



Academic Guide for First Year Students
2011–2012



Welcome to Saint Mary's College!

WELCOME

Dear First Year Student,

As Associate Dean of Advising and Director of First Year Studies, it is my pleasure to welcome you to Saint Mary's College. I am delighted that you chose to attend our institution. Saint Mary's has a long tradition of excellence in education and commitment to students.

As a first year student you are part of a new and exciting initiative at Saint Mary's College called the Cross Currents Program. This new venture integrates programming in the academic, mission, and student affairs divisions. Through a new advising system, we will help you focus on four important questions during your four years at the College.

Why am I here?

What are my gifts and passions?

What do my community and the world need from me?

How can I make a difference in the world?

FIRST YEAR: Why am I here?

You will begin to consider this question in June when your faculty advisor contacts you and helps you understand the uniqueness of a Saint Mary's education and explore your interests as you plan your first-semester schedule. Some of you will come to campus in June and meet with your faculty advisor. All of you will come in August and meet with your advisor, classmates, and peer mentor. Your peer mentor is a senior who was nominated by your advisor. She along with your advisor will help you navigate the academics and life of a college student. During your first year as part of the "Common Experience" you will have the special opportunity to hear President Carol Ann Mooney speak about her liberal arts education at Saint Mary's and her journey to becoming president of the College. You will join your classmates, peer mentor, and advisor in a Cross Currents dinner where you will explore the importance of a liberal arts education. These are just some of the activities that will help you begin to answer the question: Why am I here?

You are ready to begin an exciting and important stage in your life. In the next four years you will have the opportunity to prepare a solid foundation for a happy and fulfilling future.

Best wishes for a happy and productive summer and upcoming year.



Susan Vanek
Associate Dean of Advising and
Director of First Year Studies



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DEGREE PROGRAMS

Degree Programs and General
Education Program



Guidelines for Class Selection and Registration

In your registration packet you received a flier with the name of your faculty advisor and the course in which you are enrolled. This course taught by your faculty advisor will fulfill a general education requirement or a major requirement. In addition to learning the subject matter of the linked course, you will participate in two “Common Experiences” and engage in discussions with your classmates, peer mentor and faculty advisor on what it means to be in a liberal arts environment and why that environment is a good fit for you.

Your faculty advisor will be contacting you in early June to help you plan the rest of your schedule. You will be able to register online from home after speaking with your advisor. See your course selection form for your registration time. **Please note: you may register at your assigned time or any time after that until July 1.** If you attend an orientation session, you will meet with your advisor in person to review your schedule and to make any changes needed.

Choose Courses

When completing the course selection form, please keep in mind the following information:

Choose courses you will like for the first semester. If you are interested in a particular major, take a course in that subject. In your first semester, do not take a course which you suspect will be very difficult for you.

Students who are considering a major in the Bachelor of Arts or are undecided about a major but do not think it will be business, science, or the fine arts should select five courses from among the General Education requirements for the Bachelor of Arts degree. See p. 11.

Students considering a major in the fine arts, business, or the sciences should select courses from the following degree programs:

Art—see page 19

Biology—see page 25

Business—see page 15

Chemistry—see page 27

Engineering—see page 35

Mathematics—see page 31

Music—see page 23

Nursing—see page 33

Students do not officially declare a major until the end of their sophomore year. If you do not have a major, please do not worry—you have time to decide. Nevertheless, if you are considering a major it is important to take the prerequisites so you will know if the major suits you.

List of Degrees and Majors

Saint Mary's College offers the following degrees:

- Bachelor of Arts (BA)
- Bachelor of Business Administration (BBA)
- Bachelor of Fine Arts (BFA)
- Bachelor of Music (BM)
- Bachelor of Science (BS)

Saint Mary's College offers the following majors:

Bachelor of Arts

- Art
- Biology
- Chemistry
- Communication Studies
- Communicative Disorders
- Economics
- Elementary Education
- English Literature
- English Literature and Writing
- English Writing
- French
- History
- Humanistic Studies
- Italian
- Mathematics
- Music
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Social Work
- Sociology
- Spanish
- Statistics and Actuarial Mathematics
- Theatre

Bachelor of Fine Arts

- Studio Art

Bachelor of Music

- Music Education

Bachelor of Business Administration

- Accounting
- Business Administration
- Concentrations:*
 - Accounting
 - Finance
 - International Business
 - Management
 - Management Information Systems
 - Marketing
- Management Information Systems

Bachelor of Science

- Biology
- Chemistry
- Computational Mathematics
- Mathematics
- Nursing
- Statistics & Actuarial Mathematics

Pre-Health Professions

Students planning a health professions career do not need to major in biology or chemistry, but they often begin with a science curriculum. Please indicate on your course selection form if you intend to take courses at Saint Mary's to pursue a health profession in graduate school.

Dual Degree in Engineering

The dual degree is a five-year program in which students complete both a bachelor's degree at Saint Mary's College and a Bachelor of Science at Notre Dame. To complete this program a student transfers to Notre Dame after her third or fourth year.

Student-Designed Major

In addition to traditional majors, Saint Mary's offers the student-designed major. This major allows the superior student in the liberal arts and sciences, with advising, to follow a course of study outside the traditional department structure at Saint Mary's College. Ordinarily, a student submits her proposed plan for study in her sophomore year.

General Education Program

Purpose and Goals Statement

At Saint Mary's College, students become liberally educated women with the breadth of knowledge to understand the cultural, social, spiritual, and natural worlds in which we all exist. This breadth of vision enables each student to ground her specific major area of study in this larger context.

The General Education Program at Saint Mary's College brings to every student an intellectually vigorous education reflective of the College's overall mission. Proficiencies and courses in the General Education Program especially reinforce Saint Mary's commitment to the education goals identified in its Statement of Philosophy and Purpose:

- Acquiring the capacity to communicate with precision and style
- Studying freely and critically the rich heritage of the Catholic tradition
- Developing cultural interests and aesthetic appreciation
- Thinking critically and creatively about human culture and about the natural world
- Developing competence in quantitative skills and in modern language

The Framework

The Saint Mary's College General Education Program incorporates three areas of requirements: proficiencies, discipline-specific designated courses, and additional designated courses.

Proficiencies

These requirements address oral and written communication in English as well as one other modern language. Students are required to achieve a general level of competence in written English and advanced writing competence in their chosen major discipline. Students are also required to develop an appropriate level of competence in a modern language other than English.

Designated Courses in Specific Disciplines

This eleven-course component reflects our conviction that different disciplines, in addition to teaching their specific content, teach "ways of knowing" characteristics of that discipline. The required designated courses in the disciplines introduce students to a wide variety of ways of knowing. Saint Mary's General Education Program acknowledges and reflects the long intellectual tradition of higher education by including artistic, historical, literary, mathematical, philosophical, religious, natural scientific, and social scientific ways of knowing. Any combination of courses which can be chosen to satisfy the Designated Courses requirement will provide the student with experience and practice in all these ways of knowing.

Additional Designated Courses

This three-course component gives the student the opportunity to build additional depth or breadth into her General Education Program.

COURSE SELECTION FORM
ACADEMIC AFFAIRS and FIRST YEAR STUDIES
 (574) 284-4594

Student name: *Jane Doe*
 ID#: 980XXXXXX Alt Pin#: YYYYY
 Intended major: *undecided BA*
 Advisor Name and Number: *April Lane 574-284-4594*

List your first choice courses in the grid at the top and your alternative choices below
 in case your first choice is not available.

CRN	Subject	Number	Title	Cr.	Days	Time(s)
71298	MLFR	111	<i>Intermediate French I</i>	4	MTW F	11-11:50
71669	ENLT	106W	<i>Language and Literature</i>	3.5	TR W	12:30- 1:45 2-2:50
71406	RLST	101W	<i>Intro to Religious Studies</i>	3.5	TR	2-3:15
71208	MATH	105	<i>Elements of Calculus I</i>	3	MWF	12-12:50
70133	SOC	153	<i>Sociological Imaginations</i>	3	MWF	10-10:50

Limit 19 credit hours without permission. A normal course load is 15-18 credit hours.
 128 credit hours are needed for graduation.

Alternate Courses

CRN	Subject	Number	Title	Cr.	Days	Time(s)
71299	MLFR	111	<i>Intermediate French I</i>	4	MTW F	1-1:50
71091	BIO	105	<i>Cells to Self</i>	4	MWF	9-9:50
71093	BIO	105L	<i>Lab</i>	0	M	3-4:50
71101	BIO	105L	<i>Lab</i>	0	R	3-4:50
71031	PSYC	156	<i>Intro to Psychology</i>	3	TR	9:30- 10:45
71457	THTR	205	<i>Intro to Acting</i>	3	TR	11-12:15
71405	RLST	101	<i>Intro to Religious Studies</i>	3	TR	2-3:15
71036	SOC	153	<i>Sociological Imaginations</i>	3	TR	11-12:15
71209	MATH	105	<i>Elements of Calculus I</i>	3	MWF	2-2:50

Bachelor of Arts Degree

General Education Requirements

If you are undecided about your major, but believe it will be in the humanities or social sciences, this is the program you should follow.

For your first semester, you will register for five courses; however, to provide alternatives, you should list at least eight courses. There are no specific courses required in the first semester, so please choose your courses from among the following General Education requirements:

Required Proficiencies:

Writing Proficiency—Basic writing proficiency is required of all students. Any course with a W suffix may be used to satisfy this requirement. See pages 38–41 for a full explanation and choice of courses. The advanced writing proficiency is satisfied within the major course of study.

Foreign Language Proficiency—A full year of Arabic, Chinese, French, German, Italian, or Spanish at an appropriate level. You must begin a foreign language in the fall semester (preferably during your first year or sophomore year). See pages 38 and 47–48 for a full explanation of your choices.

Designated Courses:

Please review the following requirements and refer to pages 44–54 for descriptions of courses available to first year students in the fall semester. Note that not all courses included in the outline are available in the fall.

- 1 English Literature course (pp. 46–47)
- 1 History course—any 100- or 200-level course (p. 49)
- 1 Mathematics course (p. 50)
- 1 Philosophy course—PHIL 110 (pp. 51–52)
- 1 Fine Arts course from the following choices:
 - Art 141, 241, 242, or any intro studio course (p. 44)
 - Dance 240, 241 (pp. 45–46)
 - Music 181, 241, 242, 275 (p. 51)
 - Theatre 135, 205, 265 (p. 45)
- 2 Religious Studies courses:
 - RLST 101 in first year (p. 53)
 - RLST 200-level course in sophomore year
- 2 Laboratory Science courses usually taken as a full-year sequence:
 - Biology 105–106 (p. 44)
 - Chemistry 101–102 (p. 44)
 - Physics 101–102 (p. 44)
 - Physics 103–104

Note: Students may also take major-level science courses to fulfill the science requirement.

- 2 Social Science courses from two different departments:
 - Anthropology 141, 253, 254 (p. 44)
 - Economics 151, 251, 252 (p. 44)
 - Political Science 151, 152, 160 (p. 52)
 - Psychology 156 (p. 52)
 - Social Work 235 (p. 53)
 - Sociology 153, 203, 257 (pp. 53–54)
 - Women's Studies 207
- 3 Additional designated courses of your choice from the following:
 - Art 141, 241, 242 or any intro studio course (p. 44)
 - Communication 103, 210 (p. 45)
 - Dance 240, 241 (pp. 45–46)
 - English Literature (pp. 46–47)
 - History (p. 49)
 - Humanistic Studies 103, 197, 212, 292 (p. 49)
 - Intercultural Studies 201 (p. 49)
 - Mathematics (p. 50)
 - Music 181, 241, 242, 275 (p. 51)
 - Philosophy course above 110 level
 - Theatre 135, 205, 265 (p. 45)
 - Women's Studies 207

IMPORTANT: No more than two courses in any one discipline may be used to satisfy Designated Course requirements. In the social sciences only one course in the same discipline may be used.

Commonly Asked Questions About the Bachelor of Arts

Q How many courses should I take the first semester?

The usual course load for a first-semester student is five courses (15–18 credit hours). If you want a lighter course load, discuss that with your advisor. You must have at least 12 credit hours to be considered full-time. 128 credit hours are required for graduation.

Q Are there any requirements that must be fulfilled during the first semester?

There are no specific requirements that you must fulfill in the first semester. Nevertheless, keep in mind that first year students should complete the two-semester foreign language requirement, take a *W* course, Religious Studies 101, and math by the end of their first year.

Q Which courses should I select?

Choose courses you will like for the first semester. If you are interested in a particular major, you should request a course in that subject. In your first semester, do not take a class which you suspect will be very difficult for you.

Q What courses are available to earn my *W*?

To earn your *W*, you may want to consider one of the Special Opportunities in the Curriculum. These tandem courses are particularly rewarding for students who have strong verbal skills and enjoy in-depth discussions. See pp. 40–41 for descriptions. In addition, during the fall semester you can earn your *W* in Introduction to Communication (COMM 103W), Language and Literature (ENLT 109W), World Civilization I (HIST 103W), Introduction to Intercultural Studies (ICS 201W), Introduction to Philosophy (PHIL 110W), or Political Issues (POSC 151W). See pp. 39–40 for descriptions.

Q What should I take if I am undecided but considering a major in business, fine arts, or a science?

If you are considering any of these majors you should follow the first-semester program for these intents. They are explained in the next sections.





Bachelor of Business Administration Degree or Bachelor of Arts Degree in Economics

The course listed below (ECON 251) is recommended in the first semester for all students planning to earn a BBA with a major in accounting, business administration, or management information systems (MIS). It is also recommended for economics majors.

ECON 251: Principles of Macroeconomics (3 hours)—Economic principles relating to the functioning of the aggregate economy, including the fundamentals of national income measurement and determination, money and banking, fiscal and monetary policies, and economic growth.

General Education Requirements

To complete your schedule, select courses from the College General Education requirements. You will register for four additional courses; however, you should select at least seven courses to provide alternatives. There are no specific General Education courses required in the first semester; choose your four additional courses from among the following requirements:

Required Proficiencies:

Writing Proficiency—Basic writing proficiency is required of all students. Any course with a W suffix may be used to satisfy this requirement. See pages 38–41 for a full explanation and choice of courses. The advanced writing proficiency is satisfied within the major course of study.

Foreign Language Proficiency—A full year of Arabic, Chinese, French, German, Italian, or Spanish at an appropriate level. You must begin a foreign language in the fall semester (preferably during your first year or sophomore year). See pages 38 and 47–48 for a full explanation of your choices.

Designated Courses:

Please review the following requirements and refer to pages 44–54 for descriptions of courses available to first year students in the fall semester. Note that not all courses included in the outline are available in the fall.

