisites: Admission to Teacher Education Program, EDU 1500, 2200 or permission of Education undergraduate chair.

Prerequisite Courses: EDU 1500, EDU 2200
Corequisite Course: EDU 2505

EDU 2505 - Field Experience-Com/Clsrm MGT - 2 cr.
Applies skills and knowledge examined in EDU 2500 in an elementary or middle school classroom setting. The focus is on observing classroom culture and teacher professionalism while providing an opportunity to work with groups of children in an elementary or middle school. The course emphasizes classroom management strategies. The field experience must be taken concurrently with EDU 2500.

Corequisite Course: EDU 2500

EDU 2600 - Instructional Planning & Management with Field Experience I - 4 cr.
Description coming soon.

Prerequisite Course: EDU 1540

EDU 2777 - Topics in Education - 0-4 cr.
Addresses a special need, interest or opportunity and are not a part of the regular Teacher Education curriculum.

EDU 2800 - Teaching Process I - 3 cr.
Provides pre-service teachers with an understanding of the characteristics of a positive classroom environment in which literacy is emphasized. They examine how teaching/learning environments are influenced by: 1.) the relationship between teachers and their students 2.) the content and methodology chosen by teachers 3.) and the school, community, and governmental systems of which students and teachers are a part. Topics include: middle level education; lesson design; Minnesota Academic Standards; the relationship between objectives and assessments; the effective use of direct instruction, teacher modeling, and small group and individual assignments; formative assessments; questioning strategies; reading/writing strategies; multiple intelligences activities; large/small group discussions.

EDU 2805 - Field Experience 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 3000 - Capstone Portfolio - 0 cr.**
Provides students with an introduction to the Capstone Portfolio that is used as an ongoing assessment throughout the teacher licensure programs. Students are provided access to the electronic portfolio system and support in creating portfolio submissions.

**EDU 3100 - Teaching for Inclusion & Equity - 4 cr.**
Develop intercultural knowledge and competence for culturally responsive professional practices. Concepts of culture, identity, race, sexuality, power and privilege are examined through concrete learning tasks and course readings to enhance students’ ability to participate in the reconstruction of schools, communities and national assumptions about equity. Course readings and assignments provide students with opportunities to recognize inequity, respond to inequity, redress inequity and develop equitable practices to enhance and sustain equity. Students develop understanding that enhances their capacity to act on the idea that individually and collectively they can help change the world from poverty, discrimination and injustice to a world marked by equal access, equitable opportunities and respect for our shared humanity.

**EDU 3220 - Educ Res Children & Young Adlt - 1-4 cr.**
Provides students with knowledge and skill in the use of appropriate educational resources in the promotion of reading skills. Students examine a variety of resources appropriate for use with grade 5-8 students.

**EDU 3250 - Introduction to Exceptionalities and Special Education - 2-3 cr.**
Addresses teacher’s roles in educating children and youth with disabilities. Students examine the social construction of disability, disability legislation; rights and responsibilities of parents, educators, and students; and universal design for learning. Topics include historical and theoretical frameworks and legal mandates that have shaped the current field of special education, as well as the needs and characteristics of individuals with exceptionalities.

**Prerequisite Course:** EDU 2800

**EDU 3260 - Middle School Phils & Models - 2 cr.**
Addresses the predominant philosophies driving middle school education. Various models of middle school design are explored. Special attention is given to application of middle school philosophies to curriculum development, current issues in middle school practice and best practices for the early adolescent. Prerequisite: Admission to teacher education program, EDU 2500 or EDU 3500, or consent of instructor.

**Prerequisite Courses:** EDU 2500, EDU 3500

**EDU 3270 - Reading Methods - 4 cr.**
Examines the characteristics of a well-balanced developmental reading program and prepares elementary/ middle education majors to be successful teachers of reading. Students analyze the merger of theory and practice in developing effective instructional strategies for elementary and middle school students. Diagnosis and remediation of students with reading problems are also addressed. Current research and best practices pedagogy form the foundational principles of the course. Emphasis is on a balanced approach to reading instruction and content literacy across the curriculum. Prerequisites: Admission to teacher education program, EDU 2500 or EDU 3500, or consent of instructor.

**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 3400 - Classroom Assessment - 2 cr.**
Provides an overview of assessment followed by an exploration of specific topics in classroom assessment. Among these topics are standardized assessment, performance-based assessment, norm and criterion-referenced assessment and general grading issues. Data-driven decision making is discussed and practiced in this course. Prerequisite: Admission to teacher education program, EDU 2500 or EDU 3500, or consent of instructor.

**Prerequisite Courses:** EDU 2500, EDU 3500

**EDU 3430 - Harnessing Power of Internet - 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 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/Trends Edu Tech - 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 3500 - Content Area Learning - 8 cr.**  
Focuses on the integration of science, mathematics, and social studies. Students learn appropriate methods of inquiry, technology integration, curriculum development, instructional planning strategies, and assessment of elementary/middle school science, mathematics and social studies. The MN Academic Standards, ISTE and national content standards in each of the content areas are used to guide students in preparing an integrated teaching unit. This course must be taken concurrently with EDU 3505. Prerequisite: Admission to teacher education program.

**Prerequisite Course:** EDU 2500  
**Corequisite Course:** EDU 3505

**EDU 3505 - Field Exp Cont Area/Classrm MGT - 2 cr.**  
Applies skills and knowledge examined in EDU 3500 in an elementary or middle level classroom setting. The course emphasizes the teaching of social studies, science and mathematics content areas. Students explore and practice classroom management strategies and reflect on and discuss classroom experiences. The field experience must be taken concurrently with EDU 3500.  

**Corequisite Course:** EDU 3500

**EDU 3555 - Internship - 0-16 cr.**  
Description coming soon.

**EDU 3600 - Education Tech - Mid/Secondary - 4 cr.**  
Provides opportunity for teacher candidate will develop knowledge and strategies to effectively use and integrate technology as a tool for teaching and learning in a K-12 classroom setting. Specifically, teacher candidates will meet the needs of all K-12 learners by using inclusive technology practices that promote critical thinking and problem solving skills. Teacher candidates engage in opportunities to collect, share and assess information. Teacher candidates will practice digital awareness, interrogate digital divides and critique technology tools developing proficiencies necessary in the field of education. The teacher candidate will have the opportunity to plan for and implement these practices in a K-12 field placement setting. This course requires 50 hours of field experience practicum within a local school.  

**Prerequisite Courses:** EDU 1540, EDU 2210, EDU 2600

**EDU 3610 - Math Teaching Methods K-6 - 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.  

**Prerequisite Courses:** EDU 2270, EDU 2271, MTH 1113, MTH 1114, MTH 1116

**EDU 3615 - Methods Field Experience II - 2 cr.**  
Reflects 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, math methods, technology, and reflection. 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 student's course sequence.

Prerequisite Courses: EDU 2270, EDU 2271, EDU 2275, EDU 3610

EDU 3620 - Classroom Assessment - 2 cr.
Inquires 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.

Prerequisite Course: EDU 2200

EDU 3621 - Foundations of Special Education - 2-4 cr.
Addresses the foundational knowledge necessary for working with students with exceptionalities utilizing the principles of Universal Design. Topics include an introduction to disability laws, an overview of the special education process, historical and theoretical frameworks and legal mandates that have shaped the current field of special education, as well as the needs and characteristics of individuals with exceptionalities and an introduction to Universal Design

EDU 3630 - Collaboration Skills - 3 cr.
Develops skills necessary for successfully communicating and collaborating with families, educators, related service providers and community resources specific to the programming needs of students with exceptionalities. Topics include ethics, knowledge and skills of collaboration, the application of collaboration for consultation, team membership, co-teaching, the supervision of paraprofessionals, and the impact of family and culture on communication and collaboration.

EDU 3640 - Behavior Theories, Analysis and Interventions - 4 cr.
Study the legal and ethical aspects of behavior management and positive behaviors and supports for students with exceptionalities. Students are prepared to conduct Functional Behavior Assessments and design and implement Behavior Intervention Plans that promote and enhance positive behavior.

Prerequisite Course: EDU 3250

EDU 3650 - Assessment Strategies for Students with Mild/Moderate Disabilities - 4 cr.
Addresses the knowledge and skills related to assessment, evaluation, and eligibility for special education and related services of students with mild to moderate disabilities. Topics include norm referenced individualized test instruments, classroom based assessments, formal/informal assessments, basic statistics/measurement concepts, school-based definitions, criteria, characteristics and report writing

Prerequisite Course: EDU 3250

EDU 3670 - Fundamental Characteristics of Mild/Moderate Disabilities - 2-4 cr.
Develops a deeper understanding of skills and knowledge necessary for teaching students with mild to moderate exceptionalities. Topics include theories/practices for mild disabilities, support systems, current trends at local, state, national levels and impacts of culture, disability, and gender on identification.

EDU 3715 - Methods Field Experience III - 2 cr.
Applies 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 student's course sequence.

Prerequisite Courses: EDU 2270, EDU 2271, EDU 2275, EDU 3610, EDU 3615, EDU 3710

EDU 3720 - Reading/Language Arts Methods - 4 cr.
Examines 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. 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 are 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.

Prerequisite Courses: EDU 2270, EDU 2271

EDU 3725 - Children's Literature - 2 cr.
Provides an in-depth study of children's literature that focuses on the evaluation, selection, and sharing of children's books in instructional settings. Students will read, respond to, and evaluate picture books and chapter books of various genres. There is an emphasis on the identification and teaching of literary elements in context, strategies for sharing books with children, and the importance of using authentic children's literature in schools.

EDU 3777 - Independent Study - 0-6 cr.
Topics.

EDU 3800 - Teaching Process II - 3 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; multi-cultural, diversity-sensitive approaches to learning in the classroom; the integration of technology skills.
Pre-requisites: EDU 2800, EDU 2805

Prerequisite Course: EDU 2800
Corequisite Course: EDU 3805

EDU 3805 - Teaching Process II Field Experience - 1 cr.
Students apply skills and knowledge examined in EDU 3800 in high school classroom setting. Students will focus on classroom culture and teacher professionalism, using research-based practices, and reflection. The field experience must be taken concurrently with EDU 3800.

Prerequisite Courses: EDU 2805, EDU 3800

EDU 3999 - Independent Study - 1-2 cr.
Independent Study.

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.

Prerequisite Course: EDU 3300

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.

Corequisite Course: EDU 4510

EDU 4510 - K-6 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 4500.

Prerequisite Course: EDU 4500
Corequisite Course: EDU 4500

EDU 4600 - Assessment with Field Experience III - 4 cr.
Description coming soon.
Prerequisite Courses: EDU 2600, EDU 3600

EDU 4700 - Gr. 5-12 Student Teaching - 14 cr.
Provides students with a practical teaching experience in a local middle school or high 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.

Corequisite Course: EDU 4710

EDU 4710 - Gr 5-12 Student Teaching Semnr - 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.

Corequisite Course: EDU 4700

EDU 4777 - Topics in Education - 0-7 cr.
Address a special need, interest or opportunity and are not a part of the regular Teacher Education curriculum.

EDU 4800 - Student Teaching Internship & Seminar - 16 cr.
Description coming soon.

EDU 4999 - Independent Study - 1-8 cr.
Explores an area of interest. Pre-requisite: permission of department chair.
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 16 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. Interviews will also be required of 3 + 2 candidates. Students must apply as a 3 + 2 candidate or have evidence of a completed bachelor's degree. However, there are no requirements in terms of the prospective student's undergraduate major.

Assistant Professor/Chair: Dr. Todd Neuharth

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 before the first academic year. The first summer session will involve academic coursework while the second summer session consists of an internship that 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.

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 (or equivalent) year. Transfer candidates must complete a minimum of 12 CSS credits before 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

ATR 3000 Introduction to Athletic Training (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).
- One additional recommendation 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.
AT 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.

- 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 the athletic trainer who oversaw the majority of your exploration and one from a faculty in a major or science course; and
- Consideration of transfer credits is done on an individual basis.

Conditional Admissions

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 Jan. 15 while MS in 5 applications are due Nov. 15. 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.

Courses

**ATR 3000 - Introduction to Athletic Training - 2 cr.**
Introduces 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.

**Prerequisite Courses:** BIO 2110, BIO 2120, EXP 3331, HSC 2209

**ATR 3001 - Introduction to Clinical Experience in Athletic Training - 2 cr.**
Introduces 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.

**Prerequisite Course:** ATR 3000

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 March 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. An application to the major form can be obtained from One Stop.

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

1. Analyze the underlying reasons, including biomechanical principles, for the involvement of specific nerves and muscles in human movement.
2. Perform and evaluate the results of a variety of clinical assessments of different human populations (e.g., age, gender, athletes, chronic disease) and prescribe appropriate exercise protocols based clinical assessment results. Assessments include exercise test protocols, metabolic gas analysis, 12-lead ECGs, risk assessment, screening, energy expenditure, heart rate and blood pressure, anaerobic and aerobic fitness/capacity, flexibility and range of motion, muscular strength, body composition.

3. Evaluate research articles with respect to research designs, statistical analyses, limitations, validity and reliability.

4. Discuss nutritional requirements of different human populations (e.g., children, adults, elderly, athletes, chronic disease) and the use of supplements with respect to effectiveness, potential adverse effects and ethics.

5. Demonstrate professional behavior and effective written and oral communication skills in academic and professional settings.

**Exercise Physiology major**

All Exercise Physiology majors take the following prerequisite courses: CHM 1040, BIO 1036, MTH 1111, BIO 2110, 2120, PSY 2208, PSC 2001, PSY 3331 and the following departmental core courses: EXP 3321, EXP 3322, EXP 3323, EXP 3331, EXP 3332, EXP 3334, EXP 3342, EXP 4431, EXP 4436, EXP 4438, and EXP 4555.

Students interested in DPT need CHM 1110 and CHM 1120 instead of CHM 1040. They also need PSC 2001 and PSC 2002 as well as HSC 2209 and PSY 3423.

Some internships require the following certifications: American Heart Association, BLS for Healthcare Providers, C.P.R. certification, and American Red Cross Responding to Emergencies First Aid certification. Students are responsible for obtaining any certifications required for their internships.

**Courses**

**EXP 3321 - Kinesiology - 4 cr.**
Provides students the opportunity to engage in an advanced introduction to: (a) the study of the origins, insertions, and functions of 75 major muscles of the upper and lower extremities; (b) the brachial plexus and lumbar-sacral plexus and the role of each in muscle function and dysfunction; (c) the application of functional anatomy concepts in weight lifting and stretching exercises, human movement activities, and athletics; and (d) the blending of anatomical information with the physiology of the body to thoroughly grasp the meaning of “the science of movement.”

**Prerequisite Course:** BIO 2110

**EXP 3322 - Biomechanics - 4 cr.**
Explores fundamental principles, calculations and applications of biomechanical analysis to the human body at rest and during movement. Special attention is given to the relationship of biomechanics to kinesiology and exercise physiology in order to understand the role of physical stressors as they influence significant clinical changes in the body.

**Prerequisite Course:** EXP 3321

**EXP 3323 - Sports Nutrition - 4 cr.**
Studies 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: CHM 1040.

**Prerequisite Course:** BIO 2110

**EXP 3331 - Exercise Physiology - 4 cr.**
Studies 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 ventilatory gases to determine energy expenditure at rest and during exercise.

**Prerequisite Course:** BIO 2110

**EXP 3332 - Physiological Assessment - 4 cr.**
Explores 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.

Prerequisite Course: EXP 3331

EXP 3334 - Cardiopulmonary Rehabilitation - 4 cr.
Studies 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 pharmaceutical 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 Course: EXP 3331

EXP 3342 - Strength Training & Conditioning - 4 cr.
Scientific theory and practical application of strength training and aerobic exercise to enhance the function and capacity of the musculoskeletal and cardiovascular systems.

EXP 4430 - Exercise and Immunology - 4 cr.
Addresses the relationship between exercise and susceptibility to illness, particularly with reference to the mechanisms responsible for exercise induced changes in immune function.

Prerequisite Course: EXP 4431

EXP 4431 - Advanced Exercise Physiology - 4 cr.
Integrates undergraduate exercise physiology classroom and laboratory experiences 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 Course: EXP 3331

EXP 4436 - Exercise Physiology Research I - 4 cr.
Foundations of research 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. The skills involved in writing a research paper according to specified guidelines will also be taught and will culminate in the writing of a research paper.

Prerequisite Course: 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.

Prerequisite Course: EXP 4436

EXP 4438 - Exercise Electrocardiography and Graded Exercise Testing - 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. Includes cardiac medications and graded exercise testing. Prerequisite: EXP 3334.

Prerequisite Course: 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.

Prerequisite Course: EXP 4431
**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.

**Prerequisite Course:** EXP 4436

---

**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 - 1-4 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 - 0-4 cr.**
Initiation and completion of an independent research project. The department chair must approve the topic.

---

**Health Informatics and Information Management**

The major in Health Information Management (HIM) is housed in the Department of Health Informatics and Information Management. It provides students with the professional knowledge necessary to assume management responsibility for health data 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 1935 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 American Health Information Management Association's (AHIMA) national registration examination. Passing this examination entitles one to use the designation RHIA (Registered Health Information Administrator) after his/her name.

A professional practice experience (PPE) is required. The PPE consists of an onsite experience within a healthcare facility focused on operational, managerial, and innovative functions of HIM that gives each student the opportunity to explore areas of interest. The PPE is adapted to individual student needs. The student is responsible for travel and living expenses during this time.

The department offers both an on-campus program as well as a distance-based program that enables students to earn a baccalaureate degree in Health Information Management. Academic coursework, transfer of previously completed coursework, and PPE components comprise the program.

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 competencies as outlined for the major. The certificate, in combination with the student's prior bachelor's degree, qualifies the student to sit for AHIMA's national registration examination to earn the RHIA credential.

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 Catalog.

Chair: David Marc, PhD, CHDA
Undergraduate Program Director: Pam Oachs, MA, RHIA, CHDA, FAHIMA

A student typically applies 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.

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. 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 2005 and 3005; CIS 1001, 3205, 3107, 3108, and 4108; HIM 2101-4556; HSC 2203; and PSY 3331. Admission and retention policies for the Health Information Management Department are consistent with those of the School of Health Sciences.

**Courses**

**HIM 2101 - Medical Language - 3 cr.**
Studies 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 allied health specialties (surgery, dentistry, radiology, etc.) and abbreviations are reviewed.

**HIM 2102 - Intro to Pharmacotherapeutics - 1 cr.**
Introduces 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 & Principles of HIM - 2 cr.**
Introduces the field of health information management. Content areas include an overview of the electronic patient record, professional roles within the field, professional organizations and the professional Code of Ethics; the content and structure of manual, computerized and hybrid health record and the standards that govern the development of the record within a health care facility; viewing medical documents and e-forms. Hands-on lab experience will be used by students to develop their confidence and competence with employing this type of clinical information technology in the practice of their profession.

**HIM 2111 - HIM Technologies in Practice - 2 cr.**
Applies technology to HIM practice including electronic health records, clinical information systems, and management information systems in HIM. Hands on experience with electronic systems and technology applications for creating, managing, and storing and retrieving electronic health data will be used by students to develop their confidence and competence with employing this type of clinical information technology in the practice of their profession.

**HIM 2777 - Independent Study - 0-4 cr.**
Includes courses not a part of the regular Health Information Management curriculum but taught because of a special need, interest or opportunity.

**HIM 3132 - Medicolegal Issues - 4 cr.**
Studies 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 Course:** HIM 2110

**HIM 3211 - Classification Clinical Data - 4 cr.**
Focuses on the roles of classification systems, vocabularies, terminologies, and clinical and administrative data standards in the healthcare setting. Topics include the utilization, collection, maintenance, and retrieval of specified health vocabularies and data in healthcare facilities. The course will also focus on the relationship between the systems and processes for standardization in health information exchange.

**Prerequisite Courses:** BIO 3005, HIM 2101

**HIM 3777 - Topics: HIM Directed Practice - 0-4 cr.**
Includes courses not a part of the regular Health Information Management curriculum but taught because of a special need, interest or opportunity.

**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.**
Calculates meaningful clinical, administrative, vital, and public health statistics; addresses 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.

Prerequisite Courses: HIM 2111, HSC 2203

**HIM 4315 - Management Tools and Strategies - 4 cr.**
Focuses on the concepts, principles, tools, and strategies utilized in managing operations within a performance improvement model. It includes problem solving and decision making models as well as tools and techniques for planning, organizing, directing, and controlling the available resources which comprise a Health Information Service.

**HIM 4415 - Health Data Analytics - 4 cr.**
Provides a foundation for designing databases and analyzing healthcare data to enhance clinical and administrative decision-making. Topics include database management, data analysis, data reporting, SQL, statistics, data mining, and data visualization. Students will have practical experience with software applications used in the healthcare industry.

Prerequisite Courses: CIS 3107, PSY 3331

**HIM 4421 - Alternative Health Record Syst - 2 cr.**
Analyzes 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 Course: HIM 4520

**HIM 4423 - Applied Research in Health Information Management - 3 cr.**
Focuses on the role of applied research in health care services, health informatics, and health information management. Topics include research design, research methods, evaluation and outcomes research, research process, data analysis, the data-to-information-to-knowledge continuum, and ethical issues in research. Students will analyze published research projects, develop a research proposal and data collection tool(s), prepare an IRB submission, conduct and present the results of an applied research study.

Prerequisite Course: PSY 3331

**HIM 4520 - Directed Practice - 2 cr.**
Focuses on the common functions, procedures and staffing requirements in hospital-based health information services.

Prerequisite Courses: HIM 2110, HSC 2203

**HIM 4555 - Professional Practice Experience - 4 cr.**
This is a supervised professional practice experience (internship) that includes 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 of health information (finance, decision support, registries, etc.) or unique healthcare facilities or agencies are an integral component of the clinical internship.

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 Course: HIM 4555

**HIM 4777 - Topics in HIM - 0-4 cr.**
Includes 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.
Focuses on 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 Sciences major

The Health Sciences major 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 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. 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.

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 chairman.
2. A student may appeal through the College academic grievance procedure.

Courses

HSC 1110 - CPR and First Aid - 2 cr.
Explores 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 1113 - Sexual Violence Dynamics - 2 cr.
This course focuses on understanding the dynamics of sexual violence in all of its forms and the impact on the victims. Through online and on-site activities students will explore how varied oppressions are linked to sexual violence and how culture supports or discourages sexual violence. Students will also learn about the similarities and differences within specific types of sexual violence such as: sexual assault, sexual harassment, child sexual abuse, incest and sexual exploitation. The courses includes developing an understanding of the impact of sexual violence on specific cultures and communities. Students who complete this course of study in combination with Sexual Violence Advocacy and Intervention (Part B) are
eligible to become a sexual assault advocate in Minnesota as defined by the Minnesota Department of Justice Programs Crime Victims Services.

