

SAINT MARY-OF-THE-WOODS
COLLEGE



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The College reserves the right to change certain requirements for degrees, prerequisites, majors, fees, scheduling, etc. Every effort has been made to assure that all information contained in this catalog is accurate as of July 2008. The official catalog is published on the College’s webpage and may be updated annually. Hard copies of the catalog are available in the College Library and in the Registrar’s Office.

Saint Mary-of-the-Woods College

Mission Statement

Saint Mary-of-the-Woods College, a Catholic women's college sponsored by the Sisters of Providence, is committed to higher education in the tradition of the liberal arts. The College serves a diverse community of learners in undergraduate and graduate programs, while maintaining its historical commitment to women in its campus program. By participating in this community, students develop their abilities to think critically, to communicate responsibly, to engage in lifelong learning and leadership, and to effect positive change in a global society.

Accreditation

The College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and approved for teacher training by the Indiana Department of Education and the National Council for Accreditation of Teacher Education. Programs of various departments are certified by their professional associations, including the National Association of Schools of Music, American Music Therapy Association, and the Institute for the Certification of Computer Professionals (ICCP). The Ohio Board of Regents has authorized the awarding in Ohio of all of the College's external degrees.

A Message from the President

Welcome to a college that changes lives. We are proud to be the oldest Catholic liberal arts college for women in the United States. This catalog for Saint Mary-of-the-Woods College serves many purposes. It introduces our programs to prospective students; it provides the information for schedule planning for enrolled students and their academic advisors; and it gives the formal details to our many constituents of our courses of study and the degrees we offer.

SMWC faculty and staff are dedicated to helping students find what they are called to do with their lives by identifying and strengthening their knowledge, skills, talents, and abilities. Here, you will discover what you have to offer the world, as well as what the world offers and needs of you.



Saint Mary-of-the-Woods College is a transforming experience. Whether you are looking at the College for the first time, or if SMWC has been a part of your history, please come for a visit. We look forward to welcoming you.

David G. Behrs, Ph.D.
President

Then and Now

In 1840, six Sisters of Providence left their convent in Ruille-sur-Loir, France on a journey to the wilderness of Indiana. Mother Theodore Guerin, a woman whose spirit and philosophy are the foundations the College relies on to this day, led the sisters on their journey.

Mother Theodore was not the first to step forward when the Bishop of Vincennes asked the Sisters of Providence to establish an academy for young women in Indiana. She had been decorated by the French Board of Education for being a highly gifted and efficient teacher, but Mother Theodore felt unworthy of the task of founding an institution of learning. She feared her frail health might impede the progress of others.

Her superiors were convinced Mother Theodore possessed the spirit, wisdom and inner strength needed to oversee the pioneering mission. They were correct in believing her dedication to teaching and to serving her order would lead her to accept the challenge. Mother Theodore realized it would not be an easy task, as did her acquaintances. After hearing of her plans, a doctor who knew Mother Theodore wrote, "It seemed like hearing of a friend condemned to death."

The story of the journey to Indiana has enough adventure for an action movie. During the 40 days of the stormy ocean crossing, they were robbed of a good portion of the money meant to finance the rest of their trip. When they arrived in New York, they faced the task of crossing half of a continent where they could barely speak the language.

The sisters traveled cross-country by train, canal, stagecoach and ferry. Finally, in one long, arduous last day of traveling, the women crossed the Wabash River.

On Oct. 22, 1840, more than three months after leaving France, they had arrived in the middle of dark woods with no house or other people in sight. It was only human to shed tears of frustration and disappointment, but the women quickly offered prayers of thanksgiving. Mother Theodore's journals show that the source of the disappointment was not that they had no home – but that they did not know where they would find students.

Even before there were buildings, the students came. In 1846, Saint Mary-of-the-Woods College was granted the first charter for the higher education of women in the state of Indiana. The College conferred its first bachelor of arts degree in 1899.

During the next century, Saint Mary-of-the-Woods College continued the tradition of pioneering in women's education. It was the first women's college to offer journalism courses and the first to offer degree work in secondary education, home economics and secretarial science. These offerings are evidence of an early commitment to preparing women for professional roles. As the careers open to women have expanded, the College has moved ahead in areas such as digital media, equine studies, criminal justice and computer information systems.

Since the early 1990s, the College has invested considerable resources in the refurbishment of campus facilities and the use of technology to support teaching and learning. Recent upgrades include: renovated science labs, computer classrooms, student computer labs, "smart classrooms," and the use of course management software.

Saint Mary-of-the-Woods College is also recognized as a pioneer in the area of distance education. In 1973, the College introduced one of the first independent study programs in the nation,

the Women's External Degree (WED) Program. This program served adult women who needed flexible schedules to earn a degree while balancing important family and job responsibilities. In 2005, the College expanded access to its undergraduate distance and adult programs to men while maintaining its longstanding mission to the advancement of women's education and firm commitment to preserving its campus-based resident undergraduate degree program for women only. Today, through the renamed Woods External Degree Program, women and men can earn a college degree at their own pace in a wide variety of majors.

Saint Mary-of-the-Woods College also offers six master's degree programs, open to both women and men, in the distance formats. The Master of Arts in Pastoral Theology (MAPT) program, initiated in 1984, provides advanced theological training for those who are or plan to be active in church ministry. The Master of Arts in Earth Literacy (ELM) program, which welcomed its first class in 1998, grounds participants in the theory and practice needed to work toward creating a just and sustainable Earth community. In 2000, the College created the Master of Arts in Art Therapy (MAAT) program, designed for persons who utilize or plan to utilize art in therapy or art as therapy, and the Master of Arts in Music Therapy (MAMT) program, which welcomes qualified music therapists seeking an advanced understanding of the therapeutic uses of music. In 2006, the College introduced the Master of Leadership Development (MLD) program. The program explores culture and creativity, leadership identity, ethical decision-making and critical analysis of research. The Master of Education degree (MED) began in 2008. The program is based on the Five Core Propositions of the National Board of Professional Teaching Standards (NBPTS) and is designed for teachers with at least 2 years of teaching experience who wish to pursue a master's program while continuing to teach full-time; the program can be completed in one year, with a two year option if needed.

All six master's degree programs utilize distance learning and intensive campus-based residencies.

Student Life

Saint Mary-of-the-Woods College strives to educate the whole person—mind, body and spirit. Student life complements academic life by providing an atmosphere for learning to live, understand and contribute to a community made up of people from different backgrounds. The atmosphere here encourages freedom, tolerance and responsibility. The *SMWC Student Handbook*, revised annually, gives a detailed picture of student life.

Saint Mary-of-the-Woods College does not discriminate on the basis of race, religion, age, national/ethnic origin or disability in the administration of its educational policies, admission policies, scholarships, grants and loans, or other College-administered programs. The College is committed to meeting fully its obligations of nondiscrimination under federal and state laws as they are currently written or as they may be amended from time to time. The College also advocates full compliance with all provisions of the Americans with Disabilities Act of 1990. The College will provide reasonable accommodations to an otherwise qualified individual as long as the reasonable accommodation does not impose an undue hardship on SMWC, and the person's disability does not pose a direct threat to the health and/or safety of others.

Campus Orientation

All new resident and commuter students are required to participate in an orientation program during their first semester. Fall orientation begins in August with programs ranging from academic issues to adjustment to campus life. Returning students play an important part in the planning and implementation of these programs, keeping them fresh, exciting and geared to student needs. Students joining the College in January are given a brief orientation when they arrive. Orientation continues through the ID 100 Critical Connections course.

Residence Life

All full-time students in the campus program are required to live on campus, unless they meet the specific criteria to be classified as a commuter. Part-time students (taking 11 hours or less) in the campus program are not bound by residency requirements.

Students residing on campus live in either Le Fer or Guerin Hall. Le Fer Hall houses the majority of students. Most student rooms are part of a single or double occupancy suite with a connecting bathroom. Student rooms are equipped with telephone, Internet, and cable connections. New students are assigned rooms prior to their arrival on campus, while returning students select their rooms for the following year during the spring.

Both Le Fer and Guerin have staff members who live on campus to assist with emergencies. Additionally, Le Fer has resident assistants who help students with the transition to community living and with emergency situations.

All students who live on campus are on the meal plan. When classes are in session, 19 meals per week are served in O'Shaughnessy Dining Hall. Hot dishes, salads, sandwiches and vegetarian meals are available at lunch and dinner.

Students who are 24 years of age or older, or whose permanent, legal addresses are in Vigo County or in a contiguous county (Clay, Parke, Vermillion or Sullivan in Indiana and Clark or Edgar in Illinois), may choose to commute. Students who do not meet these criteria, but who desire to live off campus, may do so after establishing a one-year residency prior to the time of enrollment at the College. The one-year residency may not be fulfilled while living on campus.

Student Health

The Student Health Center is staffed by a registered nurse. Times that the nurse is available are posted outside the Student Health Center located in Le Fer Hall. Students needing immediate medical attention are referred to local physicians.

Before enrolling, students must submit a health form that shows immunizations against polio, tetanus, measles, mumps and rubella. If a medical condition exists which needs monitoring, a statement from the doctor should be included with the health form. The statement should indicate the problem, current treatment, required medications, and any other pertinent information.

Campus Ministry

Campus Ministry at SMWC is grounded in the tradition of the Roman Catholic Church and in the spirit of the Sisters of Providence whose mission statement makes explicit the themes of love, justice, and mercy. Major programs include:

- Retreats, to study the Scriptures and live in imitation of Jesus Christ
- Community outreach, service learning, and off campus trips, to combine faith and action
- Liturgy, with the option of active participation as lectors of the Scriptures, as Eucharistic Ministers, and as cantors or musicians
- Sacramental development through Catholicism Classes in the Rite of Christian Initiation for Adults [R.C.I.A.] and the option to sponsor friends in their faith journey
- Opportunity for daily evening prayer--praying the psalms and lifting up prayer requests brought to campus awareness
- Spiritual development through committee work for communal events such as Ring Day Celebrations, Opening Ritual, and the opportunity for formal spiritual direction

The director also works closely with local Campus Ministers from other Christian traditions to keep students connected to the religious tradition of their nuclear family and to develop an adult sense of spirituality and vocation through the changes and challenges of college life.

Carolyn Sur, SSND, Ph.D., is the Director of Campus Ministry. She can be reached at ext. 5244 or by e-mail at csur@smwc.edu The Campus Ministry Office is located in 018, the ground floor of Le Fer Hall.

Personal Counseling

Personal counseling services are available to all students. Counselors are available to speak with students individually to help them with personal concerns, and will make referrals when appropriate. In cooperation with other student affairs staff members, counselors also offer workshops and group sessions to enhance student life.

Students with Disabilities

The College is committed to providing reasonable and appropriate accommodations to students with documented disabilities in order to afford them an equal opportunity to participate in the College's programs, courses and activities. In order for the College to assist students with disabilities effectively under the provisions of the Americans with Disabilities Act (ADA), students who have been accepted for enrollment and request accommodations must provide documentation of their disabilities from a physician, psychologist, testing center, state or federal agency, or other qualified evaluator. The ADA Advisor is designated to communicate with prospective or matriculated

students to discuss needed support services and to communicate in writing what services the College may provide. Accepted students should contact the Office of Admission for further information, and matriculated students should contact the ADA Advisor directly.

Procedures:

1. The student is responsible for providing documentation of disability to the College and requesting specific accommodations.
 - a. Students accepted for enrollment may provide documentation to the Office of Admission prior to matriculation. The Office of Admission will keep the original documentation in the admitted student's file, and a copy shall be provided to the ADA Advisor as the coordinator of support services.
 - b. Matriculated students may provide documentation of disability directly to the ADA Advisor.

Information shared with these offices will be kept confidential unless the student authorizes the release and exchange of specified information.

2. The ADA Advisor will meet with the Vice President for Academic Affairs and appropriate faculty or staff members to determine which support services the College is able to provide. Services available to students with known disabilities include, but are not limited to: the Writing Center, a student-staffed tutoring program, note-taking assistance, alternate location for test taking, Academic Support Team, and additional time for in-class tests and assignments. Other services may be available on an individual basis. All accommodations will be reasonable and appropriate and will be provided according to the requirements of the ADA and the documentation provided.
3. Notification of faculty or staff: After consultation with the student, the ADA Advisor will provide the student with a letter detailing the services that the College is able to provide. The student may share this letter with faculty or staff to request specific accommodations, as needed.
4. The ADA Advisor will be available to the student to discuss changes in the student's circumstances or other matters related to her/his specific needs and accommodations.

Student Activities

Social, educational and community service activities are planned by Campus Life and campus clubs and organizations. Saint Mary-of-the-Woods College students frequently interact in a wide variety of academic and social events at the nearby institutions of Rose-Hulman Institute of Technology, Indiana State University and Wabash College.

In addition to intercollegiate athletic competitions, students are encouraged to take advantage of other social and recreational opportunities on campus. Available for student use are a fitness room and many acres of fine walking, biking and jogging areas. For indoor fun, the Oakley Student Center has several game tables and cable television; Sullivan Parlor has a large-screened television with cable service.

Publications

Aurora, founded in 1870, is the campus literary magazine published once a semester under the direction of a faculty member. Staff positions are open to all students. Creative material submitted by any member of the College community is reviewed for publication.

The Woods, founded in 1918, is an award-winning newspaper published by the journalism area as a student laboratory. Students in any major are welcome to apply for staff positions.

Student Senate

The primary organization for student government on campus is Student Senate. It acts as a liaison between the student body and the College Council by preparing and presenting legislation; it also serves as an advocate for student interests to the College Administration.

College Council

The College Council is comprised of faculty, staff and students selected annually by the Faculty Assembly, Staff Assembly, Academic Council, Student Senate and the student body. As the main legislative body of the campus, the College Council considers matters affecting the entire College community. Resolutions passed by the College Council require approval by the President of the College.

Student Activities Committee

Activities on campus and those with neighboring campuses are planned by this group of students. Events include dances, tournaments, lip sync contests, comedy shows, concerts, organized trips into the local community and surrounding areas, and other special events to enhance social life.

Intercollegiate Athletics and Fitness Activities

Saint Mary-of-the-Woods College adheres to the philosophy that intercollegiate athletics and fitness activities are an integral part of the College's total educational efforts and are subject to the same aims, policies and responsibilities as other institutional services.

All students are encouraged to participate in fitness activities both on and off campus as a means of extending their formal education.

Saint Mary-of-the-Woods College fields five athletic programs: basketball, equestrian, golf, soccer and softball. The College is a member of the United States Collegiate Athletic Association (USCAA) and the International Horse Show Association (IHSA). Student athletes wear blue and white for the Pomeroy's. Partial tuition reimbursements are available in all five programs.

Career Development Center

The Career Development Center provides career-related services and resources to students. The two primary goals of the Center are to help students explore career options and make sound vocational decisions, and to assist students in their personal job searches.

The Center's staff encourages students to explore the many career opportunities that are available. By gaining valuable information on career options, they will be better prepared to make important decisions in planning their career direction. Students who establish wise educational and career goals during college will find the job search process an easier and more rewarding experience.

A variety of services exist for students, including: career counselling, internship / externship / supplemental learning experience placement, job search assistance, workshops, career fairs, and graduate school information.

The Career Development Center's website (career.smwc.edu) is designed to serve the needs of students and alumnae by making many of its resources available on-line. This unique system allows the Career Development Center to communicate directly with students registered in the system and provides a central location for career-related resources. The website also includes an Alumnae Mentor database; through this system students have access to over 200 SMWC alumnae who have volunteered to assist students in their career development process and their job search.

Library

The Mary and Andrew Rooney Library provides access to traditional and online library collections and services. Laptops and tablet PCs are available for use within the building's wireless network. A number of electronic databases, many containing full text articles, are available to authenticated users both on and off campus. Interlibrary loan and "purchase on demand" services allow the library to meet the changing academic needs of students and faculty. The library provides meeting and classroom spaces to campus and community groups.