- 1 English Literature course (see pp. 46–47)
- 1 History course—any 100- or 200-level course (p. 49)
- 1 Mathematics course (p. 50)
- 1 Philosophy course—PHIL 110 (pp. 51–52)
- 1 Fine Arts course from the following choices:
 - Art 141, 241, 242, or any introductory studio course (p. 44)
 - Dance 240, 241 (pp. 45–46)
 - Music 181, 241, 242, 275 (p. 51)
 - Theatre 135, 205, 265 (p. 45)
- 2 Religious Studies courses:
 - RLST 101 in first year (p. 53)
 - RLST 200-level course in sophomore year
- 2 Laboratory Science courses usually taken as a full-year sequence:
 - Biology 105–106 (p. 44)
 - Chemistry 101–102 (p. 44)
 - Physics 101–102 (p. 44)
 - Physics 103–104
- 2 Social Science courses from two different departments selected from the following:
 - Anthropology 141, 253, 254 (p. 44)
 - Economics 151, 251, 252 (p. 44)
 - Political Science 151, 152, 160 (p. 52)
 - Psychology 156 (p. 52)
 - Social Work 235 (p. 53)
 - Sociology 153, 203, 257 (pp. 53–54)
 - Women's Studies 207

- 3 Additional designated courses of your choice from the following:
 - Art 141, 241, 242, or any intro studio course (p. 44)
 - Communication 103, 210 (p. 45)
 - Dance 240, 241 (pp. 45–46)
 - English Literature (pp. 46–47)
 - History (p. 49)
 - Humanistic Studies 103, 197, 212, 292 (p. 49)
 - Intercultural Studies 201 (p. 49)
 - Mathematics (p. 50)
 - Music 181, 241, 242, 275 (p. 51)
 - Philosophy course above 110-level
 - Theatre 135, 205, 265 (p. 45)
 - Women's Studies 207

IMPORTANT: No more than two courses in any one discipline may be used to satisfy Designated Course requirements. In the social sciences only one course in the same discipline may be used.

In order to be officially accepted into the BBA programs at the end of sophomore year, a student must maintain a 2.5 average in the following courses:

- BUAD 201—Principles of Financial Accounting
- BUAD 202—Principles of Managerial Accounting
- BUAD 221—Principles of Management
- BUAD 231—Principles of Marketing
- ECON 251—Principles of Macroeconomics
- ECON 252—Principles of Microeconomics

Students are strongly encouraged to take ECON 252 (Principles of Microeconomics) and BUAD 231 (Principles of Marketing) during the second semester of the first year. MIS majors must take CPSC 207 during second semester.





Bachelor of Fine Arts Degree or Bachelor of Arts Degree in Art

BACHELOR OF ARTS IN ART (Concentration in Studio Art)

The two courses listed below are required in the first semester for all students considering an art major with a concentration in studio art.

ART 101: Drawing I (3 hours)— This is a broad foundation course that introduces a variety of drawing techniques, approaches and subject matter. A focus on observational drawing improves the student's ability to "see" (visual perception) and develops technical drawing skills. Projects are designed to enhance the understanding and use of formal elements, principles and composition while exploring drawing's creative and expressive potential. Subject matter includes still life, landscape, interiors, and the figure. Studio projects are augmented by critiques, visual presentations and discussion. Sketchbook/journal required.

ART 103: 2D Design (3 hours)—This course serves as an introduction to the basic formal elements and organizing principles of two-dimensional design. Students will develop expertise in a variety of media through the exploration of creative studio projects dealing with line, shape, value, texture, color, space and form. The course is designed to expose students to the basic formal considerations, material properties, technical skills, and working methods of image making in conjunction with idea-based problem solving.

For each of the above courses students must spend at least nine hours in the studio each week; six hours will be supervised class time; the remaining three hours will be needed to complete class assignments. Studio courses require that each student purchase expendable material as required. Supply lists are provided by individual instructors. Workshop equipment and basic materials such as easels, drawing boards, some drawing papers, etc., are supplied by the department.

BACHELOR OF ARTS IN ART (Concentration in Art History)

Students considering an art history concentration should register for two of the following courses:

ART 101: Drawing I or ART 103: 2D Design—See descriptions above.

AND

ART 241: Art History Survey I (3 hours)—A survey of the history of art from Prehistoric times through the Gothic era. Analysis of works of art in historical contexts encourages visual literacy. Lectures with slides, museum field trips, selected readings, and discussions are featured.

General Education Requirements for Bachelor of Fine Arts

To complete your schedule, select courses from the College General Education requirements. In addition to your art classes, you will register for three more courses; however, you should select at least six courses to provide alternatives. There are not specific General Education courses required in the first semester; choose your three additional courses from the following requirements:

Required Proficiencies:

Writing Proficiency—Basic writing proficiency is required of all students. Any course with a W suffix may be used to satisfy this requirement. See pages 38–41 for a full explanation and choice of courses. The advanced writing proficiency is satisfied within the major course of study.

Foreign Language Proficiency—A full year of Arabic, Chinese, French, German, Italian, or Spanish at an appropriate level. You must begin a foreign language in the fall semester (preferably during your first year or sophomore year). See pages 38 and 47–48 for a full explanation of your choices.

Designated Courses:

Please review the following requirements and refer to pages 44–54 for descriptions of courses available to first year students in the fall semester. Note that not all courses included in the outline are available in the fall.

- 1 English Literature course (see pp. 46–47)
- 1 History course—any 100- or 200-level course (p. 49)
- 1 Mathematics course (p. 50)
- 1 Philosophy course—PHIL 110 (pp. 51–52)
- 2 Religious Studies courses:
 - RLST 101 in first year (p. 53)
 - RLST 200-level course in sophomore year
- 1 Laboratory Science course:
 - Biology 105 or 106 (p. 44)
 - Chemistry 101 (p. 44)
 - Physics 101 (p. 44)
 - Physics 103

- 1 Social Science course selected from the following:
 - Anthropology 141, 253, 254 (p. 44)
 - Economics 151, 251, 252 (p. 44)
 - Political Science 151, 152, 160 (p. 52)
 - Psychology 156 (p. 52)
 - Social Work 235 (p. 53)
 - Sociology 153, 203, 257 (pp. 53–54)
 - Women's Studies 207

If you are pursuing a Bachelor of Arts degree in art, you should take the art requirements on page 19, but select General Education courses from the College requirements listed on page 11.





Bachelor of Music Degree (for music education majors) or Bachelor of Arts Degree in Music

The first semester for the Bachelor of Music degree and Bachelor of Arts (music major) degree candidates is the same. You should enroll in these courses:

MUS 181: Fundamentals of Music—Theory I (3 hours)

For students with little or no previous training in music.

A study of the organizational principles inherent in pitch and rhythm systems. Aural skills, keyboard applications, and the development of fluency in notation are stressed. Recordings and scores of a broad range of music literature will be utilized, including classical and contemporary concert music and popular music. The course thus provides the widest possible range of musical experiences for the general student. Fulfills General Education requirement in fine arts and is the first semester of the theory sequence for majors and minors.

MUS 100: Recital-Forum Class (no credit)

Applied Music (2 hours)—Indicate the instrument (or voice) in which you intend to major—see page 51.
Ensemble (1 hour)—see page 51.

Piano (1 hour)—Strongly suggested for students not majoring in piano.

MUSIC LESSONS

MUSIC ENSEMBLE: Choir or Instrumental Ensemble

Class Piano for Music Majors

General Education Requirements for BM

To complete your schedule, select courses from the College General Education requirements. You will register for three additional courses; however, you should select at least five courses to provide alternatives. There are no specific General Education courses required in the first semester. The Department of Music recommends that foreign language be one of your choices. Choose your three additional courses from among the following requirements:

Required Proficiencies:

Writing Proficiency—Basic writing proficiency is required of all students. Any course with a W suffix may be used to satisfy this requirement. See pages 38–41 for a full explanation and choice of courses. The advanced writing proficiency is satisfied within the major course of study.

Foreign Language Proficiency—A full year of Arabic, Chinese, French, German, Italian, or Spanish at an appropriate level. You must begin a foreign language in the fall semester (preferably during your first year). See pages 38 and 47–48 for a full explanation of your choices.

Designated Courses:

Please review the following requirements and refer to pages 44–54 for descriptions of courses available to first year students in the fall semester. Note that not all courses included in the outline are available in the fall.

- 1 English Literature course (see pp. 46–47)
- 1 History course—any 100- or 200-level course (p. 49)
- 1 Philosophy course—PHIL 110 (pp. 51–52)
- 2 Religious Studies courses:
 RLST 101 in first year (p. 53)
 RLST 200-level course in sophomore year
- 1 Mathematics OR 2 Laboratory Science courses:
 1 Mathematics course (p. 50)
 OR
 2 Laboratory Science courses (usually taken in a full-year sequence):
 Biology 105–106 (p. 44)
 Chemistry 101–102 (p. 44)
 Physics 101–102 (p.44)
 Physics 103–104

If you are pursuing the Bachelor of Arts degree in music, select courses from the General Education requirements listed on page 11.



Bachelor of Science Degree in Biology or Bachelor of Arts Degree in Biology

The following courses are required for all biology major intents. If you are undecided, but believe you want to major in biology, you should register for these courses for the first semester. In addition, if you believe you want to consider majoring in chemistry, then you must take MATH 131 (see page 50) during the first semester. If these prerequisite courses are not taken during the first year, it will be difficult (i.e. require more careful planning) to complete a biology or chemistry major in four years.

BIO 153: Foundations of Biology I (4 hours)—A study of the major concepts of biology with emphasis on cellular structure and function, genetics, respiration, molecular biology, and animal anatomy and cellular physiology. Discussions will engage students in current topics such as stem cell research, DNA and forensics, ethical considerations in human genetic disease, and the use of animals in research. (Three hours lecture and one three-hour laboratory.) Continues second semester as BIO 154. **Lab sections 72117, 72118 and 72121 are reserved for Professors Dombkowski's, Kimmel's, and Watt's advisees. Twenty spaces in Bio 153 are reserved for Professor Paetkau's advisees.**

CHEM 121: Principles of Chemistry I (4 hours)—This course comprises topics that form the foundation for a broad range of chemistry concepts that will be found in later chemistry courses. In addition, this class will prepare you for courses in other disciplines (biology, psychology, nursing) or for future education in the health sciences (medicine, pharmacy, dentistry, etc.). The topics presented are designed to meet the General Education requirement goals for development of quantitative and analytical thinking, as well. They include, among others, atomic and molecular structure, chemical bonding, stoichiometry, gases, chemical equilibria, thermodynamics, etc. The laboratory is closely related to the material covered in class (three lectures and one three-hour lab each week). Students registering for this course must have a strong math background (be calculus ready) and should have at least one year of high school chemistry.

General Education Requirements for BS

To complete your schedule, select courses from the College General Education requirements. You will register for two additional courses; however, you should select at least five courses to provide alternatives. There are no specific General Education courses required in the first semester; choose your two additional courses from among the following requirements:

Required Proficiencies:

Writing Proficiency—Basic writing proficiency is required of all students. Any course with a W suffix may be used to satisfy this requirement. See

pages 38–41 for a full explanation and choice of courses. The advanced writing proficiency is satisfied within the major course of study.

Foreign Language Proficiency—A full year of Arabic, Chinese, French, German, Italian, or Spanish at an appropriate level. You must begin a foreign language in the fall semester (preferably during your first year or sophomore year). See pages 38 and 47–48 for a full explanation of your choices.

Designated Courses:

Please review the following requirements and refer to pages 44–45 for descriptions of courses available to first year students in the fall semester. Note that not all courses included in the outline are available in the fall.

- 1 English Literature course (see pp. 46–47)
- 2 Mathematics courses typically in the sophomore year—MATH 115–116 (MATH 131–132 or 133 may be considered for the first year.)
- 1 Philosophy course—PHIL 110 (pp. 51–52)
- 2 Religious Studies courses:
 - RLST 101 in first year (p. 53)
 - RLST 200-level course in sophomore year
- 1 Fine Arts or Communication course from the following choices:
 - Art 141, 241, 242, or any intro studio course (p. 44)
 - Communication 103, 210 (p. 45)
 - Dance 240, 241 (pp. 45–46)
 - Music 181, 241, 242, 275 (p. 51)
 - Theatre 135, 205, 265 (p. 45)
- 4 courses chosen from at least 2 of the following disciplines, including 2 courses chosen from the same discipline:
 - Anthropology 141, 253, 254 (p. 44)
 - Economics 151, 251, 252 (pp. 44)
 - History any 100- or 200-level course (p. 49)
 - Humanistic Studies 103, 197, 203, 212, 292 (p. 49)
 - Intercultural Studies 201 (p. 49)
 - Political Science 151, 152, 160 (p. 52)
 - Psychology 156 (p. 52)
 - Social Work 235 (p. 53)
 - Sociology 153, 203, 257 (pp. 53–54)
 - Women's Studies 207

Note: The College General Education requirements on the previous pages apply to the BS degree in biology. If you are pursuing a BA degree, you will take the science requirements on page 25, but select General Education courses from the College requirements listed on page 11.



Bachelor of Science Degree or Bachelor of Arts Degree in Chemistry/Biochemistry

The following courses are required of all chemistry major intents including those interested in the biochemistry concentration. If you are undecided but think that you may want to major in chemistry, including the biochemistry concentration, you must register for these courses for the first semester. Due to the sequential nature of the chemistry curriculum, it is necessary to take these prerequisites in the first year.

CHEM 121: Principles of Chemistry I (4 hours)

This course comprises topics that form the foundation for a broad range of chemistry concepts that will be found in later chemistry courses, as well as in courses in other disciplines such as biology, psychology, nursing, or majors interested in careers in the health sciences (medicine, pharmacy, dentistry). The topics presented are designed to meet the General Education requirement goals for development of quantitative and analytical thinking, as well. They include, among others, atomic and molecular structure, chemical bonding, stoichiometry, gases, etc. The laboratory is closely related to the material covered in class (three lectures and one three-hour lab each week). Students registering for this course must have a strong math background (be calculus ready) and should have at least one year of high school chemistry.

MATH 131: Calculus I (4 hours)—Algebraic and transcendental functions; limits; continuity; derivatives; maxima and minima; concavity; related rates; Mean Value Theorem; anti-differentiation; Riemann sums; the Fundamental Theorem of Calculus. The course is based on graphical, numerical, and symbolic points of view. Graphics calculators are used throughout the course. Students registering for this course should have four or five years of high school math and SAT scores over 1050 but should not have taken a full year of advanced placement calculus. **Section 71523 is reserved for Professor Jehring's advisees.**

If you plan to go to medical school or are considering a major in biology, you should consider taking Biology 153.

BIO 153: Foundations of Biology I (4 hours)—A study of the major concepts of biology with emphasis on cellular structure and function, genetics, respiration, molecular biology, and animal anatomy and cellular physiology. Discussions will engage students in current topics such as stem cell research, DNA and forensics, ethical considerations in human genetic disease, and the use of animals in research. (Three hours lecture and one three-hour laboratory.) **Lab sections 72117, 72118, and 72121 are reserved for Professors Dombkowski's, Kimmel's, and Watt's advisees.**

The departments of Biology, Chemistry/Physics, and Mathematics will review requests for these courses to ensure appropriate placement based on high school background.

General Education Requirements for BS

Students interested in majoring in one of the sciences should take their modern language courses (see below) in their first year, as scheduling these courses becomes more difficult in following years. A writing course (see below) is also recommended if space permits.

Required Proficiencies:

Writing Proficiency—Basic writing proficiency is required of all students. Any course with a W suffix may be used to satisfy this requirement. See pages 38–41 for a full explanation and choice of courses. The advanced writing proficiency is satisfied within the major course of study.

Foreign Language Proficiency—A full year of Arabic, Chinese, French, German, Italian, or Spanish at an appropriate level. You must begin a foreign language in the fall semester (preferably during your first year or sophomore year). See pages 38 and 47–48 for a full explanation of your choices.

Designated Courses:

Please review the following requirements and refer to pages 44–54 for descriptions of courses available to first year students in the fall semester. Note that not all courses included in the outline are available in the fall.