**HSC 1114 - Sexual Violence Advocacy - 2 cr.**
This course focuses on building practical skills and techniques for providing advocacy and crisis intervention with victims of crime; specifically sexual violence. Through on-line and on-site activities students will synthesize their knowledge of advocacy theory with the practice of advocacy skills on the individual and institutional levels. Students will meet and learn from community professionals gaining knowledge in the community’s response to sexual assault, specifically the medical and legal response. Students who complete this course of study are eligible to become a sexual assault advocate in Minnesota as defined by the Minnesota Department of Justice Programs Crime Victims Services.

**Prerequisite Course:** HSC 1113

**HSC 1777 - Independent Study - 0-4 cr.**
Topics.

**HSC 2201 - Nutrition - 4 cr.**
Introduces 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.

**Crosslist Course:** DFN 2201

**HSC 2203 - U.S. Healthcare System - 4 cr.**
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.

**Crosslist Course:** GER 2203

**HSC 2209 - Medical Terminology - 2 cr.**
Studies 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/Wellness - 2 cr.**
Focuses on how the basic principles of nutrition affect the individual. The role of nutrition in heath promotion and disease prevention is explored.

**HSC 2300 - Hatha Yoga - 1 cr.**
Practice and implement Hatha Yoga skills according to your individual knowledge and experience. The foundation of this course is the Eight Fold Path of Raja Yoga. The course teaches Hatha Yoga postures, relaxation and yogic breath awareness. It also includes the integration of yogic philosophy, meditation and mindfulness in one’s personal life. Students increase flexibility, strength, balance and endurance as well as calmness, centeredness and self-awareness. Special emphasis will be placed on the ethical foundation of the yoga tradition in the Yamas and Niyamas.

**HSC 2500 - Introduction to Occupational Therapy - 2 cr.**
Provides an introduction to the profession of occupational therapy focused on the profession, the practitioner, and practice. The profession includes an overview of occupational therapy, a history of occupational therapy, and trends of the profession. The practitioner identifies educational preparation and certification criteria, organizations within the profession, roles and responsibilities of the practitioner, legal and ethical practice, and skills for therapeutic relationships. The practice of occupational therapy introduces occupational behavior, occupational therapy considerations across the lifespan, evaluation and intervention process, and occupation as intervention. The emphasis is on basic information, beginning skills, and exploration of the profession.

**HSC 2777 - Topics in Health Sciences - 0-4 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 - 0-4 cr.**
Investigates 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 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.

**HSC 3101 - Health for All: Global Prspctv - 4 cr.**
Explores health as 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 3311 - Rel Prspctvs Health Care Ethic - 4 cr.**
Explores a variety of concrete biomedical ethical problems within our society and the healthcare system from a diversity of religious and ethical perspectives. This course examines a number of current issues in healthcare. Attention is given to key principles relevant to healthcare ethics, including autonomy, nonmaleficence, beneficence, and justice.

**Crosslist Courses:** RES 3311, TRS 3311

**HSC 3315 - Nutrition for Disease Management - 2 cr.**
This course focuses on the role of nutrition in illness and disease management from an interdisciplinary perspective.

**Prerequisite Course:** HSC 2215

**HSC 3777 - Independent Study - 0-2 cr.**
Topics.

**HSC 3999 - HSC Topics - 0-4 cr.**
Description coming soon.

**HSC 4555 - Health Science Leadership - 2 cr.**
Internship.

**HSC 4700 - HSC Interdisciplinary Leadersh - 2 cr.**
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 - 0-4 cr.**
Studies 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 - 1-7 cr.**
Investigates an area of special interest related to a problem existing in health care. Topic must be approved by school dean and student's advisor.

---

**Occupational Therapy Entry-Level Master of Science Program**

The Occupational Therapy Program is a post-baccalaureate, entry-level graduate program leading to the Master of Science in Occupational Therapy degree. Entry into the program requires completion of a bachelor's degree and Occupational Therapy Program prerequisites. Information about
Occupational Therapy Program prerequisites and admission procedures may be viewed on the Occupational Therapy Program web pages (http://www.css.edu/graduate/masters-doctoral-and-professional-programs/areas-of-study/ms-occupational-therapy.html) or St. Scholastica Graduate catalog. Application to the Occupational Therapy Program is made only through Occupational Therapy Centralized Application Service (OTCAS), available at www.otcas.org. The deadline for applications is mid-November; see OTCAS for the specific date.

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

**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 October 1 before the year of admission.

The DPT program admits 48 students each academic year. CSS graduates who meet the minimum admission requirements are given priority review of their applications over students from other institutions but are not guaranteed admission.

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

**Social Work Department**

The vision of The College of St. Scholastica Social Work Department strives to educate students on a model of interconnectedness and dignity of all life, inclusivity, cultural responsiveness innovative and transformative justice. The program educates social workers who make a difference through humility, relationships, and leading-edge practice.

It is the mission of The College of St. Scholastica Social Work Program to prepare social work practitioners who demonstrate entry-level competence, 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.

"Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage 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" (CSWE, 2015).

Accreditation standards (CSWE, 2015) require that the baccalaureate social work curriculum prepares graduates for generalist practice through mastery of a set of nine core competencies. These core competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. CSS 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 nine competencies are listed below.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
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 - 16 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
Shelly Richardson, *DSW, LICSW*

Director, Undergraduate Social Work Program
Tracy Mongan, *MSW, LICSW*

**Goals**

The CSS Undergraduate Social Work Program is driven by our college and departmental vision, program mission, and nine competency standards (CSWE, 2015). Students who graduate from this program have completed courses grounded in the liberal arts and Benedictine traditions. The mission, goals, and competencies specified by the program are the same for all sites as follows:

**Goal One**

The College of St. Scholastica Undergraduate Social Work Program will prepare students for generalist social work practice that is demonstrated in academic and professional practice settings.

**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.

**Goal Three**

The Social Work Program will prepare students for professional identity and lifelong learning.

**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 operationalize the educational objectives for students, faculty, and administration and provide a common set of definitions to gauge performance and behavior. The nine core competencies are listed below.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

**Social Work Licensure**

The College of St. Scholastica Undergraduate 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 Field II Practicum in a school setting under the supervision of a licensed school social worker, consisting of at least 450 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 4415 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 3339, 3360, 3362, 3370, 3383, 3385, 3500, 3555, 4440, 4441, 4449, 4470, 4555; and a minimum of 4 credits of SWK topics 3777/4777, or other approved elective courses.

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 submit a criminal background check and receive DHS clearance 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 a statistics course (PSY 2335 or 3331; or SWK 3131 & 3132), and a Biology course with human content (Bio 1102 or Bio 2110 and 2120).

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 Undergraduate 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.

Application to the Social Work Program includes the following:
1. Written application from the student.
2. One recommendation, preferably from an agency supervisor who has observed the student in relationship to a client population.
3. 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.
- Denial of application. Students who are denied admission to the Social Work Program have the right to appeal the decision to the Social Work 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). 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 (MNTC) and the Arizona General Education Curriculum (AGEC). Additionally, the Social Work Program maintains strong reciprocal relationships with many community colleges, using specific articulation agreements and guides between the community college program and the College Social Work Department. These agreements specify transfer course equivalencies and other conditions to help transfer students meet necessary prerequisites, program admission requirements, and transfer to St. Scholastica
“seamlessly.” Fulfilling the terms of an articulation agreement or transfer guide 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 undergraduate director if you have questions.

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 age, class, color, culture, ethnicity, gender, gender identity and expression, immigration status, marital status, physical and mental ability, political ideology, race, religion/spirituality, sex, sexual orientation, tribal sovereign status, or status with regard to public assistance.

Courses

SWK 2200 - Service Learning - 2 cr.
Provides opportunities for students to perform service to the community and to engage in reflective learning on the meaning of that service. The services performed by students in this class will be with established non-profit and service agencies.

Provides an introduction to the foundation of social work as a profession, outlining the primary knowledge, competencies, values, and skills that characterize contemporary social work practice. This entry-level course surveys a variety of professional practice settings, allowing students the opportunity for career exploration within the social work profession.

SWK 2240 - Intro Professional Social Work (Conceptions: VCSS - Social Science) - 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 2777 - Topics in Social Work - 1-4 cr.
Selected topics.

SWK 3000 - Integrated Lab - 1-2 cr.
This integrative learning laboratory course facilitates students’ foundation understanding and self-preparation for generalist social work practice with diverse people through critical reflection, dialogue, experiential learning, and small group interactions with faculty and peers. Specific lab curriculum will address topical themes related to content from social work core courses in which students are concurrently enrolled.

SWK 3131 - Stat Meth. Evidence Based Prac - 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 3132 - Statistical Methods for Evidence-Based Practice II (Foundations: VFMA - Mathematics) - 2 cr.
This course is the second 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). Prerequisite: SWK 3131.
Prerequisite Course: SWK 3131

SWK 3315 - Psychosocial Aspects of Aging - 4 cr.
Provides an 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, care giving, employment and retirement, finances, Social Security, social programs and political power of the older cohort.

SWK 3339 - Preparation for Field I - 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 3350 - Understanding Systems of Privilege and Oppression - 2 cr.
Deconstructs systems of privilege and oppression using the vehicles of race and class. Contrasts varying experiences with systems of privilege and oppression within the United States. Connects these systems to our individual and collective socialization to allow for a critique of how each has been impacted by such systems. Examines the internal and external, individual and systemic supports for inequity and provides a framework for deconstructing, dismantling and resisting those systems of oppression, individually and collectively.

SWK 3360 - American Social Welfare Policy (Integrations: VISS - Social Science) - 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 Courses: BIO 1101, PSY 2208, SOC 1125
Corequisite Courses: SWK 3360, SWK 3370

SWK 3370 - Generalist 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.

Prerequisite Courses: PSY 1105, PSY 2208, SWK 2240
Corequisite Course: SWK 3362

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 - 0-4 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 amore 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.

Prerequisite Courses: SWK 2240, SWK 3362, SWK 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.

Prerequisite Course: 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 bio-psycho- social-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 Health Care - 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, e.g., 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 prepares learners for academic, professional, and practical success in emerging areas of academic and professional standards and development. Content relates to topical themes and content from core social work courses. Activities facilitate students' understanding of their learning experience through critical reflection, lecture, experiential learning, small group interactions with faculty and peers, and/or community-centered experiences.

SWK 3555 - Field Practicum I - 1-16 cr.
This course is designed to provide students with an entry-level opportunity to work in a social service agency, institution, or organization in the role of a social work intern, approximately 8 hours per week (minimum of 120 hours-2 credits). Performance Plans are individually developed to meet the needs of the student, competency requirements, and opportunities available in the social service agency. Students participate in a group seminar to enhance student learning, personal/professional development, share agency learning with other students. General practice skills will be explored, including values, ethics, professional documentation and engagement strategies. Students will be graded on a P/F basis.

Prerequisite Courses: SWK 3339, SWK 3362, SWK 3370

Corequisite Course: SWK 3383
SWK 3777 - Topics in Social Work - 0-4 cr.
Topics.

SWK 3999 - Prep for Field I - 1-4 cr.
Independent Study.

SWK 4000 - Integrated Lab III - 1-2 cr.
This integrative laboratory course facilitates students' understanding of foundation professional social work competencies in applied practice methods with organizational, community-focused, or cross-disciplinary learning experiences. Content relates to topical themes and content from other core social work courses. Activities facilitate students' understanding of their learning experience through critical reflection, lecture, experiential learning, small group interactions with faculty and peers, and/or community-centered experiences.

SWK 4415 - American Indian Families - 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.
Crosslist Courses: INS 4415, NAS 4415

SWK 4420 - Human Behavior & Amer Indian - 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.
Crosslist Courses: INS 4420, NAS 4420

SWK 4440 - Social Work Intervention with Groups - 0-4 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.
Prerequisite Courses: SWK 2240, SWK 3370, SWK 3383

SWK 4441 - Social Work/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.
Prerequisite Courses: SWK 2240, SWK 3370

SWK 4449 - Preparation for Field II - 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.
Corequisite Course: SWK 3555

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. Activities support students in identifying their emerging personal-professional identity, perspectives, knowledge, and competencies as a professional social worker in a changing society.

Prerequisite Course: SWK 4000

SWK 4555 - Senior Field Practicum - 0-16 cr.
A 450 hour (minimum of 8 credits) 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. The student participates in a group seminar to facilitate the integration of practice experience, NASW Code of Ethics, CSWE Competencies, and the personal/professional development of the student. Prerequisites: all social work courses except SWK 4470, and admission to the field sequence.

Corequisite Courses: SWK 4440, SWK 4441

SWK 4777 - Topics in Social Work - 0-4 cr.
Courses not a regular part of Social Work curriculum but taught because of a special need, interest, or opportunity. Topics vary.

SWK 4999 - Independent Study - 0-4 cr.
Students select a particular topic of study with instructor. Individual student learning goals and method of evaluation are designed. Prerequisite: permission of instructor.
School of Nursing

The School of Nursing, Department of Undergraduate Nursing, offers a Bachelor of Science degree in Nursing in three program formats (traditional undergraduate, post-baccalaureate, and RN to BS). The undergraduate nursing program prepares students for entry-level professional nursing practice. This level of education is based on core knowledge and clinical competency applied through a unique blend of critical thinking, caring, competence, communication and collaboration.

The following undergraduate nursing program outcomes identify the depth and breadth of knowledge which graduates of all undergraduate nursing program formats at CSS are able to demonstrate. Upon completion of the undergraduate nursing program 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 values and behaviors consistent with professional nursing standards.
3. Demonstrate competence in utilizing patient care technologies and information system technologies in dynamic healthcare environments.
4. Integrate effective inter-professional collaboration into practice to enhance the health of all patients, including diverse and vulnerable populations.
5. Utilize knowledge of healthcare policy and evidence-based nursing to advocate for the quality and safety of patient care.

The School also educates leaders in its Doctor of Nursing Practice (DNP) degree and Post-Graduate APRN certificate programs. Information about the graduate programs may be found in the Graduate Catalog.

The undergraduate nursing program is approved as a licensure-preparing program and the graduate programs are approved as advanced practice nursing programs by the Minnesota Board of Nursing.

All nursing programs at The College of St. Scholastica are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Interim Chair, Department of Undergraduate Nursing
Julie Knuths, DNP, RN

Dean, School of Nursing
Sheryl Sandahl, DNP, APRN, CPNP, FNP-BC, MPH

Traditional Undergraduate Nursing

Traditional Undergraduate Nursing Track

The Department of Undergraduate Nursing Traditional Undergraduate Nursing Track is an on-campus program that 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 faculty blend the use of simulation, technology and integrative therapies to prepare students as healers of the mind, body and spirit.

Students need 128 credits to graduate, with 50 credits coming from nursing coursework. 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 Licensing Examination for Registered Nurses). Graduates are eligible to apply for registration as a Minnesota public health nurse and have the academic credentials to pursue a graduate degree in Nursing.

Admission Requirements

Preferred admission is open to students with GPA of 3.5 or higher, and military veterans interested in the Veteran to BSN program. More information can be found on the nursing website or by talking to admissions staff.

Complete pre requisite courses for the program with at least a C, or B if transferred from another institution.
Complete full application to the major early in fall sophomore year.
Complete or have a plan for completing all prerequisite courses for the nursing program.

Complete a Certified Nurses Assistant (CNA) course OR a copy of a current state registration as a CNA.

Fall cumulative GPA must remain at 3.0 or higher.
Following acceptance to the major, students must maintain a minimum of a C grade in all nursing courses and required co-requisite courses. Clinical requirements include evidence of completed immunizations, and satisfactory background studies.

The Undergraduate Nursing Student handbook, CSS Student handbook and course syllabi detail specific policies for academic success and code of conduct which must be followed to progress successfully in the undergraduate nursing programs.

Course syllabi specify expectations regarding class attendance, clinical and laboratory responsibilities and uniform and equipment needs for students. The curriculum uses E-books and students must own an electronic device that supports E-book use. Nursing coursework may have unique times of commitment surrounding clinical rotations. Students provide their own transportation for off campus learning experiences.

Courses Completed Before/Concurrent with Admission to the major:

DGN 1101, 1102, ENG 1110, SOC 1125 or SOC 2433, PSY 2208, 3341, CHM 1040, BIO 1036, 2510, 2520, 2020 and CTA 1101.

Nursing requirements:

NSG 2111, 2222, 2333, NSG 3111, 3334, 3370, 3222, 3337, 3112, NSG 4112, 4222, 4337, 4801, 4437, 4113 HSC 2215, and PSY 3331.

Interim Program Co-Coordinators, Traditional Undergraduate Nursing
Beth Donahue, MA, RN
Gina Diaz, DNP, RN, ANP, GNP

Interim Chair, Department of Undergraduate Nursing
Julie Knuths, DNP, RN

**Post-Baccalaureate Nursing**

**Post-Baccalaureate Nursing Track**

The Department of Undergraduate Nursing's Post-Baccalaureate Nursing Track is an accelerated baccalaureate degree program for college graduates with non-nursing majors. This program is based on the same philosophy and outcomes as the Traditional Undergraduate and RN to BS Tracks, incorporating an integrated approach to learning with a concentration in the nursing major. Students take 50 credits in the nursing major and 4 general education credits to earn a Bachelor of Science degree with a major in Nursing in 4 consecutive semesters (15-16 months). Upon completion of the program requirements, students are eligible to take the NCLEX-RN licensure examination for licensure as a registered nurse and to be registered as a public health nurse.

The Department offers two accelerated post-baccalaureate programs that follow a cohort model. A cohort starts the Duluth program every May, completing the program the following year in August. The Duluth program is a traditional day-school model with students attending classes on the Duluth campus Monday through Friday. Clinical is also scheduled on a weekly basis. A cohort starts the St. Cloud program every May and September, completing the program the following year in August and December respectively. The St. Cloud program is an online hybrid model. Theory is completed online with students attending lab intensives two times a semester on the St. Cloud campus. Clinicals are also scheduled in an intensive format and are the last two weeks of a semester.

Students work with nursing faculty and expert nurse preceptors in both urban and rural healthcare facilities. The Director of Educational Experiences works with students in an effort to obtain clinical sites within a reasonable distance. However, in some instances, students may need to travel to a clinical site. Students are responsible for all expenses incurred (i.e. mileage, lodging, etc.).

The Undergraduate Nursing Student handbook, CSS Student handbook, and the course syllabi detail specific policies for academic success and code of conduct which must be followed to progress successfully in the undergraduate nursing programs.

Prerequisites for these programs 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, pathophysiology 3-4 credits. All prerequisite courses, except for pathophysiology, can be taken at a community college. Pathophysiology must be taken at an upper level institution (300 - 400 level course). Pre-requisite coursework must be completed before beginning nursing coursework with a grade of C or higher. CLEP credits will be accepted. A CNA course and/or state registration as a CNA and current certification in CPR must be completed before entry into the Post-Baccalaureate Nursing Track. Upon acceptance, students must show evidence of meeting all immunization requirements as well as complete and pass required background studies.

Program Coordinator, Post-Baccalaureate Nursing
Carrie Alajoki, MSN, RN

Interim Chair, Department of Undergraduate Nursing
Julie Knuths, DNP, RN
RN to BS Nursing

RN to BS Nursing Track

The Department of Undergraduate Nursing’s RN to BS Nursing Track is an online program 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 and Post-Baccalaureate Nursing Tracks. The BS degree includes general education courses and required nursing courses. If you have earned 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. Upon acceptance, students must complete and pass the required background study.

Academic programs will be individualized based on previous educational experience. The program requires 128 credits for graduation. Of these, 38 must be taken in the RN to BS Nursing Track. All of the RN to BS Nursing courses are completed online. The RN to BS Student Advisor will assist students with program planning. Upon completion of the RN to BS Nursing Track, graduates have the academic credentials to pursue graduate study in Nursing. In addition, students who complete the program requirements are eligible to be certified as a public health nurse and school nurse.

The RN to BS Nursing Track is designed to build on the RN student's experience as a registered nurse. Additional credits in nursing are earned toward the BS degree upon validation of prior learning by means of a nursing portfolio that documents Registered Nurse experience.

The Undergraduate Nursing Student handbook, CSS Student handbook, and course syllabi detail specific policies for academic success and code of conduct which must be followed to progress successfully in the undergraduate nursing program.

Requirements for the RN to BS Nursing Track:

NSG 3355, 3361, 4570, 4571, 4472, 4580, 4590, 4998 and 4 additional CSS upper division credits.

Program Coordinator, RN to BS Nursing
Cindy Brown, DNP, RN, PHN, RDN

Interim Chair, Department of Undergraduate Nursing
Julie Knuths, DNP, RN

Courses

NSG 2111 - Professional Nursing and Health Care I - 2 cr.
Introduces the nursing student to professional nursing roles. The concepts included will be: patient-centered care; safety; clinical judgment; communications (therapeutic); role development; ethics; spirituality (personal) and will be explored from the perspective of the developing professional nurse.

Prerequisite Courses: BIO 2020, BIO 2510, CHM 1040, PSY 2208, PSY 3341, SOC 1125, SOC 2433
Corequisite Courses: BIO 2520, HSC 2215, NSG 2111, NSG 2222

NSG 2222 - Recipient of Care Across the Lifespan I: Individuals - 2 cr.
Introduces the student to individuals across the lifespan from a nursing perspective. Focused concepts include; growth and development, functional ability, and genetics/genomics. Students will perform developmental and functional health assessments on healthy individuals in community settings as well as apply all three concepts to selected exemplars.

Prerequisite Courses: BIO 2020, BIO 2510, CHM 1040, PSY 2208, PSY 3341, SOC 1125, SOC 2433
Corequisite Courses: BIO 2520, HSC 2215, NSG 2111, NSG 2333

NSG 2333 - Health Continuum I: Individual Adaptive Responses - 3 cr.
Introduces the student to holistic nursing care of individuals through the application of concepts in classroom, laboratory, and simulated patient care settings. Students learn principles of therapeutic communication, physical assessment, safety and essential nursing skills and interventions utilizing current evidence-based practice and information technologies. The focus is on the individual’s adaptation to health challenges and transitions, including the concepts of sensory perception, pain, mobility, thermoregulation, coping and stress. This course is a total of 3 credits; 2 credits of classroom/ theory and 1 credit of skills/ simulation lab.