Learning Resource Center

The Learning Resource and Writing Center, located in Le Fer Hall, assists students in various academic areas, including written and oral communication. Placement testing, subject-specific peer tutoring and computer-based preparation for various subjects and tests, including the PPST and GRE, are among the many support services offered. Additionally, the center is a CLEP testing site.

Organizations and Clubs

- Admission Ambassadors
- Alpha Phi Omega
- Appellate Board
- *Aurora*
- Biology Club
- Campus Ministry
- Chorale
- Computer Corps
- Drama Club
- Education for Peace and Justice Committee
- French Club
- INLAW (Indiana Legal Assistants at The Woods)
- Intercollegiate Athletics and Fitness Activities
- Judicial Board
- League of Educational Service
- Madrigals
- Mu Phi Epsilon
- Music Therapy Club
- Peace and Justice Committee
- Presidential Corps
- Psychology Club
- SIFE (Students in Free Enterprise) & The Creative Entrepreneur
- Student Activities Committee
- Student Senate
- *The Woods Newspaper*
- World Wide Woodsies

Special Programs

Consortium

The Collegiate Consortium of Western Indiana (CCWI) is a joint undertaking of Saint Mary-of-the-Woods College, Indiana State University, and Rose-Hulman Institute of Technology. Designed to broaden educational opportunities for students of all the participating schools, cross registration and shared library access are the primary benefits of the Consortium. In order to qualify to take one course tuition-free at a participating institution, students must be full-time at their home colleges. Students are responsible for any course fees or other general fees which the host institutions may require.

Study Abroad Program

The College recommends that each student consider studying (and/or an interning) abroad, whether for a semester, full academic year or summer session. Interested students should consult the Director of International Student Services to learn more.

To be eligible for international study students need to complete an application and have a minimum gpa of 2.75 with preference given to those with a 3.0.

Students pursuing international study other than in the summer must register for a full-time course load at the institution chosen, and the selection of courses must be pre-approved by the student's academic advisor. Transfer of grades from the overseas institution follows the College Credit Transfer Policy.

Financial aid is often available depending on the program and time of study. Students are permitted to use their institutional financial aid toward study abroad for one semester. Students should check with the Financial Aid office to determine specific eligibility.

Upon their return students will be asked to share their experiences and will be eligible for International Student Rings.

Specific Study Abroad Programs Offered at SMWC include the following:

1. Saint Mary-of-the-Woods College has a sister institution, Providence University, established by the Sisters of Providence in Taiwan, R.O.C. Although vastly different in location, size and student population, the two institutions share a commitment to a well-rounded, quality education and a mutual exchange program. College students may study for a semester at Providence University. Some of the curriculum is taught in English and up to ten hours of Mandarin Chinese is available.
2. Saint Mary-of-the-Woods has an association with AIFS (American Institute for Foreign Study) in 2006. This institute offers a 3-week summer program at a destination to be decided each year.
3. The British American College in London (Regents College) is the College's affiliate and offers longer study programs for summer, fall and winter semesters that include field trips to theatres and museums throughout the UK and European cities.
4. The College also has an articulation agreement with Truman State College for three study abroad campuses in the Republic of Ireland and four schools in Northern Ireland.

Academic Support Team

The College is committed to helping students succeed academically and personally. The Academic Support Team consists of faculty members with the demonstrated ability to balance

sympathy and discipline. These faculty meet regularly with assigned students, monitoring each student's progress, discussing problems and offering suggestions for overcoming obstacles.

Office of Conferences and Non-Credit Programs

This office manages the Guest House and Guerin Hall housing on a year round basis, and housing in Le Fer Residence Hall in the summer months. Students and college officials who seek housing for visiting faculty/lecturers, friends, and parents reserve overnight lodging through the Office of Conferences and Non-Credit Programs (CNCP).

CNCP also manages Le Fer Ballroom and the rental and scheduling of college facilities and grounds for meetings and social events. If a College group or outside corporation, church, social group, or family wants to host an event on campus, CNCP schedules meeting rooms, lodging, catering and other services.

In addition to facilities management and scheduling, CNCP plans and offers special programs for the community. Two such programs are Camp at the Woods, a summer residential camping experience for girls and boys age 7-14, and Elderhostel for senior citizens seeking learning experiences in a new setting.

Reserve Officer Training Corps Program

A four-year ROTC program is available through a cooperative arrangement with Indiana State University and Rose-Hulman Institute of Technology. The ROTC program offered by the U.S. Army provides an opportunity to earn a commission as an officer while earning an academic degree. The curriculum of the ROTC program develops self-confidence, self-discipline, decision-making capability and potential as a leader and manager.

The military science program is presented in two parts: The basic course for freshmen and sophomores and the advanced course for juniors and seniors. Enrollment in the basic course is open to all students, and no military or personal obligation is incurred. Those who successfully complete the basic course and demonstrate the leadership potential required of a commissioned officer are eligible to apply for enrollment in the advanced course.

Military science textbooks and uniforms, when appropriate, are furnished to all cadets without charge. Those enrolled in the advanced course receive a monthly allowance during the school year and one-half the pay of a second lieutenant during a six-week summer camp. Registration for military science courses is the same as for any other course except that tuition is paid by the U.S. Department of the Army.

The Department of the Army awards a limited number of four-, three- and two-year ROTC scholarships to qualified students. Each scholarship provides free tuition, textbooks and laboratory fees in addition to a subsistence allowance for 10 months each school year.

Students who have demonstrated outstanding aptitude for military training and who rank in the upper half of their academic class may be designated Distinguished Military Graduates. Those so designated may apply for a commission in the regular Army.

For further information, letters of inquiry should be directed to Department of Military Science, Rose-Hulman Institute of Technology, Terre Haute, Indiana 47803 or contact Detachment 218, Indiana State University, Classroom Building, Room 201, Terre Haute, IN 47809-2245.

How to Apply

Campus Program

Application Process

Saint Mary-of-the-Woods College operates on a “rolling admission” basis and accepts applications throughout the year. Applicants are informed of the admission decision within one week of receipt of the required documents.

Students offered admission to the campus program receive an Enrollment Form to be returned to the Office of Admission with a \$100 non-refundable deposit. This deposit should be received by May 1 for Fall enrollment and December 1 for Winter enrollment in order to guarantee a place in the class. Deposits will be accepted after the dates as space allows. Payment of this fee serves as a tuition deposit and begins the housing process.

Freshman Applicants

Application files are complete when the following documents have been received in the Office of Admission (occasional exceptions are granted):

- Signed and dated application form accompanied by a \$30 non-refundable application fee.
- Official high school transcripts verifying high school graduation, or GED certificate.
- Official SAT or ACT scores.**
- A completed personal statement.
- A letter of recommendation from a professional person who can attest to the applicant’s ability to handle college-level work.

** Applicants who graduated from high school five or more years ago are not required to submit SAT or ACT scores, but must submit an essay describing personal, academic, and/or professional achievements.

Minimum Requirements

Applicants graduating from high school less than five years prior to applying should have high school credits that include:

- Four units of English
- Three units of mathematics (must include Algebra I, Algebra II, & Geometry)
- Three units of laboratory science
- Three units of social science
- Two units of one modern foreign language recommended

For regular admission, the applicant may not have deficiencies in more than one year of each subject area listed, and the total number of deficiencies in these areas may not be more than two years. If there is more than one deficiency per subject area, or if the total of deficiencies is three or more, the application will be reviewed and the applicant may be required to submit additional information and/or complete additional requirements.

Applicants graduating from Indiana high schools are required to satisfactorily complete the Graduation Qualifying Exam (GQE), commonly known as the ISTEP. Applicants who have not passed the GQE at the time of application, but who meet all other admission requirements, will be admitted contingent upon completion of all state and local requirements for a high school diploma.

Home Schooled and Non-Accredited High School Applicants

Students graduating from home schools and non-accredited high schools will be required to meet all admission requirements and may be required to submit descriptions of courses taken while in high school.

GED Applicants

Applicants may submit official evidence of a GED Certificate of Completion in lieu of high school graduation, along with an official transcript of all high school work completed.

Transfer Applicants

Application files are complete when the following documents have been received in the Office of Admission: (occasional exceptions are granted)

- Signed and dated application form accompanied by a \$30 non-refundable application fee.
- Official transcripts from each college or university attended.
- Transfer applicants with fewer than 15 transferable semester credits are required to submit official SAT or ACT scores and official high school transcripts. Transfer applicants who graduated from high school more than five years ago are not required to submit SAT or ACT scores, but must submit an essay describing personal, academic and/or professional achievements.
- A completed personal statement.
- A letter of recommendation from a professional person who can attest to the applicant's ability to handle college-level work.

Minimum Requirements

A minimum cumulative gpa of 2.0/4.0 is required for all transfer students, although a 2.5/4.0 is preferred for most programs. Students failing to meet these requirements, or students who have been placed on probation or suspension from another institution, may be required to submit additional information and/or complete additional requirements.

Students must meet the minimum computer requirements for the program in which they are enrolled. Admission staff and Academic Programs will provide the information, which is also available on the College website.

Re-Admitted Students and Program Transfers

Saint Mary-of-the-Woods College students currently enrolled in either the Woods External Degree program or in the campus program may apply directly to the Registrar to transfer between programs. Former students who would like to return to the College must complete an application for readmission in the Office of Admission.

International Applicants

International applicants from non-English speaking countries and for whom English is a second language must submit:

- Signed and dated application form for international students, accompanied by a non-refundable \$50 application fee.
- Official transcripts from high school and/or all colleges and universities attended. Transcripts must be accompanied by a certified English translation.
- A letter of recommendation from a professional person who can attest to the applicant's ability to handle college-level work.
- Official results of the Test of English as a Foreign Language (TOEFL) showing a minimum score of 500 on the paper-based test and 62 on the internet-based test. Alternatively, a score of at least 5.5 on the IELTS.

- Financial guarantee of sufficient funds available for at least one year of study (required for students planning to enroll on an F-1 visa only).
- U.S. Health Insurance coverage is required by the College.

Non-Degree Applicants

Applicants who wish to attend the College as non-degree seeking students must complete a special application form and submit a non-refundable \$10 application fee. Such students will be permitted to attend classes when space is available as determined by the Registrar.

Campus Visits and Interviews

Campus visits and interviews are recommended for applicants and, under certain circumstances, an interview may be required. Students who are required to interview will be contacted to make the necessary arrangements.

Woods External Degree (WED) Program

Application Requirements

An application for admission to Saint Mary-of-the-Woods College is complete when the Office of Distance and Graduate Admission has received the following:

- A completed and signed application form accompanied by the non-refundable \$30 application fee.
- A written essay describing academic, personal, and/or professional achievements, interest in attending Saint Mary-of-the-Woods College and the applicant's academic goals.
- For WED applicants with previous college experience, a current résumé and official academic transcripts from all colleges and universities attended. Applicants who have earned fewer than 15 semester hours must also submit a high school transcript or GED test scores and a letter of recommendation from a professional person who can attest to the applicant's ability to handle college-level work.
- For WED applicants without college experience, an official high school transcript or GED test scores; a current résumé and a letter of recommendation from a professional person who can attest to the applicant's ability to handle college-level work. For WED applicants who graduated from high school within the last five years, official SAT or ACT scores are required.
- For WED applicants for whom English is a second language, official results of Test of English as a Foreign Language (TOEFL) showing a minimum score of 500 on the paper-based test and 62 on the internet-based test.

Applicants to the Woods External Degree Program are individually evaluated and informed of admission status on a rolling basis and notified of the admission decision within one week of receipt of the required documents. The successful applicant may then choose one of several residencies offered throughout the year for new students.

Fees and Financial Policies

Saint Mary-of-the-Woods College offers individual and confidential financial assistance to each student enrolled in the College. Students and those who help them pay for their educational expenses have individual circumstances to consider. The following financial policies are established by Saint Mary-of-the-Woods College for fiscal year July 1, 2008 through June 30, 2009. All fees are subject to change.

Student Fees

On-Campus Program

Tuition (12-18 Credit Hours)	\$20,900
Board	4,810
Room (Average)	3,080
Application Fee	30
Technology Fee	350
General Fee	300
Graduation	70
Orientation Fee (Freshmen and Transfer Students)	75
Late Sign-in on first day of term	30
Fee to add or drop a class	10
Extension fee per hour per month	25

On-Campus Program (Credit Courses Per Credit Hour)

One Hour, Less Than 12	\$396
One Hour, Above 18	396
Independent Study Off Campus	396
Internship Summer	396

Woods External Degree (WED) Program

Tuition (Per Hour)	\$396
Assessment of Prior Learning Credit (Per Hour)	150
Technology Fee (per semester)	60
Application Fee	30
Graduation Fee	70
Initial Residency Fee	80
Fee to add or drop a class	10
Extension fee per hour per month	25

Graduate Programs

Tuition (Per Hour)	\$452
Application Fee	35
Graduation Fee	70
MLD and MED Technology Fee per term	50
Technology fee per year unless program requires a higher fee	120

Audits (as approved)

One Course Audit	\$120
Two Courses Audit	\$165

Community Service classes

Tuition (per hour)	120
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Drop or add fees

Campus students who drop or add courses on or after the day that campus classes begin each semester will be charged \$10 for each course dropped from or added to their schedules.

WED students who make changes to their schedules less than one week before their registration dates will be charged \$10 for each course dropped from or added to their schedules.

Other Fees

Various departments offer courses which require additional fees for special or laboratory materials, individual instruction and use of special equipment and facilities. Some internships, field experiences and related activities have individually determined fees when there are extraordinary expenses involved in supervision. See course descriptions for specific information.

Payment

Full payment of tuition, fees, room, board and other expenses is due before each term begins. Cash, check, money order or credit cards (VISA, Mastercard or Discover) or ACH transactions through a checking or savings account are acceptable. Saint Mary-of-the-Woods College scholarships, grants and financial aid from other properly documented sources will be considered in determining net due.

Campus students who are unable to pay the entire balance before term begins may elect to make monthly payments. Payment plan information is sent with the student account statement in July. Payment plan forms are available in the Business Office or on the website. Payment plan, first payment and payment plan fee can be returned to the Business Office.

Students have two payment options:

1. For an enrollment fee of \$35.00, payments may be spread over 4 or 5 months per semester, payments beginning July 1 or August 1 and ending November 1 for the first semester and beginning December 1 or January 1 and ending April 1 for the second semester. This is the semester plan.
2. For an enrollment fee of \$70.00, payments can be spread over 10 months from July to April.
3. A payment plan contract must be signed and on file in the Business Office. Payment plan forms are available in the Business Office or may be printed from the SMWC website.

WED students who are unable to pay the entire balance at registration may elect to make four monthly payments. The first payment is due at registration; for an enrollment fee of \$35, the three remaining payments are made in successive months.

The Business Office can be contacted at businessoffice@smwc.edu or 812-535-5124.

Returning Students

For returning students, all unpaid balances from the previous semester must be paid prior to registration. In the event of an unpaid balance, students will be unable to register for new classes until the balance is paid.

Withdrawals and Refunds

Campus Program

If written notification is received one week before registration, a full refund will be given for all tuition, fees, room and board charges. If a student withdraws after the semester starts, refunds for room and board charges must be approved by the Director of Campus Life. Refunds will be prorated on a weekly basis, less a \$50 withdrawal fee. Tuition, fees and financial aid will also be prorated. Withdrawal after 60% of the semester will result in 100% of charges. If a student leaves due to a

disciplinary action, refunds may not be approved. Room deposits are held a minimum of 30 days after a student withdraws or graduates. If damages exceed the room deposit, or if the room key is not returned, the room deposit will be applied toward the damages, and the excess will be billed to the student account.

All additional fees (general fees, computer fees, course fees, etc.) will be prorated for the actual days attended.