- 1 English Literature course (see pp. 46–47)
- 1 Philosophy course—PHIL 110 (pp. 51–52)
- 2 Religious Studies courses:
 - RLST 101 in first year (p. 53)
 - RLST 200-level course in sophomore year
- 2 courses in Social Science or Humanities:
 - Anthropology 141, 253, 254 (p. 44)
 - Art 141, 241, 242, or any intro studio course (p. 44)
 - Communication 103, 210 (p. 45)
 - Dance 240, 241 (pp. 45–46)
 - Economics 151, 251, 252 (p. 44)
 - English Literature (pp. 46–47)
 - History 100- or 200-level course (p. 49)
 - Humanistic Studies 103, 197, 212, 292 (p. 49)
 - Intercultural Studies 201 (p. 49)
 - Music 181, 241, 242, 275 (p. 51)
 - Philosophy course above 110 level
 - Political Science 151, 152, 160 (p. 52)
 - Psychology 156 (p. 52)

Social Work 235 (p. 53)
Sociology 153, 203, 257 (pp. 53–54)
Theatre 135, 205, 265 (p. 45)
Women's Studies 207

IMPORTANT: No more than two courses in any one discipline may be used to satisfy Designated Course requirements.

If you are pursuing a BA degree, you will take the science requirements on page 27. Select General Education courses from the College requirements listed on page 11.





Bachelor of Arts Degree or Bachelor of Science Degree in Computational Mathematics, Mathematics, or Statistics and Actuarial Mathematics

One of the mathematics courses listed below is required in the first semester of all mathematics major intents in both the Bachelor of Arts and Bachelor of Science programs.

Students who took a full year of advanced placement calculus in high school should register for MATH 133. Students who took four or five years of high school math but have not taken a full year of advanced placement calculus should register for MATH 131. Placement will be reviewed by the mathematics department and may be adjusted. CPSC 207 in the second semester is also recommended.

MATH 131: Calculus I (4 hours)—Algebraic and transcendental functions; limits; continuity; derivatives; maxima and minima; concavity; related rates; Mean Value Theorem; anti-differentiation; Riemann sums; the Fundamental Theorem of Calculus. The course is based on graphical, numerical, and symbolic points of view. Graphical calculators are used throughout the course. Students registering for this course should have four or five years of high school math and SAT scores over 1050 but should not have taken a full year of advanced placement calculus. **Section 71523 is reserved for Professor Jehring's advisees.**

OR

MATH 133: Theory and Application of Calculus (4 hours)—This course is designed for students who have completed a full year of calculus in high school at the AP or equivalent level and have mastered the mechanics of differentiation and integration. The basic concepts of calculus, including limits, derivatives, integrals, sequences, and series, will be explored in depth. The emphasis of the course is on understanding the theory of calculus and constructing mathematical models. It is followed by MATH 225: Foundations of Higher Math or MATH 231: Calculus III.

CPSC 207: Computer Programming (3 hours)—This course explores program development and design with objects. The emphasis is on designing, writing, and correcting programs. Topics include the internal organization of the computer, procedures and functions, elementary data structures, and techniques of problem solving. No previous experience with computers is required. The course involves two lectures and two lab hours per week. This course also satisfies the BBA computer requirement. It does not satisfy the College General Education requirement in mathematics but is a prerequisite for higher level computer courses. First year students normally register for CPSC 207 second semester. MIS majors must take CPSC 207 second semester.

General Education Requirements

To complete your schedule, select courses from the College General Education requirements. You will register for four additional courses; however, you should select at least six courses to provide alternatives. There are no specific General Education courses required in the first semester; choose your four additional courses from the General Education requirements listed on page 11.



Bachelor of Science Degree in Nursing

The courses listed below are required of all nursing major intents. If you are considering a nursing major, you should enroll in these courses for the first semester.

It is difficult to complete a nursing program in four years without taking these prerequisites in the first year.

BIO 153: Foundations of Biology I (4 hours)

A study of the major concepts of biology with emphasis on cellular structure and function, genetics, respiration, molecular biology, and animal anatomy and cellular physiology. Discussions will engage students in current topics such as stem cell research, DNA and forensics, ethical considerations in human genetic disease, and the use of animals in research. (Three hours lecture and one three-hour laboratory.)

Lab sections 72117, 72118, and 72121 are reserved for Professors Dombkowski's, Kimmel's, and Watt's advisees.

NURS 110: Introduction to Professional Nursing (2 hours)

Nursing 110 will critically examine the meaning of health and wellness from diverse perspectives including race, culture, religion, gender, age and socioeconomic status. Governmental policy and resources for healthcare will be examined as they contribute to the concept of health of the public and the individual's use of available resources to maintain health. As student understanding of "health" expands, the course will examine the roles and responsibilities of the professional nurse as they relate to nursing, health promotion and social justice. Scholarly inquiry, critical thinking, evidence based practice and ethical decision making will be introduced as foundational components necessary for professional nursing practice. **Sections 72142, 72143, and 72145 are reserved for Professors Kendle's, Peacock-Johnson's, and Wcisel's advisees.**

If you are undecided about your major but are considering either a nursing or science major (chemistry or biology), and if you have a strong background in chemistry and math, we advise you to enroll in the courses required for the biology or chemistry program in addition to NURS 110 for your first semester. See page 25 or page 27 for course descriptions.

General Education Requirements for BS

To complete your schedule, select courses from the College requirements. You will register for three or four additional courses; however, you should select at least five courses to provide alternatives.

There are no specific General Education courses required in the first semester; choose your additional courses from among the following requirements:

Required Proficiencies:

Writing Proficiency—Basic writing proficiency is required of all students. Any course with a W suffix may be used to satisfy this requirement. See pages 38–41 for a full explanation and choice of courses. The advanced writing proficiency is satisfied within the major course of study.

Foreign Language Proficiency—A full year of Arabic, Chinese, French, German, Italian, or Spanish at an appropriate level. Foreign language should be taken in the first year. See pages 38 and 47–48 for a full explanation of your choices.

Designated Courses:

Please review the following requirements and refer to pages 44–54 for descriptions of courses available to first year students in the fall semester. Note that not all courses included in the outline are available in the fall.

- 1 English Literature course (see pp. 46–47)
- 1 History course—any 100- or 200-level course (p. 49)
- 1 Philosophy course—PHIL 110 (pp. 51–52)
- 2 Mathematics courses (if math recommendation is MATH 100 or MATH 102, you should take math in the fall semester)
MATH 104 or higher (p. 50)
MATH 114 in sophomore year
- 2 Religious Studies courses:
RLST 101 in first year (p. 53)
RLST 200-level course in sophomore year
- 2 additional courses, of your choice, from the following:
Art 141, 241, 242, or any introductory studio course (p. 44)
Communication 103, 210 (p. 45)
Dance 240, 241 (pp. 45–46)
English Literature (pp. 46–47)
History (p. 49)
Humanistic Studies 103, 197, 212, 292 (p. 49)
Intercultural Studies 201 (p. 49)
Music 181, 241, 242, 275 (p. 51)
Philosophy course above 110 level
Theatre 135, 205, 265 (p. 45)
Women's Studies 207
- 2 courses in the Social Sciences:
Psychology 156 (p. 52)
Sociology 203 (taken sophomore year)



IMPORTANT: No more than two courses from any individual discipline may be used to satisfy Designated Course requirements.

ADMISSION TO THE NURSING MAJOR

In order to be officially accepted into the nursing major at the end of sophomore year, a student must maintain a 2.5 cumulative grade point average and a 2.75 cumulative grade point average in the science and nursing prerequisites. In order to maintain the quality of the nursing program and provide the necessary clinical experiences for each nursing student, the size of the class or cohort admitted to the major is limited to 40 students. In the event that there are more than 40 qualified students, then the students will be admitted based on who has earned the highest science and pre-requisite GPA.

Dual Degree in Engineering Program

BA or BS degree with a major at Saint Mary's College

BS degree with an engineering major at the University of Notre Dame

Saint Mary's College and the University of Notre Dame offer a five-year dual degree program, leading to a bachelor's degree from Saint Mary's at the end of the fourth year, and a second bachelor's degree from Notre Dame in one of the engineering programs at the end of the fifth year.

Saint Mary's students who participate in the Dual Degree in Engineering Program work with a pre-engineering advisor. They take pre-engineering

courses at Saint Mary's and engineering courses at Notre Dame in addition to the courses required to satisfy degree requirements of a major at Saint Mary's College. At the end of her fourth year the student applies for transfer to the College of Engineering at Notre Dame. Notre Dame courses are used as electives to satisfy Saint Mary's degree requirements, and Saint Mary's courses are used as electives to satisfy Notre Dame's degree requirements. Some of the related options include: a chemistry major at Saint Mary's and a chemical engineering major at Notre Dame or a mathematics major at Saint Mary's combined with a computer science engineering or electrical engineering major at Notre Dame.

A Saint Mary's student must have completed at least 96 semester hours with a minimum of a 2.8 GPA in technical courses to be recommended for acceptance at Notre Dame at the end of her fourth year. This strenuous program will demand the best effort of well-prepared and well-motivated students. Successful completion will require consultation each semester with the program advisors and careful scheduling of courses on both campuses.

To be eligible for the five-year program a student must be calculus-ready. The following courses are required in the first semester of the first year:

MATH 131: Calculus I (4 hours) or higher—See page 50 for course description.

CHEM 121: Principles of Chemistry I (4 hours)—See page 25.

Foreign language course (4 hours)—See pages 47–48.

Writing proficiency course (4 hours)—See pages 39–40.
(preferably in English literature or philosophy)



PROFICIENCIES

Proficiencies



Foreign Language Proficiency

All bachelor degree programs require the successful completion of a full year of foreign language study: two sequential courses at the appropriate level, as determined by prior language study and the student's results on the online language placement exam:

Introductory Level—For students with no high school units in the language. College credit will not be granted for this level if a student studied the language in high school.

Arabic	MLAR 101–102
Chinese	MLCH 101–102
French	MLFR 101–102
German	MLGR 101–102
Italian	MLIT 101–102
Spanish	MLSP 101–102

Elementary Level—For students who are continuing a language studied in high school in French or Spanish and who need basic review of the structures and vocabulary of the language. Placement at the Elementary level will be determined by the Department of Modern Languages based on placement test results for the incoming first-year class. Students earning a score below 45 may enroll at the Elementary level. Students will not be allowed to enroll in MLFR 105 or MLSP 105 until they have taken the online placement exam.

French	MLFR	105–106
Spanish	MLSP	105–106

Intermediate Level—For students who are continuing a language studied in high school and who demonstrate sufficient language competence to pursue more rigorous study of the language, with an emphasis on written and oral expression. Placement at the Intermediate level will be determined by the Department of Modern Languages based on placement test results for the incoming first-year class. Students earning a score of 45 or higher must enroll at the Intermediate level. Students will not be allowed to enroll in any intermediate-level sequence until they have taken the online placement exam..

French	MLFR	111–112
German	MLGR	111–112
Italian	MLIT	111 and MLIT 210
Spanish	MLSP	111–112
	MLSP	113–114
	MLSP	115–116

Placement and credit:

Through its requirement in modern languages, the College seeks to develop foreign language proficiency in all students. Therefore, the Department of Modern Languages strongly recommends that first year students enroll in the Elementary or Intermediate level of the language

previously studied in high school. As noted above, placement will be determined by the scores on the Northwestern University Online Placement Test and the recommendations of Modern Languages and First Year Studies. The placement exam provides a clearer picture of a student's ability in the language she studied in high school, which, in turn, allows for better advising as the student selects her courses for her fall semester schedule and decides whether to continue with the language she studied in high school or to begin the study of a new language. For this reason the Department of Modern Languages encourages all entering students to take the placement exam in the language studied in high school prior to selecting her courses for her fall schedule. Students electing to study a foreign language course at the 105 level and above must complete the online placement test before they will be allowed to enroll.

Eight credits in modern languages are awarded upon completion of the requirement. Students who complete the requirement at the intermediate level of their foreign language (111–112, 113–114, or 115–116) will receive an additional four semester hours of elective credit.

Recommendations

1. Students are strongly encouraged to continue study of their high school language to complete the foreign language proficiency requirement of the College.
2. A student starting a new language should complete the proficiency requirement before her junior year.
3. A student who takes the Elementary sequence of a language may continue into the Intermediate level of the same language for credit. A student who takes the Introductory level and wishes to continue study of that language normally enrolls in the Intermediate level. A maximum of 16 hours of credit may be earned at the 100-level i.e., combination of Introductory, Elementary and Intermediate) of any single language.
4. A student wishing to major in French, Italian, or Spanish with no prior study of that language must enroll in the Introductory level in their first year.
5. Students may be exempt from the foreign language requirement by examination. Refer to pages 66–68.

Writing Proficiency Requirement

What is the requirement?

As a Saint Mary's student, you'll work towards proficiency in writing throughout college. From your first year through your major, the W Program will help you prepare for a life of writing beyond Saint Mary's. Your efforts will be more focused, however, at two stages of your career:

shortly after your arrival on campus, and as you progress in your major before graduation.

Basic W: This writing requirement, which can be satisfied in many General Education courses, is meant to provide a foundation for your written work at Saint Mary's. In order to earn the Basic W, you'll need to be able to advance a logical thesis, organize your thoughts clearly, and develop your ideas effectively. You'll also need to follow standard rules of grammar, syntax, punctuation, and documentation.

Advanced W: This requirement, which is satisfied within your major course of study, usually during your junior and senior years, is meant to help you refine your skills as a writer, particularly by learning to write well within a particular discipline.

Which Basic W course should I choose?

A number of courses throughout the College, known as W courses, are designed to help you strengthen your writing. As you'll see from looking over the following pages, these courses represent various disciplines. Each course introduces you to the subject matter of a particular field (philosophy or intercultural studies, for instance; tandem courses explore the connections between two fields, like sociology and literature) as well as to the craft of writing. Many students find it helpful to take a W course in a field they find especially engaging; they find they enjoy writing, and make more progress in their writing, when the topic of the course is one they especially want to explore. All W courses give you General Education curriculum credit in the subject; for example, in COMM 103W, you complete a General Education requirement, and you also have the opportunity to earn the Basic W.

How do I earn my Basic W?

Near the end of your W course, you'll gather all your written work from the course into a portfolio. During finals week, outside readers—experienced readers and writers in the faculty or administration—will evaluate students' portfolios, focusing on the essays each student has chosen as her best. Each outside reader then works with the student's instructor to decide whether the student has developed the skills required for successful college work, or whether she needs another W course to reach that goal. Once you earn the W, the achievement will be marked on your transcript. There's no record on your transcript if you take a W course but don't earn the W.

Writing Proficiency Courses for Fall 2011

COMM 103W (4 hours)

An introduction to the study of communication. Emphasis is given to the areas of public speaking, small group, and interpersonal communication. This course may be used to satisfy a General Education requirement

and gives students an opportunity to earn the basic W. **This course is reserved for Professor Baxter's advisees.**

ENLT 109W (4 hours)

These one-semester courses, each taking a different approach to literature, offer a variety of literary selections and satisfy the literature requirement. Students may also fulfill their writing proficiency requirement in this class. For more detailed descriptions of the sections of 109W offered this fall, please refer to pages 46–47.

HIST 103W (4 hours)

A study of human civilization from its origins to about 1500 A.D. The story of the human spirit arising from the primitive environs of the earliest societies to develop the ideas, institutions and tools that assured all humanity a meaningful existence will be told. The trials and triumphs of humanity everywhere will be highlighted through detailed discussions and audiovisual presentations about the great civilizations of the past. While lectures and discussions will be within a chronological framework, emphasis will be on the rise and fulfillment of cultures and the people who created them. This course may be used to satisfy a General Education requirement and gives students an opportunity to earn the Basic W.