Prerequisite Courses: BIO 2020, BIO 2510, CHM 1040, PSY 2208, PSY 3341, SOC 1125, SOC 2433
Corequisite Courses: BIO 2520, HSC 2215, NSG 2111, NSG 2222
NSG 3111 - Professional Nursing & Health Care II - 2 cr.
Introduces the nursing student to principles of evidence-based nursing practice, and the use of technology and informatics to seek and analyze knowledge that influences nursing practice. Students will explore how professional communication within the interdisciplinary healthcare team influences safety and patient/family/community health outcomes. Students will develop a deeper understanding of clinical judgment and its application to nursing practice.

Prerequisite Courses: BIO 2020, BIO 2520, HSC 2215, NSG 2111, NSG 2222, NSG 2333
Corequisite Courses: NSG 3334, NSG 3370

NSG 3112 - Professional Nursing & Health Care III - 3 cr.
Explores intermediate level concepts of professional nursing role development including health promotion, patient education and care coordination for individuals and families. Nursing informatics principles are used to identify, define, manage and communicate data, information, and knowledge in nursing practice. Health literacy is explored in the context of patient education and health promotion.

Prerequisite Courses: NSG 3111, NSG 3334, NSG 3370, PSY 3331
Corequisite Courses: NSG 3222, NSG 3337

NSG 3222 - Recipient of Care Across the Lifespan II: Families and Communities - 3.5 cr.
This course transitions students toward caring for family and community. Focused topics include examining determinants of health in terms of modifiable and non-modifiable risk factors, impact of culture/inclusivity, family dynamics, and concept of caregiving.

Prerequisite Courses: NSG 3111, NSG 3334, NSG 3370, PSY 3331
Corequisite Courses: NSG 3112, NSG 3337

NSG 3334 - Health Continuum II: Individual Physiologic Responses - 6 cr.
Focuses on the individual’s response to health and illness challenges across the lifespan. Concepts covered are metabolic changes, fluid and electrolytes, acid base balance, gas exchange, perfusion, tissue integrity, nutrition, elimination, infection, and safe medication administration. Students will apply principles of therapeutic communication, physical assessment, safe nursing skills and interventions utilizing current evidence-based practice and information technologies. This course is a total of 6 credits; 3 credits of classroom/ theory, 2 credits of skills/ simulation lab and 1 credit of clinical.

Prerequisite Courses: BIO 2020, BIO 2520, HSC 2215, NSG 2111, NSG 2222, NSG 2333
Corequisite Courses: NSG 3111, NSG 3370

NSG 3337 - Health Continuum III: Psychosocial Responses - 5.5 cr.
Focuses on the assessment and the health promotion of individuals, childbearing families and communities experiencing psychosocial health transitions. This course incorporates increasingly complex critical thinking and therapeutic communication skills, as well as care management for individuals experiencing stressful transitions across the lifespan. Nursing care that promotes and supports the emotional, mental, and social well-being of the client experiencing stressful events, as well as clients with acute and/or chronic mental illness will be examined. The health needs of families during the prepartum, intrapartum and postpartum periods will be explored. Concepts examined are grief and loss, mood and affect, anxiety, addictions, psychosis, interpersonal violence, sexuality and reproduction. This course is a total of 5.5 credits; 3.0 credits of classroom/ theory, 1.5 credits of clinical/simulation and 1 credit of lab.

Prerequisite Courses: NSG 3111, NSG 3334, NSG 3370, PSY 3331
Corequisite Courses: NSG 3112, NSG 3222

NSG 3355 - Evidence-Based Practice and Research in Nursing ( Integrations: VIOP - Open ) - 4 cr.
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.

Prerequisite Course: NSG 3361

NSG 3361 - Dimensions Professional NSG - 4 cr.
Presents an overview of professional nursing practice, focusing on the roles and characteristics of the baccalaureate nurse that are requisite in a changing health care delivery system. Theory and philosophy of nursing will be emphasized and historical perspectives that have had an impact on the profession explored.
NSG 3370 - Pathopharmacology for Nursing Practice - 4 cr.
Introduces foundational concepts in human physiology, common deviations from normal body function, and clinical manifestations of altered physiologic balance, as well as complementary pharmacology related to pathophysiological concepts. Emphasis is on understanding and applying new knowledge in the analysis and treatment of common clinical presentations encountered by the registered nurse across the lifespan.

Prerequisite Courses: BIO 2020, BIO 2520, HSC 2215, NSG 2111, NSG 2222, NSG 2333
Corequisite Courses: NSG 3111, NSG 3334

NSG 3600 - Introduction to Nursing Practice - 4 cr.
Introduces the nursing student to assessment and skills emphasizing application of critical thinking required by the professional nurse to safely and effectively care for individuals in a holistic manner across the lifespan. Students are introduced to assessment of sensory perception, perfusion & oxygenation, integument, and elimination, and the concepts of mobility, and safe medication administration practices. This course is a total of 4 credits; 2 credits of theory, 2 lab (60 hours).

Corequisite Courses: NSG 3645, NSG 3660, NSG 3867

NSG 3645 - Professional Nursing I - 2 cr.
Introduces concepts related to professional nursing at the baccalaureate level including nursing roles, holistic nursing, patient centered care, evidence based practice, patient safety and quality improvement. This is a foundational course for students to begin examining nursing issues affecting health care today.

Corequisite Courses: NSG 3600, NSG 3660, NSG 3867

NSG 3660 - Health Transitions I - 0-6 cr.
Introduces the nursing student to concepts of infection, inflammation, thermoregulation, pain, comfort, sensory perception, oxygenation, acid base, perfusion, tissue integrity, elimination, fluid and electrolytes, cellular regulation, development, behaviors, cognition, mood, coping, and stress. This is an introductory medical-surgical nursing theory course with a clinical component in an acute care setting. This course is a total of 6 credits; 4 theory, 2 clinical (90 hours).

Corequisite Courses: NSG 3600, NSG 3645, NSG 3867

NSG 3777 - Independent Study - 0-4 cr.
Topics.

NSG 3845 - Professional Nursing II - 2 cr.
Builds on concepts related to professional nursing and role development at the baccalaureate level. Emphasis is on cultural competence, health care in rural environments, communication, and the interdisciplinary health care team.

Prerequisite Courses: NSG 3600, NSG 3645, NSG 3660, NSG 3867
Corequisite Courses: NSG 3870, NSG 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.

Corequisite Courses: NSG 3600, NSG 3645, NSG 3660

NSG 3870 - Health Transitions II - 7 cr.
Builds on the concepts of perfusion, oxygenation, acid base, fluid/electrolytes, and mobility. New concepts introduced include metabolism chronic illness, self, sexuality, reproduction, and family. Students will continue to develop critical thinking skills required by the professional nurse to safely and effectively care for individuals and families in a holistic manner across the lifespan. This medical-surgical nursing theory course includes a clinical component in a rural or underserved setting. This course is a total of 7 credits; 5 theory and 2 clinical (90 hours).

Prerequisite Courses: NSG 3600, NSG 3645, NSG 3660, NSG 3867
Corequisite Courses: NSG 3845, NSG 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.

Prerequisite Courses: NSG 3600, NSG 3645, NSG 3660, NSG 3867
Corequisite Courses: NSG 3845, NSG 3867, NSG 3870

NSG 3999 - Independent Study - 0-4 cr.
Independent study in nursing.

NSG 4112 - Professional Nursing and Health Care IV - 4 cr.
Explores holistic nursing leadership roles for the entry level baccalaureate nurse. Concepts in this course include leadership, healthcare quality from a systems perspective, health policy, and health care law. Topics include health care organizations and economics, and professional career management. This course examines health inequity including social determinants of health (e.g., socioeconomic status, educational level, geographic, race, gender, sexual orientation and others) as they relate to health policy and healthcare systems.

Prerequisite Courses: NSG 3112, NSG 3222, NSG 3337, PSY 3331
Corequisite Courses: NSG 4222, NSG 4337

NSG 4113 - Professional Nursing & Health Care V - 5 cr.
Transitions students to professional nurse through active classroom learning activities and simulation. Students will synthesize knowledge, skills, and attitudes from their classroom and clinical experiences in concurrent capstone coursework. Promotes socialization into professional nursing practice. Prepares for NCLEX-RN licensure exam.

Prerequisite Courses: NSG 4112, NSG 4222, NSG 4337
Corequisite Course: NSG 4437

NSG 4222 - Nursing Care Across the Lifespan III: Populations, Community, and World - 3 cr.
Examines public health concepts from a local, national and global perspective. Application of public health principles will be applied to community-based nursing practice. Focused topics include examining disaster and bioterrorism preparation and response, by studying current trending global disease, how the environment impacts health, and comparing and contrasting nursing care for urban, rural, and underserved populations. Application of community assessment, social determinants of health, and public health frameworks will guide the creation and implementation of community health projects.

Prerequisite Courses: NSG 3112, NSG 3222, NSG 3337, PSY 3331
Corequisite Courses: NSG 4112, NSG 4337

NSG 4337 - Health Continuum IV: Responses to Complex Illness - 0-6 cr.
Focuses on the practice of holistic nursing for individuals and families experiencing multi-system illness. Complex concepts will be explored which include: cellular regulation, immunity/inflammation, clotting, cognition and intracranial regulation.

Prerequisite Courses: NSG 3112, NSG 3222, NSG 3337, PSY 3331
Corequisite Courses: NSG 4112, NSG 4222

NSG 4437 - Health Continuum V: Capstone - 3 cr.
Facilitates the transition from student to professional nurse. The student will be immersed in clinical settings supervised by professional nurse preceptors. These experiences will develop clinical reasoning skills and promote socialization into the nursing profession. Students may be assigned to a variety of healthcare organizations and may care for diverse patient populations. Select students will experience international service learning integrated into their capstone placement.

Prerequisite Courses: NSG 4112, NSG 4222, NSG 4337
Corequisite Course: NSG 4113

NSG 4446 - Holistic Nursing - 2 cr.
Examine holistic integrative healthcare systems. Students will explore integrative therapies effective for promoting healing in self and clients. Focus
is on preparation for practice with sound knowledge of integrative therapies.

NSG 4447 - Transcultural Nursing - 0-2 cr.
Apply principles of public health and service-learning in a cultural immersion experience to meet the identified needs of vulnerable populations. Faculty consent required. Prerequisites will vary depending on program.

NSG 4472 - Leadership in Nursing - 4 cr.
Provides an analysis of historical and current issues affecting professional nursing practice. Professional nursing in a changing health care delivery system is examined from a leadership perspective.

Prerequisite Courses: NSG 3355, NSG 3361

NSG 4555 - Nursing Internship - 0-4 cr.
Internship.

NSG 4570 - Population Care - 4 cr.
Applies 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.

Prerequisite Courses: NSG 3355, NSG 3361

NSG 4571 - Population Care: Clinical Application - 1 cr.
Practices assessment of communities’ assets and liabilities in meeting the needs of vulnerable populations with the goal of improving their health. 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.

Prerequisite Courses: NSG 3355, NSG 3361, NSG 4570

NSG 4580 - Holistic Assessment in Nursing - 4 cr.
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.

Prerequisite Course: NSG 3361

NSG 4590 - RN to BS Portfolio Introduction - 4 cr.
Introduces the RN to BS student to the Nursing Portfolio guidelines and provides faculty guidance for completion of the two introductory portfolio objectives with supporting documentation. Addresses critical thinking, the development of a personal philosophy of nursing, career planning, and the use of self-reflection in portfolio narratives.

Prerequisite Courses: NSG 3355, NSG 3361

NSG 4645 - Professional Nursing III - 2 cr.
Builds on concepts related to the professional practice of nursing at the baccalaureate level with an emphasis on evolving nursing issues and professional development.

Prerequisite Courses: NSG 3845, NSG 3870, NSG 3871

Corequisite Courses: NSG 4660, NSG 4661, NSG 4674

NSG 4660 - Health Transitions III - 6 cr.
Introduces increasingly complex cases and new concepts including grief and loss, immunity, behaviors, and violence. This is an advanced medical-surgical nursing theory course with a clinical component in an acute care setting. This course is a total of 6 credits; 4 theory and 2 clinical.

Prerequisite Courses: NSG 3845, NSG 3870, NSG 3871

Corequisite Courses: NSG 4645, NSG 4661, NSG 4674
NSG 4661 - Integrative Lab II - 2 cr.
Engages 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.

Prerequisite Courses: NSG 3845, NSG 3870, NSG 3871
Corequisite Courses: NSG 4645, NSG 4660, NSG 4674

NSG 4665 - End of Life - 2 cr.
Introduces students to concepts of death and dying, palliative care, culturally sensitive care, holistic symptom relief, and provides an opportunity to practice skills in lab and hospice clinical setting.

NSG 4670 - Nursing Care of the Critically Ill Client - 2 cr.
Provides nursing fundamentals in the care of patients experiencing critical care. The course requires synthesis of pathophysiologic, pharmacologic, and therapeutic concepts. Utilization of family theory, stress-adaptation, psychosocial concepts and legal/ethical issues are incorporated throughout. Corequisite: Any 4000 level Post Baccalaureate Nursing course

NSG 4674 - Community Health - 3 cr.
Introduces the concept of population-based practice and builds upon previous concepts of advocacy, health promotion/disease prevention, immunity, infection, and safety from a public health context. Successful completion of this course, combined with NSG 4874 or public health clinical application equivalency in the community, will meet the MN Board of Nursing requirements for certification as a public health nurse.

Prerequisite Courses: NSG 3845, NSG 3870, NSG 3871
Corequisite Courses: NSG 4645, NSG 4660, NSG 4661

NSG 4700 - HSC Interdisciplinary Leadersh - 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.

NSG 4777 - Nursing Elective - 2 cr.
Investigation of topics related to professional nursing.

NSG 4801 - Interprofessional Care Coordination of Veterans - 2 cr.
A seminar course presented in four modules incorporating the Interprofessional Education Collaborative (IPEC) core competencies: roles and responsibilities, values and ethics, interprofessional communication, teams and teamwork.

Prerequisite Courses: NSG 3112, NSG 3222, NSG 3337, PSY 3331

NSG 4845 - Professional Nursing IV - 3 cr.
Builds on concepts related to the professional practice of nursing at the baccalaureate level with an emphasis on leadership, quality improvement, and professional development. Students apply the content and principles examined in Professional Nursing III for application in practice. The skill of writing is essential for student success as a professional nurse and leader. Students complete a series of writing assignments including position papers, reflective journaling, professional reports and presentation with an emphasis on audience adaptation, clarity of purpose, adequacy of support and correct format. Students also complete 45 hours of clinical working with a nurse in a leadership position.

Prerequisite Courses: NSG 4660, NSG 4661, NSG 4674
Corequisite Courses: NSG 4874, NSG 4880

NSG 4874 - Community as ClientPopulation-Based Care: Clinical Application - 2 cr.
Practices community assessment and the delivery of population-based care in meeting the needs of the community. Through simulation and civic engagement in the community, students gain competency in public health nursing practice. Successful completion of this clinical course, combined with NSG 4674 or public/community health theory based equivalent course, will meet the MN Board of Nursing requirements for certification as a public health nurse.
NSG 4880 - Capstone Course - 6 cr.
As a culminating advanced medical-surgical nursing theory course with a lab and clinical component, this course builds upon previous concepts, introduces new concepts of intracranial regulation and trauma, and immerses the student in an extended precepted clinical experience to promote transition from student to professional nurse. This course is a total of 6 credits; 2 theory, 1 lab, and 3 clinical (135 hours).

NSG 4990 - RN to BS NSG Portfolio Continuation - 0 cr.
Maintains active student status, until the RN to BS Nursing Portfolio is complete and all graduation requirements have been met. A course fee will be attached to this course.

NSG 4998 - RN to BS Nursing Portfolio - 13 cr.
Provides an opportunity for the RN student to obtain nursing credits for the major based on prior RN experience, using a portfolio. Graduation requirements mandate the completion of 15 total credits for the nursing portfolio. (2 cr. NSG 4590, 13 cr. NSG 4998)

NSG 4999 - Independent Study - 0-4 cr.
With faculty approval and advisement, self-directed student planning, implementation, evaluation and reporting of an independent learning experience focused on professional nursing.

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. They must also be able to synthesize that knowledge to understand the living world, a world that is both remarkably unified and wonderfully diverse.

Chair: Daniel Westholm, Ph.D.

Biology major

Students majoring in biological sciences complete a core curriculum in biology, chemistry, math and physics. A major in biology requires 34 biology credits. Students must achieve a minimum grade of "C" in biology courses and a minimum grade of "C-" in supporting science courses to complete the requirements for the major. Students should work closely with their faculty advisor to design a suitable academic course plan. By completion of the sophomore year, all students who intend to major in biological sciences must declare the major.

All biology majors are required to complete the following core curriculum:

- BIO 1115, 1116, 1125, and 3500
- Biology electives to equal 34 total biology credits, chosen with advisement.
- CHM 1110, 1120, 2200, 2210, 3240*
- PSC 2001, 2002*
MTH 2221 or PSY 3331*

The student must consult catalogs of desired graduate or professional schools for any special requirements.

*See below for biology secondary education, chemistry, physics, and math requirements.

Secondary teaching preparation:

- BIO 1115, 1116, 1125, 2510, 2520, 3100, 3500, 4170 plus 4 additional credits to equal 34 biology credits. Transfer students who have completed the equivalent of BIO 4170 elsewhere may be required to take a course with a research component.
- CHM 1110, 1120
- MTH 1111
- PSC 1202, 4750, 2001, 2002
- 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.
- 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.
- Program requirements may change with licensure rule changes required by MN Board of Teaching. The student must regularly consult with the Education Department for further information.

Biology minor

A minor in biology requires 20 semester credits. Biology courses must have a minimum grade of "C". Course requirements for the minor:

- Bio 1115 Global Challenges, Scientific Solutions (4 credits)
- Bio 1125 Foundations in Biology (4 credits)
- Elective in Animal Diversity (4 credits)
- Elective in Ecology and Field Studies (4 credits)
- Elective in Human, Cellular & Molecular Biology (4 credits)

Biology Department outcomes

Upon completion of the Bachelor's Degree in biology at the College of St. Scholastica, the graduate will be able to:
1. Apply foundational scientific concepts to interpret biological phenomena
2. Use quantitative analysis to interpret biological data
3. Effectively communicate biological concepts and interpretations

Courses

BIO 1036 - Biology of the Cell - 2 cr.
Introduces cell biology, intended for students who are not majoring in the natural sciences. 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. 2 class hours.

Prerequisite Courses: CHM 1040, CHM 1110
Crosslist Course: CHM 1036

BIO 1102 - Human Biology and Heredity (Conceptions: VCNS - Natural Science) - 4 cr.
Studies the 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 toward the biology major.

BIO 1103 - Current Environmental Topics (Conceptions: VCNS - Natural Science) - 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 - 4 cr.
Covers a broad range of topics in the life sciences from cell structure and function to ecology. 3 class hours, 2-hour lab. This course is not counted toward the biology major.

BIO 1105 - Evolution Today (Conceptions: VCNS - Natural Science) - 4 cr.
Studies of evolutionary science and its impact on human understanding. You will read a variety of popular science texts and view leading scientists
discussing their work and its implications. These will touch on both the history of evolutionary thought and contemporary issues (environment, science, religious conflicts, public policy). In the course of discussions, we will: 1) Investigate the scientific method, 2) Make distinctions among fact, theory, speculation, and belief, 3) Critique different explanations for the same events/observations, and make judgments regarding their accuracy.

BIO 1115 - Global Problems, Scientific Solutions - 4 cr.
Team-taught, topic-based course designed to address global challenges from a scientific standpoint with consideration for societal, policy, or political implications. This course will emphasize team-work, information literacy in the biological sciences, problem-solving skills and oral and written communication. This course is required of all biology majors and a minimum grade of C is needed to move into BIO 1125.

BIO 1116 - Novel Antimicrobial Discovery - 2 cr.
Students will participate in an original, discovery-based laboratory research project designed to identify novel antibiotics from soil bacteria. This course will focus on building skills in experimental design, foundational lab techniques, data analysis, and the process of scientific discovery. This course is required of all biology majors.

BIO 1125 - Foundations in Biology - 4 cr.
Investigation of living systems with particular emphasis on the molecular and cellular levels of organization within the various kingdoms of life. The concepts introduced in this class form a broad foundation for understanding biology, which is the study of all life. Biology is multidisciplinary and integrates genetics, evolution, ecology, chemistry, physics, mathematics and cellular biology, and we will begin to make connections among these disciplines. This course is required for all biology and biochemistry majors. Must pass BIO 1115 with a grade of C.

Prerequisite Course: BIO 1115

BIO 1210 - Introduction to Biology - 2 cr.
Introductory Biology course for non-majors. The focus is on the core topics of cells, genes, evolution, and ecology with emphasis placed on concepts and applications that are essential for the student to be biologically literate.

BIO 2001 - Introduction to Anatomy/Physiology - 2 cr.
Introductory material of chemistry, cell biology, genetics and other science background necessary for the successful study of BIO2110/2120, Anatomy/Physiology. Intended for students who have not completed introductory courses in chemistry and biology at the college level. Topics include: Physiologic Control Systems, Tissue Structure, Body Organization, Atomic and Molecular Structure, Organic Molecules, Biochemical Molecules, and Cell Structure and Function. Currently offered only online.

BIO 2002 - The Human Body in Health and Disease - 4 cr.
Combined material of Anatomy/Physiology, Pathophysiology and Medical Terminology as necessary as background basis for students in the Health Information Management graduate program. Intended for online HIM graduate students who have not completed the sequenced courses at the college level. Topics include: Chemistry/Cell Biology Basics, Neoplasia, and the Anatomy/Physiology and Pathophysiology of the Circulatory, Nervous, Musculo-Skeletal, Urinary, Respiratory, Digestive, Endocrine and Reproductive Systems.

BIO 2005 - Essential Anatomy and Physiology - 4 cr.
A semester course that combines essential topics of anatomy & physiology for Health Informatics & Information Management students. Topics include: Chemistry/Cell Biology Basics and the anatomy & physiology of the Integumentary, Circulatory, Nervous, Musculo-Skeletal, Urinary, Respiratory, Digestive, Endocrine and Reproductive Systems.

BIO 2010 - Bacteriophage Discovery - 2 cr.
Explores the laboratory techniques and biology related to bacteriophage. Students will purify bacteriophage from soil, visualize bacteriophage using electron microscopy and isolate bacteriophage genomic material for analysis and nucleic acid sequencing. (2 credits)

BIO 2015 - Bacteriophage Genomics - 2 cr.
Explores the genomes of mycobacteriophages using bioinformatics tools. The sequenced genome of at least one novel mycobacteriophage isolated during Bacteriophage Discovery is functionally annotated using a series of computer-based analyses. Using this information, additional comparative genomics projects are performed to deepen the understanding of the genomes of the class bacteriophages and other phages that infect Mycobacterium smegmatis.