WED Program

If a student withdraws from the WED program during a new residency, the residency fee is not refundable, regardless of the time attended. If a student withdraws following registration, the student pays tuition according to the schedule for dropping courses.

If a student drops a course:

- a) within the first 30% of the semester, the student pays 1/3 of the tuition for the dropped course
- b) between 31% and 60% of the semester, the student pays 2/3 of the tuition for the dropped course
- c) after 60% of the semester, the student pays the full tuition for the dropped course.

Financial aid is prorated based on the number of days enrolled, up to 60% of the semester.

Once the registration form is approved, the student is responsible for the tuition for all courses in that semester, as stated above, whether or not the student completes any work in the courses.

The remainder of the refund is returned to the financial aid program from which it came.

Delinquent Balances

Students whose accounts are not in good standing are not entitled to receive transcripts, diplomas or certificates. Delinquent accounts are subject to a monthly service fee.

Delinquent Account Collections

If it is necessary to forward a delinquent balance to the College's collection agency, all reasonable collection costs, including attorney fees and other charges necessary for the collection of any amount not paid when due, will be the responsibility of the debtor.

IMPORTANT:

All refunds in either the campus or Woods External Degree Program are made in accordance with the above policies upon written notice of withdrawal to the Registrar or Director of WED.

Refunds involve only those funds paid by a student and a student's family or employer. If a student has financial aid, the refund is calculated according to the percentage of total expenses paid by the student. The remainder of the refund is returned to the financial aid program from which it came.

Scholarships and Financial Aid

Saint Mary-of-the-Woods College offers non-need-based and need-based financial assistance to most students enrolled in the campus program. Financial aid may come from a variety of sources: institutional scholarships and grants, outside scholarships and grants, federal and state grants, student and parent loans, and campus employment.

Each campus applicant is reviewed for scholarships and other financial aid. Financial aid and admission counselors are available to meet individually with prospective students and families to explore financial aid opportunities. To determine exact amounts of need-based financial aid, students must complete the Free Application for Federal Student Aid (FAFSA). All scholarships and grants are combined with loans and/or campus employment to help meet financial need.

Financial aid awards are reviewed annually. Institutional scholarships and grants are renewed annually, given satisfactory academic progress. Federal and state awards may change depending upon family and student circumstances. Institutional scholarships and grants are funded in part via endowed scholarships, which have been established through the gifts of alumnae, friends, or corporations.

The College administers federal and state loans and grants for eligible WED and graduate students and provides information about outside scholarships. For detailed information about the sources of financial aid listed below, see the College website: www.smwc.edu.

Institutional Assistance

Presidential Scholarship	Athletic Scholarships
Dean's Scholarship	Twenty-First Century Scholars Grant
Transfer Scholarship	September 11 th Scholarship
SMWC Grant	Alumnae Tuition Grant
Top Ten on 10 Scholarships	Wabash Valley Tuition Grant
Performing and Visual Arts Scholarship	Endowed Scholarships

Federal and State Assistance

Federal Pell Grant	Higher Education Award
Federal Supplemental Equal Opportunity Grant (FSEOG)	Hoosier Scholars
Federal Perkins Loan	Signature/Alternative Loans
Indiana Part-Time Grant	Veterans Administration
Federal Work-Study	Vocational Rehabilitation
Frank O'Bannon Indiana State Grant	Stafford Loan
	Freedom of Choice Award

Endowed Scholarships

Anna McSheffery Allman Endowed Scholarship
Mary Clare Murphy Ariens, 1955 Endowed Scholarship
John and Ellen Asbury and Dorothy Asbury Jordan Endowed Scholarship
Ave-McGahan Family Endowed Scholarship
Ruth Scherschel Balombin, 1936 Endowed Scholarship
Agnes and Lawrence Barrett Endowed Scholarship

Bemis Company, Inc. Endowed Scholarship
LaVerne Masterson Benoit, 1925 Endowed Scholarship
William J. Benoit Endowed Scholarship
B.W. Biddle and Family Endowed Scholarship
Gertrude Lynch Bindley, 1935 Endowed Scholarship
Borders Sisters Endowed Scholarship
Dr. H. Clark and Ann M. Boyd Endowed Scholarship
Josephine S. and Walter H. Brandt, Sr. Endowed Scholarship
Grace Elizabeth Brassie Endowed Scholarship
Breen-Garrity Endowed Scholarship
Dorothy Moorhouse Buechler, 1929 Endowed Scholarship
Bayless V. Butler and Mary R. Butler Endowed Scholarship
Marie Murphy Carney, 1912 Endowed Scholarship
Dorothy M. Carroll, 1935 Endowed Scholarship
The Chicago Saint Mary-of-the-Woods College Alumnae Club Endowed Scholarship
Class of 1947 Endowed Scholarship
Elizabeth Cronin Connelly, 1951 Endowed Scholarship
George B. and Elizabeth A. Craig Endowed Scholarship
Richard E. Dennis Endowed Scholarship
Josephine Stout Desautels, 1928 Endowed Scholarship
Digital Audio Disc Corporation Endowed Scholarship
Barbara Doherty, SP, 1953 Endowed Scholarship
Marie M. Dolan, 1927 Endowed Scholarship
Sr. Alexa Suelzer - Sr. Ruth Eileen Dwyer Endowed Scholarship
Dorothy Bell Engert, 1933 Endowed Scholarship
John T. Feeser Endowed Scholarship
Mary Jo Barber Fitzgerald, 1964 Endowed Scholarship
Mother Marie Helene Franey, SP, 1920 Endowed Scholarship
Mary Kay Franey, 1937 Endowed Scholarship
Ruth H. Garritano, 1943 Endowed Scholarship
Raymond J. Gates Endowed Scholarship
Alice Diver Goodwine, 1932 Endowed Scholarship
Catherine Connor Graney, 1928 Endowed Scholarship
The Sisters of Providence Saint Mother Theodore Guerin Endowed Scholarship
Sister Theodata Haggarty, SP Endowed Scholarship
Mary Ellen Sweeney Haggerty, 1942 Endowed Scholarship
Jane Baker Hahn, 1954 Endowed Scholarship
Regina Sullivan Happenny, 1922 Endowed Scholarship
Sister Marie Brendan Harvey, 1951 Endowed Scholarship
Agatha (Rossetti) and Joseph B. Hessley Endowed Scholarship
P M Campana, 2001 and R K Hessley Endowed Scholarship
Judith H. Hillenbrand Endowed Scholarship
Holy Spirit Endowed Scholarship
Holy Trinity Endowed Scholarship
Mary Fendrich Hulman, 1923 Endowed Scholarship
Saint Mary-of-the-Woods College Indianapolis Alumnae Club Endowed Scholarship

Charlotte O'Brian Keller, 1926 Endowed Scholarship
Genevieve Savoie Kemper, 1929 Endowed Scholarship
Amata McGlynn, SP and Margaret Alacoque Kervin, SP Endowed Scholarship
Mr. and Mrs. Thomas Kervin, Sr. Endowed Scholarship
Jeanne Knoerle, SP, 1949 Endowed Scholarship
Genevieve Yung Hulme and Norman and Eugenia Yung Koester Endowed Scholarship
Marilyn Caserotti Kostenski Endowed Scholarship
Florence W. and George A. Kramer Endowed Scholarship
Julia Rooney Ladner, 1951 and Frank S. Ladner Endowed Scholarship
Karen Skinner Lafkas, 1965 Endowed Scholarship
Dr. Cecilia J. Lauby Memorial Endowed Scholarship
Evelyn Georgia Learned, 1935 Endowed Scholarship
The Lescinski Family Endowed Scholarship
Therese Roy Light, 1948 Endowed Scholarship
Alice M. Locklin, 1927 Endowed Scholarship
Logan-Foohy-Evard Families Endowed Scholarship
Mother Marie Gratia Luking, SP and John Tsai Tien Ma Endowed Scholarship
Mark-Tracey Endowed Scholarship
James and Marie Masterson Endowed Scholarship
Grace Hake McClorey, 1949 Endowed Scholarship
Thomas J. and Grace Hake McClorey, 1949 Endowed Scholarship
Monsignor John J. McMahan Endowed Scholarship
John L. McMahan Endowed Scholarship
Sue Kelly Mee, 1923 Endowed Scholarship
Craigie Gunn Mitchell, 1872 Endowed Scholarship
John Howard Mitchell Endowed Scholarship
Frank and Kathleen Mulhern Murphy, 1923 Endowed Scholarship
Mae Frawley Murphy, 1891 Endowed Scholarship
Marydel Harrison Neumann Endowed Scholarship
Hollie and Anna Oakley Foundation Endowed Scholarship
Mary Olive O'Connell, SP Endowed Scholarship
Elizabeth Walsh O'Connor Endowed Scholarship
The William J. and Dorothy K. O'Neill, 1931 Foundation Endowed Scholarship
Joseph Anthony and Anna McCoy Oppenheim Endowed Scholarship
Florence Morgan Phillips Memorial Endowed Scholarship
Ruth Gottemoller Pike, 1932 Endowed Scholarship
Dr. Edward A. and Dorothy E. Piszczek Endowed Scholarship
Joseph A. and Elizabeth Pomeroy Endowed Scholarship
Mary Joseph Pomeroy, SP, 1921 Endowed Scholarship
Madeleine Burget Fox Prevo Endowed Scholarship
Quaker Oats Foundation Endowed Scholarship
Mother Mary Raphael, SP Endowed Scholarship
Margaret Popp Ream, 1962 Endowed Scholarship
Francis Regan Endowed Scholarship
Dolly Bishop Reiling, 1940 Endowed Scholarship
Marcella Dolan Rhatigan, 1936 Endowed Scholarship

Virginia Elizabeth Riley Endowed Scholarship
William Joseph and Patricia Sullivan Roach Endowed Scholarship
Maud E. Helm Rockwell, 1878 Endowed Scholarship
Victor and Irma Schlachter Endowed Scholarship
Oscar S. and Celeste M. Schmidt Endowed Scholarship
Virginia Gits Schmied, 1936 Endowed Scholarship
Dorothy (Hein 1955) and Frederick Schultheis Endowed Scholarship
Science Support Endowed Scholarship
Helen Bichl Seng, 1924 Endowed Scholarship
Patricia Hannan Sermersheim, 1949 and Michael F. Sermersheim Endowed Scholarship
Doris L. Sindlinger, 1924 Endowed Scholarship
Alma Gallagher Smith, 1940 and Lawrence J. Smith Memorial Endowed Scholarship
George F. and Christine Smith Endowed Scholarship
Gertrude Smith, SP, 1919 Memorial Endowed Scholarship
Barbara Ellen Welch, 1962 Memorial Endowed Scholarship
Catherine and Joseph Wilcox Endowed Scholarship
Elmo and Mildred Willhoff, 1928 Endowed Scholarship
Paul A. and Flossie J. Williams Endowed Scholarship
Rose Marie Wilkinson Endowed Scholarship
James Wynne Endowed Scholarship
Kathryn Young Endowed Scholarship
Mr. and Mrs. James Richard Zapapas Endowed Scholarship

Academic Regulations

Graduation Requirements

Saint Mary-of-the-Woods College offers courses of study that lead to one of the following undergraduate degrees: bachelor of arts, bachelor of science, associate in arts and associate in science. Each degree requires completion of the general studies curriculum and a major curriculum in one or more areas of specialization.

For the bachelor's degree, a student must complete 125 credit hours and achieve a minimum cumulative gpa of 2.0 on a 4.0 scale for all coursework. In addition, a student must achieve a minimum of 2.0 cumulative gpa in the major and minor area(s) of specialization, unless the program stipulates a higher ratio. A minimum of 30 hours of graded coursework must be earned at Saint Mary-of-the-Woods College.

For the associate degree, a student must complete a minimum of 62 credit hours and achieve a cumulative gpa of 2.0 on a 4.0 scale. In addition, she must achieve a minimum 2.0 cumulative gpa in her major area of study. A minimum of 18 hours of graded coursework must be earned at Saint Mary-of-the-Woods College.

No more than 9 of the last 18 credit hours of graded coursework earned towards graduation may be taken at another institution for either the bachelor's or the associate degree.

Full-time students seeking the bachelor's degree must complete the work within six years of the date of enrollment; for the associate degree, within three years. Part-time students seeking the bachelor's degree must complete the work within 12 years of enrollment; for the associate degree, within six years. The primary responsibility for meeting degree and certification requirements rests with the student.

Majors and Minors

Each department offers majors and minors designed to prepare students for contemporary careers. Many of the majors are offered in both the campus and WED programs, but some courses or majors are offered only in one program. Students are not required to have a minor for graduation, but completing a minor gives students a strong grounding in an additional area of study. Requirements for majors and minors are specified in the program sections of this catalog.

In order to meet specialized educational goals, sometimes students design their own Individualized Major. Student works together with their academic advisors to plan an appropriate curriculum which must be approved by the Academic Council before the end of the student's sophomore year (or the WED equivalent).

Second Degrees at the Same Level

In general, the College encourages graduates who want to continue their education to pursue graduate studies rather than do additional work at the undergraduate level. However, there may be situations where a graduate needs or prefers a second undergraduate degree.

A student who has already earned a degree at Saint Mary-of-the-Woods College or at another institution may earn a second degree at the same level at the College under the following conditions:

1. The major for the Saint Mary-of-the-Woods College degree must differ significantly from the major of the student's first degree, unless the major is specifically approved by the Vice President for Academic Affairs.
2. The student pursuing a second bachelor's degree must complete a minimum of 30 credit hours beyond the first bachelor's degree (18 credit hours beyond the first associate degree for a second associate degree) at Saint Mary-of-the-Woods College.
3. The student must satisfy the requirements for the major as articulated in the catalog under which the student is admitted/readmitted to the College, must take two theology courses (unless previously completed) and one 400-level ID course (unless previously completed).

Students who earn second degrees at the College will be awarded a diploma and the degree will be noted on their transcript.

Second degrees are not to be confused with double majors, which are pursued concurrently and included in a single degree.

Registration

Information and instructions concerning registration are communicated to new students shortly after their acceptance is confirmed. New students are provided with opportunities to meet with faculty for academic advisement and course selection prior to the start of a semester.

Current students in the campus program register during the published registration period prior to each semester. All students in the campus program must sign in at the beginning of each semester with the Registrar's Office staff in the manner designated.

Students in the campus program may take independent study or distance learning courses provided they meet the eligibility requirements and faculty are available. Guidelines for taking these courses are distributed by the Registrar's Office.

Students enrolled in the Woods External Degree program may take up to one-half of their courseload each semester in campus courses.

Curriculum Changes

The College reserves the right to make changes in curriculum or course offerings when necessary and to withdraw a course if under-enrolled or if a faculty member is not available.

Confidentiality of Student Records

College policy is in compliance with the Family Education Rights and Privacy Act of 1974 ("FERPA"). Saint Mary-of-the-Woods College designates the following items as directory information: student name, class year, College e-mail address, hometown, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, high school and year of high school graduation, dates of attendance, and degrees, honors and awards earned. The College may disclose any of those items without prior written consent, unless notified in writing by the student.

Student Load

A student must be enrolled for a minimum of 12 credit hours to qualify as full time. Generally, a full-time campus student enrolls in 12 to 18 credit hours per semester. A student may register for more than 18 credit hours only with the permission of her academic advisor and of the Vice President for Academic Affairs. A cumulative gpa of at least 3.0 is generally required for students who wish to register for more than 18 hours. Additional tuition is charged for courses taken

in excess of 18 credit hours per semester. Students on academic probation may take no more than 15 credit hours per semester.

WED students may take up to 18 hours per semester as their circumstances permit. More than 18 credit hours requires the permission of the academic advisor and of the WED Director or CAO. A WED student on probation is limited to six or fewer hours.