ICS 201W (4 hours)

This course is an introduction to Intercultural Studies through an examination of 1) the relationship between culture and identity, 2) patterns of behavior and attitudes engendered by intercultural contact, 3) stages of intercultural awareness, and 4) expressions of identity. The course emphasizes the necessity of intercultural skills in the pluralistic society of the United States in the 21st century. It also fosters an understanding of different perspectives through the study of texts that voice the viewpoints and histories of various identity groups within the United States. ICS 201W satisfies a General Education requirement and gives students an opportunity to earn the Basic W.

PHIL 110W (4 hours)

We live in a world that can dazzle us with beauty but also threaten us with chaos. Even the most orderly of lives can unexpectedly veer out of control, and the most rational of activities take on aspects of madness. How are we to make our way in such a world? Is there some underlying pattern in the mad whirl? Can we find meaning in the mayhem? Questions concerning life's meaning and purpose lie at the heart of all serious philosophical inquiry. In this course we will explore the possibilities for meaning offered by the conceptual frameworks of western philosophy. Whether we are wrestling with Socrates' response to the collapse of Athenian democracy or Descartes' response to the collapse of the medieval worldview, our concern throughout will be to articulate our own responses to the questions that matter most.

POSC 151W

(4 hours)

This course is designed to introduce students to some of the fundamental questions and issues of politics. We will begin by asking what questions should be considered “political,” and why they should be thought of as political questions. As we examine some of those questions, we will also explore some of the answers that careful thinkers in the course of history have proposed for them, and give careful thought to the answers that we ourselves might give.

Though we will devote considerable time and energy to fundamental political questions, we will not spend the entire semester in theorizing. Politics is a practical science, and the provisional answers that we give to the questions we will be considering have real-world implications. Accordingly, we will also consider some of the ways in which answers to these questions are translated into such areas of concern as political behavior, particular types of political systems, relationships among countries, etc.

Special Opportunities in the Curriculum: Tandem W Courses

Saint Mary’s offers first-year students the opportunity to fulfill two General Education requirements simultaneously in specially designed units called tandem courses. All students in a tandem will enroll in both courses. The classes meet during a fourth W hour, usually dedicated to developing writing skills, with both instructors in the tandem.

The course material is coordinated to help students compare and integrate ideas and approaches from different disciplines. Students have the opportunity to work on the writing proficiency requirement in both courses. (See page 39 for a full explanation of this requirement.) The courses are described in detail on the following pages.

Students who have taken tandems often describe the experience as satisfying and enjoyable, both personally and intellectually:

“The knowledge I gained from my psychology class gave me a greater and a surprisingly deeper insight into the characters and their motivation in the books we analyzed for the literature class, and it was a lot of fun!”

“The tandem is a once-in-a-lifetime chance. It’s an opportunity to apply what you learn, to question and think critically, and to get to know your tandem-mates well. The most interesting course you’ll ever take, with a broad base for your other courses to build on later (English, philosophy, psychology, etc.).”

“The tandem is a wonderful introduction to college academic life. The professors pose questions and the students attempt to come up with answers. The small class and informal atmosphere allow for open discussion and close interaction between fellow classmates and the professors.”

Tandems offered Fall semester 2011

Becoming American

ENLT 106W—Language and Literature

(3.5 hours)

HIST 201W—United States History to 1865

(3.5 hours)

A British officer serving under “Gentleman” Johnny Burgoyne in the American Revolution remarked in his journal, after Burgoyne surrendered his entire army to a victorious collection of ragtag American farmers and militia, “It seemed that I was gazing upon a new race of men.” Indeed for the British it seemed as if the Americans had turned the world upside down, that a “new race” had arisen in the forests of the “New World.” Who were these new people, and what was (and is) an American? This course examines this question through the disciplines of history and literature. To gain a deeper understanding of the American character, we will be probing its cultural and intellectual roots in the time period between the first European settlements and the end of the most divisive conflict in American history, the Civil War. A close scrutiny of our past tells us a good deal about our present situation and perhaps even gives us a glimpse of our future.

HIST 201W explores the colonial experience (in both the Northern and Southern colonies), the tempestuous Revolutionary Era, the young republic, culture, Puritanism, the Great Awakening, the Constitution, Thomas Jefferson, Andrew Jackson, Manifest Destiny, and the Anti-Slavery Movement.

The tandem class ENLT 106W follows the same chronology and specifically focuses on Puritanism, Romanticism, Transcendentalism, and Gothic literature. Major authors include Benjamin Franklin, Charles Brockden Brown, James Fenimore Cooper, Nathaniel Hawthorne, Herman Melville, Henry David Thoreau, Frederick Douglass, Walt Whitman, and Harriet Jacobs.

Home and Away: Worldviews in Religion and Literature

ENLT 106W—Language and Literature

(3.5 hours)

RLST 101W—Introducing Religious Studies

(3.5 hours)

Home is where we start; it’s both a place and a set of beliefs about family, community, religion, and culture. Once we leave the place behind, what happens to those beliefs? As the world around us changes, most of us find that our perspectives change as well: we come to appreciate where we’ve been, but also to see the limitations of our past worldviews and to gain insight from the worldviews of others. Through the study of literature and world religions—Hinduism, Buddhism, Judaism, and Islam—we’ll encounter different belief systems and learn from the stories of others who leave their starting places and find new ways of seeing the world.

Students will read and analyze a variety of novels, short stories, poems, and plays that delve into the concepts of home and community, and they'll gain an understanding of important concepts in world religions.

This tandem is reserved for Professor Houck's advisees.

Exploring Cultural Identities

ENLT 106W—Language and Literature (3.5 hours)

SOC 153W—Sociological Imaginations (3.5 hours)

How do we see ourselves, and how are we perceived by others? What roles do race, class, gender, and sexuality play in the construction of our identities? How are our identities shaped by our families, communities, education, and work? How are we influenced by the larger social and political forces of the world that we live in? This course will explore these questions through the lenses of sociology and literature as students connect with other lives real and imagined. Through this interdisciplinary approach, students will be exposed to diverse perspectives and have the opportunity to reflect on and write about identities similar to and different from their own. **This tandem is reserved for Professor Wang's advisees.**

COURSE OFFERINGS

Course Offerings
and Descriptions



Some courses included in the degree requirements on pages 11–35 are not described on the following pages because either they are not offered in the fall or they are not available to first year students.

ANTHROPOLOGY

ANTH 141—Peoples of the World (3 hours)

This class is an introduction to anthropology, the study of cultures around the world. The course focuses on how, in everyday life, people meet their needs and create communities. We study how people in other cultures and our own adapt to their environment, create societies through family and community structures, make decisions and moderate conflict, express their creativity, mark the passage of time, and acknowledge the stages of life in rituals of birth, puberty, marriage, and death. Through reading descriptions of other cultures by anthropologists, life history, biography, essays, and fiction, we aim to understand the development of personal and cultural identity in particular societies, and in the student's own experience. Taught in both fall and spring semesters.

ANTH 253—Survey I: Culture and Language (3 hours)

This course is a survey of cultural and linguistic anthropology, two of the four subfields of the discipline of anthropology. In this class, we take a comparative approach to the study of world cultures with the goal of increasing our understanding of cultural patterns and enhancing our appreciation of cultural differences. Topics include: language; family, kinship, and marriage; ecology and economics; political organization; gender roles and socialization; religion and ritual; and culture change. Basic terms and concepts, methods of research, and analytic perspectives of anthropology are introduced. Taught in the fall semester.

ART

ART 241—Art History Survey I (3 hours)

A survey of the history of art from prehistoric times through the Gothic era. Analysis of works of art in historical contexts encourages visual literacy. Lectures with slides, museum field trips, selected readings, and discussion are featured.

The General Education requirement in Fine Art may also be fulfilled by any entry level studio course.

BIOLOGY

BIO 105—Cells to Self (4 hours)

Built on the themes: The Cell, Energy, Information, and Integration. We will explore the discoveries that led to major advances in our understanding of the processes involved in these themes and discuss some of the key individuals. Throughout the course we will address the relevance of these processes to life choices and/or current issues facing ourselves, our families and our communities. (Three hours lecture and one two-hour lab).

BUSINESS ADMINISTRATION AND ECONOMICS

ECON 251—Principles of Macroeconomics (3 hours)

Economic principles relating to the functioning of the aggregate economy, including the fundamentals of national income measurement and determination, money and banking, fiscal and monetary policies, and economic growth.

CHEMISTRY and PHYSICS

CHEM 101—Chemistry in Context (4 hours)

A survey course for students majoring in areas other than the natural sciences. Applications of fundamental chemical principles to selected inorganic, organic, and biological systems, with a particular emphasis on topics of interest to citizens in a technological society (three lectures and one two-hour lab each week).

PHYS 101—Intro Topics in Physics: Motion (course closed) (4 hours)

This introductory physics course will focus on contemporary applications of physics in the technological world of the twenty-first century. Physics 101 will explore the nature of current physics, its methods, philosophy, and its practice, through a study of motion. While ideas will be traced historically, most examples will be drawn from everyday experience and our modern world. The laboratory component of the course will allow students to explore some simple physical phenomena using methods of scientific inquiry (three lectures and one two-hour lab each week).

Students intending to major in chemistry, mathematics, or engineering should take Physics 221 after satisfying the necessary mathematics prerequisites. Students intending to major in biology should take Physics 217 after satisfying the necessary mathematics prerequisites.

COMMUNICATION STUDIES, DANCE, and THEATRE

COMMUNICATION STUDIES

COMM 103—Introduction to Communication (3 hours)

An introduction to the study of human communication. Emphasis is given to the areas of public speaking, small group, and interpersonal communication. This course may be used to satisfy a General Education requirement.

COMM 103W—Introduction to Communication (4 hours)

The content of this course is similar to that of COMM 103, with the added opportunity to earn the W. This course may be used to satisfy a General Education requirement. **This course is reserved for Professor Baxter's advisees.**

THEATRE

THTR 135—Introduction to Theatre (3 hours)

A broad and comprehensive view of theatre and how it communicates. Fulfills the fine arts requirements. Offered every semester.

THTR 205—Introduction to Acting (3 hours)

Exploration of the elements of realistic acting technique using games, improvisations, and exercises, culminating in two-character scenes later in the semester. Fulfills the fine arts requirement. Offered every semester.

DANCE

The Department of Communication Studies, Dance, and Theatre offers a 16-hour minor in dance. The minor prepares students for further involvement in the dance profession as artists, educators, researchers, leaders, and administrators. All students are encouraged to explore dance studies courses in physical technique, theory and appreciation, choreography and performance. To determine appropriate level placement you may speak with the dance faculty at the academic orientation activities.

DANC 144—Modern Dance: Beginning (2 hours)

An introduction to skills and movement concepts of modern dance. Designed for students with no previous movement training. This course does not fulfill a General Education requirement. May be repeated for one credit.

DANC 145—Ballet Technique: Beginning (2 hours)

An introduction to basic ballet technique and terminology. Designed for students with no previous movement training. This course does not fulfill a General Education requirement. May be repeated for one credit.

DANC 148—Jazz Technique: Beginning and Intermediate (2 hours)

A practical course in contemporary jazz technique, hip hop, and lyrical styles. This course does not fulfill a General Education requirement. May be repeated for one credit.

DANC 240—Introduction to Dance (3 hours)

A survey of dance as an art form presented in both lecture and studio format. This course includes a brief history of dance and dance theatre, a survey of dance in relation to other fine art forms, and a basic introduction to the creative choreographic process. Movement analysis, evaluation, and criticism will be explored through kinetic and literary exercises. The practical experience of this course is intended to develop the student's personal aesthetic and appreciation of dance. This course satisfies the fine arts General Education requirement.

DANC 242—Dance Composition/Improvisation I (3 hours)

An exploration of the creative choreographic process incorporating elements of composition. Improvisation will be used as a tool for forming ideas, developing movement vocabulary, and creative problem solving. The course culminates in an informal concert of studies and solo choreography. This course does not fulfill a General Education requirement.

DANC 243—Dance Ensemble Workshop (D.E.W.) (1 to 3 hours)

The ensemble functions as the student dance company in residence. D.E.W. presents a fully produced concert and offers other performance opportunities. The dancers meet regularly for technique classes, master classes and workshops and rehearsals with faculty and guest choreographers. Variable credit offered for performance and production. Performance students must be concurrently enrolled in a technique class. This course does not fulfill a General Education requirement. May be repeated for a maximum of nine credit hours. By audition and/or permission only.

DANC 244—Modern Dance: Intermediate (2 hours)

A course exploring various approaches to, and styles of, technique. Students are challenged to improve physical skills, increase vocabulary and develop strength in execution and expression. This course does not fulfill a General Education requirement. May be repeated for one credit.

DANC 245—Ballet Technique: Intermediate (2 hours)

A technique course with an emphasis on correct alignment and proper execution of barre and center exercises. This course does not fulfill a General Education requirement. May be repeated for one credit.

DANC 247—Pointe Technique: Beginning (1 hour)

Pointe technique beginning is for intermediate level students with no previous experience in pointe. Prerequisite: placement audition. Co-requisite: DANC 245 or 345. This course does not fulfill a General Education requirement. May be repeated.

DANC 248—Jazz Technique: Intermediate (2 hours)

Jazz technique at an intermediate level with emphasis on performance and styles. This course does not fulfill the General Education requirement. May be repeated for one credit.

DANC 344—Modern Dance Technique: Advanced (2 hours)

A more advanced technique course with an emphasis on technical execution and artistic expression. Retention, clarity, strength, and endurance will be challenged through complex patterns and combinations. This course does not fulfill a General Education requirement. May be repeated for one credit.

DANC 345—Ballet Technique: Advanced (2 hours)

A continuation of ballet technique with an emphasis on accuracy, style, intricate combinations, strength, endurance, and a more extensive vocabulary. This course does not fulfill a General Education requirement. May be repeated for one credit.

DANC 348—Jazz Technique: Advanced (2 hours)

A continuation of jazz technique providing a stimulating and rigorous application of both the traditional jazz dance vocabulary and contemporary styles. This course does not fulfill a General Education requirement. May be repeated for one credit.

ENGLISH

A variety of writing and literature courses is offered each semester, as described below.

Writing proficiency requirement: A student who wants to earn the W in English may choose to take one of the following courses: 106W, or 109W. General Education requirement in literature: The literature requirement may be fulfilled in 106W, 109W, or a 200-level (or above) course in English Literature. .

ENLT 106W—Language and Literature: Becoming American (3.5 hours)

A unit of the tandem Becoming American, taken in conjunction with HIST 201W. See “Special Opportunities in the Curriculum” (pages 40–41).

ENLT 106W—Language and Literature: Home and Away: Worldviews in Religion and Literature (3.5 hours)

A unit of the tandem Home and Away: Worldviews in Religion and Literature, taken in conjunction with RLST 101W. See “Special Opportunities in the Curriculum” (pages 40–41). **This tandem is reserved for Professor Houck’s advisees.**

ENLT 106W—Language and Literature: Exploring Cultural Identities (3.5 hours)

A unit of the tandem Exploring Cultural Identities, taken in conjunction with SOC 153W. See “Special Opportunities in the Curriculum” (pages 40–41). **This tandem is reserved for Professor Wang’s advisees.**

ENLT 109W—Language and Literature: Figuring Estrangement (4 hours)

One of the best ways of discovering who we are, it seems, is to examine who we are not. And one of the best ways to examine who we are not is through imagination. By writing about travel, cultural difference, and life changes of every sort, authors who expose their characters to new situations are exploring identity and values; they test their characters to see how they respond to what is strange or unfamiliar. That challenge sometimes breaks a character, but it can also lead to a more expansive idea of the self. We will explore this topic through poetry, fiction, drama, and film. Likely texts: Homer, *The Odyssey*; Swift, *Gulliver’s Travels*; Zadie Smith, *White Teeth*; Ibsen, *A Doll’s House*; the films “Bend it Like Beckham” and “My Son the Fanatic.”