Prerequisite Course: BIO 2010
BIO 2020 - Microbiology - 3 cr.
Introduces microbiology including study of the morphology, diversity, evolution, physiology, genetics, metabolism, ecology, biotechnology, pathogenicity, immunology, epidemiology and control of microorganisms.

Prerequisite Courses: BIO 1036, BIO 1125, BIO 2001

BIO 2021 - Microbiology Lab - 1 cr.
Introduces microbiological laboratory work covering techniques and experiments in microbial structure, metabolism, growth and identification. BIO 2020 may be a prerequisite or a co-requisite. Recommended for all biology majors.

Prerequisite Courses: BIO 1036, BIO 1125

BIO 2110 - Anatomy and Physiology I - 4 cr.
Introduces the 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. 3 class hours, 3-hour lab. Prerequisite: BIO 1036.

Prerequisite Courses: BIO 1036, BIO 1125, BIO 2001

BIO 2120 - Anatomy and Physiology II - 0-4 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. 3 class hours, 3-hour lab.

Prerequisite Course: BIO 2110

BIO 2510 - Human Anatomy and Physiology I - 4 cr.
Study of human anatomy and physiology. Topics include an introduction to cells, tissues, systems organization, osteology, fluid compartments, gross and microscopic anatomy, physiology of the circulatory system, and the gross anatomy of musculature. This course will be geared towards pre-nursing and pre-health occupational students with an emphasis on how basic anatomy and physiology functions in human health.

Prerequisite Courses: BIO 1036, BIO 1125, BIO 2001

Crosslist Course: BIO 2110

BIO 2520 - Human Anatomy and Physiology II - 4 cr.
Study of human anatomy and physiology. Topics include the physiology of the circulatory, respiratory, urinary, reproductive, endocrine, and defense systems. This course will be geared towards pre-nursing and pre-health occupational students with an emphasis on how basic anatomy and physiology functions in human health.

Prerequisite Course: BIO 2510

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 3005 - Concepts in Pathophysiology - 4 cr.
A semester course on pathophysiology that is necessary background for students in the Health Information Management undergraduate program. Topics include: Chemistry/Cell Biology Basics, Neoplasia, Pathophysiology of the Circulatory, Nervous, Musculo-Skeletal, Urinary, Respiratory, Digestive, Endocrine and Reproductive Systems.

Prerequisite Course: BIO 2005

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. This course does not count toward the biology major or minor.

Prerequisite Courses: BIO 2110, BIO 2510
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 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.

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.

BIO 3210 - Field Biology - 4 cr.
Study of the contemporary and traditional field methods used by biologists. Topics include techniques used in the areas of entomology, floristics, ornithology, mammalogy and mapping. 4 hour lab course.

BIO 3220 - Plant Systematics - 4 cr.
Introduces systematics of vascular plants with emphasis on identification of woody plants, representative families, terminology and use of taxonomic keys. 2 class hours, 4-hour lab.

BIO 3300 - Virology - 2 cr.
A thorough investigation of viral biology from the perspective of both the virus and host cell. Topics covered include viral structure and classification, interactions between the virus and host cell, methods of virology, viral diseases, viral oncogenesis, and therapeutic uses of viruses.
Prerequisite Course: BIO 2020

BIO 3500 - Genetics - 0-4 cr.
Studies classical and molecular genetics, gene interaction, linkage and population genetics. 3 class hours, 2-hour lab. This course is required of all biology majors.
Prerequisite Course: BIO 1125

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 Course: BIO 1125

BIO 3777 - Topics - 0-4 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. By instructor permission.
Prerequisite Course: BIO 1125

BIO 4000 - Outcomes Assessment - 0 cr.
The Biology department 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 area 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 4125 - 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.

**Crosslist Courses:** BIO 5125, GER 4125, GER 5125

**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 4160 - Molecular Biology - 2 cr.**
Study of 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.

**Prerequisite Course:** BIO 3500

**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. 3 class hours, 3-hour lab.

**Prerequisite Course:** BIO 1125

**BIO 4180 - Animal Behavior - 4 cr.**
Introduces the basic questions and study of animal behavior. From an evolutionary perspective we investigate the adaptive value of behaviors such as foraging, communication, predator avoidance, dispersal, sociality, parental investment and mating systems, among other topics. Laboratory work, including an independent research project, under field conditions emphasizes the measurement and analysis of animal behavior.

**Prerequisite Courses:** BIO 1102, BIO 1125, PSY 3331

**BIO 4210 - 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.

**Prerequisite Course:** BIO 2110

**Crosslist Course:** BIO 5210

**BIO 4220 - Advanced Physiology II - 2 cr.**
Continuation of BIO 4210/5210 that includes a semi-quantitative study of functions of the body defense system, respiratory system, renal system, digestive system and reproductive system of humans.

**Prerequisite Courses:** BIO 4210, BIO 5210

**Crosslist Course:** BIO 5220

**BIO 4350 - Advanced Laboratory - 1-4 cr.**
Introduces 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 - 1-4 cr.**
Internship.

**BIO 4777 - Topics - 1-4 cr.**
Topics

**BIO 4999 - Problems in Biology - 0-16 cr.**
Advanced study and research in an area of special interest. By instructor permission.
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: Bret Johnson, 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 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, 3460, 3470, 4020, 4060, 4120, and 4 credits of upper-division CHM electives; MTH 2211, 2222, 3322; PSC 2011, 2012.

The B.A. chemistry major 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, 2010, 2020, 2021, 3500; PSC 2011, 2012; 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 chemistry for students not majoring in chemistry or biochemistry.

Required courses: CHM 1110, 1120 (General Chemistry 1 and 2) + three courses from the following list:
CHM 2200 - Organic Chemistry 1
CHM 2210 - Organic Chemistry 2 (prerequisite CHM 2200)
CHM 3000 - Analytical Chemistry
CHM 3220 - Intermediate Organic Chemistry (prerequisite CHM 2210)

168
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 is 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 or research assistant.

Chemistry Department outcomes

Students graduating with a degree in chemistry or biochemistry will:

1. Solve problems utilizing knowledge of the subdisciplines of chemistry.
2. Communicate scientific concepts effectively in written and oral form.
3. Work effectively as laboratory chemists independently as well as in teams.
4. Act as ethical and professional members of the science community.

Courses

CHM 1010 - Chemistry and Sustainability (Conceptions: VCNS - Natural Science) - 4 cr.
Course description Introduces basic concepts of chemistry and their relationship or application to sustainability and social issues.

CHM 1011 - The Chemistry of Food (Conceptions: VCNS - Natural Science) - 4 cr.
Provides an opportunity to explore and understand the complex chemical components and reactions involved in growing, processing, consuming and digesting food. Students will read research articles involving food chemistry, watch current videos and presentations on food science and conduct their own research on food-related chemical reactions. Class discussions will involve student presentations, summaries and thoughtful interactions regarding course materials. The culminating project will involve crafting a research summary on a topic of choice and presenting it to the class.

CHM 1040 - General, Organic, and Biochemistry for Health Sciences (Conceptions: VCNS - Natural Science) - 4 cr.
Introduces concepts of general, organic, and biochemistry in an integrated rather than a sequential order. Topics include the structure and function of atoms, ions and compounds, the periodic table, organic functional groups, biological macromolecules, and an introduction to metabolism. This course is required for Nursing majors and can be applied to the Exercise Physiology major.

CHM 1110 - General Chemistry I (Conceptions: VCNS - Natural Science) - 4 cr.
Introduces atomic and molecular structure, bonding, stoichiometry, gas laws, chemical periodicity, and chemical reactions. Prerequisite: high school chemistry

CHM 1120 - General Chemistry II - 4 cr.
Studies solutions, equilibria, coordination chemistry, thermodynamics, electrochemistry, kinetics, nuclear chemistry, and qualitative analysis. Prerequisite: C- or higher in CHM 1110.

Prerequisite Course: CHM 1110
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 2200</td>
<td>Organic Chemistry I - 4 cr.</td>
<td>4</td>
<td>CHM 1120</td>
</tr>
<tr>
<td></td>
<td>Introduces structure, properties,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and reactions of alkanes, alkenes,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>alkynes, alcohols, alkyl halides,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and ethers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite Course:</strong> CHM 1110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 2210</td>
<td>Organic Chemistry II - 4 cr.</td>
<td>4</td>
<td>CHM 2200</td>
</tr>
<tr>
<td></td>
<td>Introduces the structure, properties, and reactions of aldehydes and ketones, carboxylic acids and their derivatives, aromatic compounds, amines, phenols, carbohydrates, amino acids as well as infrared and nuclear magnetic resonance spectroscopy techniques. <strong>Prerequisite:</strong> C- or higher in CHM 2200.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite Course:</strong> CHM 2200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 2777</td>
<td>Topics - 2-4 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Courses not part of the regular curriculum offered as need and interest arises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 2999</td>
<td>Independent Study - 1-4 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topics in Chemistry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 3000</td>
<td>Analytical Chemistry - 4 cr.</td>
<td>4</td>
<td>CHM 1120</td>
</tr>
<tr>
<td></td>
<td>Introduces 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. <strong>Prerequisite:</strong> C- or higher in CHM1120 and mathematical skill at or beyond college algebra; CHM 2210 suggested.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite Course:</strong> CHM 1120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 3220</td>
<td>Intermediate Organic Chemistry - 4 cr.</td>
<td>4</td>
<td>CHM 2210</td>
</tr>
<tr>
<td></td>
<td>Studies 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. <strong>Prerequisite:</strong> C- or higher in CHM2210 or equivalent. <strong>(Offered fall semester in odd years: fall 2015, fall 2017, etc.)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite Course:</strong> CHM 2210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 3240</td>
<td>Biochemistry I - 4 cr.</td>
<td>4</td>
<td>CHM 2210</td>
</tr>
<tr>
<td></td>
<td>Studies the structure and role of proteins, lipids, carbohydrates, and nucleic acids in metabolism. Emphasizes protein structure and function, enzyme operation, metabolic pathways and their cellular role and regulation. <strong>Prerequisite:</strong> C- or higher in CHM 2210.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite Course:</strong> CHM 2210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 3430</td>
<td>Biochemistry II - 2 cr.</td>
<td>2</td>
<td>CHM 3240</td>
</tr>
<tr>
<td></td>
<td>Reviews 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. <strong>Prerequisite:</strong> C - or higher in CHM 3240.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite Course:</strong> CHM 3240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 3431</td>
<td>Biochemistry II Lab - 2 cr.</td>
<td>2</td>
<td>CHM 3430</td>
</tr>
<tr>
<td></td>
<td>Applies techniques including UV-Vis and fluorescence spectroscopy, protein purification, chromatographic separations, electrophoresis, enzyme kinetics, immunoassays, and antioxidant assays. <strong>Prerequisite:</strong> C- or higher in CHM 3000.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite Course:</strong> CHM 3430</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 3460</td>
<td>Physical Chemistry I - 4 cr.</td>
<td>4</td>
<td>CHM 1120, PSC 2012</td>
</tr>
<tr>
<td></td>
<td>Introduces thermodynamics, statistical mechanics, kinetics, and phase equilibria. <strong>Prerequisites:</strong> C- or higher in PSC 2002, MTH 2222, CHM2210.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite Courses:</strong> CHM 1120, PSC 2012</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHM 3470 - Physical Chemistry II - 4 cr.
Covers postulates of quantum mechanics, particle in a box, harmonic oscillator, rigid rotor, and hydrogen atom with application to electronic structure of atoms and molecules and to atomic and molecular spectroscopy. Prerequisites: A grade of C- or higher in CHM 3460. (Offered spring semester in even years: spring 2016, spring 2018, etc.)

Prerequisite Course: CHM 3460

CHM 3777 - Topics - 0-4 cr.
Courses not part of the regular curriculum offered as need and interest arises.

CHM 3999 - Independent Study - 0-4 cr.
Independent Study.

CHM 4000 - Senior Assessment - 0 cr.
Assesses Chemistry and Biochemistry majors’ knowledge and understanding of major-related topics in a standardized exam during their senior year as part of the Department’s assessment program.

CHM 4010 - Teaching Assistant Training - 1 cr.
Prepares teaching assistants in areas of 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.
Considers 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. Prerequisite: C- or higher in CHM1120, 2210, 3000. (Offered fall semester in even years: fall 2016, fall 2018, etc.)

Prerequisite Course: CHM 1120

CHM 4060 - Undergraduate Research - 1-4 cr.
Introduces students to original laboratory research in collaboration with a faculty member; requires 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.
Studies instrumentation for chemical analysis and method selection. Topics covered include ultraviolet-visible spectroscopy, atomic absorption and emission, polarography and voltammetry, thermal analysis, and chromatography. Prerequisite: C- or higher in CHM2210, 3000. (Offered spring semester in odd years: spring 2017, spring 2019, etc.)

Prerequisite Course: CHM 3000

CHM 4330 - Environmental Chemistry - 2 cr.
Introduces the chemical interactions among earth, air, water, and living environments, with some emphasis on ecological damage, toxicology, ecosystem interdependence and repair of environmental damage. Prerequisite: C- or higher in CHM 1120; CHM 2210 and 3000 suggested.

Prerequisite Course: CHM 1120

CHM 4335 - Global Sustainability - 2 cr.
Covers 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. Prerequisite Course: CHM 1120

CHM 4401 - Medicinal Chemistry I - 2 cr.
Examines drug discovery and development; emphasis in this segment is on principles of pharmacodynamics, pharmacokinetics, and the drug pipeline from discovery to clinical use. Prerequisites: "C" or higher in CHM 2210; BIO 2120 and CHM 3240 are strongly recommended.
CHM 4402 - Medicinal Chemistry II - 2 cr.
Examines 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. Prerequisite: CHM 4401 or consent of the instructor.

CHM 4777 - Topics in Chemistry - 0-4 cr.
Topics.

CHM 4999 - Independent Study - 0-4 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.

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 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 or TRS 3311 or TRS 3330, GER 3318, GER 3325 or GER 3341, GER 3424, GER 3777, GER 4125, GER 4444, EXP 3334, HIS 1111 or HIS 3325, HSC 2215 and SWK 4440.

Gerontology Fieldwork 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. Demonstrate mastery of the biopsychosocial content area of gerontology.
2. Communicate about gerontological matters, demonstrating appropriate application of terms and content.
3. Demonstrate competency in accessing gerontological research findings and integrating these findings with other scholarly information and personal observations.

Courses
GER 2203 - U.S. Healthcare System - 4 cr.
Explores the 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.
**Crosslist Course:** HSC 2203

**GER 3310 - Religious Perspectives on Living, Dying, and Grieving (Integrations: VIRS - Religious Studies) - 4 cr.**
Considers questions related to suffering, dying, prolonging and manipulating life. Study examines topics related to the meaning and end of human life according to various religious and cultural viewpoints. Topics include the quality and sacredness of life, end of life moral issues, funeral rites, grief and mourning, suicide, and perspectives on life after death.

**Crosslist Course:** TRS 3310

**GER 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.

**Crosslist Courses:** PSY 3315, SWK 3310

**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 3318 - Spirituality and Aging - 4 cr.**
Examines 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.

**Crosslist Courses:** RES 3318, TRS 3318

**GER 3325 - Group Dynamics - 2 cr.**
Studies 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.

**Prerequisite Courses:** PSY 1105, PSY 2208

**Crosslist Course:** PSY 3325

**GER 3341 - Introduction to Counseling - 2 cr.**
Identifies 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.

**Prerequisite Courses:** PSY 1105, PSY 2208

**Crosslist Course:** PSY 3341

**GER 3424 - Mental Health and Aging - 2 cr.**
Examines 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/SOC 3315 (or equivalent) or consent of instructor.

**Prerequisite Courses:** GER 3315, PSY 2208, PSY 3315

**Crosslist Course:** PSY 3424
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 4125 - Biology of Aging - 2 cr.
Study of 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 or instructor permission.
Prerequisite Courses: BIO 2110, BIO 2120
Crosslist Courses: BIO 4125, BIO 5125, GER 5125

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 - 1-6 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 GERODAP proposal including objectives and how the objectives will be met, (b) write the GERODAP 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 - Professional Application of Gerontology - 0-1 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 GERODAP proposal including objectives and how the objectives will be met, (b) write the GERODAP 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 4999 - Independent Study - 0-4 cr.
Topics in GER.

Mathematics Department

In brief terms, mathematics is not something a student takes, but something that 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 also may select a mathematics minor.

Chair: Lynne Raschke, 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. Provolve 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, B.A.

Preparation for graduate studies in math or a career in a math-related field: MTH 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 advisors. Particularly, those interested in actuarial science should begin conversation about an appropriate course of study as soon as possible with their math advisor.

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 MTH 2221, MTH 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 (MTH 2401), Geometry (MTH 3302), and Mathematics Teaching Methods (MTH 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 MTH 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 required math courses. Students must obtain at least a C in 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 variety of fundamental mathematical concepts.
2. Apply their mathematical knowledge to solve a 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.

Courses

MTH 1110 - Liberal Arts Mathematics (Foundations: VFMA - Mathematics) - 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 (Foundations: VFMA - Mathematics) - 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 (Foundations: VFMA - Mathematics) - 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 - Mathematical Ideas II (Foundations: VFMA - Mathematics) - 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 math or instructor's permission.

MTH 1122 - Precalculus (Foundations: VFMA - Mathematics) - 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 1210 - Mathematical Ideas A (Foundations: VFMA - Mathematics) - 2 cr.
Addresses the full spectrum of K-8 math when combined with MTH1211, from a conceptual as well a procedural standpoint to meet the mathematical strands of the Minnesota Board of Teaching Standards for elementary teachers. Examines the concepts and diverse modalities by which students learn patterns and functions, problem solving, probability, sets, number sense, computational procedures, relationships of integers, properties of real numbers, and number theory including divisibility, factors, multiples, and prime factors. Learners analyze these concepts while examining the reasonableness of student's answers, drawing connections to real world applications, and as well showing understanding of the connections between various mathematical domains. Understanding of multiple problem solving methods for the concepts covered and understanding the mathematical properties and processes involved are key focuses of the course. Admission to this course requires Graduate Teaching Licensure Program enrollment, or permission of the instructor, based on having ACT math sub-score 26 or higher.

MTH 1211 - Mathematical Ideas B (Foundations: VFMA - Mathematics) - 2 cr.
Addresses the full spectrum of K-8 math when combined with MTH1210, from a conceptual as well a procedural standpoint, to meet the mathematical strands of the Minnesota Board of Teaching Standards for elementary teachers. Examines the concepts and diverse modalities by which students learn properties and relationships of 2D and 3D geometric figures, measurement, usage of geometric learning tools, data investigations, randomness and uncertainty, and algebraic representation. Learners will demonstrate knowledge and application of concepts from abstract and concrete perspectives as well as real world applications, quantitative and qualitative approaches to answering questions, ability to communicate mathematics effectively at a variety of levels, relationships between mathematics and other fields, how to integrate the history of math and the relations between various cultures and mathematics as well as how to integrate technological and tools with mathematics. Understanding of multiple problem solving methods for the concepts covered and understanding the mathematical properties and processes involved are key focuses of the course. Admission to this course requires Graduate Teaching Licensure Program enrollment, or permission of the instructor based on having ACT math sub-score 26 or higher.

MTH 2221 - Calculus I (Foundations: VFMA - Mathematics) - 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.

Prerequisite Course: MTH 1122

MTH 2222 - Calculus II (Foundations: VFMA - Mathematics) - 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.

Prerequisite Course: MTH 2221

MTH 2401 - Discrete Mathematics I (Foundations: VFMA - Mathematics) - 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 - 2-4 cr.
Topics.

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.

Prerequisite Course: MTH 2401

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.

Prerequisite Course: 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.

Prerequisite Course: MTH 2222

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.

Prerequisite Courses: MTH 2222, MTH 3321

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. Co-requisite: EDU 3800.

Prerequisite Courses: MTH 2222, MTH 2401

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. Co-requisite: MTH 3533.

Prerequisite Courses: EDU 2800, EDU 2805

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.

Prerequisite Course: MTH 3322

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.

Prerequisite Course: 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.

Prerequisite Courses: MTH 3321, MTH 4411
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.

Prerequisite Courses: 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.

Prerequisite Course: MTH 4421

MTH 4432 - Abstract Algebra II - 2 cr.
More topics of rings and fields, maximal and principal ideals, complete ordered fields, polynomial rings, factorization in F[x], field extensions. Prerequisite: MTH 4332.

Prerequisite Course: MTH 4332

MTH 4500 - Senior Seminar - 2 cr.
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 4555 - Math Internship - 1-8 cr.
Internship in Mathematics.

MTH 4777 - Topics in Math - 2-4 cr.
Concentrated study of various subject areas. Prerequisite: permission of instructor.

MTH 4999 - Independent Study - 1-4 cr.
Research projects for upper-division students. Prerequisite: permission of instructor.

Natural Science and Social Sciences Majors, B.A.

Dean: Aileen Beard, Ph.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 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 128 semester credits (with a minimum of 42 credits at the 3000-level or higher), satisfy the requirements of Veritas General Education, and fulfill the requirements for a major.

Natural Sciences major

The school major in Natural Sciences requires a minimum of 36 credits in courses that 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 that 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 Sciences may provide good preparation for graduate work in many professions such as law, management, and social work. Students preparing for professional study should work closely with their advisors 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 appointment 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.

**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 problem or evaluation of a proposition accurately and intelligibly from the view of a natural or social scientist, as appropriate.

**Courses**

**NSC 2777 - Topics - 0-3 cr.**
Topics in NSC.

**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 Experien - 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

Prerequisite Courses: EDU 2800, EDU 2805

**NSC 3999 - Independent Study - 0-4 cr.**
Independent Study.

**NSC 4100 - Chemistry of Beer - 2 cr.**
Introduces beer appreciation through an examination of the chemistry of beer and the factors that affect its chemical properties. The course will include a study of fermentation and metabolic processes, beer composition, and sensory perception. Students will learn to recognize the major features of beer that determine sensory quality and know the processes that produced them.

**NSC 4150 - Science, Technology and Culture (Integrations: VINS - Natural Science) - 4 cr.**
Studies the development of science and technology from prehistoric to modern times. The course emphasizes that science and technology are the creative products of human endeavor, shaped by many people over time from different cultures. The influence of geography, politics, environmental factors, religion, philosophy, and economics are examined as key factors in scientific and technological development. In turn, the influence of scientific and technological advancements upon human societies is considered. As appropriate, the original literature related to significant developments is examined to discern how scientific writing has changed over time. No prior knowledge of science content is required, but as needed, the science principles relevant to a particular development are broadly outlined to provide context.
Crosslist Course: PSC 4150

NSC 4777 - Topics in Natural Sciences - 0-16 cr.
Description coming soon.