Student Classification

Students are classified according to semester hours successfully completed:

Freshman	up to 29 hours
Sophomore	30 – 59 hours
Junior	60 – 89 hours
Senior	90 hours and above

A semester hour is defined as the academic credit obtained for successful completion of a course which meets for a 50-minute period once a week for the equivalent of 15 weeks; laboratory, field work, drawing, practical arts, physical education or other types of instruction that meet two or three hours per week; or the equivalent academic work in an alternative learning format. Semester hours are expressed as credit hours.

Class Attendance

Students in campus courses are encouraged to attend classes regularly and to inform their instructors of circumstances which may prevent them from attending a class. Requirements regarding class attendance are left to the discretion of the individual instructor who communicates attendance policies at the beginning of each semester in the course syllabus.

Undergraduate Grading Scale

A	=	4.0 Superior
A-	=	3.7
B+	=	3.4
B	=	3.0 Good
B-	=	2.7
C+	=	2.4
C	=	2.0 Average
C-	=	1.7
D+	=	1.4
D	=	1.0 Poor, but passed
F	=	0 Failure
P	=	Pass (Ungraded)
I	=	Incomplete
Au	=	Audit (No Credit)
W	=	Withdrawal
R	=	Retake

In the campus program, first-year students receive four-week grades and all students receive midterm grades for all full semester courses. Four-week and midterm grades are intended to inform students of their standing at that point in the semester. These grades do not appear on a student's permanent record, nor do they affect the student's gpa. At the end of the campus semester, instructors determine the final semester grades.

Pass/Fail Option

Only elective courses (i.e. not general studies or courses in the major/minor) may be taken on a pass/fail basis. A “P” (pass) grade does not affect the student’s gpa, but the class does contribute credit hours towards graduation.

Only one course per semester may be taken on a pass/fail basis. The course must be declared pass/fail in the Registrar’s Office at the time of registration – the decision to take a course pass/fail cannot be changed once the course has begun.

The faculty member teaching the course will not be told that the student is taking it pass/fail. The faculty member will assign a grade for the course which will be maintained in the Registrar’s Office, but only “P” (or “F”) will appear on the student’s transcript.

A “D” is considered passing for elective courses; however, students should be aware that other institutions to which they may later apply could ask the Registrar’s Office to define the “P” grade, and those institutions will not accept a “D” in transfer.

Academic Warnings

All students are responsible for monitoring their own progress in courses. In addition, many instructors will warn students if they are in danger of failing a course. However, such warnings are not required prior to assigning a failing grade. Instructors are encouraged to make use of written warnings issued through the Registrar’s Office.

Incomplete Grades

A student with a valid reason for not finishing a course on time may request from the instructor an extension to complete the course. Extensions are not usually granted if the student has not already successfully completed at least 50% of the work for the course.

Extensions may be granted for one, two or three months. The extension begins the day after the course was originally scheduled to end. A monthly fee is charged for the extension of a course.

Withdrawal from a course is not possible after the grade of “Incomplete” has been assigned. If the work is not finished in the specified period, the grade of “F” will be assigned. The student may retake the course in accordance with the policy for repeating courses.

Withdrawal from a Course

Students may withdraw from courses with the approval of their academic advisors at any time during the first quarter of the semester without having the course appear on their permanent record. This early withdrawal is known as a “clean drop.” Withdrawals after the first quarter, but before the last forty percent of the semester, must be signed by the academic advisor for campus students, or the WED Director for WED students. The course will be recorded on the permanent record with the grade of “W” (withdrawn). No student may withdraw from a course during the last 40 percent of the semester. Withdrawal requires the official form issued by the Registrar or the WED Office.

Late Entrances into Campus Courses

No student may enter a campus course after the first 10 percent of class sessions have met (approximately two weeks.) A student may enter a course after the first day but before the end of the first 10 percent of classes have met only with approval of the academic advisor and the course instructor, using the form issued by the Registrar.

Repeating Courses

Students may retake any course to improve their grade in that course. This is particularly encouraged when a student has received a failing grade for a course. When a grade for the repeated course is received by the Registrar's Office, the second grade is used in the calculation of the gpa and supercedes the grade for the original attempt. The original course and assigned grade remain on the student's transcript with the notation "R" to indicate that it was retaken.

Advanced Placement

Test results from Advanced Placement examinations given by the College Entrance Examination Board are used to determine eligibility for advanced placement in college courses, waiver of required courses, and/or the awarding of college credit. Scores of 3 or above are required for eligibility for college credit.

International Baccalaureate

Saint Mary-of-the-Woods College recognizes the level of commitment to academic excellence demonstrated by those high school students who elect to pursue the International Baccalaureate (IB) program.

IB higher level exam scores of at least 4 are translated into 6 to 8 hours of college-level credit in the appropriate discipline. Application of the credit to specific courses or degree requirements will be at the discretion of the relevant academic department.

Official transcripts issued by the International Baccalaureate North America Office should be sent directly to the Registrar's Office, Saint Mary-of-the-Woods College.

CLEP (College Level Examination Program)

Saint Mary-of-the-Woods College grants credit for the College Level Examination Program (CLEP) general and subject examinations with scores at or above the minimum levels recommended by the American Council on Education. An official copy of the scores must be submitted to the Registrar before a credit award is made. Saint Mary-of-the-Woods College is an official CLEP testing site.

Assessment of Prior Learning

Students who have acquired college-level knowledge through employment, volunteer work, non-college based training programs or other means may apply for college credit through an Assessment of Prior Learning (APL). Awards are made on the basis of faculty evaluation of a student's application. A maximum of 30 credit hours may be earned through APL. Details may be obtained from academic advisors.

Transfer of Credit from Other Institutions

Saint Mary-of-the-Woods College accepts transfer hours from regionally accredited institutions if the student earned the grade of "C" or better in the course. The application of the hours into an individual student's degree program is handled on a case-by-case basis and is processed in the Office of the Registrar.

Student Course Problems

Student academic problems are addressed initially between the student and the faculty member teaching the course. Students with academic grievances should follow the procedures referred to in the *Student Handbook*.

Grade Appeal Policy

A student who believes that a grade is awarded in error may appeal that grade. A complete description of the procedures for appealing a grade is found in the *Student Handbook*.

Academic Honors

Academic honors are published in July and January of each year for WED students, in May and January for campus students. Honors are based on the cumulative grade point average earned in graded coursework taken at Saint Mary-of-the-Woods College. All students reaching the following number of hours of graded course work during the designated time period will be considered for academic honors: 12, 30, 45, 60, 75, 90, 105 or 125 credit hours.

Students with a cumulative gpa between 3.5 and 3.749 receive “honors.” Students with a cumulative gpa between 3.75 and 3.99 receive “great honors.” Students with a cumulative gpa of 4.0 receive “highest honors.” Students with an incomplete grade will not be considered for academic honors until all grades for that semester are on file.

Graduation with Honors

Bachelor’s degrees are conferred with honors upon those students who attain academic distinction. To be eligible for graduation honors, a student must have completed 60 credit hours of graded work at Saint Mary-of-the-Woods College. In calculating grade point average for honors, all college course work, including that transferred from other institutions, is considered. The calculation of eligibility for recognition is based upon completion of all work required for the degree. A cumulative gpa of 3.5 merits graduation cum laude; 3.75 merits magna cum laude; 3.9 merits summa cum laude.

Associate degrees are conferred with honors upon those students who complete a minimum of 45 credit hours of graded course work at Saint Mary-of-the-Woods College and who earn a cumulative gpa of 3.5, including the grades of all transferred classes which are accepted toward graduation.

Senior Awards

Two Maud Helm Rockwell Medals for superior scholarship are awarded each year, one in the campus program and one in the WED program. The recipients are the graduating seniors who have achieved the highest honors in their respective programs.

Seniors who have earned a 3.5 average or above at the end of seven semesters (or the equivalent in the WED Program), and who have demonstrated leadership qualities through volunteer and extra-curricular activities, may be nominated for membership in Kappa Gamma Pi, the national Catholic women’s honor society. Two Kappa Gamma Pi St. Catherine medals are awarded each year, one in the campus program and one in the WED program, to two graduating students who represent the high ideals of a Catholic college education.

Alumnae Leadership and Service Medals are awarded each year by the Saint Mary-of-the-Woods College Alumnae Association to two graduating seniors, one from the campus program and one from the WED program. Each is selected on the basis of outstanding leadership and service.

Probation, Suspension and Academic Dismissal

Students will be placed on academic probation when their semester gpa or cumulative gpa is less than 2.0. The student will be notified in writing of the probationary status, and of the conditions of the probation, before the start of the next term. Normally, a student may remain on academic

probation for no more than two consecutive terms. Extra-curricular activities may be restricted for students who are on probation.

- A student may be suspended from the College for one semester or longer, if
- a. the semester gpa is less than 1.0, or
 - b. the semester gpa is less than 2.0 for two consecutive semesters, or
 - c. the cumulative gpa is less than 2.0 for two consecutive semesters.

A student who is suspended will be notified in writing of the suspension, its duration and the conditions for eligibility to apply for re-admission before the start of the next term.

Generally, dismissal from the College is the result of unsatisfactory performance following a student's return from a previous suspension. However, a student may be dismissed from the College without previous probation or suspension if her academic performance in a given semester is deemed sufficiently unsatisfactory as to warrant dismissal.

Dismissal for Social Cause

A student also may be dismissed for social cause. Unsatisfactory conduct or influence will result in dismissal from the College. If, in the judgment of the administration, a student is exerting a harmful influence, she may be dismissed without any special act of insubordination. It is understood that students, parents and sponsors of all students accept these conditions.

Readmission

A campus student who does not enroll for two consecutive semesters must reapply before enrolling in courses. A student who is away for an extended period should be aware that she may be required to fulfill different general studies and major requirements or to retake successfully completed classes in which the material covered previously is deemed to be sufficiently outdated.

Former WED students who wish to be re-admitted to the WED Program must submit a new WED application and a one page personal essay, as well as official transcripts from any college/university attended since the date of withdrawal from the College.

Application fees are waived for students applying for re-admission.

Academic Forgiveness

Students who re-apply to Saint Mary-of-the-Woods College at least five years after their last enrollment may request that their academic records be altered to include only those courses for which they earned the grade of "C" or better. The student must demonstrate a new maturity through, for example, the successful completion of courses at another institution, employment history or family responsibilities.

Procedure for Requesting Transcripts

Transcripts should be requested well in advance of the date needed. Requests are usually filled the day they are received; however, it is advisable to allow a minimum of two working days. Students should be aware that their financial accounts must be in good standing before their transcripts will be released.

1. Students may obtain a copy of their academic records in person at the Registrar's Office by completing a Transcript Request Form.
2. A transcript may also be obtained by writing to the Registrar's Office. Requests or release forms must be signed by the individual whose transcript is being requested. Requests should

- include the student's name at the time of enrollment, the student's social security number, and a contact phone number.
3. The Registrar's Office accepts faxed requests for transcripts, (fax number: 812 535 5005), providing a signature appears on the request and a credit card number and expiration date are included. Unofficial transcripts will be faxed to another institution or to an agency for a fee of \$5, but an official copy of the transcript (for an additional \$5 fee) will also be sent to the institution or agency by mail.
 4. The fee for each transcript is \$5. A request without payment will not be processed.
 5. Current or recent students can print an unofficial copy of their transcripts by going to myrecords.smwc.edu.

Woods External Degree Program

The Woods External Degree (WED) program, instituted in 1973, extended the mission of Saint Mary-of-the-Woods College in the education of adults. WED is a distance education program that meets the educational needs of adults who cannot complete an undergraduate degree through traditional college programs because of family and/or job responsibilities or geographic location.

The Woods External Degree program is one of guided independent study. Using course outlines that specify learning activities and outcomes, student and instructor plan the semester. Throughout the semester, regular contact is maintained between student and instructor by mail, phone or email.

WED offers adults the advantages of a liberal arts foundation and professional preparation in their chosen field of specialization. Unlike many distance education programs, WED offers the choice of complete majors from among various fields of study. Offering an initial residency of two days and brief residency periods on campus every five months, WED enables adults to pursue the education they need and want without disrupting their lives.

Degree Requirements

The requirements for a bachelor's degree through WED are the same as those in the campus program. These include the successful completion of at least 125 credit hours with a cumulative gpa of 2.0 on a 4.0 scale. Students admitted to the WED program on or after July 1, 1997 must also earn a minimum gpa of 2.0 in their major/minor area(s) of concentration, unless the specific concentration requires a higher ratio. Thirty of these credit hours must be earned from Saint Mary-of-the-Woods College. This minimum does not include any hours awarded through Assessment of Prior Learning.

With the exception of the foreign language requirement (met in WED through a culture course), WED students take the same general studies as outlined in the curriculum elsewhere in this catalog. Students must also satisfy the requirements of the major they select.

The requirements for an associate degree through WED include the successful completion of a minimum of 62 credit hours with a cumulative gpa of 2.0 on a 4.0 scale. Eighteen of these credit hours must be earned from Saint Mary-of-the-Woods College. The student must also meet general studies requirements and requirements of the chosen major.

In general, students enrolled in the Woods External Degree program carry six or more credit hours each semester. They must earn the bachelor's degree within 12 years of the date of enrollment, the associate degree within six years, and the certificate within three years.

Earning Credit

To earn a baccalaureate degree from Saint Mary-of-the-Woods College through WED, a minimum of 30 hours must be earned in course work under the direct supervision of College faculty.

The College accepts hours earned at other accredited colleges and universities provided the grade for the course is a "C" or better. In some cases, credits may be too dated to meet requirements (especially business, CIS and education).

WED students also have the option of earning credit by means of Assessment of Prior Learning (APL) applications and the College Level Examination Program (CLEP) exams. For those who have acquired college-level knowledge through employment, volunteer work, non-college based

training programs or other means, the College may grant APL credit. APL awards are made on the basis of expert evaluation of a documented application. A maximum of 30 credit hours may be earned through APL.

The College awards credit for the attainment of certification status as recommended by the American Council on Education, such as the certified professional secretary, the certified professional legal secretary and medical record personnel.

Credit may also be awarded to those who have completed courses or training programs offered by such professional associations as the American Institute of Banking, the Institute of Financial Education, the Life Office Management Association and the Insurance Institute of America. This recognition of previous professional education (as recommended by the American Council on Education) enables adults to get a head start on a college degree.

WED Policies

The *WED Student Handbook* explains program policies and procedures, as well as regulations regarding grades, incompletes, withdrawals and leaves of absence. Admission procedures and fees for WED are explained in the admission and financial sections of this catalog.

Academic Standing

To remain in good standing in the WED program, a student must maintain a cumulative gpa of 2.0 or higher on a 4.0 scale, plus a 2.0 gpa for each enrolled semester. If a student's cumulative gpa falls below the accepted level, or if the semester gpa is below a 2.0, the student will be placed on academic probation for the next semester. At the end of this semester if the student does not attain the required 2.0 cumulative gpa, the student may be suspended from the program or allowed to continue on academic probation for a second semester.

Graduation Honors

WED students are eligible for honors at graduation if they meet the stated requirements and are completing a minimum of 60 credit hours of graded course work at Saint Mary-of-the-Woods College. The 60 hour minimum does not include hours awarded via APL or CLEP examinations. The grades of transferred courses are included in the calculation to determine eligibility for graduation honors.

Majors and Courses of Study

While the degrees earned through WED are the same as those earned in the campus program, the nature of WED requires some adaptation in offerings, requirements and policies. Majors in performing arts, foreign languages and laboratory sciences cannot be earned in the distance learning format.