ENLT 109W—Language and Literature: Words of Love (4 hours)

The study of literature as the shaping of language into forms (fiction, non-fiction, drama, and poetry) that “contain” encounter (erotic, cerebral, divine): unions and breakings, mappings and explorations, loss and discord, terror and hate), anger and pity, the uses and disuses of memory and imagination. We will study the ways in which we use words to represent ourselves with skill, beauty, and graciousness. We will study the ways in which writers, including ourselves, shape or have shaped the narrative of ourselves and a sense of place. We will pay particular attention to the ways in which writers and artists think about making and unmaking. We will practice various kinds of making and unmaking in our writing.

ENLT 109W—Language and Literature: Unleash the Characters
(4 hours)

Some characters are so realistic that they seem to leap off the page, the stage, or the screen. Their stories haunt readers years later. In this course, we will study the way authors craft these characters and their fictional communities. Works may include those by George Du Maurier, Salvador Plascencia, Thornton Wilder, Gabriel Garcia Marquez, and many others. Approximately half of the texts are available online. As this is a W course, students will write a series of essays analyzing how these works and characters are created. These writing assignments will then be used for the students' W portfolio.

ENLT 109W—Language and Literature: The Twisted Domestic
(4 hours)

This ain't your mother's kitchen! Here, you must use caution before eating a slice of the all-American apple pie the mother's baked; it may be deadly. This is the twisted domestic, a class that will explore settings common to women in the suburban household, but with unexpected—even scary or heartbreaking—variations in the themes. We will encounter horror, fairy tales, and the bizarre in novel, short story, and short-short genres, including authors from South Bend, Indiana, former Soviet Union, and Latin America. The twisted domestic explores the fragility and strength found in the home as well as the relationships between women, their children, and partners, and, at times, the lack thereof.

FOREIGN LANGUAGE

ARABIC

MLAR 101—Introductory Arabic (4 hours)

An introduction to the Arabic language. The focus is on language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Arabic and Islamic culture/s. College credit will not be given if units in Arabic have been earned in high school. Continues second semester as MLAR 102.

CHINESE

MLCH 101—Beginning Mandarin Chinese (4 hours)

An introduction to Mandarin. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Chinese culture. College credit will not be given if units in Chinese have been earned in high school. Continues second semester as MLCH 102.

FRENCH

MLFR 101—Introductory French (4 hours)

An introduction to the French language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to French and Francophone culture/s. College credit will not be given if units in French have been earned in high school. Continues second semester as MLFR 102.

MLFR 105—Elementary French (4 hours)

Designed to develop an elementary proficiency in French for students with a limited prior knowledge of the language. The focus is on developing increased proficiency in all four skills: speaking, listening, reading, and writing. The sequence also emphasizes French and Francophone culture/s. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of less than 45 may enroll in the Elementary sequence. Students must complete the placement exam in order to be able to enroll in the course. Continues second semester as MLFR 106.

MLFR 111—Intermediate French (4 hours)

Designed to develop an intermediate-level proficiency in French focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on French and Francophone culture/s. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 45 or above must enroll in the Intermediate sequence. Students must complete the placement exam in order to be able to enroll in the course. Continues second semester as MLFR 112.

GERMAN

MLGR 101—Introductory German (4 hours)

An introduction to the German language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Germanic culture/s. College credit will not be given if units in German have been earned in high school. Continues second semester as MLGR 102.

MLGR 111—Intermediate German (4 hours)

Designed to develop an intermediate-level proficiency in German focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Germanic culture/s. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 45 or above must enroll in the Intermediate sequence. Students must complete the

placement exam in order to be able to enroll in the course. Continues second semester as MLGR 112.

ITALIAN

MLIT 101—Introductory Italian (4 hours)

An introduction to the Italian language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Italian culture. College credit will not be given if units in Italian have been earned in high school. Continues second semester as MLIT 102. Strongly recommended for prospective students of the Saint Mary's College Rome Program.

MLIT 103—Italian Conversation and Reading (1 hour)

Designed to develop simple Italian everyday conversation and to enhance the students' exposure to Italian culture. Taken concurrently with MLIT 101. Strongly recommended for students intending to study on the Rome Program; students planning to apply to the Rome Program will be given priority in registration for the course. Continues second semester as MLIT 104.

MLIT 111—Intermediate Italian (4 hours)

Designed to develop an intermediate-level proficiency in Italian focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Italian culture. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 45 or above must enroll in the Intermediate sequence. Continues second semester as MLIT 210.

MLIT 123—Intermediate Italian Conversation (1 hour)

Designed to enhance speaking and reading skills for Intermediate-level students planning to participate in the Rome Program for the second semester. Recommended, but not required, for students intending to study on the Rome Program. Taken concurrently with MLIT 111.

SPANISH

MLSP 101—Introductory Spanish (4 hours)

An introduction to the Spanish language. The focus is on developing increased proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Hispanic cultures. College credit will not be given if units in Spanish have been earned in high school. Continues second semester as MLSP 102.

MLSP 105—Elementary Spanish (4 hours)

Designed to develop an elementary proficiency in Spanish for students with a limited prior knowledge of the language. The focus is on developing increased proficiency in all four skills: speaking, listening, reading, and writing. The sequence also emphasizes Hispanic cultures. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of less than 45 may enroll in the Elementary sequence. Students must complete the placement exam in order to be able to enroll in the course. Continues second semester as MLSP 106. **Section 71561 is reserved for Professor Zachman's advisees.**

MLSP 111—Intermediate Spanish (4 hours)

Designed to develop an intermediate-level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Hispanic cultures. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 45 or above must enroll in the Intermediate sequence. Students must complete the placement exam in order to be able to enroll in the course. Continues second semester as MLSP 112.

MLSP 113—Intermediate Spanish for the Professions (4 hours)

Designed to develop an intermediate level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing. The sequence is designed to develop communication skills and vocabulary within a variety of professional fields. The sequence also explores Hispanic cultures and how they compare to the cultures of the United States. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 45 or above may enroll in the Intermediate sequence. Students must complete the placement exam in order to be able to enroll in the course. Continues second semester as MLSP 114.

MLSP 115—Intermediate Spanish for Heritage Speakers (4 hours)

Designed to develop an intermediate-level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing, but with increased attention given to reading, writing, and grammar, as appropriate to heritage speakers. Emphasis is also placed on Hispanic cultures. Only students who speak Spanish in the home and who receive the recommended placement exam score may enroll in this sequence. Students must complete the placement exam in order to be able to enroll in the course. A score of 32 or above on the Northwestern University Online Placement Exam is recommended. Continues second semester as MLSP 116.

HISTORY

HIST 103—World Civilization I (3 hours)

This course involves a study of world civilizations from their earliest beginnings to the early modern era. While the rise and fall of political institutions will be outlined, emphasis will be on the cultural achievements of societies in the fields of religion, philosophy, sciences, economics, literature, and the arts in different eras. Being a broad introduction to world civilizations, this course will serve as a springboard for further studies in the humanities, social sciences, and the arts. This course satisfies the General Education requirement in history.

HIST 103W—World Civilization I (4 hours)

The content of this course is similar to that of HIST 103, with the added opportunity to earn the W. This course may be used to satisfy a General Education requirement.

History 104—World Civilization II (3 hours)

A study of the modern world from about 1500 A.D. to the present. The great civilizations of Europe, America, Asia, and Africa will be discussed with detailed descriptions and audio-visual presentations on the vast empires under which they thrived and the energetic leaders who created them. While lectures and discussions will be within a historical and chronological framework, emphasis will be on the new developments in philosophy, religion, politics, art, literature, ethics, society, and science and technology—all of which resulted in the creation of the world we live in today. This course satisfies the General Education requirement in history.

HIST 201—United States History to 1865 (3 hours)

Political, social, and economic development of the United States from the colonial period through the Civil War.

HIST 201W—United States History to 1865: Becoming American (3.5 hours)

A unit of the tandem Becoming American, taken in conjunction with ENLT 106W. See “Special Opportunities in the Curriculum” (pages 40–41). This course satisfies a General Education requirement.

HUMANISTIC STUDIES

HUST 103—Lives and Times (3 hours)

This course features lively classroom discussion and introduces you to a wide range of fascinating people throughout time, whether powerful or downtrodden, famous or obscure, free spirits or homebodies. To see what makes these people tick, we will read a variety of works that take us

to the very core of their being—real-life stories that include biographies, diaries, autobiographies, and memoirs. We try to answer the sorts of questions that we all have to ask ourselves: What makes a good life? How does my ethnicity, gender, geographic locale, or historical setting make me who I am? What do I owe my parents? What place does spirituality have in my life? How do I balance the need to be my own person with the need to belong to the group? This course satisfies a General Education requirement. **Section 71496 is reserved for Professor Ambrose's advisees.**

HUST 212—High Society (3 hours)

Study 1,000 years of English history as high society lived it. This course presents a social and cultural history of aristocracy and monarchy, from King Arthur to Princess Diana. We examine how and why the power, values, and leisure activities of this leisure class have changed over the centuries. This is a discussion course, supplemented by occasional lectures, role-playing and digital media. We will read a variety of works: an architectural history, a novel, and a book of etiquette, among others. Topics include: the English country house, chivalry, the aristocratic lady, and political power. This course satisfies a general education requirement.

INTERCULTURAL STUDIES

ICS 201—Introduction to Intercultural Studies (3 hours)

This course is an introduction to Intercultural Studies through an examination of 1) the relationship between culture and identity, 2) patterns of behavior and attitudes engendered by intercultural contact, 3) stages of intercultural awareness, and 4) expressions of identity. The course emphasizes the necessity of intercultural skills in the pluralistic society of the United States in the 21st century. It also fosters an understanding of different perspectives through the study of texts that voice the viewpoints and histories of various identity groups within the United States. We may also examine a few examples of intercultural conflict outside the United States. This course satisfies a General Education requirement.

ICS 201W—Introduction to Intercultural Studies (4 hours)

The content of this course is similar to that of ICS 201, with the added opportunity to earn the W. This course may be used to satisfy a General Education requirement.

MATHEMATICS

If you wish to select a mathematics course for the first semester, the following courses are offered. Suggestions for the appropriate course, according to high school background or aptitude, are given with each description. Mathematics faculty will make recommendations based on your background and course request.

Please note that students in MATH 118, MATH 302, and all math courses numbered lower than 115 will be required to demonstrate proficiency in basic problem solving as a prerequisite for continuing in the course. This proficiency may be demonstrated by achieving a score of 80 percent or higher on the department's proficiency exam. The exam will be administered in these courses during the first week of class. Students unable to pass the proficiency exam will be given the opportunity to take MATH 100, a course to strengthen their problem solving skills. Students who are concerned about their problem solving skills may choose to take MATH 100 before taking a course which satisfies the General Education requirement in mathematics.

Those students wanting a challenging math program, but not a math major, may follow the same program that math majors follow in their first year. Students who took a full year of advanced placement calculus in high school should register for MATH 133. Students who took four or five years of high school math and have SAT scores over 1050 but have not taken a full year of advanced placement calculus should register for MATH 131. Placement will be reviewed by the mathematics department and may be adjusted. CPSC 207 in the second semester is also recommended.

MATH 100—Problem Solving Strategies in Mathematics (3 hours)

Intensive study of the problem solving process. Algebraic, patterning, modeling, and geometric strategies are explored. This course does not fulfill the General Education requirement in mathematics.

MATH 102—Liberal Arts Mathematics (3 hours)

Mathematical modeling through the use of graph theory. Topics include graphs, directed graphs, trees, matchings, and network flows. Suggested for students with a math SAT score of 480–520 or a math ACT score of 19–23. This course satisfies the General Education requirement in mathematics.

MATH 104—Finite Math (3 hours)

Set theory, counting techniques, probability, random variables, expected value, variance, standard deviation, and linear programming. Suggested for students with three or four years of high school math and a math SAT score of 530 or higher or a math ACT score of 24–26. This course satisfies the General Education requirement in mathematics.

MATH 105—Elements of Calculus (3 hours)

Introduction to differential and integral calculus with emphasis on applications. This course is designed primarily for liberal arts students and those in the professional programs. Suggested for those with four years of high school math and a math SAT score above 530 or a math ACT score above 25, if no calculus was taken. This is not a course for math majors, nor for students who took calculus in high school. This course satisfies the General Education requirement in mathematics and is offered only in the fall semester.

MATH 131—Calculus I (4 hours)

Algebraic and transcendental functions; limits; continuity; derivatives; maxima and minima; concavity; related rates; Mean Value Theorem; anti-differentiation; Riemann sums; the Fundamental Theorem of Calculus. The course is based on graphical, numerical, and symbolic points of view. Graphics calculators are used throughout the course. Students registering for this course should have four or five years of high school math and math SAT scores over 570 or a math ACT score over 26 but should not have taken a full year of advanced placement calculus. Offered fall semester only. This course satisfies the General Education requirement in mathematics. **Section 71523 is reserved for Professor Jehring's advisees.**

MATH 133—Theory and Application of Calculus (4 hours)

This course is designed for students who have completed a full year of calculus in high school at the AP or equivalent level and have mastered the mechanics of differentiation and integration. The basic concepts of calculus, including limits, derivatives, integrals, sequences, and series, will be explored in depth. The emphasis of the course is on understanding the theory of calculus and constructing mathematical models. It is followed by MATH 225: Foundations of Higher Math or MATH 231: Calculus III.

COMPUTER SCIENCE

CPSC 207—Computer Programming (3 hours)

This course explores program development and design with objects. The emphasis is on designing, writing, and correcting programs. Topics include the internal organization of the computer, procedures and functions, elementary data structures, and techniques of problem solving. No previous experience with computers is required. The course involves two lecture hours and two lab hours each week. This course also satisfies the BBA computer requirement. It does not satisfy the College General Education requirement in mathematics, but is a prerequisite for higher level computer courses. First year students normally register for CPSC 207 second semester. MIS majors must take CPSC 207 second semester.

MUSIC

MUS 181—Fundamentals of Music Theory I (3 hours)

For students with little or no previous training in music. A study of the organizational principles inherent in pitch and rhythm systems. Aural skills, keyboard applications, and the development of fluency in notation are stressed. Recordings and scores of a broad range of music literature will be utilized, including classical and contemporary concert music and popular music. The course thus provides the widest possible range of musical experiences for the general student. This course satisfies the fine arts requirement and is the first semester of the theory sequence for majors and minors.

MUS 241—Music Appreciation (3 hours)

Survey and study of forms and styles of music literature from early music to the twentieth century; listening is emphasized. This course satisfies the fine arts requirement.

MUS 242—American Popular Music (3 hours)

A study of popular musical forms in America from around 1840 to the present day, including popular song, blues, jazz, rock 'n' roll, and folk song. Approach is both from an historical viewpoint, placing this music in a broad cultural context, and an exploration of the aesthetic qualities of the various styles. Listening is emphasized. This course satisfies the fine arts requirement.

MUSIC ENSEMBLE

Students may enroll for ensemble courses that offer one hour of credit per semester. Auditions are required before acceptance into any of the ensembles. After you arrive on campus, sign up for an audition appointment in Moreau Hall, Room 313. If you are selected for one of the groups, you may add the course to your schedule at the Academic Affairs and First Year Studies office.