SSC 3900 - Social Sciences Methods - 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 co-requisite: EDU 3800.
Prerequisite Course: SSC 3905

SSC 3905 - Social Studies Mthd Fld Experi - 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. Co-requisite: SSC 3900.
Prerequisite Courses: EDU 2800, EDU 2805

Psychology major

The department offers a B.A. degree in Psychology that encompasses the following required courses: PSY 1105, 2208, 3216, 3222, 3320, 3327, 3330, 3331, 4000 and a capstone consisting of either PSY 4334/4335, 4435, or four credits of 4555 or 4556 option for double-majors, four 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 must earn a minimum of "C" in all courses required for the Psychology Major.

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:

- PSY 1105 or 2208
- PSY 3222, 3327, 3328, and/or 3363
- PSY 3216, 3423, and/or 3424
- 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 the two advanced categories above.)
- PSY 3330, 3331 or 2335

Students must earn a minimum of "C" in all courses required for the Psychology Minor.

Department Chair: Kären Petersen, Ph.D.

Courses

PSY 1105 - General Psychology (Conceptions: VCSS - Social Science) - 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 - Lifespan Developmental PSY (Conceptions: VCSS - Social Science) - 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
PSY 2355 - 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.

Prerequisite Courses: PSY 1105, PSY 2208

PSY 3222 - Cognitive Psychology - 4 cr.
Examines principles of human cognition and practical applications of these principles. Topics include perception, memory, mental imagery, general knowledge, language, problem-solving, creativity, deductive reasoning, decision-making, and individual/gender/cultural differences. Prerequisite: one course in general or developmental psychology.

Prerequisite Courses: PSY 1105, PSY 2208

PSY 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.

Crosslist Courses: GER 3315, SWK 3310

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.

Prerequisite Courses: BIO 1102, PSY 1105, PSY 2208

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, junior status in the Communications Department, or consent of the instructor.

Prerequisite Courses: PSY 1105, PSY 2208

Crosslist Course: GER 3325
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.

Prerequisite Courses: PSY 1105, PSY 2208

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.

Prerequisite Courses: PSY 1105, PSY 2208

PSY 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.

Crosslist Course: SOC 3330

PSY 3331 - Statistics (Foundations: VFMA - Mathematics) - 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 (t 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 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.

Prerequisite Courses: PSY 1105, PSY 2208

Crosslist Course: GER 3341

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 health care, pain, acute and chronic illness and treatment follow-through/compliance issues. Prerequisite: one course in general or developmental psychology.

Prerequisite Courses: PSY 1105, PSY 2208
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.

Prerequisite Courses: PSY 1105, PSY 2208

PSY 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 treating 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.

Prerequisite Courses: GER 3315, PSY 2208, PSY 3315
Crosslist Course: GER 3424

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.

Prerequisite Courses: PSY 3216, PSY 3423

PSY 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.

Crosslist Course: MGT 3550

PSY 3555 - Advanced Project in Psychology - 1-4 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 Proposal - 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.
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: Kären Petersen, PhD

**Courses**

**SOC 1125 - General Sociology (Conceptions: VCSS - Social Science) - 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/Marginality in U.S. - 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 viewpoints and issues related to these minority lifestyles.

**SOC 2433 - The Family and Society (Conceptions: VCSS - Social Science) - 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 2999 - Topics in Sociology - 1-4 cr.**
Independent study in Sociology.

**SOC 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, care giving, 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 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 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. Crosslist Course: PSY 3330

**SOC 3433 - Social Issues & Social Change - 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 3777 - Special Topics - 1-8 cr.
Courses not a regular part of Sociology curriculum but taught because of a special need, interest or opportunity. Topics vary.

SOC 3999 - SOC Independent Study - 1-8 cr.
Independent study in Sociology.

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 - 1-6 cr.
Students select a particular topic of study with instructor. Individual student learning goals and method of evaluation is designed. Prerequisite: permission of instructor.
Aerospace Studies (Air Force ROTC)

Air Force Reserve Officer Training Corps (AFROTC) is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course registration processes. AFROTC consists of four years of Aerospace Studies classes ( Foundations of the USAF, Evolution of USAF and Space Power, Air Force Leadership Studies, and National Security Affairs/Preparation for Active Duty), and a corresponding Leadership Laboratory for each year (where students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and courtesies). College students enrolled in the AFROTC program (known as "cadets") who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously commission as Second Lieutenants in the Active Duty Air Force. The AFROTC program is currently offered at the University of Minnesota Duluth, but they have a crosstown agreement that allows our students to enroll in AFROTC and become full-fledged cadet participants. For more information on AFROTC course descriptions, please review the online course schedule.

Courses

AIR 1101 - The Foundations of the U.S. Air Force - 1 cr.
Two-part survey of U.S. Air Force as public-service organization. Role of military in U.S. society; military history; officerhip; professionalism; core values; career opportunities; customs/courtesies; communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing followership experiences.

AIR 1110 - Leadership Laboratory - 1 cr.
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 1111 - Leadership Laboratory - 1 cr.
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.
Leadership techniques and their practical application in structured problems and realistic situations. Independent study. Prerequisite: Instructor approval.

AIR 2101 - The Evolution of USAF & Space - 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 2110 - Leadership Laboratory - 1 cr.
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 2111 - Leadership Laboratory - 1 cr.
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 3101 - Air Force Leadership Studies - 3 cr.**
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 3110 - Leadership Laboratory - 1-2 cr.**
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 3111 - Leadership Laboratory - 2 cr.**
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 3591 - Leadership Practicum - 1-4 cr.**
Practical application of leadership and management in structured realistic situations. Independent study. Prerequisite: Instructor approval.

**AIR 4101 - National Security Affairs - 3 cr.**
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.

**AIR 4110 - Leadership Laboratory - 1-2 cr.**
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 4111 - Leadership Laboratory - 2 cr.**
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.

**Dignitas**
Dignitas, a yearlong 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 - fall semester (4 cr.)
Dignitas 1102 - spring semester (4 cr.)

**Courses**

**DGN 1101 - The Responsible Self (Foundations: VFDI - Dignitas) - 4 cr.**
Provides the foundation for our students' entire college experience by introducing them to the key elements unique to a St. Scholastica education. Dignitas, the Latin word for dignity, is the program's signature element focusing on the intrinsic, absolute value of being a person. View Course Descriptions.

DGN 1102 - And Dignity for All (Foundations: VFDI - Dignitas) - 4 cr.
Provides the foundation for our students' entire college experience by introducing them to the key elements unique to a St. Scholastica education. Dignitas, the Latin word for dignity, is the program's signature element focusing on the intrinsic, absolute value of being a person. VARIOUS COURSE DESCRIPTIONS.

DGN 1111 - Dignitas Foundations of Well-being (Foundations: VFDI - Dignitas) - 2 cr.
The Foundations of Well-being will define health promotion and wellness (HPW) and explore current issues of HPW in the context of the Dignitas outcomes, Benedictine tradition, and social-ecological model. This course is geared toward transfer, non-traditional, and students who did not meet the requirements of DGN 1101 and/or 1102.

DGN 1112 - Dignitas Foundations of Health and Well-being (Foundations: VFDI - Dignitas) - 4 cr.
The Foundations of Well-being will define health promotion and wellness (HPW) and explore current issues of HPW in the context of the Dignitas outcomes, Benedictine tradition, social-ecological model, and wellness. The topics of stress management and resilience will also be addressed throughout the course.

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 and six credits the Summer term program. Open to all St. Scholastica majors. St. Scholastica financial aid travels with students in semester programs.

David Schuettler, Ph.D., Coordinator

Semester programs

Environmental Sustainability: Ecology, Policy, and Social Transformation
(Fall semester/Twin Cities)

Apply systems thinking and sustainability theory to real-world cases. Partner with organizers transforming communities and restoring ecosystems.

Courses:
- Environmental and Climate Justice (4 cr.)
- Ecology and Socio-Ecological Systems Change (4 cr.)
- Field Research Methods and Investigation (4 cr.)
- Environmental Sustainability Internship (4 cr.)

The New Norway: Globalization, National Identity, and the Politics of Belonging
(Fall and Spring semesters/Norway)

See Scandinavia in a new way by studying culture, society, and politics in Norway's capital, Oslo. Examine how globalization and immigration have shaped the politics of identity in Norway.

Courses:
The Scandinavian Welfare States in an Age of Globalization (8 credits)
Scandinavian Art, Film, and Literature (4 credits)
Norwegian Language or Independent Study Project (4 credits)

New Zealand Culture and the Environment: A Shared Future
(Fall and Spring semesters/Auckland, New Zealand, with trips to throughout the North Island)

Trace the traditions, innovations, and issues behind the beautiful landscapes. Hear from those at the forefront of solutions to the environmental and cultural challenges of today.

Courses:
- Māori Perspectives, Pluralism, and National Identity (4 credits)
- Sustainability, Ecology, and New Zealand Environmental Policy (4 credits)
- Internship, Fieldwork, and Integration Seminar (4 credits)
Independent Study Project (4 credits)

**Community Internships in Latin America (CILA)**
(Fall and Spring semesters/Ecuador)

Explore competing and collaborating visions for social change. Experience the rich political, cultural, and geographic diversity of Ecuador.

Courses:
- Politics and Development in Ecuador (4 cr.)
- Community Participation for Social Change (4 cr.)
- Independent Study Project (4 cr.)
- Ecuador Internship (4 cr.)

**Inequality in America: Policy, Community, and the Politics of Empowerment**
(Fall and Spring semesters/Twin Cities)

This program focuses on the economy, housing systems, education, welfare, government policies, the criminal justice system, regional segregation by race and class, and institutional oppression. Connecting these issues is at the core of the program, and instead of just learning about problems, students explore solutions and become engaged in organizations committed to social transformation in class and at a structured internship. Through critical thinking set into action, students analyze policy, lobby elected officials, and engage communities. Students focus on learning the basics of organizing communities and workplaces, persuading others to become critically engaged, and becoming effective advocates for various issues and communities.

Courses:
- Contested Theories of Poverty, Inequality, and Social Change (4 credits)
- Social Policy and Anti-Poverty Strategies in Theory and Practice (4 credits)
- Internship & Integration Seminar (equivalent to 8 credits)

**Sustainable Agriculture, Food, and Justice**
(Fall semesters/Italy)

Unpack the Slow Food movement’s motto of “good, clean, and fair” in its Italian birthplace. Explore how the business of food affects the health and wealth of farmers, workers, families, and communities.

Courses:
- Agriculture and Sustainability in Tuscany (4 cr.)
- Economics of Sustainable Food Production in Contemporary Europe (4 cr.)
- Italian Language & Sustainable Italy Internship (4 cr.)
- Independent Study Project (4 cr.)

**Art for Social Change: Intersections of Art, Identity, and Advocacy**
(Spring semester/Twin Cities)

Explore how neighborhoods make artists, and how artists shape neighborhoods. Create art that shapes and inspires critical connections across identities.

Courses:
- Art and Culture in Political, Social, and Historical Context (4 credits)
- Arts Praxis: Social Justice Theory & Practice in the Field (4 credits)
- Community Internship (8 credits)

**Democracy and Social Change in Northern Ireland**
(Spring semester/Northern Ireland)

Study the legacy of violent conflict and engage with efforts to build sustainable peace. Examine the role of citizens as agents of social transformation in this International Conflict Research Institute-affiliated program.

Courses:
- Understanding the Politics of the Northern Ireland Conflict (4 credits)
- Building a Sustainable Democracy (4 credits)
- Internship Placement and Integration Seminar (8 credits)

**Making Media, Making Change: Digital Technologies, Storytelling, and Activism**
(Fall and Spring semesters/Twin Cities)

Making Media, Making Change is a part-time program that is grounded in the belief that storytelling and art are powerful vehicles through which to change the world. Add your voice to the growing media justice movement. Seek out and amplify hidden stories. No production experience necessary.

Courses:
**Semester Break Programs**

**Social and Political Transformation in Ecuador**

(January/Ecuador)

This course 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. Ecuador can stand as a microcosm of the wider Andean region, and provides an ideal setting for this dynamic inquiry, with complex social and economic circumstances, a mix of indigenous and European cultural and political institutions, and a division between a growing leftist movement and a historically conservative middle and upper class. Students will gain a firsthand perspective on these phenomena, with fieldwork and NGO site visits in and around the beautiful capital city of Quito and in more distant rural communities. Spanish-language ability is helpful but not necessary; host families will contain at least one English speaker, and translators will be provided in the field. 4 credits.

**Honors Program**

**Honors Program Mission Statement**

The Honors Program at The College of St. Scholastica prepares civic scholars committed to the pursuit of knowledge that leads to ethical action in their communities and beyond.

The program's small, discussion-based seminars can fulfill Veritas requirements as designated by the instructor. Certain interdisciplinary seminars provide students with a choice between one of two Veritas pathways as designated by the instructor.

Stephanie Johnson, Ph.D., Director

Pamela Freeman, Ph.D., Associate Director

**Policies**

**Application and admission:**

Students generally must meet two of the following three requirements to qualify for the Honors Program: rank in the top 15 percent of their high school graduating class; graduate from high school with a cumulative GPA of 3.5 or higher; and post a minimum score of 26 on the ACT examination. Students applying to St. Scholastica as test-optional will still be considered. Qualified students must request an interview with the Honors Director for admission.

**Graduating from the Honors Program:**

To be named a Webster Scholar and graduate from the program, students must complete 20 credits of Honors coursework (eight credits of which must be upper-division), achieve a minimum grade of B in each of those courses, and have a cumulative GPA of 3.5 upon graduation from the College. HON 1111 and HON 1112 (Honors Dignitas) are required in the first year and earn students four credits toward the 20 credits total.

Transfer students may be required to complete fewer than 20 credits to graduate (eight credits of which must be upper-division) as determined by the Director.

**Honors Program outcomes:**

1. Employ critical thinking in the pursuit of knowledge across disciplines.
2. Construct persuasive and civil arguments.
3. Formulate a framework for ethical decision-making.
4. Evaluate effective models of community engagement that promote human flourishing.

**Courses**
HON 1101 - Literature of Social Change - 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. Honors section descriptions.

HON 1111 - The Responsible Self (Foundations: VFDI - Dignitas) - 4 cr.
Click the following link to view descriptions for each section of Dignitas. Take note of the section number and instructor of the section you are interested in and then return here to determine the CRN. Dignitas section descriptions.

HON 1112 - And Dignity for All (Foundations: VFDI - Dignitas) - 4 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. Honors section descriptions.

HON 2125 - Global Sociology - 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. Crosslist Course: SOC 1125

HON 2243 - Women and Religion - Honors (Conceptions: VCRS - Religious Studies) - 4 cr.
Emphasizes the work of contemporary women thinkers in several disciplines who are exploring various dimensions of the question of women's presence, exclusion and contribution to religions of the world. Through historical and comparative study the course provides 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. We will focus particularly on the origins of gender norms, women's lived experiences in indigenous religions, Buddhism, Judaism, Christianity and Islam, as well as critical issues including violence against women sanctioned implicitly or explicitly by religion, the impact of patriarchy on men, and other contemporary issues. Crosslist Course: TRS 2243

HON 2280 - Russian Literature Translation - 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. Honors section descriptions.

HON 2405 - The World - 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. Honors section descriptions.

HON 2850 - Irish and Italian Film - 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. Honors section descriptions.

HON 3350 - Psych of Human Sexuality (Integrations: VISS - Social Science) - 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 classifications, unlovely feelings such as jealousy, correlates of sexual orientation, the church and sexuality, contraceptives, resolving unplanned pregnancies, impact of pornography on sexual aggression, atypical sexual behavior, realities and politics of child sexual abuse and sex therapy. The course will emphasize interactions between psychological factors and other influences- biological, social, cultural, religious-on sexual attitudes and behavior, and the study of sexuality as a scientific discipline. Honors section descriptions.
HON 3390 - Irish Literature - 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. [Honors section descriptions.]

Crosslist Course: ENG 3390

HON 3666 - Psychology of Religion/Belief - 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 Benedictine Liberal Arts Education Area II, or two TRS/PHL courses. [Honors section descriptions.]

HON 3800 - Applications of Game Theory - 4 cr.
Explores the principles of game theory, which provide a powerful framework for analyzing strategic interaction among individuals and groups in a variety of different settings. Strategic interactions occur when individuals interact with each other, have competing interests, and the outcome depends upon how each individual behaves. In this course we examine the conditions under which cooperation is desirable and what policies make cooperation more likely. A fluency with high school algebra is assumed.

Crosslist Course: ECN 3800

HON 3950 - London Arts and Culture (Conceptions: VCLI - Literature) - 4 cr.
Combines a spring-semester, two-credit course on campus with an additional two-credit study abroad experience in London, England during May. Students will experience the city after encountering it in fiction and will see performances at multiple venues, visit literary sites and museums, and tour the rebuilt Globe Theatre. This course exposes students to the social and cultural landscapes of London as they intersect with literary and performance texts. Offered every other spring semester. Application required.

Crosslist Course: ENG 3950

HON 3999 - Honors Independent Study - 0-4 cr.
Independent Study. [Honors section descriptions.]

HON 4410 - Individual Author - 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. [Honors section descriptions.]

Crosslist Course: ENG 4410

HON 4420 - Film and Literature - 4 cr.
Compares 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 be covered.

Crosslist Course: CTA 4420

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. Honors section descriptions.

HON 4600 - Global Issues After 9/11 - 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. Honors section descriptions.

HON 4650 - The Book in the Fifteenth Century (Integrations: VILI - Literature) - 4 cr.
Study of the history of the book in the west with a focus on the 15th 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 4777 - Topics - 1-4 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 topics courses offered in the Honors Program.

HON 4885 - The Holocaust (Integrations: VIHI - History) - 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. Honors section descriptions.

Crosslist Course: HIS 3305

HON 4888 - Honors - 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. Honors section descriptions.

HON 4999 - Independent Study - 0-4 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. Honors section descriptions.

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.

The maximum number of physical education credits that can count toward graduation is 8.

Individual and Team Sports 0-2 cr. each
Development of basic skills, techniques, rules and etiquette in the following lifetime sports:

Courses

PED 1110 - Physical Conditioning - 0-2 cr.
Physical Conditioning

PED 1161 - Canoe Camping - 0-2 cr.
Canoe Camping

PED 1163 - Rock Climbing - 0-2 cr.
Introduce you to top-rope and/or sport-lead rock climbing skills. We will have indoor wall sessions, personal climbing, and belay certification requirements as well as a camping/climbing trip to a nationally renowned location. Instructional sessions emphasize: technique, safety, and skills for a lifetime of enjoyment. Pre-trip training will take place at the Indoor climbing wall in the BWC. Indoor sessions will begin in March and continue until mid-April. The required weekend trip will take place either the third or fourth weekend in April. Specific dates will be sent to you via email after spring semester begins.

PED 1164 - Winter Camping - 0-2 cr.
Winter Camping

PED 1277 - Sea Kayaking - 0-2 cr.
Sea kayaking.

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 should 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 "Proposal for a Self-Designed Major or Minor" form provided by the Undergraduate Curriculum Committee (available at OneStop and on the Undergraduate Curriculum Committee Blackboard Site). 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 as long as a certain number of credits are completed at the College (as detailed below). 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 nor 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 (cross-registered courses do not count)
- At least 50 percent of credits completed after approval of the Self-Designed Major
- Support of two faculty sponsors

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
- Minimum of 10 credits earned at The College of St. Scholastica (cross-registered courses do not count)
- At least 4 credits must be completed after approval of the Self-Designed Minor
- Support of two faculty sponsors

Policies

Students must earn a grade of C or better in all the courses in the Self-Designed Major or Minor. The plan of study approved by the Undergraduate Curriculum Committee cannot be revised by the student and/or faculty sponsors without approval from the Committee.
Faculty

A

Carrie Alajoki - MSN, RN
Asst Prof/Crd Post-Bac, NSG: Postbaccalaureate Nursing

Kirk Allison
Adjunct/Ovld, HIS: BLA Program: Pathways

Bruce Allmon
Adjunct/Ovld, Physical Science: Physical Science

Ziya Altug - DPT, PT, MS
Adjunct/Ovld, DPT: Transitional Doctor of PT

Sabah Alwan - PhD
Professor, MGT: Bus. MGT, MKT, Org. Leadership
PhD in Leadership and Organizational Behaver

James Amaral
Adjunct/Ovld, EDU: GTL

Bret Amundson - DMA
Assoc Professor/Dean, SAL: Music

Cheryl Anderson - PT, PhD, MBA, GCS
Adjunct/Ovld, DPT: Transitional Doctor of PT

Elizabeth Anderson
Asst Professor, TRS: Theology & Religious Studies

James Anderson
Adjunct Faculty - GEO UG, SBT: Accounting Online

Laurie Anderson
Instructor, PSY: Psychology

Luis Arriaga
Instructor/Dir of Anatomy Labs: Biology

Laurel Ash - DNP, CNP, RN
Associate Prof, Grad Nsg: DNP

B

Steven Backus
Instr, ENG/Writing Cntr Dir: English

Rodiel Kirby Baloy - PT, DPT, EdS, MS
Adjunct/Ovld, DPT: Transitional Doctor of PT

Shelly Barlass
Asst Professor, NSG: Postbaccalaureate Nursing

Kathleen Bartels
Adjunct Faculty-CIS GEO, SBT: C I S

John Bauman - MA
Asst Professor, EDU: Education

Christina Baune
Adjunct/Ovld, Grad MGT: MBA Leadership and Change

Eugene Bayiha
Adjunct/Ovld, MGT: Bus. MGT, MKT, Org. Leadership
Aileen Beard - PhD
Professor/Dean, SSC: SSC Admin
PhD Organic Chemistry, University of Utah BS Chemistry, Marquette University.