WED Undergraduate Programs

Baccalaureate majors:

- Accounting
- Accounting Information Systems
- Business Administration
- Computer Information Systems
- Creative Writing
- Criminal Justice
- Digital Media
- Education
- English

History/Political Science
Human Resource Management
Human Services
Humanities
Journalism
Marketing
Mathematics
Paralegal Studies
Professional Writing
Psychology
Social Science (History)
Theology

Associate majors:

Accounting
Early Childhood/Child Development
General Business
Humanities
K-Elementary Education
Paralegal Studies

Baccalaureate minors:

Accounting
Business Administration
Computer Information Systems
Creative Writing
Criminal Justice
Digital Media
English
Film Studies
History
Human Resource Management
Journalism
Marketing
Mathematics
Paralegal Studies
Political Science
Professional Communications
Professional Writing
Psychology
Sociology
Theatre
Theology
Women's Studies

Post-Baccalaureate Programs

Paralegal Studies
Traditional Teacher Licensure
 Pre-School - Grade 3/Mild Intervention
 K-Elementary Education
 Middle School/High School:

English
Mathematics
Social Studies
Special Education

Accelerated Teacher Licensure

K-Elementary Education
Middle School/Junior High School
High School
Elementary Exceptional Needs: Mild Intervention
Middle School/High School Exceptional Needs: Mild Intervention

Teacher Licensure Additional Content Areas

K-Elementary Exceptional Needs: Mild Intervention
Middle School/High School Exceptional Needs: Mild Intervention
Early Childhood/Mild Intervention
Intermediate Grades
Mild Intervention: Intermediate (Grades 4, 5, and 6)

General Studies Curriculum

The General Studies curriculum is the foundation of a Saint Mary-of-the-Woods College education, representing the College's liberal arts vision and its commitment to the preparation of every student for a diverse and changing world. It has been crafted to provide a coherent sequence of experiences to help students develop the knowledge and skills they need to enjoy productive and satisfying lives. The faculty believes that graduates must be independent learners who are assertive, articulate and self-reliant. They must be able to understand and appreciate diverse perspectives and interact with others in a shrinking world of complex human relations and diversity. Their college years should see them grow in skills such as communication, critical thinking, and leadership. Toward this end, the Saint Mary-of-the-Woods College faculty has created a general studies curriculum based on models of adult development best suited for the advancement of students in a global age.

The general studies courses are arranged in ascending domains, with a blend of required courses and possibilities for choice along the way to fit the needs of each student:

Skills for Advanced Learning
Foundations and Diversity
Academic Perspectives
Linking
Interdisciplinary

The first of these domains, Skills for Advanced Learning, is designed to refine students' abilities in such crucial areas as writing, mathematics, speech, computer studies and personal fitness. It demands that students use knowledge, rather than simply acquire it. A special course, Critical Connections (campus program), or Life/Learning Skills (WED program), introduces students to the challenges of understanding a complex world and dealing effectively with a vast array of information.

The Foundations and Diversity domain offers grounding in studies that are considered essential to a liberal education. It provides opportunities for students to learn about various cultures, languages and people they will encounter in their lives.

The Academic Perspectives domain is designed to give students a particular kind of breadth in their education. Courses from many areas are specially created to help students understand how the world may be analyzed from one of four different perspectives: the creative/expressive, the scientific, the social/cultural, and the theological. Courses focus on how practitioners ask questions, seek answers and use information. In this domain students learn different methods of analysis and apply them to real-world problems and issues.

The Linking domain lets students begin to compare different approaches and to use one academic perspective to supplement another. Since the world seldom presents problems that can be approached solely from one perspective, the College faculty believes that this is a crucial set of skills. Courses are focused around a single, complex problem or issue and bring two different academic perspectives to bear upon it.

Finally, the Interdisciplinary domain provides courses that develop and test students' abilities to fully integrate different modes of analysis. Students choose one of several courses created for this most challenging level of the curriculum. At this stage they take responsibility for their own learning, using seminar methods and working with complex issues. Students emerge from this stage confident in their abilities to make meaning of and communicate in a rapidly changing, complex world.

General Studies courses may be taken at the same time as major/minor courses. That is, students are not required to complete their General Studies courses prior to taking their major/minor courses. Most students will take General Studies courses throughout the time that they are enrolled at the College.

Some General Studies courses are available to campus or WED students only. For an updated list, students may refer to the [General Studies Grid](#) on the Intranet or contact their academic advisors.

General Studies courses are offered on a rotating basis in the campus program. To assist with course planning, students may refer to the [Campus-Based General Studies Course Rotation](#) on the Intranet or contact their academic advisors.

Skills for Advanced Learning

Campus:	ID 100 Critical Connections	2 hours
WED:	ID 105 Life/Learning Skills	3 hours
Campus:	CO 111 Introduction to Human Communication	3 hours
WED:	CO 112 Interpersonal Communication	3 hours
Campus:	PE 126 Fitness & Wellness	1 hour
WED:	PE 110 Study in Fitness	2 hours
EN 111	English Composition/Research Writing	3 hours
CS 101	Introduction to Computer Software	3 hours
MA 112	College Algebra	3 hours
MA 253	Statistics	3 hours
	Total Campus program	18 hours
	Total WED program	20 hours

Foundations and Diversity

Campus:	SP 111/112 Basic Spanish I & II (SP 211/212 if placement warrants) or FR 111/112 Basic French I & II (FR 211/212 if placement warrants)	8 hours
WED:	Choice of designated culture courses	3 hours
TH 201	Introduction to Religious Thought	3 hours
PH 200	Philosophical Foundations	3 hours
HI 222	Twentieth Century World	3 hours
	Total Campus program	17 hours
	Total WED program	12 hours

Academic Perspectives

Creative/Expressive Perspective

Choose one from approved Perspectives courses in Art, Music, and Literature. List follows this chart. 3 hours

Scientific Perspective

Choose one from approved Perspectives courses in Biology and Chemistry. 3 hours

Social/Cultural Perspective

Choose one from approved Perspectives courses in Business, Paralegal Studies, Psychology and Sociology. 3 hours

Elective

Choose one more from any of the 3 Perspectives above. 3 hours

Theology Elective

Choose one from approved electives in Theology. 3 hours

Total Campus program	15 hours
Total WED program	15 hours

Linking

Choose two 2-hour courses from approved list of Linking courses, designated ID and found in the 300 level. 4 hours

Total Campus program	4 hours
Total WED program	4 hours

Interdisciplinary

Choose one 3-hour course from approved list of Interdisciplinary courses, designated ID and found in the 400 level. 3 hours

Total Campus program	3 hours
Total WED program	3 hours

Total Hours in General Studies

Campus program	57 hours
WED program	54 hours

Substitutions for General Studies Mathematics Requirements

The ordinary requirement is the following two courses: MA 112 College Algebra and MA 253 Statistics. Based on the result of a placement test, the student may be required to take Fundamentals of Mathematics (MA 101) as a prerequisite for MA 112.

Approved substitutions are the following:

- MA 115 Precalculus substitutes for MA 112
- MA121 Calculus substitutes for MA 112
- ED 308 Assessment and Evaluation substitutes for MA 253 for education majors.

General Studies Choices for the Bachelor's Degree

Approved Courses for Perspectives, Linking and Interdisciplinary Sections

Note: New courses will continue to be proposed and approved for these sections of the General Studies Curriculum. Students should consult their academic advisors to learn of new choices.

Creative/Expressive Perspective

AR 200	Studies in the Visual Arts
EN/TA 202	Introduction to Literature and Theatre (campus only)
EN 205	Introduction to Literature: Themes of Love & Justice
EN 222	Literature & Myth (WED only)
EN 242	Film and Creative Expression
EN 235	American Women Writers
MU200	Music for Living

Scientific Perspective

BI 101	Biology: Unity & Diversity
CH 101	Chemistry for Changing Times

Social/Cultural Perspective

BU 105	The Responsible Woman Consumer (WED only)
BU 131	Macroeconomics
PL 200	Law, Ethics & Society
PS 111	General Psychology
SO 211	Introduction to Sociology

Theology Electives

TH 220	Introduction to Hebrew Scriptures
TH 225	Introduction to Christian Scriptures
TH 331	Jesus: God and Human
TH 341	Contemporary Morality
TH 343	Global Issues of Justice & Peace
TH 344	Ethics and the Professions
TH 371	Women Imaging God

Linking

ID 300	Religions of the World: A Spiritual Dimensions Approach
ID/WS 301	Images of Muslim Women
ID 302	Film, Culture, & Creativity
ID 303	Irish Culture in Literature & Film (campus only)
ID 310	Saints & Peacemakers
ID 315	History of Education in the U.S. (WED only)
ID 349	Appalachia: America's "Third World" Region
ID 350	Images of Beauty & American Women
ID 355	History of Science
ID 360	Science & Religion: Conflict & Conciliation

Interdisciplinary

ID 410	From Mythos to Logos: The Journey of Human Rationality & Consciousness in the Western World
ID/WS 415	Feminist Theory

ID 420 Literature & the Moral Imagination
ID 425 Value Issues in the Modern World
ID 430 Women & the Law
ID 435 Privacy in the Western World
ID 437 Environmental Ethics (pending approval)
ID 440 Women, Values, and Leadership (WED only)
ID 450 Global Health
ID 455 Graphic Novels: From Cave Walls to Celluloid

General Studies for the Associate Degree (32-33 Hours)

Skills for Advanced Learning		(14-15 hours)
ID 100/105	Critical Connections (campus) or Life/Learning Skills (WED)	2/3 hours
EN 111	English Composition/Research Writing	3
CS 101	Introduction to Computer Software	3
CO 111/112	Human/Interpersonal Communication	3
MA 112/253	College Algebra/Statistics: Choose one as appropriate	3
Foundations/Diversity		(9 hours)
TH 201	Foundations of Theology	3
PH 200	Philosophical Foundations Choose one more foundations/diversity	3
Academic Perspectives		(9 hours)
	Creative/Expressive - Choose one	3
	Scientific - Choose one	3
	Social/Cultural - Choose one	3

Placement and Options in General Studies

Because of the importance and developmental structure of the general studies curriculum, Saint Mary-of-the-Woods College strongly encourages students to take the required general studies courses in order. In exceptional cases of previous college work, great proficiency or relevant experience, options are available for substitution or exemption. No semester credits are given for exemptions.

Placement/Exemptions

CO 111/112 Communication Requirement

Students may apply to the chairperson of the English, Journalism and Languages Department for an exemption if they have significant previous speech course work and experience. Students exempt from this course are not required to take additional course hours in communication unless required by the major. No semester hour credits are given for the exemption. Students also may apply for APL credit for the CO 111/112 requirement.

CS 101 Introduction to Computer Software

Students with strong computer backgrounds may attempt to test out of this course. Students who successfully test out are not required to take another computer course. No semester hour credits are given for this exemption. Students also may apply for APL credit for the CS 101 requirement.

EN 111 English Composition and Research Writing

Students who achieve high scores on the SAT or ACT are placed in EN 111 English Composition and Research Writing. Students whose standardized test scores or high school English grades indicate a need for additional preparation are placed in EN 110 Introductory College Writing as a prerequisite for EN 111.

Substitutions for General Studies Mathematics requirements

The ordinary requirement is the following two courses: MA 112 College Algebra and MA 253 Statistics. Based on the result of a placement test, the student may be required to take Fundamentals of Mathematics (MA 101) as a prerequisite for MA112.

Approved substitutions are the following:

MA 120 Precalculus substitutes for MA 112.

MA 121 Calculus substitutes for MA 112.

BI 253 Biometry substitutes for MA 253.

ED 308 Assessment and Evaluation substitutes for MA 253 for education majors.

Foreign Language

Based on background and testing, students are placed at the proper instructional level. Students at the elementary level pursue the eight-hour basic sequence in French or Spanish. Students at a more advanced level pursue the six-hour higher level sequence.

Students for whom English is a second language may request an exemption from taking foreign language courses. Campus students with documented language-related disabilities may request approval to substitute two designated culture courses for the foreign language courses. Students in the WED Program take one culture course to fulfill the foreign language requirements.

Experiential Learning

Three programs at the College are part of the institution's continuing effort to prepare students personally and professionally for responsible roles in contemporary society. The externship and internship programs and the supplemental learning experience all provide students with challenging alternatives to classroom activities. All three programs give students an opportunity to explore and refine their career interests and objectives. In addition, many students are required to complete a practicum experience or Service Learning within their curricula.

Externship

An ideal experience any time, the externship is a career-related experience which gives students the opportunity to gain first-hand information from a professional for a short period of time. Under the guidance of the director of interns, students visit professional sites that interest them and shadow a professional for any amount of time-- an hour, a half-day, a full day or even a week.

Through this non-credit experience, students are able to gain career insight and information, observe and ask questions, learn about company and organizational expectations, and network with professionals. Students may complete any number of externships; they are an excellent tool to assist students during the career exploration process.

Internship

An internship is a work experience with a company or organization. The internship experience is directly related to the student's major area of study and structured within the College's approved guidelines for the internship program. Close supervision by the director of interns, a faculty adviser and the on-site supervisor assists the student in attaining the goals outlined in the individual learning contract. This structured experience also enables students to obtain the hands-on experience that will make them marketable when they begin their job search. Because of the skill level required for optimum benefit, the internship is normally reserved for third and fourth year students. The internship is designated with the course number 490 (e.g., AR 490, HI 490, etc.). A maximum of 12 hours of internship credit may be applied toward graduation.

Supplemental Learning Experience

The supplemental learning experience (SLE) is a planned learning activity giving a student the opportunity to encounter career-related knowledge, skills, and activities not usually available in the classroom. The SLE is flexible and is designed to meet the needs of the individual student. The learning experience is structured and must conform to the College's approved guidelines. The student enrolled in SLE is supervised by the director of interns, the faculty advisor, and on-site supervisors.

The SLE is designated by the letters of the department most closely related to the experience along with the number 290 (e.g., EQ 290, BU 290, etc.). A maximum of six hours of SLE credit may be applied toward graduation.

Assessment of Student Learning

Improving Instruction

Assessment is a direct and systematic method for the College to review, improve and guarantee the quality of its programs. The College's assessment system includes both direct and indirect measures of student learning that provide information about students' mastery of the knowledge and skills they need for success. Using the Mission Statement as a foundation, the faculty identified eight educational objectives and accompanying student learning outcomes to describe what all graduates should know and be able to do. In addition, each major and minor program offered by the College has articulated additional student learning outcomes and a specific plan for assessing the accomplishments of students relative to those outcomes.

Collegewide Educational Objectives and Student Learning Outcomes

The educational objectives and accompanying student learning outcomes flow from the College's Mission Statement and reflect its core values. They represent the knowledge, skills and commitments that graduates need to enjoy productive, useful and satisfying lives.

1. ***Knowledge of Liberal Arts***
SMWC students will demonstrate knowledge of and the ability to integrate scientific, social/cultural, creative/expressive, and theological perspectives.
2. ***Respect for Diversity***
SMWC students will evaluate the impact of diversity and cultural context on situations they encounter.
3. ***Leadership Skills***
SMWC students will demonstrate leadership skills.
4. ***Critical Thinking Skills***
SMWC students will demonstrate critical thinking in multiple contexts.
5. ***Effective Communication Skills***
SMWC students will communicate effectively.
6. ***Engagement in Service***
SMWC students will engage and reflect upon service, characterized by works of love, mercy, and justice, to effect positive change in society.
7. ***Commitment to Lifelong Learning***
SMWC students will demonstrate dispositions to engage in lifelong learning.
8. ***Disciplinary Competence***
SMWC students will be competent in their disciplines.

Assessment Methods

Student participation in the assessment process is absolutely vital. The College uses the information gathered each year to evaluate its performance and to improve its curriculum and instructional methods. For this reason, all students are required to participate in the assessment system which includes standardized tests, surveys, and performance assessments embedded in selected courses throughout the curriculum. Some majors and minors also assess student learning outcomes via face-to-face interviews, exit exams, capstone projects, and other methods. Assessment activities are not intended to add large amounts of work to a student's life or to provide an alternative to grades in courses. Instead, they have been planned to be as much a part of everyday requirements as possible and to measure student achievement in groups, rather than as individuals.