MUS 201—Collegiate Choir (1 hour)

A women's choir that performs primarily on campus. Goals include developing excellent individual and group tone quality, working toward clear and proper diction, and strengthening aural and music reading abilities. Performs quality women's repertoire, both sacred and secular, in 2–4 parts. Membership by audition only. Auditions will take place during August orientation through the first week of classes.

MUS 203—Women's Choir (1 hour)

The College's select women's ensemble. Performs music of all periods with an emphasis on new music. Regularly commissions and records new works. National concert tours every other year, and Carnegie Hall

appearances every four years. Regular performances with the South Bend Symphony Orchestra. Hosts the annual High School Women's Choir Festival. Membership by audition only. Auditions will take place during August orientation through the first week of classes. Auditions will take place during August orientation through the first week of classes.

MUSIC LESSONS

Any student who wishes to take private music lessons for credit may do so. Lessons are offered for voice, piano, and all brass, string, woodwind, and percussion instruments. Fees are \$240 per semester for a half-hour lesson a week (one semester hour of credit), and \$400 per semester for a 50-minute lesson a week (two semester hours of credit). Class lessons in guitar and piano are for beginning students.

ENSEMBLES

For information on additional ensembles at area colleges and universities, please call the music department at (574) 284-4632.

PHILOSOPHY

Philosophy will be central to your liberal arts education because it is the place for examining your basic beliefs, confronting the challenge of others' beliefs, and arriving at independent decisions about where you ultimately stand. In order to be a responsible and reflective person, you need to know the basis for the moral choices you make, what counts as knowledge, and what is most real. Philosophy is the activity of thinking through, mulling over, and preparing to act in response to these questions. It is an adventure of the mind and heart, a place to encounter new perspectives on the world and your place in it. Its only prerequisite is a willingness to be challenged by the ideas of others as you try to know yourself.

PHIL 110—Introduction to Philosophy (3 hours)

Readings and discussions designed to introduce the student to the major areas of philosophy based on the following questions: What is real? How do we know? What is the nature of the good? This course will also help students develop basic writing skills, critical thinking skills and analytic skills. This will be accomplished through a study of the writings of classical and contemporary thinkers. Ultimately students will combine all these resources as they reflect on their own worldviews. This course satisfies a General Education requirement. **Sections 71581 and 71582 are reserved for Professors Trey's and Zwart's advisees.**

PHIL 110W—Introduction to Philosophy (4 hours)

The content of this course is similar to that of PHIL 110, with the added opportunity to earn the W. This course may be used to satisfy a General Education requirement.

PHYSICAL EDUCATION

The Physical Education Department offers selected courses based on student needs and interests. These courses are offered throughout the day and week to satisfy a broad range of fitness interests. Fitness Challenge incorporates a combination of Zumba Dance, step aerobics, kick boxing, strength, cardio and more! Our very popular Spinning Class is an intense biking workout sure to get you in great shape! The addition of our Strength and Conditioning courses have been a great option for students focused on a solid conditioning program. The Strength and Conditioning course incorporates lifting and plyometrics into an intense conditioning workout. Our new SMC “x”treme will help with toning and overall fitness.

Physical Education classes and participation in intercollegiate athletics carry one-half semester hour of elective credit. One semester hour of credit may be applied to graduation.

The following courses are available each semester:

- PE 50 - Belles for Fitness
- PE 50 - Fitness Challenge
- PE 50 - Personal Fitness Instruction
- PE 50 - Pilates
- PE 50 - Spinning
- PE 50 - Strength/Conditioning
- PE 50 - Yoga
- PE 50 - SMC “x”treme

POLITICAL SCIENCE

POSC 151—Political Issues (3 hours)

This course is designed to introduce students to some of the fundamental questions and issues of politics. We will begin by asking what questions should be considered “political,” and why they should be thought of as political questions. As we examine some of those questions, we will also explore some of the answers that careful thinkers in the course of history have proposed for them, and give careful thought to the answers that we ourselves might give.

Though we will devote considerable time and energy to fundamental political questions, we will not spend the entire semester in theorizing. Politics is a practical science, and the provisional answers that we give to the questions we will be considering have real-world implications. Accordingly we will also consider some of the ways in which answers to these questions are translated into such areas of concern as political behavior, particular types of political systems, relationships among countries, etc. **Section 72064 is reserved for Professor Pierce’s advisees.**

POSC 151W—Political Issues (4 hours)

The content of this course is similar to that of POSC 151, with the added opportunity to earn the W. This course may be used to satisfy a General Education requirement.

POSC 152—American Politics (3 hours)

This course will serve as an introductory survey of the major principles, institutions, processes, functions, and behavioral patterns of the American political system. The ultimate purpose of this course is to help students develop broad, comprehensive knowledge about American politics and government and to serve as a pre-requisite for most political science courses. This course satisfies a General Education requirement in social science and is intended for political science majors.

PSYCHOLOGY

PSYC 156—Introduction to Psychology (3 hours)

An introductory survey of theories, topics, research methods, issues, and applications in psychology. Theories covered include those in the personality, learning, cognitive, physiological, sociocultural, and humanistic domains. Topics include brain-behavior relationships, social psychology, cognitive and developmental psychology, memory, abnormal psychology, and approaches to psychotherapy. This course satisfies a General Education requirement in social science.

RELIGIOUS STUDIES

Classes in the Department of Religious Studies offer students the opportunity to investigate the world of religious thought and practice. The first course (RLST 101), usually taken in the student’s first year, introduces the academic study of religion. All sections seek to stretch students’ imaginations beyond the familiar, to think about religious life and culture from new and unexpected angles. Students may choose from a range of subjects for their RLST 101 course, and students are encouraged to visit the RLST web site to explore the different options. Students choose a second course from among RLST 200-level courses, usually in their sophomore year. These courses channel the broadened understanding opened by the first course to specific themes, issues, and applications within the Christian tradition and, in particular, study the rich heritage of Catholic Christianity.

Thus within their General Education, students can expect to engage their own beliefs, initial reactions, and habits of mind regardless of whether or not they hold a particular religious affiliation. Students who are not Catholic or not Christian are at no academic disadvantage in relation to students in the class who are.

RLST 101—Introducing Religious Studies (3 hours)

This course introduces the student to the study of religion and to theological inquiry. Each faculty member approaches the first course drawing on his or her academic background, but all sections explore the meaning of religion in personal and cultural life. This course satisfies a General Education requirement in religious studies. More complete descriptions can be found on the department's web page.

RLST 101W—Introducing Religious Studies: Home and Away: Worldviews in Religion and Literature (3.5 hours)

A unit of the tandem Home and Away: Worldviews in Religion and Literature, taken in conjunction with ENLT 106W. See "Special Opportunities in the Curriculum" (pages 40–41). This course satisfies a General Education requirement in religious studies. **This tandem is reserved for Professor Houck's advisees.**

SOCIAL WORK

SW 202—Introduction to Social Work (3 hours)

An introduction to the profession of social work through an exploration of social work issues related to increasing the well-being of individuals, families, groups, communities, organizations, and society. Includes an examination of the history, principles, practices, research, and literature of social welfare and social work. Overview of the different fields in which social workers engage in leadership positions, including public policy analysis and planning, program administration, clinical/mental health social work (psychotherapy and counseling), medical social work, international social work, political social work, forensic social work, school social work, gerontological social work, and child welfare/family services social work. Interactive visits to social service agencies will assist students in understanding the procedures and policies of service delivery systems. This course does not fulfill a General Education requirement, but is a requirement for the social work major and an excellent course to introduce students to the surrounding Notre Dame/South Bend community. **Section 71242 is reserved for Professor Kominkiewicz's advisees.**

SW 235—Human Behavior and Social Environment I (3 hours)

This course introduces students to a unique way of thinking about human behavior and the social environment by teaching students how to examine the person in the environment through a biological, sociological, and psychological lens. The generalist social work theoretical framework will be used to explain the interactions of individuals, families, and groups within their environments. Gender, race, politics, education, learning styles, socioeconomic status, cultural heritage, spirituality, health and mental health, oppression, social

justice, and other diversity issues affecting human behavior and development are studied. Resources and obstacles in dealing with crises in the developmental life cycle from the prenatal period, infancy, and childhood, through adolescence, young adulthood, and older adulthood are examined. Topics such as sexuality, drugs, alcohol, marriage, pregnancy, child rearing, child abuse, divorce, criminal activity, school violence, intimate partner violence, sexual assault, eating disorders, depression, and grief are addressed. This course is excellent preparation for entry into any field and satisfies a General Education requirement in social science.

SOCIOLOGY

SOC 153—Sociological Imaginations (3 hours)

How do social forces like race, ethnicity, social class, gender, age, or religion impact your life? How can sociological research help you comprehend important public issues like inequality and poverty, education, or unemployment? Sociology is a valuable tool for understanding the social world around you. In this course a student will develop her "sociological imagination" in order to understand how personal problems and public issues are interconnected. Overall, students will gain an understanding of the basic social processes of the social world including social behavior, group dynamics, the role of culture, and the significance of social structures. This course satisfies a General Education requirement in social science.

SOC 153W—Sociological Imaginations: Exploring Cultural Identities (3.5 hours)

A unit of the tandem Exploring Cultural Identities, taken in conjunction with ENLT 106W. See "Special Opportunities in the Curriculum" (pages 40–41). This course satisfies a General Education Requirement. **This course is reserved for Professor Wang's advisees.**

SOC 204—Social Psychology (3 hours)

Who am I? Why am I here? Why do I make the choices that I do? Why do I act the way I do? These are questions that all people wonder at one time or another. Social psychologists explore such questions to better understand the social factors that make people both unique and similar to other people. In this course students will analyze relationship between individual behavior and larger social forces like social identity, impression management, or group behaviors that shape an individual's behaviors.

SOC 255 - Race, Ethnicity, and Identity in the US (3 hours)

Race and ethnic identity have played and continue to play an important role in shaping the nation's political policies, social relationships, and cultural beliefs. In this course students will consider how race and ethnicity are socially constructed, what is meant by racism and racial/ethnic identity, how laws like Affirmative Action or immigration policies impact specific racial and ethnic groups, and how race/ethnicity shapes one's experiences in various social institutions like school, work, family, and the legal system. Over the semester students will develop a sociological understanding of the structural and cultural barriers experienced by various racial and ethnic groups in the United States, and students will discuss social policies focused on achieving racial equity. The course satisfies the following: a General Education requirement in social science.

SOC 257—Sociology of Families (course closed) (3 hours)

When you hear the word family, what do you imagine? Do you visualize a two parent household or can a family include a group of friends? Do you visualize a strong, enduring institution or do you fear that families are weaker in society today? Sociology examines the connections between society and the families created. Some of the questions we will consider in this class include the changing roles of women and men in families, if and who we are likely to marry, the causes and impacts of divorce, violence in families, how children are raised, caring for the elderly, and the impact of governmental policies on families.

We will also examine diversity in family life related to class, race, gender, and age. This course satisfies a General Education requirement in social science.

NOTRE DAME CO-EXCHANGE PROGRAM

Saint Mary's College and the University of Notre Dame maintain a cooperative program permitting students to take courses at the neighboring institution. First-year students do not participate in co-exchange courses, except in unusual circumstances, and only with approval from the Office of Academic Affairs and First Year Studies.

STUDY ABROAD

Study Abroad Programs



Saint Mary's has a long history of providing quality international programs as an essential part of our educational mission—forming women leaders who “make a difference in the world.” If students are considering study abroad, they should begin the planning process as early as possible in their college career.

SAINT MARY'S IN ROME, ITALY

Since 1970, when the College established its center in Rome, approximately 4,000 students have lived and studied on our Rome campus, taken archaeology classes in the Roman Forum, participated in ceremonies at the Vatican, and become part of the lively culture of Italy.

Courses offered in the Rome Program, designed primarily for sophomores, include Italian language and literature, anthropology, Italian art history, political science, history, music appreciation, mythology, philosophy, religious studies, principles of marketing, and survey of international business and economics. Many of these courses fulfill General Education requirements. It is strongly recommended that students complete a year of college-level introductory Italian before going overseas.

MAYNOOTH, IRELAND

Every year 25–30 rising sophomore and junior applicants are selected to participate in Saint Mary's Ireland Program. They travel to Ireland to study from mid-September to late May at the National University of Ireland in Maynooth, located 14 miles west of Dublin. Now in its 34th year, the Saint Mary's Ireland Program offers students the opportunity to enroll in courses with Irish classmates and to live in housing on N.U.I.M.'s campus.

Courses selected from the National University of Ireland in Maynooth's curriculum include anthropology, classical civilization, economics, history, literature, philosophy, sociology, and theology. A course in Irish culture including lectures and tours is also required of all students in the program. Mainly, the course selection fulfills Saint Mary's General Education requirements, but some advanced courses are available to students with strong backgrounds in a particular discipline. The Ireland Program is open to all majors.

SEVILLE, SPAIN AND CÓRDOBA, ARGENTINA.

The College is officially affiliated with the Center for Cross-Cultural Study in Seville, Spain, and Córdoba, Argentina, and offers study abroad opportunities for Department of Modern Languages majors and minors in Spanish. The CC-CS programs offer a wide range of courses that fulfill requirements in the Spanish major and minor at Saint Mary's. Students may also take courses that fulfill General Education requirements.

In Argentina, students study at the distinguished Universidad Nacional de Córdoba (UNC) and take courses designed for international students

as well as one course at UNC with Argentine students. Typically, students participate in one of these programs in the second semester of their sophomore year, but a full year of study abroad is available for those students whose academic program permits it. Summer study is also available in both locations.

DIJON, FRANCE

Saint Mary's College offers students the opportunity to study at the Centre International d'Etudes Francaises (CIEF) at the Université de Bourgogne in the beautiful and historic heart of Burgundy. Courses range from beginning to advanced French language and civilization; depending on language placement, students may earn some General Education credit in humanities. Since all coursework is done in French, students can expect to apply the bulk of their academic credits in Dijon towards their French major or minor at Saint Mary's and to electives. Students live with host families and participate in a variety of extracurricular activities at the Université with French and other international students.

Three weekend excursions to points of interest within France are organized by the CIEF every semester. Spring semester students participate in a special Saint Mary's Heritage excursion to Le Mans, while the French academic calendar provides ample opportunity for individual travel. The Department of Modern Languages recommends that interested students study in Dijon during their sophomore (preferred) or junior year, for the full year, for spring semester, or during a two- to eight-week period over the summer.

FREMANTLE, AUSTRALIA

In 2003, Saint Mary's established its first direct student exchange program with the University of Notre Dame, Australia, in Fremantle on the West Coast. Students can choose from a wide range of courses offered, with pre-approval from their academic advisors, and study for a year or semester. All Saint Mary's students are required to take a course on Australian history and society, which includes a field trip to the Kimberly region of Western Australia to visit aboriginal communities and experience the Australian Outback.

INNSBRUCK, AUSTRIA

Saint Mary's German students may participate in the program at the University of Innsbruck through our partnership with the University of New Orleans for the spring semester or the full year. Besides intensive language study, courses accommodate the general curricular needs of Saint Mary's students, and are taught by faculty from the University. Typical offerings include history, music, fine arts, and humanities courses. There is a choice of several courses taught in either German or English. Students live in residence halls with German-speaking students.