Libby Bent
Adjunct/Ovld, CHM: Chemistry

Amy Bergstrom - EdD
Assc Prof/MEd Prg Dir/Itrm CDO: Masters of Ed-ONLINE

Justin Berry - PT, DPT, PhD
Adjunct/Ovld, DPT: Transitional Doctor of PT

Larry Birnbaum - Ph.D.
Professor/Chair, EXP: Exercise Physiology

Laura Birnbaum
Adjunct/Ovld, Masters SWK: MSW- Masters in SWK

Laurie Bisila - MSN, RN, PHN
Asst Prof, Post Bac Nursing: Postbaccalaureate Nursing

Anita Bissinger
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies

Pamela Bjorklund - PhD, APRN, PMHNP-BC, CNS-BC
Prof/Prog Coor Psy Mental Hlth: DNP

Gary Boelhower - PhD
Adjunct Facilty, Hlth Humanities: MBA Leadership and Change

Alexandra Borstad - PhD, PT, NCS
Assoc Prof, Physical Therapy: Physical Therapy

John Borstad - PhD, PT
Professor & Chair, PT: Physical Therapy

Lynda Bostrom
Adjunct/Ovld, MGT: Bus. MGT, MKT, Org. Leadership

Carl Bot - PT, DPT, OCS
Adjunct/Ovld, DPT: Transitional Doctor of PT

Helen Boursier
Adjunct/Ovld, TRS: Theology & Religious Studies

Jennifer Braaten
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies

Jillian Bresnahan
Adjunct/Ovld, PSY: Gerontology

Danika Brinda - PhD, RHIA, CHPS, HCISPP
Assoc Professor, HIM: HIM

Sarah Brokke Erickson - MFA
Assoc Prof/Dir, Art: Art
Assistant Professor Director of the Art Program

Cynthia Brown - DNP, RN, PHN, RDN
Assoc Prof/UG RN/BS Coord, NSG: Dept of RN to BS Nursing

Heather Brown
Asst Professor, CHM: Chemistry

Michael Buck - PhD Music Education, MN K-12 Instrumental Music License
Associate Professor, Music: Music
PhD Music Education and minor in Wind Band Conducting from The University of Southern Mississippi

Max Buehler
Adjunct, Post Bac NSG: Postbaccalaureate Nursing

Nathaniel Bushek - PhD
Asst Professor, Mathematics: Mathematics

Teresita Bushey - MA
Asst Professor, NSG: Traditional Undergraduate Nursing

LeAnn Butler
Adjunct Faculty, Nurse Inform: Postbaccalaureate Nursing

Paula Byrne - DNP, PHN, RN
Assoc Professor, NSG: Traditional Undergraduate Nursing
Christine Cabelka
Assistant Professor, PTH: Physical Therapy

Jody Cadotte - MSN, APRN, WHNP-BC, Assistant Professor of Nursing
Asst. Prof, Trad Nursing: Dept of RN to BS Nursing
MSN, RN, WHNP-BC University of South Alabama, Master of Science in Nursing, 2011 Auburn University Montgomery, Bachelor of Science in Nursing, 2006 Park University, Bachelor of Science in Social Psychology, 2004

William Campbell - Ph D
Professor/Chair, TRS: Theology & Religious Studies

Mary Alice Carlson - M.A.
Instructor, PSY: Psychology

Nathan Carroll - PhD
Assoc Professor, CTA: Communication, Theater and Art

Constance Carter
Adjunct Faculty - GEO UG, SBT: Accounting Online

Elyse Carter-Vosen - Ph.D.
Assoc Professor, GCL: Global Cultural & Language Studies

Richard Caya
Asst Prof/Director NCCSE: CIS

Robert Cherry - PhD
Adjunct/Ovld, PSY: Psychology

Courtney Cochran
Adjunct/Ovld SWK Ext Studies: Social Work

Danielle Cohen
Adjunct/Ovld, Grad NSG: DNP

Richard Coleman - MSW, LGSW
Asst Prof/Site Coord, SWK, TC: Social Work Extended Studies

Michelle Cooley
Adjunct Faculty, Nurse Inform: DNP

Steven Cope - ScD, OT/L
Professor, OTH: Occupational Therapy

Shannon Cousins
Adjunct, ART: Art

Louise Covert
Adjunct/Ovld, GTL: GTL

James Crane - Ph.D.
Assoc Professor, ENG: English

Jeremy Craycraft - DMA
Associate Professor/Chair, MUS: Music

John Dargan - M.A.
Asst Professor, EXP: Exercise Physiology

Jennifer Davis
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies

Marcella De La Torre
Adjunct/Ovld, Grad MGT: MBA Leadership and Change

Jillian DeAngelis
Adjunct Faculty, Nurse Inform: DNP

Amy Degerstrom
Adjunct, ART: Extended Studies-St. Paul

Kirsten DesMarais
Adjunct/Ovld, PTH: Physical Therapy

Audrey Devine-Eller - PhD
Asst Prof, Psychology/Sociology: Sociology

Gina Diaz - DNP, RN, ANP, GNP
Assoc Prof/Int Crd Trad UG, NSG: Traditional Undergraduate Nursing

Sharon Dickey - DNP, APRN, FNP-BC, CNP
Assistant Professor, NSG: DNP

Natalie Disque - MSCS, BBA, PMP
Adjunct/Ovld, Project Mgmt: Project Management

Beth Donahue - M.A., R.N.
Asst Prof/Int Crd Trad UG, NSG: Traditional Undergraduate Nursing
Master of Arts - Clinical Nurse Specialist, Adult Nursing

Cynthia Donner
Asst Prof/Site Crd FDLTCC, SWK: Social Work

Ashley Dressel - PhD
Asst. Prof/Dept Chair PHL: Philosophy

Anne Dugan
Adjunct, ART: Art

Sandra Dunigan
Adjunct/Ovld, Masters of Ed: Masters of Ed-ONLINE

Jill Dupont - Ph.D.
Assoc Prof, History & Politics: History

Kelly Durick Eder - Ph.D.
Asst Prof, Human Anat, SHS/SSC: Biology
B.A. St. Olaf College Ph.D. University of North Dakota School of Medicine

Patricia Earley - DNP, APRN, FNP-BC
Asst Prof/Grad FNP Coord, NSG: DNP

Pamela Ebel - MSN, RN
Asst Professor, NSG: Traditional Undergraduate Nursing

Kelly Erickson - PhD, OTR/L
Assoc Professor/Chair, OTH: Occupational Therapy
doctor of philosophy in psychology master of arts in occupational therapy licensed occupational therapist with Minnesota Department of Health credentialed Occupational Therapist Registered (OTR)

Doreene Etongue-Mayer
Asst Prof/Chair, UG Educ Pgrms: Education

Nancy Falk - PhD, MBA, RN
Assoc Professor, NSG: DNP

Maima Fant - MSW
Asst. Prof./Soc Work Field Crd: Social Work Extended Studies

Dennis Feltwell
Adjunct, Post Bac NSG: Theology & Religious Studies

John Figliulo
Adjunct/Ovld, Masters of Ed: Masters of Ed-ONLINE

Brenda Fischer
Assoc Prof/Dean/Anew Grant Mgr: SOE Admin

Rebecca Flynn
Adjunct/Ovld, ENG: Extended Studies-St. Paul

Marc Fournier
Adjunct Faculty - GEO UG, SBT: Accounting Online

Kimberly Franzen
Adjunct/Ovld, SBT UG/Online: Bus. MGT, MKT, Org. Lead Ext/Online

Pamela Freeman - PhD
Asst Prof,BIO/Assoc Dir,Honors: Biology

Pamela Fritch-Hieb
Adjunct/Ovld, GTL: Education
Jennifer Fuchs - PhD
Adjunct/Ovld, Masters of Ed: Masters of Ed-ONLINE

G

Nancy Gabres - MS, OTR/L
Asst Professor, OTH: Occupational Therapy

Gail Gaetz
Adjunct/Ovld, Masters of Ed: GTL

Shawn Garvey - MS, PA-C
Asst Prof/Dir Curr Develop, PA: Physician Assistant Studies
Master of Science, Physician Assistant-Certified

Mary Gdula - MSN, FNP-C
Asst. Prof/ANEW Project Mgr: DNP

Lynn Gevik
Adjunct/Ovld, Grad NSG: Traditional Undergraduate Nursing

Thomas Gibbons - PhD
Professor & Chair, CIS: C I S

Sandra Gibbs
Adjunct/Ovld, GTL: GTL

Kerri Gillum - MS, RHIA
Adjunct/Ovld, HIIM Summ Prog: H I M

Staci Gilpin
Asst Prof, Special Education: Special Education

Candace Ginsberg - MAN, PNP, FNP, PHN, RN, Assistant Professor of Nursing
Asst Professor, NSG: Dept of RN to BS Nursing

Pamela Gipe
Adjunct/Ovld, MTH: Mathematics

Kristopher Glesener - MS
Asst Professor, CIS: C I S
MS, Computer Sciences, University of Wisconsin

Melissa Goodson - PhD, MBA
Asst Professor, MGT: Bus. MGT, MKT, Org. Leadership

Jacque Gowan
Adjunct/Ovld, SWK: Social Work

Joseph Gradecki
Adjunct Faculty/Masters HIIM: Health Info. Mgmt.-Masters Prog.

Ryan Grenberg
Instructor, EXP: Exercise Physiology

Kara Griffin
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies

Matthew Grimes
Asst Professor, NSG: Traditional Undergraduate Nursing

Shelley Gruskin
Adjunct/Ovld, MUS: Extended Studies-Duluth

Constance Gunderson - PhD, MSW, LISW
Assoc Professor, SWK: MSW- Masters in SWK

Kristy Gunderson - MS, RN, PHN, LSN
Assistant Professor, NSG: Traditional Undergraduate Nursing

H

Brittany Hamm
Adjunct/Ovld, NSG: Postbaccalaureate Nursing

Carol Hand
Adjunct/Ovld SWK Ext Studies: Social Work

Lori Happel-Jarratt - MBA CMA PHR
Adjunct/Ovld, SBT UG/Online: Bus. MGT, MKT, Org. Lead Ext/Online
Krista Harju - MSW, MEd, LICSW  
Asst Professor, SWK: Social Work

Robert Hartl  
Assoc Professor, MGT: MBA Leadership and Change

Angela Hauger - Ph.D., L.P.  
Prof/Gerontology Pgm Dir, PSY: Psychology  
Doctor of Philosophy, Licensed Psychologist

Robert Hendrickson  
Adjunct/Ovld, OTH: Occupational Therapy

Erica Henkel - MAcc, CPA  
Asst Professor-Finance/Econ: ACC, Finance, ECON

Gerald Henkel-Johnson - PsyD, LP  
Assoc Professor, PSY: Psychology  
M.A. Educational Psychology, UMD. Psy.D. Counseling Psychology, University of St. Thomas

Taushia Henkel-Johnson  
Adjunct/Ovld, PSY: Psychology

Alla Heorhiadi  
Adjunct/Ovld, Grad MGT: MBA Leadership and Change

Rena Herheim - MSN, RN  
Asst Professor, Post-Bac NSG: Postbaccalaureate Nursing

Josiah Hill  
Adjunct Faculty, Elem Ed Comp: Elementary Degree Completion (2+2)

Jesse Hinrichs  
Assoc Prof/St Cloud GTL Dir: GTL

William Hodapp - PhD  
Professor, ENG: English

Sheila Hoehn  
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

Laura Hoelter  
Librarian, Catalog Systems: Library

Ilsa Hoeschen  
Lecturer, CTA: Communication, Theater and Art

Robert Hoffman  
Asst Professor, MGT: ACC, Finance, ECON

Michelle Hoffmann  
Instructor, Nursing: Traditional Undergraduate Nursing

Kristiana Holmes  
Asst Prof/Co-Chair & Dir, NSG: SON Admin

Erin Houser  
Adjunct Faculty, PA Studies: Physician Assistant Studies

Jessica Hoy  
Asst. Professor, NSG: Traditional Undergraduate Nursing

Karianne Hultman  
Assistant Professor, NSG: Postbaccalaureate Nursing

Minden Hultstrom  
Adjunct/Ovld, COM: Communication, Theater and Art

Nathaniel Hurse  
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies

Ryan Ihrke  
Inst/Facil Sustainability: SSC Admin

Carolyn Jahr - MS, PA-C  
Asst Prof, PA Studies: Physician Assistant Studies  
Masters of Science, Physician Assistant-Certified
Amy Johnson  
Asst Prof, Mktg, Mgmt, Org Bhvr: MBA Leadership and Change

Bret Johnson - PhD  
Assoc Prof/Chair, CHM/Phy Sci: Chemistry

Emily Johnson  
Adjunct/Ovld, PTH: Physical Therapy

Heidi Johnson - MLIS, MA  
Librarian, First Yr/Info Lite: Library

Matthew Johnson  
Adjunct/Ovld SWK Ext Studies: Social Work

Michele Johnson - OTD, OTR/L  
OTH Assistant Professor: Occupational Therapy  
Post-Professional Doctor of Occupational Therapy

Nathan Johnson  
Adjunct/Ovld, OTH: Occupational Therapy

Sherry Johnson - DNP, APRN, CNP, CNS,  
Asst Prof, Grad Nursing: DNP  
Certificate in Travel Health Medicine by the International Society of Travel Medicine (ISTM)

Stephanie Johnson - PhD  
Assoc Prof, ENG/Dir, Honors: English

Loren Jouppi  
Adjunct/Ovld, OTH: Occupational Therapy

K

Margaret Kalina  
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

Lynn Kalnbach - PhD  
Associate Professor, MGT: Bus. MGT, MKT, Org. Leadership

Brady Kamphenkel  
Adjunct/Ovld, Dignitas: English

Julie Kantarik - MS, RN, Assistant Professor of Nursing  
Asst Professor, NSG: Dept of RN to BS Nursing

Lisa Kappes - PhD  
Asst. Professor, EXP: Exercise Physiology

Donna Karch - PhD, PMP  
Adjunct/Ovld, Grad CIS: Project Management

Rebecca Kastanek  
Lecturer, NSG: DNP

Cheryl Kelley  
Adjunct/Ovld, SBT UG/Online: Bus. MGT, MKT, Org. Lead Ext/Online

Christopher Kemnitz - PhD, MSN, RN  
Assoc Prof/Co-Chair Grad Nsg: SON Admin

Amanda Kerola  
Adjunct, Post Bac NSG: Traditional Undergraduate Nursing

Katie Kerr - MA, RHIA  
Asst Professor, HIM: H I M

C. Neal Keye - Ph.D.  
Assoc Professor, HIS: History

Paul Khoury  
Asst Professor, MGT: ACC, Finance, ECON

Alyssa Kienitz  
Adjunct/Ovld, PTH: Physical Therapy

Jane Killough - PT, DPT, MS, GCS, CEEAA  
Asst Professor, PTH: Transitional Doctor of PT

Brian Kingfisher  
Instructor, Native Studies: Global Cultural & Language Studies
Donna Kirk - M.Ed.
Instructor, MTH: Mathematics

Jeffrey Kittelson - PT, ScD, OCS, COMT
Asst Professor, PTH: Physical Therapy

Byron Klimek
Adjunct/Ovld, MUS: Music

Julie Knuths - DNP, RN
Assoc Prof/Int Chair, UG Nsg: SON Admin

Luke Konrath
Adjunct/Ovld, SBT UG/Online: C I S

Judy Kreag - MEd
Adjunct/Ovld, GTL: Education

Anne Kruchten
Assessment Dir/Assoc Prof BIO: Assessment

Louisa Krueger - DNP, PHN, FNP-C
Asst Prof, Nursing: Dept of RN to BS Nursing

Kim Kruger - MD, MBA, FAAFP
Assoc Prof/Chair-PA Studies: Physician Assistant Studies

L

David LaBore
Asst Prof, PA Studies: Physician Assistant Studies

Paul LaJeunesse
Asst Professor, Art: Art

Beth LaVigne - MEd
Asst Professor, EDU: Education

Bonnie Lafromboise
Asst. Professor, NSG: Postbaccalaureate Nursing

Duane Lahti
Adjunct/Ovld, PTH: Physical Therapy

Kimberly Lakhan - DHSc, MPAS, PA-C, DFAAPA
Asst Prof, PA Studies: Physician Assistant Studies
DHSc (A.T. Still University), MPAS (University of Nebraska Medical Center), PA-C (Augsburg University), DFAAPA (Distinguished Fellow of the American Academy of Physician Assistants)

Barbara Larson - MA, OTR/L
Adjunct/Ovld, OTH: Occupational Therapy

Jane Larson
Adjunct/Ovld, Masters SWK: MSW- Masters in SWK

Jon Larson
Adjunct/Ovld, EDU: GTL

Mary Larson - DNP, APRN, FNP-C
Assistant Professor, Grad Nsg: Postbaccalaureate Nursing

Robert Larson - PhD
Asst. Professor, CTA: Communication, Theater and Art
Doctor of Philosophy - Communication and Media Studies Master of Arts - Practical Theology/Biblical Counseling Bachelor of Science - Communicating Arts - Mass Media

Madonna LeBlanc - MA, RHIA, FAHIMA
Asst Professor, H I M: H I M

Scott Lee-Eichenwald - MSDD
Adjunct Faculty/Masters HIIM: C I S

Charles Leibfried
Adjunct/Ovld, MUS: Music

Jean Leibfried
Adjunct/Ovld, MUS: Music

Lora Lepisto Brown
Adjunct/Ovld, GTL: GTL
Gardner Lepp  
Adjunct/Ovld, Dignitas: BLA Program: Dignitas

Allison Lesmann  
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

Hong-Ming Liang - Ph.D.  
Assoc Professor, HIS: History

Dalerie Lieberz - PT, DPT, PhD  
Assoc Prof, PTH: Physical Therapy  
Director of Clinical Education

C. Jennifer Lien - DMA  
Adjunct/Ovld, MUS: Music

Lupe Linares  
Assistant Professor, ENG: English

Lori Lindgren - MSN, RN, PHN, FNP-BC, HTCP  
Asst Professor, NSG: Postbaccalaureate Nursing

Marie Ljosenvoor  
Adjunct Faculty, PA Studies: Physician Assistant Studies

Jill Lofald  
Adjunct/Ovld, EDU: Education

Jill Long  
Asst Prof/Crd Elem Ed Cmpl Pgm: Elementary Degree Completion (2+2)

Bruce Lopnow - PhD, MSH  
Assoc Prof/Dean, SHS: SHS Admin

Chery Lucarelli - PhD  
Professor/Chair, Grad Pgms ED: GTL

Scott Lucas  
Adjunct/Ovld, PSY: Psychology

David Lucia  
Adjunct Faculty, SBT Mgmt Onlin: MBA Leadership and Change

Sarah Ludwig - DMA  
Assistant Professor, SAL: Music

Julie Luker - Ed.D.  
Adjunct/Ovld, PSY: Bus. MGT, MKT, Org. Lead Ext/Online  
Doctorate in Education

Jennifer Lund  
Asst. Professor/Librarian: Library

Denise Lundstrom  
Instructor, Nursing: Traditional Undergraduate Nursing

M

Lydia MacKenzie  
Adjunct/Ovld, SBT UG/Online: MBA Leadership and Change

Jeffrey Madison  
Adjunct/Ovld, MUS: Extended Studies-Duluth

Jennifer Maki - PhD  
Professor, CHM: Chemistry

Jerome Maki  
Adjunct/Ovld, EDU: Education

Glenn Maloney  
Adjunct/Ovld, Masters SWK: MSW- Masters in SWK

Drew Mannetter - Ph.D.  
Assoc Prof/Dir/Sustain Studies: Philosophy

David Marc - PhD, CHDA  
Assoc Prof/Chair/Dir, Hlth Info: Masters- Health Informatics

Mary Ann Marchel - PhD, MSW, LGSW, IMH IV  
Professor, SWK: MSW- Masters in SWK
Katherine Marciniak  
Adjunct/Ovld, LIS: Global Cultural & Language Studies

Laura Marland  
Adjunct/Ovld, Dignitas: English

Tiziano Marovino  
Adjunct/Ovld, DPT: Transitional Doctor of PT

Keitha-Gail Martin-Kerr  
Adjunct Faculty, Elem Ed Comp: Elementary Degree Completion (2+2)

Barbara Mason - MSN, RN  
Asst Professor, Nursing: Traditional Undergraduate Nursing

SueAnneMattson - MA, RN, CHSE  
Asst Professor, NSG: Traditional Undergraduate Nursing

Christine McConnell - DC, OTR/L  
Asst Professor, OTH: Occupational Therapy  
Doctor of Chiropractic, Occupational Therapist

Susan McCoy  
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

Sara McCumber - DNP, APRN, CNP, CNS, AGPCNP-BC, FNP-BC, GNP-BC, AHCNS-BC  
Assoc Prof/Crd AGPCNP Pgm, NSG: DNP

Joelle McGovern - MEd  
Adjunct Faculty-CIS GEO, SBT: CIS Online

Todd McGowan  
Adjunct/Ovld, SWK: Social Work

Kevin McGrew - MA, MEd  
Asst Prof/Director, Lib: Library

Stephanie Meyer  
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

Annette Miller  
Associate Prof, EDU: GTL

Cynthia Miller  
Adjunct/Ovld, GTL: GTL

Peter Miller  
Adjunct/Ovld, Grad MGT: MBA Leadership and Change

William Miller - Ph.D.  
Adjunct/Ovld, HIS: Extended Studies-Duluth

Carin Mizera - DSW, LICSW  
Asst Prof/Grad Prog Dir, SWK: MSW- Masters in SWK

Kathy Modin - MA  
Asst Professor/Chair, MGT: Bus. MGT, MKT, Org. Leadership

Zarah Moeggenberg  
Asst. Professor, ENG: English

Samantha Mohn-Johnsen - PT, DPT, EdD, OCS, PCS  
Asst Professor, PTH: Physical Therapy

Kim Moncel - MEd, LAT, ATC  
Instructor, Athletic Training: Athletic Training

Tracy Mongan - MSW, LICSW  
Asst Prof/Site Crd SWK (Brnd): Social Work Extended Studies

Aileen Moore - MSW, LGSW, LMSW  
Asst Professor, SWK: Social Work Extended Studies

Thomas Morgan  
Assoc Prof, GCL/Dir, Peace&Jus: Global Cultural & Language Studies

Thomas Motl  
Asst Professor, PSY: Psychology

Wendy Mrdutt - MSN, RN  
Asst Professor, NSG: Postbaccalaureate Nursing

Patricia Muckala  
Adjunct/Ovld, GTL: GTL
John Muenich  
Adjunct/Ovld, GTL: GTL

Amy Murzyn - Ed.D.  
Asst Prof/Spec Ed Prog Coord: Special Education

Catherine Nachbar  
Adjunct/Ovld, GTL: Education Curriculum & Instruction

Nicholas Navarro  
Visiting Asst Professor, SWK: Social Work

Whitney Neal  
Adjunct/Ovld, GTL: GTL

Jennifer Nelson Albee  
Adjunct/Ovld, Masters SWK: MSW- Masters in SWK

Jo Nelson  
Professor, PTH: Physical Therapy

Rao Nemani - PhD  
Adjunct/Ovld, Grad HIM: CIS Online

Todd Neuharth - MA, LAT, ATC, CPH  
Asst Prof, Athletic Training: Athletic Training

Joanne Nielsen - MS, RN  
Adjunct, Post Bac NSG: Traditional Undergraduate Nursing

Jennifer Nielsen-Winkelma  
Asst Professor, EDU: SOE Admin

Jennifer Niemi - M.Ed  
Instructor/Native Studies Dir: SAL Admin  
Masters of Education

Matthew Nierenarten - BSN, RN  
Instructor, NSG: Traditional Undergraduate Nursing

Mark Norgard  
Adjunct/Ovld, NSG: Postbaccalaureate Nursing

Susan Northey  
Adjunct/Ovld, EDU: School of Education

Maria Novelo-Lane  
Adjunct/Ovld, LIS: Global Cultural & Language Studies

Nicole Nowak-Saenz - Ph.D.  
Asst Prof, Psychology/Sociology: Psychology

Jenean O'Brien - PhD  
Asst Prof, BIO: Biology

Pamela Oachs - MA, RHIA, CHDA, FAHIMA  
Asst Prof/Dir UG HIIM Program: Health Info. Mgmt.-Masters Prog.