Undergraduate Program Offerings

Major	Campus				WED			
	BA/BS	AA/AS	Minor	Teacher Licensure	BA/BS	AA/AS	Minor	Teacher Licensure
Accounting	X	X	X		X	X	X	
Accounting Information Systems					X			
Advertising	X		X					
Art	X		X	X				
Biology	X		X	X				
Business Administration	X		X		X		X	
Chemistry			X					
Computer Education			X	X			X	X
Computer Information Systems			X		X		X	
Creative Writing			X		X		X	
Criminal Justice	X		X		X		X	
Digital Media	X		X		X		X	
Digital Media Communications			X				X	
Education:								
Early Childhood/Child Development		X				X		
P-3 Education/Mild Intervention	X			X	X			X
K-Elementary	X	X		X	X	X		X
Middle School/High School:								
English	X			X	X			X
Life Science	X			X				
Mathematics	X			X	X			X
Social Studies	X			X	X			X
Special Education					X			X
P-12 Art Education	X			X				
P-12 Music Education	X			X				
English	X		X	X	X		X	X
Environmental Sciences			X					
Equine Studies	X	X	X					
Equine Business Management	X							
Equine Science			X					
Equine Training and Instruction	X							
Film Studies			X				X	
General Business						X		
Graphic Design	X		X					
History			X				X	
History/Political Science (Pre-Law Track)	X				X			
Human Resource Management	X		X		X		X	
Human Services	X				X			

Humanities	X	X			X	X		
Individualized Major	X				X			
Journalism	X		X		X		X	
Marketing	X		X		X		X	
Mathematics	X		X	X	X		X	X
Medical Technology	X							
Music	X			X				
Music Therapy	X							
Paralegal Studies	X	X	X		X	X	X	
Political Science			X				X	
Pre-Professional Studies: (Pre-Dental, Pre-Medicine, Pre-Pharmacy, Pre-Veterinarian)	X							
Professional Communications			X				X	
Professional Writing	X		X		X		X	
Psychology	X		X		X		X	
Social Science (History)	X				X			
Sociology			X				X	
Spanish			X					
Theatre			X				X	
Theology	X		X		X		X	
Women and Theatre	X							
Women's Studies			X				X	

Accounting

The Accounting major offers a variety of job opportunities in such areas as public accounting, manufacturing (managerial or cost) accounting, private (corporate) accounting, governmental or not-for-profit accounting, commercial banking, finance and consulting. Compensation for accountants consistently ranks among the highest in all the business disciplines (see www.roberthalf.com for up-to-date salary data) and the demand for accountants has kept pace with supply for many years.

Accounting majors who desire to sit for the CPA or CMA exams should consult with their advisor for current state requirements. All accounting courses offered at Saint Mary-of-the-Woods College are accepted toward partially satisfying the educational requirements required to sit for the above professional examinations.

Educational Goals

The curriculum for business majors is built on a business core that provides an educational foundation to enable all students to reach their potential. Historically, the Department of Business and Information Systems defines the following as goals for the courses in the business core. Students shall develop the following abilities: 1) ability to communicate well, including use of technology; 2) ability to work independently; 3) ability to work as a member of a team; 4) ability to solve problems and make decisions, including use of financial analysis; 5) display of professional attitude and behavior (dress, demeanor, ethical behavior); 6) awareness of domestic and international business environment; and 7) awareness of and empathy with diversity in the workplace.

The following five general goals are identified for the content area for all business majors: 1) an understanding of historical background or approaches to the discipline; 2) an appreciation of the contributions of leaders from the past or an awareness of the contributions of current leaders; 3) an ability to discuss trends of the discipline; 4) an understanding of how ethics can be incorporated into the practice of the discipline; and 5) an understanding of the importance of this discipline in the global arena.

In addition to those listed above, the Accounting and Accounting Information Systems majors include the following:

- a) Skills necessary to research accounting problems using both traditional and electronic sources.
- b) Ability to organize details so that they are easily understood for analysis and decision making.
- c) Ability to use appropriate computer programs to present financial information.

Department of Business and Information Systems Transfer Policy

Since the world is constantly changing, caution is used in accepting business transfer credit based on the age of the credits. Generally, the course must have been taken within 10 years of enrollment at the College. Some exceptions to this 10-year rule may apply when the student is currently employed in the field. Accounting courses for students who are majoring in Accounting must have been taken within 5 years of enrollment at the College unless the student can demonstrate knowledge through either current employment or a SMWC placement exam. One-half of the total hours required for each business major must be taken at the College. These hours must include a minimum of 12 hours required in the major area (not the Business Core). Students also may choose to gain credit through a CLEP exam or APL.

ACCOUNTING MAJOR (48 hours)

Required Business Core: (27 hours)

BU 121	Principles of Accounting I	3
BU 122	Principles of Accounting II	3
BU 232	Microeconomics	3
BU 241	Principles of Management	3
BU 251	Principles of Marketing	3
BU 281	Organizational Communications	3
BU 371	Business Law	3
BU 381	Business Finance	3
BU 481	International Business	3

Required Accounting Courses: (21 hours)

BU 215	Accounting Problems	3
BU 225	Tax and Tax Laws	3
BU 323	Intermediate Accounting I	3
BU 324	Intermediate Accounting II	3
BU 326	Managerial Accounting	3
BU 327	Auditing	3
BU 428	Advanced Financial Accounting	3

Electives (not required, but one advised):

BU 325	Advanced Tax	3
BU 422	Accounting Research	3
BU 425	Govt. and Not-for-Profit Acct.	3
BU 429	International Accounting	3
BU 472	Advanced Business Law	3

ACCOUNTING ASSOCIATE DEGREE (33 hours)

Required Courses: (24 hours)

BU 121	Principles of Accounting I	3
BU 122	Principles of Accounting II	3
BU 232	Microeconomics	3
BU 241	Principles of Management	3
BU 251	Principles of Marketing	3
BU 281	Organizational Communications	3
BU 371	Business Law	3
BU 381	Business Finance	3

Choose three: (9 hours)

BU 215	Accounting Problems	3
BU 225	Tax and Tax Laws	3
BU 323	Intermediate Accounting I	3
BU 324	Intermediate Accounting II	3
BU 325	Advanced Tax	3
BU 326	Managerial Accounting	3
BU 327	Auditing	3
BU 422	Accounting Research	3
BU 425	Govt. and Not-for-Profit Acct.	3

BU 428	Advanced Financial Acct.	3
BU 429	International Accounting	3
BU 472	Advanced Business Law	3

ACCOUNTING MINOR (18 hours)

Required Courses:		(9 hours)
BU 121	Principles of Accounting I	3
BU 122	Principles of Accounting II	3
BU 131	Macroeconomics	3

Choose three:		(9 hours)
BU 215	Accounting Problems	3
BU 225	Tax and Tax Laws	3
BU 323	Intermediate Accounting I	3
BU 324	Intermediate Accounting II	3
BU 325	Advanced Tax	3
BU 326	Managerial Accounting	3
BU 327	Auditing	3
BU 422	Accounting Research	3
BU 425	Govt. and Not-for-Profit Acct.	3
BU 428	Advanced Financial Accounting	3
BU 429	International Accounting	3
BU 472	Advanced Business Law	3

Accounting Information Systems

With the dynamic growth of technology, accounting work is diverse and exciting. The 21st century will continue to offer an increase in challenges and complexities, and solutions to today's problems require accountants to be at the forefront of new technologies. The Accounting Information Systems major combines advanced coursework in accounting with computer information systems and basic programming. It is a five-year program that meets the requirements for students planning to take the Certified Public Accounting (CPA) exam.

The curriculum is designed to give students the knowledge and skills needed to meet their goals: a) The liberal arts general studies requirements will help students become adaptive to the changing needs of the organization as well as understand the environment in which the organization operates. b) The general core of business courses attunes students to broad business issues. c) The specific coursework in accounting, computer information systems and basic programming prepares the student for the technical and professional competencies required of the accounting profession. In most states, preparation for the Certified Public Accountant (CPA) examination requires an additional 25 semester hours beyond the 125 semester hours required for the Baccalaureate degree. The Accounting Information Systems major prepares students for the CPA exam and for work in organizations which increasingly rely on technology for accounting activities.

Educational Goals

The curriculum for business majors is built on a business core that provides an educational foundation to enable students to reach their potential. Historically, the Business area defines the following as goals for the courses in the business core. Students shall develop the following abilities: 1) ability to communicate well, including use of technology; 2) ability to work independently; 3) ability to work as a member of a team; 4) ability to solve problems and make decisions, including use of financial analysis; 5) display of professional attitude and behavior (dress, demeanor, ethical behavior); 6) awareness of domestic and international business environment; and 7) awareness of and empathy with diversity in the workplace.

The following five general goals are identified for the content area for all business majors: 1) an understanding of historical background or approaches to the discipline; 2) an appreciation of the contributions of leaders from the past or an awareness of the contributions of current leaders; 3) an ability to discuss trends of the discipline; 4) an understanding of how ethics can be incorporated into the practice of the discipline; and 5) an understanding of the importance of this discipline in the global arena.

In addition to those listed above, the Accounting and Accounting Information Systems majors include the following:

- a) Skills necessary to research accounting problems using both traditional and electronic sources.
- b) Ability to organize details so that they are easily understood for analysis and decision making.
- c) Ability to use appropriate computer programs to present financial information.

Business Area Transfer Policy

Since the world is constantly changing, caution is used in accepting business transfer credit based on the age of the credits. Generally, the course must have been taken within 10 years of enrollment at the College. Some exceptions to this 10-year rule may apply when the student is currently employed in the field. Accounting courses for students who are majoring in Accounting

Information Systems must have been taken within 5 years of enrollment at the College unless the student can demonstrate knowledge through either current employment or a SMWC placement exam. One-half of the total hours required for each business major must be taken at the College. These hours must include a minimum of 12 hours required in the major area (not the Business Core). Students also may choose to gain credit through a CLEP exam or APL.

ACCOUNTING INFORMATION SYSTEMS MAJOR (78 hours)

Required Business Core: (27 hours)

BU 121	Principles of Accounting I	3
BU 122	Principles of Accounting II	3
BU 232	Microeconomics	3
BU 241	Principles of Management	3
BU 251	Principles of Marketing	3
BU 281	Organizational Communications	3
BU 371	Business Law	3
BU 381	Business Finance	3
BU 481	International Business	3

Required Accounting Courses: (36 hours)

BU 215	Accounting Problems	3
BU 225	Tax and Tax Laws	3
BU 323	Intermediate Accounting I	3
BU 324	Intermediate Accounting II	3
BU 325	Advanced Tax	3
BU 326	Managerial Accounting	3
BU 327	Auditing	3
BU 422	Accounting Research	3
BU 425	Governmental and Not-For-Profit Acct.	3
BU 428	Advanced Financial Accounting	3
BU 429	International Accounting	3
BU 472	Advanced Business Law	3

Required Computer Courses: (15 hours)

CS 161	Programming I	3
CS 250	Survey of CIS	3
CS 320	Systems Analysis and Design	3
CS 410	Database Concepts and Design I	3
Approved Elective 300-400 level (DM, CIS, EB)		3

Advertising

Advertising prepares students for careers in a vital, growing field. Students gain knowledge from business, arts, digital media, and journalism with a goal of teaching them how to communicate persuasively. Advertising as a vocation extends into enterprises both commercial and charitable; it can be regarded as the science of persuasive communication. A student with a strong background in advertising may work in communities as diverse as corporate enterprise, not-for-profits, charitable organizations, and the arts.

ADVERTISING MAJOR (43 hours)

Required Core: (24 hours)

AR 160	Design Theory I	2
BU 251	Principles of Marketing	3
BU 352	Consumer Behavior/Promotion	4
BU 458	Marketing Management	3
CO 205	Principles of Web Design	3
CO 450	Concepts in Interactive Software	3
JO 101	Introduction to Mass Media	3
JO 340	Advertising	3

Choose one: (3 hours)

JO 215	Layout and Design	3
AR 350	Graphic Design I	3

Required Electives: (16 hours)

AR 161	Graphic Design History	2
AR 351	Graphic Design II	3
AR 450	Graphic Design III	3
AR 451	Graphic Design IV	3
AR 360	Visual Comm. & Prob. Solving	3
EN 212	Creative Writing	3
BU 354	Salesmanship	3
BU 371	Business Law	3
JO 100	News Reporting	3
JO 330	Public Relations	3
JO 410	Communication Law & Ethics	3
EB 250	Survey of E-Commerce	3
CO300	Digital Video Theory & Prod.	3
CO 315	Prof. Communication Practices	3
CO 405	Advanced Web Design	3

ADVERTISING MINOR (18 hours)

Required Courses: (15 hours)

AR 160	Design Theory I	2
BU 251	Principles of Marketing	3
BU 352	Consumer Behavior/Promotion	4
JO 101	Introduction to Mass Media	3
JO 340	Advertising	3

Choose one: (3 hours)

JO 215	Layout and Design	3
AR 350	Graphic Design I	3

Art

Art students learn to analyze various forms of visual expression and develop skills in a variety of two- and three-dimensional media. Art majors pursue careers in graphic design, studio art or art education.

ART MAJOR (49 hours)

Required Courses: (36 hours)

AR 110	Basic Design I	3
AR 111	Basic Design II	3
AR 121	Drawing I	3
AR 221	Painting & Drawing II	3
AR 250	Prehistoric to Renaissance Art	3
AR 251	Renaissance to Contemporary Art	3
AR 321	Painting & Drawing III*	3
AR 350	Graphic Design I	3
AR 355	Photography I	3
AR 357	Digital Imaging	3
AR 370	Women Artists	3

Choose one:

AR 123	Ceramics I	3 or
AR 211	Beginning Sculpture	3

Required Art Electives: (13 hours)

AR 123	Ceramics I	3
AR 160	Design Theory I	2
AR 161	Graphic Design History/Trends	2
AR 211	Beginning Sculpture	3
AR 223	Ceramics II	3
AR 290	Supp. Learning Experience	1-4
AR 323	Ceramics III	3
AR 340	Elementary Art Methods	2
AR 341	Teaching Art in Sr/Jr/M School	3
AR 351	Graphic Design II	3
AR 353	Electronic Document Design	3
AR 354	Electronic Illustration	3
AR 357	Digital Imaging	3
AR 360	Visual Comm. & Prob. Solving	2
AR 361	Visual Cognition I	2
AR 391	Portfolio Review I	.5
AR 421	Painting & Drawing IV*	3
AR 423	Ceramics IV	3
AR 450	Graphic Design III	3
AR 451	Graphic Design IV*	3
AR 453	Portable Digital Files	1-3
AR 452	Graphic Design V*	1-4
AR 455	Photography III	3
AR 456	Photography IV *	3
AR 457	Digital Image Making II	1-4

AR 461	Visual Cognition II	2
AR 480	Topics in Art*	1-4
AR 490	Internship*	1-12
AR 491	Portfolio Review II & Sr. Thesis	.5
AR 495	Introduction to Art Therapy	3
AR 499	Independent Study*	1-4

*These classes may be repeated for up to 12 hours of credit.

ART MINOR (18 hours)

Required Courses: (12 hours)

AR 110	Basic Design I	3
AR 111	Basic Design II	3
AR 121	Drawing I	3
AR 221	Painting and Drawing II	3

Choose one: (3 hours)

AR 250	Prehistoric to Renaissance	3
AR 251	Renaissance to Contemporary	3

Choose one: (3 hours)

AR 321	Painting and Drawing III	3
AR 350	Graphic Design I	3
AR 355	Photography I	3

ART MAJOR WITH AN AREA OF EMPHASIS

The art major can be specialized with an area of emphasis within the required 13 hours of art electives. These areas of emphasis can be in ceramics, graphic design or drawing and painting. The only exception to this is the art therapy emphasis.