PIETERMARITZBURG, SOUTH AFRICA

Saint Mary's College offers an international program at the University of KwaZulu-Natal in the charming, old-world city of Pietermaritzburg, about an hour from the Indian Ocean, nature reserves, and the bustling tourist resort area of Durban. The program is an ideal fit for students interested in social justice, environmental biology, African literature, history, ethnic studies, religion, and sociology. Students typically take four classes or the equivalent of 16 credit hours while enrolled at the University of KwaZulu-Natal.

Students may enroll for fall or spring semester or the full year. Students will live on campus in apartment-style dorm rooms with a mix of South African and international roommates. Upon arrival, students participate in an orientation program and visit local attractions. The program is open to sophomores, juniors, and seniors. It is expected that participating students be in good disciplinary standing and exhibit emotional maturity and adaptability to new experiences

WOMEN'S AND GENDER STUDIES IN EUROPE

The Comparative Women's and Gender Studies in Europe (WGSE) Program offers a unique opportunity to explore women's, gender, and sexuality studies and feminist theory while traveling across Europe and earning 16 credits. Students attend lectures and workshops with the program director, visiting professors from European universities, not-for-profit and governmental agencies, politicians, practitioners, artists, and activists.

WGSE program participants engage in rigorous methodological and theoretical inquiry as they travel to Utrecht and Amsterdam, the Netherlands; Krakow, Poland; Prague, the Czech Republic; Berlin, Germany; and Turkey. Each student also conducts a self-designed, independent research project. Students stay in hostels, pensions, hotels, and homes. Saint Mary's offers the Women's and Gender Studies in Europe program through an affiliation with the nationally recognized Antioch Education Abroad.

SEOUL, SOUTH KOREA

In 2008, Saint Mary's started a direct student exchange program with Ewha Women's University in Seoul, South Korea, which was established in 1886 as the first higher education institution for Korean women. It is now one of the most prestigious universities in Korea and the largest women's university in the world. Students choose from a wide range of courses (in English) and Korean language courses offered, with pre-approval from their academic advisors, and can study for a year or semester. Korean language is not required.

SAINT MARY'S SEMESTER BREAK PROGRAMS

Saint Mary's College sponsors travel and experience learning opportunities during semester breaks. These programs currently include Honduras and El Salvador.

SAINT MARY'S SUMMER PROGRAMS

Saint Mary's College sponsors travel and experience learning opportunities during the summer in Ecuador, Greece, Honduras, South Korea, Argentina, Spain, France, Uganda, China, traveling in Europe and internships in London. Most programs ordinarily extend from mid-May to mid-June. Students may earn a maximum of six credit hours.

OTHER PROGRAMS ABROAD

In addition to the programs already described, the College also recognizes established programs abroad administered by other American colleges and universities. International study may be pursued during the sophomore or junior year, for one or two semesters. Plans for study abroad at other colleges must be approved in advance by the Global Education Office of the Center for Women's Intercultural Leadership and the Office of Academic Affairs. Students need to complete a Change of Status Form at the Global Education Office.

For more information, please check the Study Abroad web site of the Center for Women's Intercultural Leadership: saintmarys.edu/cwil-study-abroad.

SERVICES

College Services



Academic Affairs and First Year Studies

In recognition of the unique needs of first year students, Saint Mary's College established the First Year Studies office. Advisors assist first-year students in curricular planning and help facilitate the transition from high school to college. Our services include the following:

Advising and helping with course selection

Faculty advisors and advisors in the Academic Affairs and First Year Studies Office will help plan your class schedule each semester.

Administering academic policies

A number of academic policies may affect you during your first year of college. Please visit Academic Affairs and First Year Studies for help with any academic policy including: excused absences, final exam changes, questions regarding transfer credit and credit by exam, and withdrawals from a course.

Assisting with academic adjustments

We encourage you to stop by our office to ask questions and discuss any concerns during your first year. At Saint Mary's all departments are here to help; we want your transition into college life to be as smooth as possible.

Location and contacts

Academic Affairs and First Year Studies is located in 121 Le Mans Hall. For more information, please call our office at (574) 284-4594.

Ms. Susan Vanek
Associate Dean for Advising
Director of First Year Studies

Ms. April Lane
Senior Academic Advisor

Ms. Becky Foster
Senior Academic Advisor

Career Crossings Office (CCO)

Ms. Stacie Jeffirs, Director of Career Crossings

Located in Spes Unica, Room 114, the Career Crossings Office (CCO) assists students with choosing a major, career exploration, developing effective job and internship search strategies, and preparing for graduate school studies. Career counseling is available through individual, group, email, and telephone consultation. Additional resources include:

- The Alumnae Resource Network (ARN) enables students to identify alumnae throughout the professional spectrum to conduct information interviews and networking.

- Go BELLES, the online job/internship vacancy and résumé referral system, enables students to access opportunities 24/7.
- The Career Resource Center (CRC), located within the CCO, houses more than 300 books and publications on a wide variety of career topics ranging from career exploration to internship and job searching to preparing for graduate school.

For more information, please contact:

Career Crossings Office, Spes Unica, Room 114
Office: (574) 284-4775 Email: cco@saintmarys.edu
saintmarys.edu/career-center

Cross Currents Program: Beyond the First Year

The Cross Currents Program, while primarily lodged in the Academic Division, integrates many new and existing programs offered by the Academic, Mission, and Student Affairs divisions. Cross Currents expands the opportunities available to our student over four years, providing her with a more robust approach to advising. As a college committed to the legacy of the Sisters of the Holy Cross, this new advising system focuses the student's attention on several key questions. In the first year, programs, such as a First Year Faculty Advising Program, a Peer-Mentoring Program and diversity dialogues, allow all first year students to explore answers to the question, "Why am I here?"

In the sophomore and junior years, our students will be able to explore the answers to the questions "What are my gifts and passions?" and "What do my community and the world need from me?" through programs sponsored by Campus Ministry, the Office for Civic and Social Engagement, the Center for Spirituality, and the Career Crossings Office, including retreats, experiential learning opportunities, real life calling workshops and internships. In the senior year, our students will prepare to leave us with some provisional answers to the question, "How can I make a difference in the world?" as they provide their final reflections on their four years in Senior Summits.

Cushwa-Leighton Library

The Saint Mary's College campus library contains a quality collection of over 270,000 volumes. It provides access to over 20,000 journal titles in print and electronic format, the rare book collection, the 24-hour Trumper Computer Center, and the Huisking Instructional Technology Resource Center. The College archives is a part of the library and is located in Madeleva Hall.

All materials are listed in the web-based online catalog with direct access to the catalogs of the University of Notre Dame, Bethel College, and Holy Cross College. Other catalogs of educational and public

institutions are also available through web access. The library is a critical resource for your college coursework. Instruction in library use and information research is available in connection with various courses and on individual request.

Library hours are Monday through Thursdays, 7:45 a.m. to midnight; Fridays, 7:45 a.m. to 10 p.m.; Saturdays, 9 a.m. to 5 p.m.; Sundays, 1 p.m. to midnight. Reference service is available in person and online, Monday through Thursday, 9 a.m. until 9 p.m.; Friday, 9 a.m. to 5 p.m.; Sunday, 1–9 p.m. Complete information about services and library policies is available on the web at: saintmarys.edu/library.

For more information, please call or write:

Ms. Janet Fore, Library Director Mr. Robert Hohl, Reference Librarian
(574) 284-5280 (574) 284-5287

Cushwa-Leighton Library
Saint Mary's College, Notre Dame, IN 46556

Disabilities Resource Office

Ms. Iris Giamo, Specialist for Students with Disabilities

Ms. Giamo coordinates services for students with disabilities. She reviews documentation, requests accommodations, and works with students with learning disabilities. She can be reached at (574) 284-4262. If you have a disability and need accommodations or assistance, please send documentation to the Academic Affairs and First Year Studies Office. See page 70 for more information.

Math Center

The Math Center provides tutoring and resources for students taking mathematics and computer science courses. The Director is available for one-on-one or group tutoring of students taking 100- and 200-level math courses. She is available weekdays at regularly scheduled hours; no appointment is necessary. The Center, located in room 354 Madeleva, includes a library of supplementary texts which students are free to borrow. The Center also has several computers loaded with the software used in mathematics and computer science courses. Students are encouraged to use these as they work on class projects.

Office of Student Success

Ms. Diane Fox, Director of Student Success (574) 284-4463

Located in the Academic Resource Center in Madeleva Hall, Saint Mary's College provides a Student Success Program to better ensure that the students accepted to the College successfully adjust to the demands of a collegiate career. Students offered admission to the Success Program receive academic support at the beginning of their collegiate career

along with remediation in writing and mathematics, when necessary. Students also enroll in EDUC 100 (2 semester hours) which provides extensive comprehensive college-level study skills and strategies that apply to academic, career, and life skill success. The Office for Student Success, from which the Success Program originates, also offers student success workshops, programs, and individual consultation for the general student population.

Pre-Health Professions Advising

Dr. Nancy Nekvasil, Chair and Professor, Department of Biology
Science Hall, Room 268
nekvasil@saintmarys.edu

Professor Nekvasil assists students in selecting courses to fulfill prerequisites for graduate or professional programs in health-related areas. This includes but is not limited to degrees in medicine, dentistry, optometry, pharmacy, occupational therapy, physician assistant, and physical therapy. Typically in the first and sophomore years, students discuss plans for graduate or professional health-related programs with their academic advisors. Then, beginning in the junior year, students are advised individually by Professor Nekvasil as they begin the process of applying to health-professions programs.

Pre-Law Professions Advising

Career Crossings Office, Spes Unica, Room 114

Dr. Sean Savage, Professor
Department of Political Science
Spes Unica, Room 247E

Dr. George Trey, Chair and Associate Professor
Department of Philosophy, Spes Unica, Room 160E

Dr. Carrie Erlin, Assistant Professor
Department of Sociology, Spes Unica, Room 259E

Pre-law advising is co-facilitated by the Career Crossings Office, Professor Sean Savage in Political Science, Professor George Trey in Philosophy, and Professor Carrie Erlin in Sociology.

The Career Crossings Office serves as resource for students seeking information on registering and preparing for the LSAT, writing personal statements and researching law schools. The CCO also coordinates announcements to the College community on law school fairs and related programs and events as well as information sent to the College on specific law school programs.

The academic departments involved in pre-law advising provide academic advising, guidance and counsel to students in major and course selection, coordinating law school information sessions for their

major(s), and serving as a main point of contact for students interested in law school programs with targeted interests (i.e., civil rights, criminal law, education, environmental, family, health, immigration, sports, and entertainment).

Women's Health

To assist first year students, Women's Health, which consists of the Counseling and Health Centers, offers a variety of services. We support the educational mission of the college by providing high quality care in an accessible, safe, secure, and confidential environment. The Women's Health staff is committed to assisting students in their acquisition of knowledge, skill, and behaviors necessary to become self-directed health advocates.

We encourage women to participate actively in their own mental and physical health maintenance and to make informed choices regarding their care. Women's Health is open Monday through Friday 8:30 a.m. to 5:00 p.m. and is located in the basement of Holy Cross Hall. Appointments can be made by calling Women's Health at (574) 284-4805. All services are confidential. A more detailed explanation of Women's Health services can be found at: saintmarys.edu/womens-health

Writing Center

The Writing Center provides tutoring for writers of all proficiency levels. Peer tutors representing a variety of majors work with students on a one-to-one basis. The tutors help students through any phase of the writing process, from brainstorming ideas to polishing a final draft. Students can drop by or call (574) 284-4710 to make an appointment.

For more information and the hours of operation visit saintmarys.edu/writing-center.



Directory Information for First Year Students

Office	Phone Number
Academic Affairs and First Year Studies	284-4594
Admission	284-4587
Athletics and Recreation	284-5548
Business Office (Student Accounts)	284-4730
Campus Ministry	284-5391
CCO—Center for Career Opportunities	284-4775
Cushwa-Leighton Library	284-5280
Disabilities Resource Office	284-4262
Financial Aid	284-4557
Food Services	284-5542
Information Technology	284-4715
International and Intercultural Learning	284-4056
Multicultural Services and Student Programs	284-4721
Office of Student Success	284-4463
OCSE—Office for Civic and Social Engagement	284-5368
Residence Life	284-4522
Security	284-5000
Shaheen Bookstore	284-4719
Student Involvement	284-4561
Writing Center	284-4710
Women's Health	284-4805

POLICIES

Policies /
Credit by Examination



Credit by Examination

Advanced Placement Examination (AP)

If you took Advanced Placement examinations, please send your scores to Saint Mary's (college code #1702). The results of the Advanced Placement Examinations reach Saint Mary's in July. Please do NOT wait for your AP results before you register for classes. After we receive your AP score, we will adjust your schedule if necessary. Please refer to the chart on the right.

SAT II: Subject Tests

You may refer to the chart on page 67 for test scores which will exempt you from a Saint Mary's requirement. If you wish to take an upper-level course in the area of your exemption, you may request information about courses open to you.

International Baccalaureate (IB)

Saint Mary's College grants credit for higher-level subject examinations of the IB. No credit is awarded for subsidiary-level courses. Students do not have to be granted the IB diploma in order to receive credit for an individual higher-level subject. An official copy of test results should be sent to Academic Affairs and First Year Studies.

College Level Examination Program (CLEP)

Saint Mary's College grants credit only for CLEP Subject Examinations, not for the General Examinations. You can receive a "Description of the Subject Examinations" and a "List of CLEP Test Centers" by writing to the following address: College Entrance Examination Board, Box 592, Princeton, NJ 08540.

Saint Mary's College will accept up to 30 credit hours by examination.

Advanced Placement Test

Test	Minimum Score Required	Course Equivalent	General Education Requirement	Credit
Art History	3	ART 141	yes	3 hrs
Biology	4	BIO 153-154	yes	8 hrs
Environmental Science	4	BIO 250 & 1 Additional Course	yes	8 hrs
Chemistry	3	CHEM 101-102	yes	8 hrs
	4	CHEM 121-102	yes	8 hrs
Computer Science A	3	CPSC 207	no	3 hrs
Computer Science AB	4	CPSC 207 & CPSC ELEC.	no	6 hrs
Macroeconomics	4	ECON 251	yes	3 hrs
Microeconomics	4	ECON 252	yes	3 hrs
English Lang & Comp**	4	ENWR 100 level	no	6 hrs
English Lit & Comp**	4	ENLT 100 level	yes	6 hrs
European History	4	HIST 101-102	yes	6 hrs
French	4	MLFR 111-112	yes	8 hrs
German	4	MLGR 111-112	yes	8 hrs
Gov't & Politics: US	4	POSC 152	yes	3 hrs
Italian	4	MLIT 111-112	yes	8 hrs.
Math - Calculus AB	3	MATH 105	yes	3 hrs
Calculus AB	4	MATH 105-106	yes	6 hrs
Calculus AB	5	MATH 131-132	yes	8 hrs
Calculus BC	3	MATH 131	yes	4 hrs
Calculus BC	4	MATH 131-132	yes	8 hrs
Statistics	4	MATH 114	yes	3 hrs
Physics B	3	PHYS 101-102	yes	8 hrs
Physics B	4	PHYS 217-218*	yes	6 hrs
Spanish	4	MLSP 111-112	yes	8 hrs
Psychology	4	PSYC 156	yes	3 hrs
U.S. History	4	HIST 201-202	yes	6 hrs
World History	4	HIST 103-104	yes	6 hrs

* 2 additional credits may be granted after reviewing high school laboratory text and notebook.