Jacob Oestreich - MD  
Asst Prof/Dir Clinical Educ, PA: Physician Assistant Studies

Jena Ogston - PhD, PT  
Professor, PTH: Physical Therapy

Brandon Olson - PhD, PMP  
Assoc Prof CIS/App Data Analyt: CIS

Kari Olson  
Asst Prof, Post-Bacc Nsg: Postbaccalaureate Nursing

Victoria Olson - M.S.  
Instructor, BIO: Biology

Katie Onofreychuk  
Adjunct/Ovld, Masters SWK: MSW- Masters in SWK

Brittany Ortler  
Adjunct/Ovld, Grad NSG: Postbaccalaureate Nursing
Adrianne Osmundson  
Adjunct/Ovld, OTH: Occupational Therapy

Steven Ostovich - Ph.D.  
Professor/Chair, PHL: Philosophy

Tammy Ostrander - PhD  
Professor, CTA: Communication, Theater and Art

P

Pablo Palafox - PhD  
Asst Professor, CHM: Chemistry

Rachel Payne  
Asst Professor, EDU: Education

Matthew Pearcy  
Adjunct/Ovld, HIS: Extended Studies-Duluth

Maria Pelleschi  
Adjunct/Ovld, RNBA NSG: Dept of RN to BS Nursing

Jenna Pernu  
Adjunct/Ovld, PTH: Physical Therapy

David Pessenda  
Adjunct Faculty - GEO UG, SBT: Accounting Online

Valery Petermeier  
Adjunct, Post Bac NSG: Traditional Undergraduate Nursing

Lynn Peters  
Adjunct/Ovld, Grad NSG: DNP

Karen Petersen - Ph.D.  
Assoc Prof/Chair PSY/SOC: Psychology

Brooke Pettinelli - MSN, APRN, CNP, FNP-BC, GNP-BC  
Asst Prof, Grad Nursing: DNP

Martin Pflug - Ph.D.  
Assoc Professor/Chair, GCL: Global Cultural & Language Studies

Jennifer Pilon  
Asst Prof/Chair ACC, FIN, ECON: ACC, Finance, ECON

Frank Plachecki  
Adjunct/Ovld, Grad MGT: MBA Leadership and Change

Diane Podgornik  
Adjunct/Ovld, EDU: Education

Randall Poole - Ph.D.  
Prof/HHU Dir/HIS, POL Dept Chr: History

Michael Pothast  
Adjunct/Ovld, GTL: GTL

Sharon Pristash  
Adjunct/Ovld, Masters of Ed: Masters of Ed-ONLINE

Leah Prussia - MSW, LICSW, SEP  
Asst Prof, Social Work: MSW- Masters in SWK  
Master of Social Work, Licensed Independent Clinical Social Worker, Somatic Experience Practitioner

Q

Luther Qson - PhD  
Assoc Professor/Prog Dir, MTH: Mathematics

Kevin Quarmby - PhD  
Assistant Professor, ENG: English  
PhD English (Shakespeare and Early Modern Drama) King’s College London, MA Shakespearean Studies (Merit) King’s College London, BA Hons (1st Class) Humanities with History Open University

R

Regina Rainelli - OTD, OTR/L
Asst Prof, OTH: Occupational Therapy

Robert Randall - EdD
Assistant Professor, SBT: Bus. MGT, MKT, Org. Leadership

Lynne Raschke - PhD
Assoc Prof, MTH/Dept Chair PSC: Physical Science
PhD, Department of Astronomy and Astrophysics, University of California - Santa Cruz

Jessica Reale
Adjunct/Ovld, DPT: Transitional Doctor of PT

Thomas Reis - msw, ms, acsw, lisw
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies

Kari Rengo - DNP, APRN, PMHNP-BC
Adjunct Faculty, Nurse Inform: DNP

Stacie Renne'
Adjunct, ART: Art

Richard Revoir - Ed.D., M.B.A.
Dean/Assoc Prof SBT: SBT Admin

Tina Reynoso
Adjunct/Ovld, HIIM Summ Prog: H I M

Sherese Richards - MD, MBA
Assistant Professor, Biology: Biology

Shelly Richardson - DSW, LICSW
Asst Prof/Chair SWK/UG Prg Dir: Social Work

Angela Rickheim
Adjunct/Ovld, Grad NSG: DNP

Matthew Ridenour - EdD
Asst Professor, EDU: Education

Krysta Riel Maas - MS
Instructor, Chemistry: Chemistry
Masters of Science Education

Karen Rissling
Asst Professor, Education: Masters of Ed-ONLINE

Martha Ritter
Adjunct/Ovld, BIO: Biology

Michelle Robertson - MSW, LGSW
Asst Prof/Dir UG Field Pgm,SWK: Social Work

Stephanie Rollag Yoon
Assistant Professor, EDU: Elementary Degree Completion (2+2)

Jennifer Rosato - MA
Asst Prof/Director NCCSE: Center for CS Education

Karen Rosenflanz - Ph.D.
Assoc Prof, GCL/Crd Russian Exc: Global Cultural & Language Studies

Judi Roux - EdD
Visiting Asst Professor, EDU: Education

Russell Rowenhorst
Adjunct/Ovld SWK Ext Studies: Social Work

Patricia Roy
Adjunct Faculty-Trad UG, SBT: ACC, Finance, ECON

Marcia Runnberg-Valadez - EdD, MSW, LICSW
Asst Professor, SWK: Social Work Extended Studies

Julie Rustad
Librarian, Distance Ed.: Library

S

Adrienne Salentiny
Adjunct/Ovld, Masters of Ed: Masters of Ed-ONLINE

Debra Salmon
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies
Erin Samuels
Adjunct Faculty, Elem Ed Comp: Elementary Degree Completion (2+2)

Sheryl Sandahl - DNP, APRN, FNP-BC, CPNP-PC, MPH, MSN
Assoc Prof and Dean, NSG: SON Admin

Ryan Sandefer - PhD
AssocProf/AVP-Academic Affairs: H I M

Jill Sauld
Assistant Professor, NSG: Postbaccalaureate Nursing

Cia Sautter
Adjunct/Ovld, TRS: Theology & Religious Studies

Amber Schlater - Ph.D.
Asst Prof,BIO/Dir,Pre-Med Pgm: Biology
PhD, Colorado State University, Biology/Zoology MS, Colorado State University, Biology/Zoology BS, University of Pittsburgh, Biology, Chemistry

Elisa Schmitz - DNP, APRN, CPNP
Asst Professor, NSG: Traditional Undergraduate Nursing

Brenda Schneider
Adjunct/Ovld, GTL: GTL

Debra Schroeder - Ph.D.
Professor, PSY: Psychology

Stephen Schroeder-Davis
Adjunct/Ovld, GTL: GTL

David Schuettler - Ph.D.
Asst Professor, GCL: Global Cultural & Language Studies

Duane Schwarzbauer
Adjunct Faculty - GEO UG, SBT: Accounting Online

Scott Seagroves - MS
Instructor, Phy Sci/Dir Gen Ed: Physical Science
MS, astrophysics, UC Santa Cruz

Jennifer Sewpersaud
Adjunct Faculty, Elem Ed Comp: Elementary Degree Completion (2+2)

Jeanne Shermer - MS, Masters degree
Adjunct/Ovld, GTL: GTL

Amber Siekert
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies

Thomas Simonson
Adjunct Faculty-Trad UG, SBT: ACC, Finance, ECON

Shanna Skallet - MS, PMP
Asst Prof-Project Mgmt: Project Management

Melissa Skoff - DNP, APRN, FNP-BC
Asst. Professor, NSG: DNP

Tabitha Slygh
Adjunct/Ovld, OTH: Occupational Therapy

Edward Smith
Asst Professor, CTA: Communication, Theater and Art

Kathryn Smith
Asst Prof , Grad NSG: DNP

Michele Sneed - MSW,LGSW
Asst Prof, SWK, Austin: Social Work Extended Studies

Brad Snelling - MA, MLS
Librarian,Periodicals/Coll Dev: Library

Mark Snyder
Adjunct/Ovld, SWK: Social Work

Lynda Spangler - MS, DPT
Asst Professor, PTH: Transitional Doctor of PT

Peter Spooner - BS, MS, MFA
Adjunct/Ovld, BLA-Dignitas: Communication, Theater and Art
BS, Art Education MS, Studio Art MFA, Studio Art

Hal Spott
Adjunct/Ovld, MGT: Bus. MGT, MKT, Org. Leadership
Patrick Spott - JD  
Adjunct/Ovld, Grad MGT: MBA Leadership and Change

Daniel Stam  
Assistant Professor, PT: Physical Therapy

Denise Starkey - PhD  
Assoc Professor, TRS: Theology & Religious Studies  
Constructive Theology

Lisa Starr - DNP, MSN, APRN, WHNP-BC  
Asst Professor, Nursing: DNP

Michael Staum  
Adjunct/Ovld, GTL: GTL

Hsin-Mei Sun - PhD  
Asst Professor, PSY: Psychology

Christopher Susag - Ph.D.  
Adjunct/Ovld, PSY: Bus. MGT, MKT, Org. Lead Ext/Online

Nicholas Susi - DMA  
Assistant Professor, MUS: Music

David Swenson - PhD LP  
Professor, MGT: MBA Rural Healthcare  
PhD Psychology, MA Management, MEd Educational Media & Technology, MA School Counseling, Diplomate in Forensic Psychology, Licensed Psychologist

T

Bradley Takkunen  
Adjunct/Ovld, GTL: GTL

Melanie Talaga - PhD  
Asst Professor, Chemistry: Chemistry

Catherine Tannehill  
Adjunct/Ovld, Grad HIM: Health Info. Mgmt.-Masters Prog.

Craig Tedder - DPT, MBA, MTC, FAAOMPT  
Adjunct/Ovld, DPT: Transitional Doctor of PT  

Lori TeeGarden  
Adjunct/Ovld, GTL: GTL

Kara Thoemke - Ph.D.  
Assoc Professor, BIO: Biology

Amanda Thooft  
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies

JoAnn Tingum - MSN, RN, CHSE  
Asst Prof/Simulation Dir, NSG: Traditional Undergraduate Nursing

Viktorija Todorovska  
Adjunct/Ovld, SBT UG/Online: Bus. MGT, MKT, Org. Lead Ext/Online

Bethany Tollefson - DNP, RN  
Asst Professor, Post Bac Nsg: Postbaccalaureate Nursing  
Doctor of Nursing Practice, Registered Nurse

Nicole Tombers - PT, DPT  
Asst Professor, PTH: Physical Therapy

Mary Josephine Torborg - O.S.B., Ph.D.  
Associate Professor, TRS: Theology & Religious Studies

Leigh Ann Tovar  
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

Kathleen Trujillo  
Asst Professor, SWK: Social Work Extended Studies

Timothy Trygstad - PhD  
Assoc Professor, CHM: Chemistry  
PhD, Chemistry, University of Minnesota

Jennifer Tucker  
Adjunct/Ovld, SWK: Social Work
Evan Tyler - PhD  
Asst Professor, PSC: Physical Science

U

Carlisa Underwood  
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

V

Kevin Vaughan  
Asst.Prof/Catholic Studies Dir: Theology & Religious Studies

Merry Vaughan - PhD  
Assoc Professor CTA: Communication, Theater and Art

Victor Vaughan - DPT, MS, OCS  
Adjunct/Ovld, DPT: Transitional Doctor of PT

Zachary Via  
Asst. Professor, CHM: Chemistry

Ryan Vine - MFA  
Assoc Professor/Chair, ENG: English

W

Douglas Walton - PhD  
Assoc Professor, BIO: Biology

Janelle Wapola - MA, RHIA  
Asst Professor, HiM: H I M

Alison Ward  
Adjunct Faculty, Elem Ed Comp: Elementary Degree Completion (2+2)

Michelle Warfel - MOT, OTR/L  
Asst Professor, OTH: Occupational Therapy
Assistant Professor Academic Fieldwork Coordinator

Christopher Warner - MA  
Adjunct/Ovld, SBT UG/Online: Bus. MGT, MKT, Org. Lead Ext/Online

Joseph Warpeha - Ph.D.  
Assoc Professor, EXP: Exercise Physiology

Molly Watkins  
Assistant Professor, PT: Physical Therapy

Amy Watters - EdD, RHIA, FAHIMA  
Assoc Prof/Dir Grad HiM Pgrm: Health Info. Mgmt.-Masters Prog.

Jane Wattrus - M.S.  
Instructor, BIO: Biology

Darci Weets  
Adjunct Faculty, Special Ed: GTL

Mike Wendinger - EdD, ATR, ATC, CSCS  
Adjunct/Ovld, ATH TRNG: Athletic Training

Daniel Westholm - Ph.D.  
Assoc Prof/Dept Chair BIO: Biology

Gregory White - MSN, APRN, FNP-C  
Asst Prof, Vet Grant Program: Traditional Undergraduate Nursing

Todd White - MLIS  
Librarian, Ref/Digital Resrcs: Library

Gretchen Wibben  
Adjunct/Ovld, Masters of Ed: Masters of Ed-ONLINE

Mark Wiita  
Adjunct/Ovld, Grad NSG: Traditional Undergraduate Nursing
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Willis</td>
<td>Adjunct/Ovld, TRS: Theology &amp; Religious Studies</td>
<td></td>
</tr>
<tr>
<td>Andrea Winans</td>
<td>Adjunct/Ovld, PTH: Physical Therapy</td>
<td></td>
</tr>
<tr>
<td>Neil Witikko</td>
<td>Assoc Prof/Dir Ctr Teach &amp; Lrn: Center for Teaching Excellence</td>
<td></td>
</tr>
<tr>
<td>James Wold</td>
<td>Adjunct/Ovld, GTL: Elementary Degree Completion (2+2)</td>
<td></td>
</tr>
<tr>
<td>Kari Wolf-Odland</td>
<td>Assistant Professor, ATH: Athletic Training</td>
<td></td>
</tr>
<tr>
<td>Alice Woog</td>
<td>Adjunct/Ovld, GTL: GTL</td>
<td></td>
</tr>
<tr>
<td>Carissa Wyant</td>
<td>Adjunct/Ovld, TRS: Theology &amp; Religious Studies</td>
<td></td>
</tr>
<tr>
<td>Suzanne Yunis</td>
<td>Assoc Professor, ENG: English</td>
<td></td>
</tr>
<tr>
<td>Kaya Zelazny</td>
<td>Asst Professor, Biology: Biology</td>
<td></td>
</tr>
<tr>
<td>Juris Zelenko</td>
<td>Adjunct Faculty, PA Studies: Physician Assistant Studies</td>
<td></td>
</tr>
<tr>
<td>Colin Zestcott</td>
<td>Asst Professor, PSY: Psychology</td>
<td></td>
</tr>
<tr>
<td><strong>Faculty Emeriti</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sister Agnes Alich, Ph.D.</td>
<td>Professor: Chemistry and Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Dennis Anderson, Ph.D.</td>
<td>Professor: History</td>
<td></td>
</tr>
<tr>
<td>Sister Marguerite Baxter, M.A.</td>
<td>Associate Professor: Clinical Laboratory Science</td>
<td></td>
</tr>
<tr>
<td>Rondell Berkeland, Ed.D.</td>
<td>Associate Professor &amp; Dean: School of Health Sciences</td>
<td></td>
</tr>
<tr>
<td>Dorothea Diver, Ph.D.</td>
<td>Associate Professor: Languages and International Studies</td>
<td></td>
</tr>
<tr>
<td>Shirley Eichenwald-Maki, MBA</td>
<td>Assistant Professor: Health Informatics &amp; Information Management</td>
<td></td>
</tr>
<tr>
<td>Sister Agnes Fleck, M.A.</td>
<td>Instructor: English</td>
<td></td>
</tr>
<tr>
<td>Thomas Gaetz, Ph.D.</td>
<td>Associate Professor: Education</td>
<td></td>
</tr>
<tr>
<td>Shelley Gruskin, B.Mus</td>
<td>Artist in Residence: Music</td>
<td></td>
</tr>
<tr>
<td>Meridel Kahl, M.Ed.</td>
<td>Assistant Professor: Education</td>
<td></td>
</tr>
<tr>
<td>Marie Kelsey, Ph.D.</td>
<td>Professor: Education</td>
<td></td>
</tr>
<tr>
<td>George Killough, Ph.D.</td>
<td>Professor: English</td>
<td></td>
</tr>
<tr>
<td>Barbara King, M.S.W.</td>
<td>Assistant Professor: History</td>
<td></td>
</tr>
<tr>
<td>Diane Kessler, Ph.D.</td>
<td>Professor: Languages and International Studies</td>
<td></td>
</tr>
</tbody>
</table>
Po-Lin Kosuth, M.F.A.
Associate Professor: Art

Mary Jane Kumsha, M.A.
Associate Professor: Library Science

Kathy La Tour, M.A.
Assistant Professor: Health Informatics & Information Management

Sister Johnetta Maher, M.Ed.
Associate Professor: Family & Consumer Sciences

Carleen Maynard, Ph.D.
Associate Professor: Nursing

Marianne Connelly, M.A.
Assistant Professor: Music

Sister Katherine McLaughlin, Ph.D.
Assistant Professor: Theology & Religious Studies

Chandra Mehrotra, Ph.D.
Assistant Professor: Theology & Religious Studies

Albert Nephew, Ph.D.
Professor: Philosophy

Catherine McPherson, Ph.D.
Professor: Religious Studies

Betty Preus, Ed.D.
Associate Professor: Education

Sister Agatha Riehl, Ph.D.
Professor: Chemistry

Sister Beverly Raway, Ph.D.
Associate Professor: Nursing

Michael Robinson, Ph.D.
Associate Professor: Physical Sciences

John Schifsky, Ph.D.
Professor: English

Sister Donna Schroeder, Ph.D.
Associate Professor: Biology

Paul Stein, Ph.D.
Professor: Chemistry

Mary Tanner, Ph.D.
Associate Professor: Nursing

Cecelia Taylor, Ph.D.
Professor: Nursing

Winnifred Winkelman, Ph.D.
Professor: History

Denise Wise, Ph.D.
Associate Professor: Physical Therapy

Martha Witrak, Ph.D.
Professor & Dean: School of Nursing

Vicki Zeman, M.A.
Assistant Professor: Health Informatics & Information Management
Administrative Staff

A

Anna Abbott
Production & Traffic Coord.: Marketing Admin and Planning

Troy Abfalter - MA
Director, McNair Scholars: VP Dean of Student Affairs

Amanda Abrahamson Roseth
Grants Specialist: Foundation & Govt Relations

Bobby Acosta
Assistant Coach, Football: Football

Ben Adams
Chief Information Officer: Information Technology Director

Susan Adams
Admin Spec/Data Coord, SOE: SOE Admin

Regina Adamy - MA
Coordinator, SBT: SBT Admin

Christy Alvar
Cash Coordinator, Finance: Finance

Brenda Anderson
CA Research & Reporting Spec: College Advancement

Jeannine Anderson
Donor Relations Manager: College Advancement

Jeffrey Anderson
Carpenter: Shared Facilities

Lisa Anderson
Purchasing Manager: Purchasing

Mary Anderson
Director, Career Services: Career Services

Vicki Andrews
Nurse Practitioner: Health Service

Kaelene Arvidson-Hicks
Title IX Crd/HR Compliance Spc: Human Resources

Heather Ashbaugh
Textbook/Space Reservation Spe: Registrar

Robert Ashenmacher
Exec Dir, MCMR/CC: College Communications

Bianca Aspin
Access Specialist: Center for Equal Access

B

Zachary Babcock
Chief of Security: Shared Facilities
Cassandra Bachtell  
Spec,Fac Cntrcts/Related Pjcts: Human Resources

Dana Baird  
Coord, Educational Experience: GTL

Gregory Barcelona  
Campus Security Off., 3rd Shft: Shared Facilities

Franco Bari  
Director, Athletics: Athletic Director

Lori Barnstorf  
Admin Asst, Campus Ministry: Campus Ministry

Marlene Bartikoski  
Admin Asst, SCHWB/DOS: Counseling Services

Shawn Bartlette  
Asst Coach, Men's Hockey: Men's Hockey

David Bauman  
Asst Dean of Advising & Reten: Academic Support Services

George Beattie  
Registrar: Registrar

Thomas Beauregard  
Painter: Shared Facilities

Lyndsay Beck  
Academic Advisor: Academic Support Services

Gregory Berthiaume  
Janitor: Shared Facilities

Charles Beya  
Housekeeper, 3/Facilities: Facilities Services

Heidi Blunt  
Admin Asst, SAL/Gen Ed: SAL Admin

Phillip Bode  
Asst Director, Writing Center: Warner Writing/Critical Think Ctr

Susan Boder  
Administrative Asst, ROBUST: MSW- Masters in SWK

John Boecker  
Janitor: Shared Facilities

Bridget Bohn  
Financial Aid Counselor: Financial Aid Office

Jocelyn Bollins - DO  
Clinical & Assess. Spec, PA: Physician Assistant Studies

Myles Bolnick  
Asst Director, Res Life: Residential Life

Todd Bouchie  
Head Coach, Track & Field: Men's Track & Field

Ira Bowers  
Housekeeper: Facilities Services

Nora Brannan
Accounting Technician, Grants: Finance

Leigh Branovan
Counselor/SCHWB: Counseling Services

Carol Brekke
Counselor, OneStop: One Stop Student Services

Thomas Brekke
Director, Facilities: Shared Facilities

Rebecca Brenna
Human Resources Coordinator: Human Resources

Craig Bridges
Director, Enr. Services: Virtual Campus

Cassandra Broneak
Research Associate: Center for CS Education

Nathaniel Brown
Advisor, UBMS: Counseling Services

Erin Bursell
Data Coordinator, PTH: Physical Therapy

Richard Butte
Dir, Bus & Relationship Dev: Extended Studies - St. Cloud

C

Dustin Carlson
Campus Security Off/Var Shft: Shared Facilities

Kristine Carlson - MA
Assoc Dir/CRM Coor& Adm Proces: GEO Enrollment

Steven Carlson
Chief Engineer: Shared Facilities

Meghan Carr
Admissions Proc Coord, UG: Extended Studies-St. Paul

Amy Chalich
Data Coordinator, CA: College Advancement

Dione Chanslor -
Admin Asst, SOE Grad Programs: GTL

Dione Chanslor -
Admin Asst, SOE Grad Programs: GTL

Andrea Chartier
Counselor, Career Services: Career Services

Barry Chastey
Head Coach, Men's Soccer: Mens Soccer

Dawn Christenson - BA
Data Coord/Admin Spec, PA Prgm: Physician Assistant Studies