ART MAJOR WITH ART THERAPY EMPHASIS (16 hours in addition to 13-hr art electives)

Art therapy utilizes art in therapy and art as therapy to help individuals express thoughts and feelings. The art major with art therapy emphasis provides an educational foundation in art and psychology. Art therapists serve a variety of people in numerous settings including mental health centers, medical and cancer treatment programs, schools, nursing homes and art centers.

The American Art Therapy Association (AATA) requires a master's degree as the entry-level degree for practicing art therapists in the United States. The College offers a Master of Arts in Art Therapy. Undergraduates can prepare for graduate instruction, leading to the career of their choice.

Art Therapy Emphasis Courses: (min. 16 hours)

PS 111	General Psychology (General Studies)	
PS 260	Developmental Psychology	3
PS 320	Learning	3
PS 360	Abnormal Psychology	3
PS 370	Social Psychology	3
AR 490	Art Internship	1-4
AR 495	Introduction to Art Therapy	3

P-12 ART EDUCATION

This program prepares teacher candidates to teach art to students in preschool, elementary/primary, elementary/intermediate, middle school/junior high and senior high school settings. A basic component of this major is the production of personal art and exposure to a varied number of media and styles. These activities are imperative to any individual pursuing a career in art education. "To teach art is to touch that life and set the imagination free, to enable the creative spirit to soar."

Required Art Courses:

(see Art major courses)

Other Required Courses:

(see Education)

Biology

The Biology major is a general major that includes breadth of study in the many areas of biology in the context of the liberal arts tradition of the College. The curriculum includes required courses to ensure that students have the knowledge and skills for entry level jobs in the field and/or graduate study and elective courses which allow students to tailor the major to their interests. Small classes, lectures, seminars and hands-on laboratory experiences are associated with most courses, aiding in the development of problem solving and critical thinking skills. An undergraduate research experience or internship is required.

Developing the ability of each student as a creative problem-solver for the scientific age is the goal of the department. The biology major gives students basic preparation for numerous careers in microbiology, public health, physiology, immunology, and cell biology. Preparation for medical, dental, veterinary, pharmacy, physical therapy and other allied health careers is usually achieved through the pre-professional studies major. Teacher certification is available (see Life Science Education).

BIOLOGY MAJOR (50 hours)

Required Courses: (38 hours)

BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 334	Physiology	4
BI 341	Ecology	4
BI 342	Genetics	4
BI 441	Cell Biology	4
BI 411	Undergraduate Research	2
BI 412	Undergraduate Research	1
CH 115	General Chemistry I	4
CH 116	General Chemistry II	4
BI 225	Science Communications (1st)	0
BI 226	Science Communications (2nd)	0
BI 325	Science Communications (1st)	1
BI 326	Science Communications (2nd)	1
BI 426	Science Communications (2nd)	1

Choose three: (12 hours)

BI 221	Plant Biology	4
BI 331	Neurobiology	4
BI 332	Comparative Vertebrate	4
BI 333	Developmental Biology	4
BI 335	Animal Behavior	4
BI 340	Conservation	4
BI 351	Microbiology	4
BI 352	Medical Biology	4
BI 410	Evolution	4
BI 480	Topics in Biology	4

BIOLOGY MINOR (20 hours)

Required courses: (8 hours)

BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4

Choose three: (12 hours)

BI 334	Physiology	4
BI 341	Ecology	4
BI 342	Genetics	4
BI 441	Cell Biology	4

Or choose two from above plus one from the following:

BI 221	Plant Biology	4
BI 331	Neurobiology	4
BI 332	Comparative Vertebrate Biology	4
BI 333	Developmental Biology	4
BI 335	Animal Behavior	4
BI 340	Conservation	4
BI 351	Microbiology	4
BI 410	Evolution	4
BI 480	Topics (Secondary Education only)	4

Business Administration

The effective organization today must prepare for change. Business Administration majors are prepared to meet the demands of change through studies in the liberal arts program which strengthen communication, decision making, and critical thinking skills, and through studies in the major which strengthen skills and knowledge across the accounting, marketing, and management disciplines.

The Business Administration major affords students a great deal of flexibility in career choices. The electives that comprise the major can be employed to create a broad range of career options, or prepare the student for a specific area of interest. Students develop a course of studies that can lead to such career paths as:

- small business management and related entrepreneurial activities
- a wide variety of entry level administrative and managerial positions
- the not-for-profit and health care industries
- graduate studies in business (MBA) or law

Educational Goals

The curriculum for business majors is built on a business core that provides an educational foundation to enable all students to reach their potential. Historically, the Business department defines the following as goals for the courses in the business core. Students shall develop the following abilities: 1) ability to communicate well, including use of technology; 2) ability to work independently; 3) ability to work as a member of a team; 4) ability to solve problems and make decisions, including use of financial analysis; 5) display of professional attitude and behavior (dress, demeanor, ethical behavior); 6) awareness of domestic and international business environment; and 7) awareness of and empathy with diversity in the workplace.

The following general goals are identified for the content area for all business majors: 1) an understanding of historical background or approaches to the discipline; 2) an appreciation of the contributions of past and current leaders; 3) an ability to discuss trends of the discipline; 4) an understanding of how ethics can be incorporated into the practice of the discipline; and 5) an understanding of the importance of this discipline in the global arena.

Business Area Transfer Policy

Since the world is constantly changing, caution is used in accepting business transfer credit based on the age of the credits. Generally, the course must have been taken within 10 years of enrollment at the College. Some exceptions to this 10-year rule may apply when the student is currently employed in the field. One-half of the total hours required for each business major must be taken at the College. These hours must include a minimum of 12 hours required in the major area (not the Business Core). Students also may choose to gain credit through a CLEP exam or APL.

BUSINESS ADMINISTRATION MAJOR (48 hours)

Required Business Core:		(27 hours)
BU 121	Principles of Accounting I	3
BU 122	Principles of Accounting II	3
BU 232	Microeconomics	3
BU 241	Principles of Management	3

BU 251	Principles of Marketing	3
BU 281	Organizational Communications	3
BU 371	Business Law	3
BU 381	Business Finance	3
BU 481	International Business	3

Additional Requirements: (21 hours)

In addition to the business core, a Business Administration degree requires seven additional courses to be divided among the business offerings as follows:

1. One or two additional courses in accounting.
2. Five or six additional upper-level courses in marketing and management.
No more than four courses may be taken in either area.

BUSINESS ADMINISTRATION MINOR (18 hours)

The Business Administration minor works well with majors in areas other than business. This minor provides introductory courses in several fields of business for graduates in positions which need some fundamental business knowledge.

Required Courses: (9 hours)

BU 121	Principles of Accounting I	3
BU 131	Macroeconomics	3
BU 181	Business Spectra	3

Choose three: (9 hours)

BU 241	Principles of Management	3
BU 251	Principles of Marketing	3
BU 281	Organizational Communications	3
BU 371	Business Law	3

Chemistry Minor

The College offers a strong minor in Chemistry which is supportive of the pre-professional studies majors. In addition, an individualized major may be developed in Chemistry utilizing the consortium agreement with Indiana State University.

CHEMISTRY MINOR (20 hours)

CH 115	General Chemistry I	4
CH 116	General Chemistry II	4
CH 222	Organic Chemistry I	4
CH 322	Organic Chemistry II	4
CH 323	Biochemistry	4

Computer Information Systems

In today's society, a working knowledge of computers is no longer a nice skill to have; it is a necessity. Without these skills the individual cannot hope to compete in today's workplace. A major in Computer Information Systems prepares the student for a career as a systems analyst, an application programmer, a computer consultant, an internet specialist, a database administrator or a computer support employee.

The College offers a Computer Information Systems major designed with a great deal of flexibility allowing students to pursue various areas in technology from security to programming and design. Students successfully completing the major graduate with a minimum of one professional certification.

Saint Mary-of-the-Woods College is currently the only college certified by the Institute for the Certification of Computer Professionals (ICCP). Graduates of the CIS program who maintain a "C" or better in all computer courses automatically receive their Associate Computer Professional (ACP) Certification. Students wishing to seek other professional certifications may do so.

Careers available include systems design, programming, on-line database design, database management, web page design, webmaster and internet systems design.

For those who wish to pursue another major and still complete an education with strong computer skills, Saint Mary-of-the-Woods College offers a minor in CIS as well as a Core Four Certification. The Core Four Certification requires four computer courses resulting in certification of general knowledge.

Department of Business and Information Systems Transfer Policy

Since the world is constantly changing, caution is used in accepting transfer credit based on the age of the credits. Generally, the course must have been taken within 10 years of enrollment at the College. Some exceptions to this 10-year rule may apply when the student is currently employed in the field. All CIS major courses must have been taken within three years of enrollment at the College. One-half of the total hours required must be taken at the College. Students also may choose to gain credit through a CLEP exam or APL.

COMPUTER INFORMATION SYSTEMS MAJOR (50 hours)

BU 121	Principles of Accounting I	3
CS 161	Programming I	3
CS 250	Survey of CIS	3
CS 261	Programming II	3
CS 320	Systems Analysis and Design	3
CS 330	C/C++/C#	3
CS 340	Internet Languages	3
BU 371	Business Law	3
CS 380	Telecommunications and Networking	3
CS 410	Database Concepts and Design	3
CS 440	Security	3
CS 450	Senior Forum	1
CS 470	Senior Project/Certification	3-12
CS 490	Internship (encouraged)	1-12

Choose from the following to complete 50 hours:

AR 457	Image Making II	3
BU 122	Principles of Accounting II	3
BU 215	Accounting Problems	3
BU 381	Business Finance	3
CO 205	Principles of Web Design	3
CO 405	Advanced Web Design	3
CO 140	Animation I: Introduction to Animation	3
CS 450	Concepts in Interactive Software	3
CS 201	Advanced Computer Applications	3
EB 440	Web Server Implem. & Management	3

CORE FOUR CERTIFICATION (12 hours)

(Open to any major)

CS 161	Programming I	3
CS 250	Survey of CIS	3
CS 320	Systems Analysis and Design	3
CS 410	Database Concepts and Design	3

COMPUTER INFORMATION SYSTEMS MINOR (18 hours)

Completion of the Core Four plus 2 of the following:

CS 261	Programming II	3
CS 380	Telecommunications and Networking	3
CS 440	Security	3
BU 371	Business Law	3

Creative Writing

College faculty encourage and prepare aspiring writers for a life-long engagement with literary arts. Aspiring writers can take this program along with a major or minor in virtually any field. The creative writing program provides the opportunity to develop skills in the craft of writing in a professional sense. Students learn basic and advanced techniques of creative writing and expand their repertoire to include writing for young audiences, poetry, and fiction, with a future goal toward publishing.

Creative writing can enhance career opportunities in students' chosen major fields by either writing for or working on publications dedicated to these professions: education, art, history, science, psychology, theater, music, and social sciences. Other careers might include publication writing, editing, layout and design, or free-lance writing in areas of personal interest. Combining creative writing with digital media or film studies courses makes possible a career in on-line publication, software design, and film.

CREATIVE WRITING MAJOR (42 hours)

Required Courses: (36 hours)

EN/TA 151	Interpretive Rdg. & Reader's Theatre	3
EN 212	Creative Writing	3
EN 312	Advanced Creative Writing	3
EN 320	Poetry	3
EN 321	Creative Nonfiction	3
EN 327	Drama	3
EN 353	Women Writers	3
EN 420	Fiction	3
JO 100	News Reporting	3
JO 101	Introduction to Mass Media	3
JO/EN 150	Publication Production (repeat 3 times)	1,1,1
CO 315	Professional Communication Practices	3

Required Electives: (6 hours)

Two electives from advanced English or journalism courses (200-level or above).
Courses in English grammar and technical writing are highly recommended.

CREATIVE WRITING MINOR (18 hours)

Required Courses: (18 hours)

EN 212	Creative Writing	3
EN 283	Writing for Young Audiences	3
EN 312	Advanced Creative Writing	3
EN 320	Poetry	3
EN/TA 327	Drama	3
EN 420	Fiction	3

Criminal Justice

The Criminal Justice degree, with its emphasis on the helping professions, is a recent addition to the Department of Social and Behavioral Sciences. Because the justice system is a major employer at all levels of government, a degree in Criminal Justice has become increasingly valuable.

The nation's incarcerated population has increased steadily since the 1970s, despite falling crime rates. Local, state, and federal facilities and agencies are significant employers. In addition, many states are placing more emphasis on rehabilitation and alternate forms of punishments, spurring demand for probation and parole officers and correctional treatment specialists. Employment prospects for graduates with a degree in Criminal Justice are excellent.

A degree in Criminal Justice affords students the opportunity for a variety of experiences, including criminal investigation, corrections work, the analysis of records and other litigation materials, and the conducting of client interviews. The degree prepares students for careers in settings such as group homes, probation and parole offices, correctional facilities, law firms, and clinics, to name just a few.

CRIMINAL JUSTICE MAJOR (51 hours)

Required Courses:		(42 hours)
CJ 111	Introduction to Criminal Justice	3
CJ 200	Juvenile Justice	2
CJ 211	Corrections	3
CJ 231	Legal Research	3
CJ 452	Fieldwork in Criminal Justice	4
GO 318	State and Local Government	3
PL 200	Law, Ethics and Society	3
PL 233	Interviewing and Investigation	3
PL 331	Criminal Law and Procedure	3
PS 285	Techniques of Counseling	3
PS 370	Social Psychology	3
SO 323	Crime and Deviance	3
SO 324	Racial and Cultural Minorities	3
SO 415	Research Methods in Social Science	3

Required Electives:		(9 hours)
CJ/HS/PL/PS/SO 280/480 Topics		1-3
CJ/HS/PL/PS/SO 490 Internship		1-6
CJ/HS/PL/PS/SO 499 Independent Study		1-4
PL 233	Interviewing and Investigation	3
PL 342	CSI: Crime Scene Investigation	3
PS 360	Abnormal Psychology	3
PS 365	Drug and Alcohol Addiction	2
SO 212	Social Problems	3
SO 321	Sociology of Families	3
SO 340	Sex, Gender and Society	3

Required in general studies:

PS 111 General Psychology
SO 211 Introduction to Sociology

CRIMINAL JUSTICE MINOR (24 hours)

CJ 111	Introduction to Criminal Justice	3
CJ 211	Corrections	3
PL 233	Interviewing and Investigation	3
PL 331	Criminal Law and Procedure	3
PS 370	Social Psychology	3
SO 323	Crime and Deviance	3
SO 324	Racial and Cultural Minorities	3
	Electives	3

Digital Media

Digital Media at St. Mary-of-the-Woods College means creative communication through technology. Digital Media majors study photography, film, animation, multimedia, presentations, web design, game design, interactive design, and other forms of journalism and entertainment. Since digital media is in everything, students in this major can work in many fields, from business to education, from entertainment to equestrian. Two tracks are available in the Digital Media major: Communication and Animation.

Communication

The communication track allows students to communicate creatively through digital technology. By encompassing various areas of communication, journalism, graphic arts, and computer information systems, students in the digital media communication track gain insight and skills in interactive design, basic film studies, desktop publishing, communication law, and web design. Students graduating from this track experience internships related to their interests and produce a resume/demo disk of various digital media productions made throughout their time at Saint Mary-of-the-Woods College. Digital Media Communication majors are diverse, lifelong learners with the ability to apply their learning to create a variety of multimedia/interactive/communication elements and hold jobs in business, entertainment, publishing, design, education, or wherever there is a need for dynamic digital media products.

Animation

The animation track follows the other trend in digital media, that of dynamic digital animation. Today, animation is everywhere, from websites and PDA's to film and television, video games and interactive software. Animation is also one of the areas of greatest growth within the film industry. The Digital Media Animation track at Saint Mary-of-the-Woods College is based on several years of research into the skill and theory base of what an animator needs, and the curriculum is centered on those needs. Students will gain an understanding of art techniques, film trends and techniques, 2-d and 3-d animation, and will create sample works. Upon graduation, students in this track will have produced an animation "reel," helping them in their future studies or careers.