** Students may earn a maximum of 6 credit hours for AP English.

College Board Subject Tests

Test	Minimum Score Required	Course Equivalent	General Education Requirement	Credit
American History	700	HIST 201-202	yes	0
Biology (Ecological or Molecular)	630	BIO 105-106	yes	8
Chemistry	630	CHEM 101-102	yes	8
French	640	100 level	yes	0
German	630	100 level	yes	0
Spanish	630	100 level	yes	0

International Baccalaureate— Higher Level Exams

Test	Minimum Score Required	Course Equivalent	General Education Requirement	Credit
Individuals and Societies				
English A1	5	100 level ENLT & 1 humanities core	yes	6 hrs
Economics	5	ECON 151	yes	3 hrs
Economics	6	See Department Chair		
History Americas	5	HIST 201-202	yes	6 hrs
History Europe	5	HIST 103-104	yes	6 hrs
Philosophy	5	See Department Chair		
Psychology	5	PSYC 156	yes	3 hrs
Social Anthropology	5	ANTH 253	yes	3 hrs
Sciences				
Biology		BIO 105-106	yes	8 hrs
Biology	5	BIO 153-154	yes	8 hrs
Chemistry	6	CHEM 121	yes	4 hrs
Physics	6	PHYS 217	yes	4 hrs
Mathematics				
Math with Option 12	5	MATH 105	yes	3 hrs
Math with Option 12	6	MATH 131	yes	4 hrs
Math with Option 12	7	MATH 1 1-132	yes	8 hrs
Math with Option 9	5	MATH 114	yes	3 hrs
The Arts				
Music	5	MUS 241	yes	3 hrs
Language				
French	5	MLFR 111-112	yes	8 hrs
German	5	MLGR 111-112	yes	8 hrs
Spanish	5	MLSP 111-112	yes	8 hrs

Transfer Credit Policy for First Year Students

Students may receive credit for college courses taken before entering Saint Mary's College under the following conditions:

1. All credit must be earned at an accredited college or university (community and junior colleges are included).
2. A maximum of six credit hours will be accepted for one semester and 12 credit hours for two semesters. A maximum of nine credit hours may be earned in two summer sessions.
3. College General Education requirements may not be fulfilled by transfer credit. Transfer credit is elective credit only.
4. Only electives that have an equivalent in the Saint Mary's curriculum may be accepted for transfer credit.
5. Credit will be granted only for a grade of C or better. The grade will not be averaged as part of the Saint Mary's grade point average.
6. No credit will be granted for courses which the student again enrolls in at Saint Mary's College.
7. No college-level course which is used to satisfy an admission requirement may also be awarded college credit.
8. No transfer credit will be accepted by Saint Mary's for courses which the student took before she completed her eleventh year of school.

Approval of courses is based on official transcripts and course descriptions, to be provided by the student.

Academic Policies

Attendance and Absence

A student is expected to attend every meeting of a class for which she is registered. The responsibility for attendance rests with the student. Excused absences may be granted to students who must miss class(es) for legitimate and documentable reasons of personal health, family concerns (illness, funeral, wedding), or participation in varsity athletics or other officially recognized activities. However, every absence carries the penalty of the loss of instruction given during absence, which may result in a lower grade for the course. Limited excused absences for personal health or family concerns are granted by Academic Affairs and First Year Studies.

Continuation in College

Academic Good Standing: The standard for continuance (good standing) in the College is a 1.80 cumulative GPA for students completing the first semester of the first year; 1.90 cumulative GPA for students completing the second semester of the first year; and 2.00 cumulative GPA thereafter.

Academic Probation: The record of a student whose GPA falls below these figures is reported to the Academic Standards Committee at the end of each semester. If in the opinion of this committee, the record offers little or no promise of successful completion of work for a degree, the student is subject to dismissal. Otherwise, she is placed on academic probation for one semester. Students on academic probation are not allowed to participate in major co-curricular activities, may not hold a major student leadership position, nor participate in varsity athletics. The notation "academic probation" appears on the student's permanent record.

Academic Dismissal: A student is subject to dismissal under the following circumstances: academic probation for two consecutive semesters or for three non-consecutive semesters, first academic probation with little or no promise of academic success, or unsuccessful in two majors. Dismissal will be recorded as part of the student's permanent record. If a student is dismissed for poor scholarship, she may reapply after one year, provided she can present evidence of potential academic success to assist the Academic Standards Committee in making this decision.

Appeal: A student has the right to appeal a dismissal. Her appeal must include new information that was not taken into consideration at the time of her dismissal and a plan for future success. The student must submit this appeal to the Chair of the Academic Standards Committee within ten working days upon receipt of notification. The chair of the Academic Standards Committee, along with other two committee members, will hear the appeal.

Deficiency Notices

Instructors send deficiency notices to all students whose work is not satisfactory at midterm. Failure to receive a midterm deficiency notice does not preclude the possibility that the student may still fail the course nor does it imply that the student will automatically pass the course. A deficiency notice does not become part of a student's permanent record. Deficiency notices are available online through PRISM. Notices are not sent via mail.

Final Exam Change

The final exam schedule is published at the beginning of the semester, and students are responsible for knowing the dates and times of their exams; transportation should be planned accordingly. Students should request a final exam change if they are scheduled for three exams in one day or three consecutive exam periods.

Withdrawal from a Course

After five weeks a first year student may withdraw from a course with the permission of her instructor and Academic Affairs and First Year Studies. If a student withdraws from a course with a passing grade, the grade recorded is a W. If she is not passing, the grade is recorded as an F. With permission, a student may withdraw from a course up to the last class day. However, in most cases, a late withdrawal is not advisable.

Students with Disabilities

Saint Mary's College will provide reasonable accommodations to qualified students with properly documented disabilities. Documentation must be in writing and must be current. Three to five years is the outside limit for learning disabilities. Psychiatric disabilities should be documented yearly.

Documentation must be provided by an appropriately credentialed professional—a physician for physical disabilities, a psychologist with training in the learning disabilities of adults and adolescents for learning disabilities, a mental health provider licensed to diagnose psychiatric disabilities. The specific content of the documentation will vary with the nature of the student's disability, but in all cases it should include a diagnosis, justification, recommendations, and a clear rationale for the recommendations.

The student will sign a release allowing the disabilities specialist to inform her faculty of the accommodations to which she is entitled, and to discuss their implementation. The student is responsible for reviewing and arranging for accommodations with the disabilities specialist and her faculty each semester. Faculty should consult with the disabilities specialist before making any accommodations requested by students.

Academic Honesty

Statement on Academic Honesty

Each student shall be honest in her academic work and shall support the honesty of others. She shall, moreover, guard against any appearance of dishonesty. Faculty members have a responsibility to refer to the College

policy on academic honesty at the beginning of each course. Teachers shall foster the honesty of their students by conducting each course in a manner which discourages cheating or plagiarism. They shall, moreover, thoroughly investigate any evidence of cheating in their classes. Course instructors who have evidence of cheating or plagiarism shall make the charge and any subsequent action known to the student. Only then shall an appropriate penalty be imposed. It is recommended that the instructor submit in writing the name of any student found guilty of academic dishonesty serious enough to have been penalized, along with a description of the penalty imposed, to the Associate Dean for Advising and Director of First Year Studies. Such reports will be kept in confidence, except in the case of continued violations by a student, in which case the reports may be presented to the Committee on Academic Standards.

The instructor of the course in which a violation of academic honesty occurs will determine an appropriate penalty. Penalties may range from a refusal of credit for an individual assignment to failure in the course, depending on the seriousness of the offense. In cases recommended to it for further consideration, the Committee on Academic Standards may also recommend other penalties, including academic dismissal from the College.

In addition:

1. Any member of the College community is encouraged to report a violation of academic honesty of which he or she has evidence to the instructor of the course.
2. Any member of the College community has the right to refer a violation of academic honesty of which he or she has evidence to the Associate Dean for Advising and Director of First Year Studies for further consideration.
3. Any student has the right to refer an accusation of academic dishonesty or a grade resulting from such an accusation to the Associate Dean for Advising and Director of First Year Studies for further consideration.
4. At the written request of any involved party, the Associate Dean for Advising and Director of First Year Studies shall refer an appeal to the Committee on Academic Standards for a wider hearing.
5. Any student taking a course through the Notre Dame Co-Exchange Program or the N.I.C.E. Consortium shall adhere to and be subject to the host institution's Academic Code of Honor or Academic Honesty Policy as it applies to that course.

At the discretion of the Associate Dean for Advising and Director of First Year Studies, a case involving repeated violations of academic honesty by a student may be referred to the Academic Standards Committee for further consideration and possible disciplinary action. The student involved will be notified before any such referral is made.

Violation of Academic Honesty

When a student submits any work for academic credit, she makes an implicit claim that the work is wholly her own, done without the assistance of any person or source not explicitly noted, and that the work has not previously been submitted for academic credit in any other area. Students are free to study and work together on homework assignments unless specifically asked not to by the instructor. In the case of examinations (test, quizzes, etc.), the student also implicitly claims that she has obtained no prior unauthorized information about the examination, and that she will neither give nor obtain any assistance during the examination. Moreover, a student shall not prevent others from completing their work.

Examples of violation include but are not limited to the following:

1. supplying or receiving completed papers, outlines, or research or submission by any person other than the author;
2. submitting the same, or essentially the same, paper or report for credit on two different occasions;
3. supplying or receiving unauthorized information about the form or content of an examination prior to its administration—specifically including unauthorized exam material prior to the exam;
4. supplying or receiving partial or complete answers, or suggestions for answers, assistance in the interpretation of questions on any examination from any source not explicitly authorized, including copying or reading another student's work or consulting notes or other sources during examinations;
5. copying or allowing the copying of assigned work or the falsification of information;
6. removing study or research materials or equipment intended for common use in assigned work without authorization;
7. altering any materials or apparatus and, thereby, interfering with another student's work; and
8. plagiarism (see the following statement in which plagiarism is defined).

Any exception to the above must be explicitly stated by the person giving academic credit for the work.

A Note on Plagiarism¹

Plagiarism means presenting, *as one's own*, the works, the work, or the opinions of someone else. It is dishonest, since the plagiarist offers, as her

own, for credit, language, information, or thought for which she deserves no credit.

Plagiarism occurs when one uses the exact language of someone else without putting the quoted material in quotation marks and giving its source (exceptions are well-known quotations—from the Bible or Shakespeare, for example). In formal papers, the source is acknowledged in a footnote; in informal papers, it may be put in parentheses or made a part of the text: "Robert Sherwood says..." This first type of plagiarism, using without acknowledgment the language of someone else, is easy to understand and to avoid. *When a writer uses the exact words of another writer or speaker, she must enclose those words in quotation marks and give their source.*

A second type of plagiarism is more complex. It occurs when the writer presents, as her own, *the sequence of ideas, the arrangement of material, and/or the pattern of thought of someone else*, even though she expresses it in her own words. The language may be hers, but she is presenting and taking credit for the work of another. She is, therefore, guilty of plagiarism if she fails to give credit to the original author of the pattern of ideas.

Students writing informal theses, in which they are usually asked to draw on their own experience and information, can guard against plagiarism by a simple test. They should be able to answer NO to the following questions:

1. Am I deliberately recalling any particular source of information as I write this paper?
2. Am I consulting any source as I write this paper?

If the answer to these questions is *NO*, the writer need have no fear of using sources dishonestly. The material in her mind, which she will transfer to her written paper, is genuinely digested and her own.

The writing of a research paper presents a somewhat different problem; the student is expected to gather material from books and articles read for the purpose of writing the paper. In the careful research paper, however, (and this is true of term papers in all college courses), credit is given in footnotes for every idea, conclusion, or piece of information which is not the writer's own, and the writer is careful not to follow closely the wording of the sources she has read. If she wishes to quote, she encloses the passage in quotation marks and gives credit to the author in a footnote, but she writes the bulk of the paper in her own words and in her own style, using footnotes to acknowledge the facts and ideas taken from her reading.

1 Saint Mary's College, which has edited this material, reprints it with the permission of the publisher from *Understanding and Using English*, by Newman P. Birk and Genevieve B. Birk (Odyssey Press: 1972).

APPENDIX

Appendix



Saint Mary's College Academic Calendar for 2011–12

Fall Semester 2011

August 18-20	Thursday–Saturday	Orientation for new students
August 20	Saturday	Celebration of Eucharist
August 21-28	Sunday–Sunday	Enrollment for all students
August 22	Monday	Classes begin at 8:00 a.m.
August 31	Wednesday	Last day to add classes
September 23	Friday	Last day to drop classes
October 15-23	Saturday–Sunday	Mid-semester break
October 17	Monday	Mid-semester deficiencies due
October 24	Monday	Classes resume at 8:00 a.m.
November 14	Monday	Pre-registration begins for spring classes
November 23-27	Wednesday–Sunday	Thanksgiving holiday
November 28	Monday	Classes resume at 8:00 a.m.
December 8	Thursday	Last class day
December 9-11	Friday–Sunday	Study days (no examinations)
December 12-16	Monday–Friday	Final examinations
December 20	Tuesday	All grades due to Registrar

Spring Semester 2012

January 15-22	Sunday–Sunday	Enrollment for all students
January 16	Monday	Classes begin at 8:00 a.m.
January 25	Wednesday	Last day to add class
February 17	Friday	Last day to drop class
March 10-18	Saturday–Sunday	Mid-semester break
March 12	Monday	Mid-semester deficiencies due
March 19	Monday	Classes resume at 8:00 a.m.
April 16	Monday	Pre-registration begins for fall classes
April 6-9	Friday–Monday	Easter holiday
April 10	Tuesday	Classes resume at 8:00 a.m.
May 3	Thursday	Last class day
May 4-6	Friday–Sunday	Study days (no examinations)
May 7-11	Monday–Friday	Final examinations
May 15	Tuesday	All grades due to Registrar
May 19	Saturday	Commencement

Glossary

General Education Program—Every student, no matter what major she chooses, completes courses in a diverse selection of liberal arts subjects. These diverse requirements are called General Education requirements. Students have four years to complete the General Education requirements; most complete them in sophomore or junior year.

Course—As a general rule, courses at Saint Mary's are one semester (from August through December, or January through May). Most are worth three semester hours of credits.

Credit—College work is measured in semester hours, or credits. Most courses at Saint Mary's are worth 3 semester hours, or 3 credits. Each student must complete a minimum of 128 semester hours to graduate from Saint Mary's.

Electives—Courses which are not required for the General Education requirements or for a student's major are called electives. The number of elective courses varies with each degree program, as the requirements vary. All students need electives to reach the 128 semester hours to graduate.

Prerequisites—Some courses require specific background which students gain in another course. The background course is called a prerequisite. Some majors—notably in the sciences, business, and the fine arts—require prerequisites in the first year to prepare students for the major-level courses they will take as sophomores.

Tandems—Saint Mary's offers specially designed courses that are taken concurrently. The course material is coordinated to help students compare and integrate ideas and approaches from different fields. The same students will be enrolled in both courses.

W, or fulfilling the W requirement—These terms refer to the first level of proficiency in writing required of all Saint Mary's students. Most students work on the first level of proficiency by enrolling in a course which has a W as part of the course number. Some W classes are one semester while others are two semesters. Simply enrolling in and completing the course may not be sufficient; the W represents a level of demonstrated writing proficiency.



Saint Mary's College Mission Statement

Saint Mary's College is a Catholic, residential, women's college in the liberal arts tradition. A pioneer in the education of women, the College is an academic community where women develop their talents and prepare to make a difference in the world. Founded by the Sisters of the Holy Cross in 1844, Saint Mary's promotes a life of intellectual vigor, aesthetic appreciation, religious sensibility, and social responsibility. All members of the College remain faithful to this mission and continually assess their response to the complex needs and challenges of the contemporary world.



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