Keith Christiansen
Painter: Shared Facilities

Kristina Church
IR Data Analyst: Institutional Research & Assessment
Michael Clabaugh - MA
Director, NSG Edu Experience: SON Admin

Valerie Clark - MBA, MAM
Communications Specialist: College Communications

Joel Clasemann
Dir, Advancement Services: College Advancement

Cathy Cleary - MD, FAAFP
Medical Director, PA Program: Physician Assistant Studies
Medical Doctor, Fellow of the American Academy of Family Physicians

Jeri Collier - MA
Associate Registrar: Registrar

Paul Connolly - BFA
Manager, Web Design: Marketing Admin and Planning
BFA Graphic Design University of Minnesota Duluth

Reba Copeland
Advancement Officer: Corporate Relations

Joshua Corrigan
Vehicle & Grounds: Shared Facilities

Susan Cotter
Office Manager, Facilities: Shared Facilities

Michael Cousino
Graphic Designer: Marketing Admin and Planning

D

Christopher Davila
Dir, Office-Diversity & Inclusion: Institutional Diversity

Sandy Davis
Advisor, On-Line & Ext Campus: Virtual Campus

Rilee Dawson
Head Coach, Softball: Softball

Stacy Deadrick
Asst AD/Women’s BB Coach/SWA: Womens Basketball

Jenessa Demers - MSW
Coordinator, SBT: SBT Admin

Emily Didlo - BA
Administrative Assistant, OTH: Occupational Therapy

Tyler Driscoll
Admin Assistant, SWK: Social Work

Michael DuFrane
Asst Coach, Football: Football

Harrison Dudley
Campus Security Officer: Shared Facilities

Amy Duray
Bus Analyst/Project Mgr II: IT Business Analysis
John Dzikonski
Maintenance Energy Technician: Shared Facilities

E

John Eastvold
Apps Developer/Systems Admin: Enterprise Information Systems

Merissa Edwards
Asst AD, Compliance/Business: Athletic Director

Courtney Eickman - MS
Assistant Director: Trad'l Main Enrollment

Bo Ekmark
Director, Wellness Center: Campus Recreation

Jessica Ellingson
Director, Campus Ministry: Campus Ministry

Iwalani Else - PhD
Dir Institutional Rsrch Assmnt: Institutional Research & Assessment

Patricia Elsmore
Asst Coach, Women's Hockey: Women's Hockey

Christopher Engstrom
Janitor, 3rd Shift: Shared Facilities

Ruth Erdmann
Dir Corp Rel/Sr Mjr Gft Offcr: Corporate Relations

Cinjun Erskine
Assistant Coach, Football: Football

F

Renee Fall
Senior Research Scholar: Center for CS Education

Amy Fink
Admin Asst, VPAA: Academic Affairs

Karen Finseth
Exec Dir, Planned Giving: Planned Giving

Rachel Fox
Admin Asst.VP/Enrollment Mgmt: Admissions Admin

Daniel Fuller
Admin Asst./HIIM: H I M

G

Amy Galarowicz
Director, UB & UBMS: Counseling Services

Julio Garcia
Admissions Counselor: Extended Studies-St. Paul

Gina Gathje
Advisor, Ext. & On-Line Prog: Virtual Campus
Ann Gersich
Accounts Payable Specialist: Finance

Kory Gilderman
Bus Analyst/Proj Mgr II: IT Business Analysis

Adam Gindt
Senior Technology Specialist: Technical Services

Lonnie Golen
Developer/Solutions Architect: Technology Fee

Sandra Goman
Asst Director, Financial Aid: Financial Aid Office

Kiara Gomez
Admissions Counselor: Trad'l Main Enrollment

Rachel Gray
Head Golf Coach/Sports Info AD: Men's & Women's Golf

David Gribble
Carpenter: Shared Facilities

Teresa Guerrero
Director, SCHWB: Counseling Services

Mark Hakes - MM, MN 5-12 Social Studies License, Certificate - Progressive Youth & Family Ministry
Campus Minister: Campus Ministry

Anh Hansen
Housekeeper,1/Facilities: Facilities Services

Anne Hansen
CRM Data Coordinator: Admissions Admin

Michael Hanson
Manager, Security & Network: Network Services

Jordanne Hartman
Admissions Counselor: Virtual Campus

Keith Haugen
Manager, Mailroom/Receiving: Mail Room

Jeffrey Heaslip
Maintenance Engineer: Shared Facilities

Michael Heffernan
Head Coach, Football: Football

Brittany Hegg
Advisor, UB: VP Dean of Student Affairs

Brittany Heilman
Asst. Director, Res Life: Residential Life

Skylor Heindel
Academic Specialist, TRIO SSS: VP Dean of Student Affairs

Mary Hermanson
Admin Asst./SSS: Counseling Services

Sean Hill
Janitor: Shared Facilities

Scott Holden
Collections Coordinator: One Stop Student Services

Joan Holter
Admin Asst. VP, CA: College Advancement

James Hoppe
Asst Dir, TRIO Talent Search: VP Dean of Student Affairs

Sasha Howell
Suprvsr/Designer, Costume Shop: Theater Productions

Teresa Ipina
Director: Extended Studies-Rochester

Lindsay Izzard
Staff Nurse, SHS: Health Service

Dillon Jackson
Housekeeper, Morning Shift: Facilities Services

Michael Jackson
Web Developer: Technology Fee

Elizabeth Jacobson
Tech Business Analyst/Proj Mgr: Technology Fee

Joseph Janchar - BA
Coord., Academic EHR: HIM

Greta Jenkins
IT Applications Specialist: Technology Fee

Catherine Johnson
Admin Specialist, Nursing: SON Admin

Chassity Johnson
Asst Softball Coach: Softball

Ellen Johnson
VP, Enrollment Management: Admissions Admin

 Laurajae Johnson - MBA, MA
Sr Alumni Engagement Officer: Alumni Office

Louanne Johnson
Camp Oper/Summer Housing Coord: Somers Hall

Tricia Johnson
Director, Financial Aid: Financial Aid Office

Elliott Johnston
Director, Res Life: Residential Life

Jessica Johnston - MSEd
Coord, Academic Support Svcs: CAS

Jennifer Jones
Coord, Trsfr Cr & Prior Learn: Registrar
Robyn Jones
Coordinator, SHS: SHS Admin

K

Kailee Katt
Counselor, OneStop: One Stop Student Services

Dory Kempf
Director, Student Support Svcs: Counseling Services

Mary Kero
Assoc Dir, One Stop Stdnt Serv: One Stop Student Services

Carrie Kibler
Sys Admin/Identity Access Mgr: Network Services

Brenda Kimlinger
Admin Asst, Alumni Engage/FGR: Alumni Office

Kathleen King - RHIT
Admin Asst II, PTH: Physical Therapy

Beth Kleinschmidt
Senior Admissions Counselor: Admissions Admin

Mark Kliegle
Senior Budget Analyst: Finance

Erin Kreeger
Annual Gifts Officer: College Advancement

L

Lisa LaCore
Advisor, Trio Talent Search: VP Dean of Student Affairs

Ashley LaLiberte Martinez
Registrar Generalist: Registrar

Jennifer LaMaster
Admin. Asst., PSY/SOC: Psychology

Pamela Lahti
Assistant Director: Admissions Admin

Pauline Lake
Curriculum/Prof Develop Coord: Center for CS Education

Sadie Laplante
Accommodations Coordinator: Center for Equal Access

Jill Larson
Assistant Controller, Finance: Finance

Lowell Larson
Director, Technical Services: Technical Services

Sarah Larson
Learning Technologist: Academic Technologies

Catherine Lawler
Simulation Operations Coord: SON Admin
Mary Lee  
Coordinator, SAL: SAL Admin

William Leino  
Tax Compliance Coordinator: Finance

Dale Lindsey  
PC Support Specialist I: Technical Services

Lindsey Lindstrom - MS  
New & Transition Student Advis: Academic Support Services  
Master of Science from the University of Wisconsin Madison in Educational Leadership and Policy Analysis with a concentration in Higher Education Administration & Student Affairs

Elizabeth Lisak  
Housekeeper, Facilities: Facilities Services

Julie Lonetto  
Program Mgr - PA Program: Physician Assistant Studies

Julie Long  
Accounting Assistant: Finance

Tanya Lowney  
Mgr, Bldgs & Grnds/Facilities: Shared Facilities

Meg Lucas  
Spec, Talent Acquisition: Human Resources

Basil Luwing  
IT Asset/Purchasing Manager: Information Technology Director

Lori Luwing  
Web Spec/Front End Dev: Marketing Admin and Planning

Kaitlyn Lundquist  
Admissions Counselor: Trad'l Main Enrollment

Steve Lyons  
VP, Student Affairs: VP Dean of Student Affairs

Jackie Macmillan  
Head Coach, Women's Hockey: Women's Hockey

Timothy Madsen  
Head Coach, Men's Hockey: Men's Hockey

Stephen Maio  
Janitor: Shared Facilities

Chris Maki  
Janitor: Shared Facilities

Sue Maki  
Dir, Conference & Event Svcs: Mitchell Auditorium

Jonna Marholz  
Senior Financial Aid Counselor: Financial Aid Office

Terry Marholz  
Controller: Finance

Maribeth Mark  
Marketing Planner: Marketing Admin and Planning
Angela Mason  
Library Assistant: Library

Daniel Matthews  
Graphic Designer: Marketing Admin and Planning

Margaret McBride  
Learning Technologist: Academic Technologies

Barbara McDonald  
President: Administration

Carleen McMillan  
Exec Admin Asst to President: Senior Administration

Mark McPhail  
PC Support Specialist II: Technical Services

Amanda McQueary - MA  
Coord, Educational Exp, NSG: SON Admin

Karen Mehle  
Educ Exp/Admin Coord, EDU: GTL

Michael Meister  
Janitor: Shared Facilities

Mark Merrill  
Housekeeper, 2nd Shift: Facilities Services

Mary Meyer  
Special Events Coordinator: Admissions Admin

Oliver Meyer  
Assoc Dir/Admissions: Admissions Admin

Frances Micken  
Office Specialist, Facilities: Shared Facilities

Natalia Miller  
Dir, Office of Int'l Programs: Office of International Programs

Susanna Miller  
Academic Coordinator, SWK: Social Work

Eric Mistry - MA, MBA  
Inst Tech-Dig Media Specialist: Technology Fee  
Master of Arts: Educational Technology Leadership from The George Washington University in DC.

Dana Moore  
Head Coach, Volleyball: Volleyball

Katie Morford  
Grants Management Specialist: Foundation & Govt Relations

Judith Morwood - A.A.S.  
Coordinator, School of Science: SSC Admin

Christopher Mueller  
VP, College Advancement: College Advancement

Laura Munson  
Online Student Advisor, HIM: Health Info. Mgmt.-Masters Prog.

Ronni Murphy  
Financial Aid Counselor: Financial Aid Office
Carol Nelson
Admin Asst/ETS: VP Dean of Student Affairs

Michael Netland
Maintenance Engineer: Shared Facilities

Amanda Nix
Admissions Proc Coord, GR: GEO Enrollment

Eric Nordgren
Program Manager, HIIM: H I M

Roberta Oberpriller
Dir, Bus Analyst/Project Mgmt: IT Business Analysis

Peggy Ocel
Manager, User Services: Help Desk

Shawn Olesewski
Coord., Outdoor Recreation: Pursuit

Pam Olson - Advisor, Non-Traditional Nursing
Online Student Advisor, RN/BS: Dept of RN to BS Nursing

Chad Oppelt
Assoc Dir, NSG/Health Services: GEO Enrollment

Tim Orlowski
Manager, Maintenance: Shared Facilities

Andrew Ortman
Oracle DBA/ERP System Admin.: Academic Technologies

Brenda Panger
Associate Director: Admissions Admin

Lee Parker
Regional Admissions Counselor: Trad'l Main Enrollment

Jaymeson Parsons
Admissions Counselor: GEO Enrollment

Christine Pasek
System Administrator, Web/IT: Enterprise Information Systems

Katherine Patronas
Marketing Planner: Marketing Admin and Planning

Rockwell Patten
Head Coach, Tennis: M & W Tennis

Jeffrey Pearson
Veteran Recr & Retention Cnslr: GEO Enrollment

James Pederson
Vehicle & Grounds: Shared Facilities

Craig Perrault
Janitor: Shared Facilities

Megan Perry-Spears  
Dean of Students: VP Dean of Student Affairs

Rachel Phelps-Horton  
Academic Coordinator, McNair: VP Dean of Student Affairs

Rachael Platt  
Specialist, Help Desk: Technology Fee

James Pounds  
Media Spec/Marketing Planner: Marketing Admin and Planning

Sarah Prom  
OneStop Counselor: One Stop Student Services

R

Nicholas Rardin  
Athletic Trainer, Certified: Athletic Trainers

Melissa Ratai  
Admin Asst/Elec Recrd Adm, SHS: Health Service

William Reichelt  
Director, Data Analytics: Information Technology Director

Joseph Rembowicz  
Admissions Counselor: Extended Studies-St. Paul

David Reyelts  
Head Coach, Women’s Soccer: Womens Soccer

Darrin Reynolds  
Oracle DBA/ERP System Admin: Enterprise Information Systems

Thomas Rheaume  
Head Trainer, ATH: Athletic Trainers

David Robinson  
Asst Soccer Coach: Mens Soccer

Jesse Robinson  
Asst AD, Athl Comm & Game Mgmt: Sports Information Director

Linda Rogentine  
Director, OneStop Student Svcs: One Stop Student Services

Pablo Romo  
Janitor, 3rd Shift: Shared Facilities

Callie Ronstrom  
Education Abroad Advisor: Office of International Programs

John Rosasco  
Housekeeper, Morning Shift: Facilities Services

William Rose  
Admin Spec, Undergrad Nursing: SON Admin

Janet Rosen  
Assoc VP, College Advancement: Foundation & Govt Relations

Lisa Roseth  
Exec Dir, Alumni Engagement: Alumni Office
William Rossing  
Manager, Network Services: Network Services

Steven Rowan  
Janitor: Shared Facilities

Wendy Ruby  
Admin Assistant, UB/UBMS: Counseling Services

Michele Runberg  
Admin Asst, Student Affairs: VP Dean of Student Affairs

Michelle Ruszat  
Coord, VIP Program: Violence Intervention Program

S

Renee Saamanen - MBA  
Asst Director, Enrollment Serv: Transitional Doctor of PT

Chad Salmela  
Head Coach, Cross Country: Mens & Womens Cross Country

Ira Salmela  
Exec Dir, Mktg/Comm: Marketing Admin and Planning

Christine Sandal - BS, RN  
Clinic Manager, SHS: Health Service

Arthur Sasse  
Mgr, Telecommunications: Telecommunications

Dawn Savela  
Manager, Saints Shop: Saints Shop

Lindsay Schall  
Executive Director: GEO Enrollment

Garett Schoenfelder  
Certified Athletic Trainer: Athletic Trainers

Kyle Schoenwald  
Counselor, OneStop: One Stop Student Services

John Schottenbauer  
Media Services Tech Specialist: Audio Visual Services

Nikki Schutte - MS  
Senior Instructional Designer: Academic Technologies

Michael Scott  
Janitor: Shared Facilities

Kevin Seime - MFA  
Designer/Director, Theatre: Theater Productions

Kaitlyn Selleck  
Coord, Student Activities: Student Activities

Tyler Selleck  
Buyer: Shared Facilities

Jane Sims  
Dir, Acad Tech & Online Learng: Academic Technologies
Stephanie Sklors
Asst Dir & Program Coor/UB: Counseling Services

Gwen Smith - MEd, RHIA
Online Student Advisor, HIM: HIM Progression

Roy Smith
Master Electrician: Shared Facilities

Tiffany Snider
Assistant Director, SSS: Counseling Services

William Sobyra
Campus Security Officer: Shared Facilities

Daniel Soulier
Native Student Rec/Success Spc: Institutional Diversity

Julie Speikers - MA
Financial Aid Counselor: Financial Aid Office

David Staniger
Head Coach, Men's Basketball: Mens Basketball

David Steen
Counselor, OneStop: One Stop Student Services

Sarah Stewart
Crd, Multi Cultural Stu Success: Institutional Diversity

Maria Stuber
HC Nordic Ski/AC Cross Country: Nordic Skiing

Kevin Suliin
Cashier, OneStop: One Stop Student Services

Sarah Sundquist
Admin Specialist, NSG: SON Admin

Jennifer Swanson
Payroll Coordinator: Finance

Brandon Swartz
Asst Baseball Coach: Men's JV Baseball

Carrie Taylor Kemp
Employer Relations Associate: Career Services

Mark Taylor
Carpenter: Shared Facilities

Breanne Tepler
Assistant Director: GEO Enrollment

Anna Tester
Coord, Intramurals & Gr Fitness: Campus Recreation

Inga Thompson
Medical Assistant: Health Service

Sandra Thoreson - BS
Admin Assistant II, Nursing: SON Admin
Zoe Torgersen - MA, LPC, LADC
CLEAN Coord/Mental Hlth Therap: Recovery Program

Donna Trettel
Housekeeper: Facilities Services

Jenny Truebenbach
Counselor, Fin Aid (online): Financial Aid Office

Mark Turner
Campus Security Off., 2nd shft: Shared Facilities

Michael Turner
Manager, Safety & Security: Shared Facilities

U

Patricia Ullan
Sr Admin Asst, Accounting Tech: Finance

V

Emily Valine
Admin Asst/Staff Accompanist: Music

Terri Van Reese
Interim HR Executive: Human Resources

Julianne Vasichek
Asst Coach, Women's Hockey: Women's Hockey

Julian Vela
Coord, McNair Scholars Program: VP Dean of Student Affairs

Diane Vertin
Interim VP, Academic Affairs: Academic Affairs

W

Kevin Wagner
Asst Coach, Track & Field: Track & Field

Rachelle Wakefield
Benefits Specialist: Human Resources

Kirsten Walker
Director, Educ Talent Search: VP Dean of Student Affairs

Julie Walkowiak
Specialist, Acquisitions/LIB: Library

Melissa Watschke - MSW, LGSW
Dir, Disability Resources: Center for Equal Access
Licensed Graduate Social Worker

Katie Wayne - MA
Assoc Dir, Education/SBT: Extended Studies - St. Cloud

Laura Weeks
Business Analyst, Technical: IT Business Analysis

Sarah Wells
Counselor, Schwab: Counseling Services

Shawnacy Wells
Data Coord/Admissions Assit.: Trad'l Main Enrollment

Jennifer Widstrom - MS
Wellness Programmer: Well U Fac/Staff

Lucas Wittmer
Janitor: Shared Facilities

Nathan Wright
Associate Director, FA: Financial Aid Office

Alexis Wyss
Admin Assistant, NCCSE: Center for CS Education

Z

Julie Zaruba Fountaine - MS, MBA
Wellness Coordinator: Health Service

Cheryl Zupec - MA, BFA
Marketing Planner: Marketing Admin and Planning
Barbara McDonald, President

Barbara McDonald is the chief administrative officer of the College. She works with the Board of Trustees to build a shared vision for St. Scholastica's continued growth and excellence. With the presidential staff she plans and implements strategies for achieving the vision.

Ben Adams, Chief Information Officer

As Chief Information Officer, Ben Adams provides strategic leadership of Information Technology resources to advance the College’s mission and goals. He represents the IT Department at an institutional level on the President’s Cabinet and plays a key role in integrating technology and data strategically across the institution.

Ellen Johnson, Vice President for Enrollment Management

Ellen Johnson is the College’s vice president for Enrollment Management. She leads the development of the College’s enrollment management strategy to ensure strategic enrollment growth and stability while ensuring alignment with the College’s mission, vision, strategic plan and inclusive excellence goals.

Steve Lyons, Vice President for Student Affairs

Steve Lyons is the chief student affairs officer of the College. He is responsible for creating an environment that promotes the personal and educational development of traditional, non-traditional and graduate students. This includes student advocacy to the decision-making bodies of the College.

Chris Mueller, Vice President for College Advancement

Chris Mueller is the Vice President for College Advancement. He oversees St. Scholastica’s strategic operations in advancement, which includes fundraising, alumni engagement, and foundation and government relations.

Phil Rolle, Interim CFO/Vice President for Finance

Phil Rolle is the interim chief financial officer of the College. He is responsible to the president for the overall direction of St. Scholastica's business and financial activities, including information technology and facilities management.
Diane Vertin, Interim Vice President for Academic Affairs

Diane Vertin is the College’s interim vice president for Academic Affairs. She serves as a leader and stabilizing force in the College’s academic mission, with an appreciation of its Catholic Benedictine heritage and commitment to graduating well-rounded professionals grounded by a liberal arts education.
Deborah A. Amberg
Steven (Steve) Burgess
Daniel (Dan) Clay
Sister Mary Susan Dewitt, O.S.B.
Chris Dolan
Dr. David Herman
Mathew (Mat) Johnson
Sister Gretchen Johnston, O.S.B.
Mark Lambert
Fred Lewis
Dr. Barbara McDonald
Sister Beverly Raway, O.S.B.
Sue Ross
Sister Donna Schroeder
Doug Schur
Sister Mary Catherine Shambour, O.S.B.
David Sparby
Marcy Steinke
Carrie Taylor Kemp

Presidents Emeriti:
Larry Goodwin, Ph.D.
Bruce W. Stender, Ph.D.

Trustees Emeriti:
Karen Alworth
Sister Grace Marie Braun, O.S.B.
William M. Burns
Mark Carlson, M.D.
Sister Kathleen Hofer
Charles E. House
Mary Ives
Sharon Labovitz
Jim Mongé, M.D.
Philip Rolle
Robert Ryan
Arend J. Sandbulte
Greg Scherer
Robert (Bob) Schroeder
Sister Sarah Smedman, O.S.B.
Elizabeth Stauber-Johnson
Louise Town, M.D.
James Zastrow
Alumni Association

For information on the Alumni Association, please visit:

http://www.css.edu/alumassoc

Parents Council

For information about the Parents Council at The College of St. Scholastica, please visit:

http://css.edu/parentcouncil