Possible career areas include journalism, business, education, entertainment, corporate communication, marketing and promotion, advertising, and public relations.

DIGITAL MEDIA MAJOR – COMMUNICATION TRACK (39 hours)

Required Courses:		(27 hours)
CO 205	Principles of Web Design	3
CO 300	Digital Video Theory and Production	3
CO 315	Professional Communication Practices	3
CO 405	Advanced Web Design	3
CO 450	Concepts in Interactive Software	3
JO/CO 150	Publication Production (repeat 3 times)	1, 1, 1
JO 215	Layout and Design	3
JO 410	Communication Law and Ethics	3
CS 250	Survey of CIS	3

Choice of three electives from focus area: (9 hours)

Electives should reflect the focus area of the student and be approved by the academic advisor and by a representative from the focus department.

Choose one:		(3 hours)
CO 480	Topics in Digital Media	3
CO 490	Internship	3

DIGITAL MEDIA MAJOR – ANIMATION TRACK (41 hours)

Required Courses:		(38 hours)
AR 110	Basic Design I	3
AR 121	Drawing I	3
AR 123	Ceramics I	3
AR 361	Visual Cognition I	2
CO 300	Digital Video Theory and Production	3
CO 410	Advanced Digital Video Production	3
CO 450	Concepts in Interactive Software	3
EN 242	Film and Creative Expression	3
EN 342	Film Trends	3
CO 140	Animation I: Introduction to Animation	3
CO 240	Animation II: 2-D Animation	3
CO 340	Animation III: 3-D Animation	3
CO 480	Topics in Digital Media	3

Choose one:		(3 hours)
AR/CO 280	Topics	3
AR/CO	Elective	3

DIGITAL MEDIA COMMUNICATIONS MINOR (18 hours)

Required Courses:		(18 hours)
CO 205	Principles of Web Design	3
CO 300	Digital Video Theory and Production	3
CO 315	Professional Communication Practices	3
CO 405	Advanced Web Design	3
JO 101	Introduction to Mass Media	3
JO 410	Communication Law and Ethics	3

Education

Students who wish to pursue teacher licensure may enroll in the Teacher Education Program coordinated by the Education Department. The Education Department is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved for teacher training by the Division of Professional Standards (DPS) of the Indiana Department of Education. The Teacher Education Program meets the new “Rules 2002” performance-based teacher licensure framework established by the DPS.

Mission

The mission of the Education Department is to prepare competent, caring, professional educators who are able to meet the needs of a diverse society. The Education Program provides teacher candidates with a solid understanding of the subject matter areas that they will teach, a wide variety of field experiences through which they develop and practice teaching skills, and many opportunities to demonstrate their impact on student learning. Within a moral framework, educators learn to be reflective, lifelong learners who are able to communicate effectively and demonstrate dedication and commitment to the teaching profession.

The Education Department has adopted the ten Interstate New Teacher Assessment and Support Consortium (INTASC) principles as its major program goals. In addition, the Department adopted an eleventh goal reflecting its unique emphasis on development of teaching skills within moral, ethical, and social contexts. The Education Department Program Goals for graduates are:

1. The competent, caring, professional educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The competent, caring, professional educator understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
3. The competent, caring, professional educator understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The competent, caring, professional educator understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
5. The competent, caring, professional educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. The competent, caring, professional educator uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The competent, caring, professional educator plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The competent, caring, professional educator understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The competent, caring, professional educator is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other

- professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The competent, caring, professional educator fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
 11. The competent, caring, professional educator frames teaching within moral, ethical, and social contexts.

Baccalaureate Degree Programs

SMWC offers nine baccalaureate degree programs that prepare teacher candidates to obtain an Indiana Initial Practitioner (two-year) Professional Educator License.

- Preschool-Grade 3 Education/Mild Intervention
- Kindergarten-Elementary Education
- Middle School/High School English Education
- Middle School/High School Life Science Education (not available in WED)
- Middle School/High School Mathematics Education
- Middle School/High School Social Studies Education
- Middle School/High School Special Education (not available in campus)
- P-12 Art Education (not available in WED)
- P-12 Music Education (not available in WED)

To obtain a baccalaureate degree and recommendation for an Indiana Initial Practitioner license, teacher candidates must complete the following requirements:

- General Studies Courses (See General Studies)
- Education Core Courses
- Developmental Level and Content Courses
- Field Experiences and Student Teaching
- Formative Assessments (embedded in courses and field experiences)
- Summative Decision Points (Gateways 1, 2, and 3)
- License Application Requirements

Teacher Licensure Only Programs

Students who have already obtained a degree may pursue teacher licensure only by completing the Traditional Teacher Licensure Program or the Accelerated Teacher Licensure Program / Transition to Teaching.

The **Traditional Teacher Licensure Program** is available in all of the areas listed under the Baccalaureate Degree Programs. The Traditional Teacher Licensure Program requires completion of the following:

- Education Core Courses
- Developmental Level and Content Courses
- Field Experiences and Student Teaching
- Formative Assessments (embedded in courses and field experiences)
- Summative Decision Points (Gateways 1, 2, and 3)
- License Application Requirements

The **Accelerated Teacher Licensure Program / Transition to Teaching**, a shorter, but more intensive route to licensure, is available in the following areas:

- Kindergarten-Elementary Education
- Middle School/Junior High Art Education

- Middle School/Junior High English Education
- Middle School/Junior High Mathematics Education
- Middle School/Junior High Music Education
- Middle School/Junior High Science Education
- Middle School/Junior High Social Studies Education
- High School Art Education
- High School English Education
- High School Mathematics Education
- High School Music Education
- High School Science Education
- High School Social Studies Education
- Elementary Exceptional Needs: Mild Intervention
- Middle School/High School Exceptional Needs: Mild Intervention

Admission to the Accelerated Transition to Teaching Middle School/Junior High and High School Education programs requires an undergraduate degree in the content area the candidate intends to teach. Admission to the Accelerated Transition to Teaching Kindergarten-Elementary Education program; the Elementary Exceptional Needs: Mild Intervention; or the MS/HS Exceptional Needs: Mild Intervention program requires an undergraduate degree in any area. The Accelerated Teacher Licensure Program Transition to Teaching has higher admission standards and requires completion of the following:

- Education Core, Developmental Level, and Content Courses – condensed, accelerated versions
- Field Experiences and Student Teaching – condensed, accelerated versions
- Formative Assessments (embedded in courses and field experiences)
- Summative Decision Points (Gateway 1-modified, 2, and 3)
- License Application Requirements

The Accelerated Teacher Licensure Program Transition to Teaching is available only in the WED distance format. For information about admission to the Traditional or Accelerated Teacher Licensure Programs Transition to Teaching, contact the Office of Distance Education Admission.

Associate Degree Programs

The College offers two associate degree programs in the field of Education. The Early Childhood/Child Development associate degree is a two-year program designed to prepare students professionally to work with children in center, school, and home-based programs. The Kindergarten-Elementary Education associate degree is a two-year program designed to prepare paraprofessionals to work in elementary classrooms. Completion of either program constitutes approximately half of the bachelor's degree program requirements. Thus, it also may serve as a steppingstone for persons who wish to transfer at a later time to the bachelor's degree program in P-3 Education/Mild Intervention Program or to the K-Elementary Education Program, respectively, and to pursue teacher licensure.

Child Development Associate

The College offers courses to prepare students for a Child Development Associate (CDA) credential. The CDA credential is awarded by the Council for Professional Recognition to competent caregivers and home visitors who have demonstrated their ability to meet the CDA Competency Goals through their work in center-based, home visitor, or family child care programs. Upon completion of the courses, students are eligible to apply for the CDA credential from the Council for Professional Recognition.

Additional Content Areas

Teacher candidates who are pursuing or who already hold a valid Indiana Professional Educator License may add Exceptional Needs: Mild Intervention at the K-Elementary, Middle School/ High School, or P-3 levels, or Computer Education at the same level as their license (e.g. P-3, K-Elem., MS/HS). An Early Childhood/Mild Intervention license area is available for educators who are pursuing or who already hold a Kindergarten-Elementary license and who want to add Birth-PreSchool (with Mild Intervention). Educators who are pursuing or who already hold a PreSchool-3rd grade Mild Intervention license and who want to add grades 4, 5, and 6 may add an Intermediate Grades license area.

Field Experiences, Practica, and Student Teaching

The Teacher Education Program includes numerous opportunities for teacher candidates to gain valuable hands-on teaching experience through a series of supervised field experiences, practica and student teaching. The Assistant Director of Career Development-Education secures field experience, practica, and student teaching placements for all teacher candidates. Teacher candidates are not to arrange placements and are expected to adhere to the Placement Policies of the Department. To facilitate adequate supervision, all field experiences, practica, and student teaching must be completed within a 200-mile radius of SMWC. Exceptions to this distance cannot be made. Teacher candidates are responsible for arranging transportation to field, practica, and student teaching sites.

All teacher candidates participating in an Education field experience, practicum, or student teaching must submit to the Education Department a report documenting that a full criminal history enquiry has been conducted. This report must be on file in the Education Department before a teacher candidate may begin an Education field, practicum, or student teaching experience. Reports are valid for one year.

Should the criminal history report indicate any offense, the teacher candidate will not be permitted to begin the experience until the candidate provides documentation (e.g., court records) that indicates that the offense is not a felony or a penalty that would prohibit issuance of a teaching license in the State of Indiana. The teacher candidate is responsible for obtaining such documentation and records and paying any associated fees. All cases are subject to individual review and decision of the Teacher Education Board. Additional information regarding placement procedures and policies is available from the Education Department.

Professionalism

Teacher candidates are expected to project a professional image that reflects appropriate dress, conduct, and code of ethics. The Education Department has a dress code that is required for all candidates participating in field experiences, practica and student teaching. The Teacher Education Board has the obligation to terminate the field experience, practicum, or student teaching assignment at any time that a student no longer satisfies the requirements for the field experience, practicum, or student teaching.

Formative Assessments

The Education Department has developed a Unit Assessment System (UAS) to ensure that teacher candidates demonstrate the knowledge, skills, and dispositions necessary to be competent, caring, professional educators. The UAS consists of two major components: 1) formative assessments embedded in courses and field experiences, and 2) summative decision points, referred to as Gateways 1, 2, and 3.

Each course and field experience in the Teacher Education Program includes one or more formative assessments. These assessments are performance-based and linked directly to the Education Department Program Goals and the DPS content and developmental level standards relevant to each program. Satisfactory completion of the formative assessments provides evidence that teacher candidates meet the program goals and DPS standards required of beginning teachers. For information about formative assessments, contact individual course instructors or academic advisors.

Summative Decision Points – Gateways 1, 2, and 3

The summative decision points, or Gateways, provide opportunities for faculty to formally assess teacher candidates' capabilities as prospective teachers and to support them in becoming competent, caring, professional educators. All candidates pursuing an Initial Practitioner License (campus, WED, transfer, licensure only) must complete the three Gateways.

GATEWAY 1 - ADMISSION TO THE TEACHER EDUCATION PROGRAM

Upon admission to SMWC, teacher candidates are eligible to take 100- and 200-level ED courses. To enroll in advanced ED course work (300-level or higher), candidates must be formally admitted to the Teacher Education Program. Criteria for admission to the Teacher Education Program are as follows:

1. Completion of a minimum of 40 hours of college credit.
2. Attainment of a cumulative grade point average of 2.75 or higher.
3. Competence in basic skills as identified by the PPST or Computerized PPST (Praxis 1). Information regarding these tests is available from the ETS website at www.ets.org. Candidates must obtain passing scores set by the Division of Professional Standards, Indiana Department of Education:

Reading	176
Writing	172
Math	175

4. Completion of at least one field experience with documented evidence of professional dispositions, values, and attitudes.
5. Initial Portfolio presentation during formal interview. The Initial Portfolio is organized around the eleven Education Department Program Goals (EDPGs) which are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. For guidelines, see Campbell, D.M., Cignetti, P.B., Melenzyer, B.J., Nettles, D.H., & Wyman, R.M. (2004). *How to develop a professional portfolio. A manual for teachers*. Third Edition. Boston: Pearson Allyn and Bacon.

The Initial Portfolio must include the following:

- a. evidence of an organizational structure (11 labeled file folders)
- b. a personal philosophy of education statement
- c. artifacts addressing at least two of the eleven EDPGs with reflections for each
- d. current resume

Gateway 1 Application Procedures:

1. Submit a typewritten letter addressed to the Education Department, Hulman Hall, Saint Mary-of-the-Woods College, St. Mary-of-the-Woods, IN, 47876. Address the following:
 - a. Why I have chosen teaching as a career.
 - b. Why I have chosen the specific developmental level(s) and content area(s).
 - c. What personal qualities I will contribute to the educational field.
 - d. How I have or will exemplify responsible commitment to the education profession.The letter of application may be submitted whenever the candidate has: a) completed at least 40 hours of credit with a cumulative grade point average of 2.75 or higher, b) completed at least one field experience, and c) attained passing scores on the PPST (Reading, Writing, Math). Typically, candidates will submit letters of application during their sophomore year.
2. Upon receipt of a letter of application, candidates will be scheduled to participate in a formal interview with an Education Department evaluation team according to the following schedule:

<u>Letters received by</u>	<u>Interview dates</u>
January 1	February
May 1	June
September 1	October

Candidates should be prepared to discuss the following:

- a. current personal/professional strengths as a prospective educator
 - b. how portfolio artifacts reflect candidate's understanding and application of EDPGs
 - c. how candidate's personal dispositions relate to the teaching profession
3. Upon completion of the interview, the evaluation team will determine one of the following:
 - a. Admitted – Candidate has successfully passed Gateway 1 and is permitted to enroll in ED courses at the 300-level or higher.
 - b. Not Admitted – Candidate has not passed Gateway 1 and is not eligible to enroll in 300-level ED courses or higher. This may pertain to candidates who do not display appropriate dispositions, values, and attitudes that are necessary for success in teaching.
 4. The Education Department will inform candidates of their status within one month after the interview is complete.
 5. Candidates may appeal Gateway 1 decisions in writing to the Teacher Education Board.

GATEWAY 2 – APPROVAL TO STUDENT TEACH

The following criteria are used to evaluate student teaching applications:

1. Unconditional Admission status in the Education Department
2. Cumulative grade point average of 2.75 or higher
3. A grade of C or better in all Professional Education courses (these courses are designated by an ED prefix.)
4. Completion of all program requirements (academic advisors may approve certain general studies classes to be taken after student teaching.)
5. If application via Assessment of Prior Learning (APL) is planned to meet any of these program requirements, evaluation of the APL application portfolio must be completed by the time of application to student teach. Likewise, any CLEP exams must be completed by the time of application.

6. Successful completion of at least one field experience under the supervision of Saint Mary-of-the-Woods College faculty or through APL credit.

Gateway 2 Application Procedures:

1. Obtain a Student Teaching Application from the academic advisor 10 months prior to the student teaching semester. Submit the application to the Education Department by the following deadlines:

<u>Student Teaching Semester</u>	<u>Application Due</u>
Fall	November 1
Winter	March 1

2. Academic advisors will review candidate files and determine that all criteria for student teaching have been met. Advisors will make recommendations to the Gateway 2 committee. The Gateway 2 committee will notify candidates who have not met requirements for student teaching.
3. Once approved, the Education Department will assign supervisors and seek appropriate student teaching placements for candidates. Saint Mary-of-the-Woods College staff will secure placements; teacher candidates may not make these arrangements. All placements will be made within a 200-mile radius of the College. Candidates will be notified of their placements when confirmations from school corporations are received. If a teacher candidate cancels the requested placement, the teacher candidate must submit a new application. Applications are accepted March 1st and November 1st of each year.
4. Candidates may appeal Gateway 2 decisions in writing to the Teacher Education Board.

GATEWAY 3 - PROGRAM COMPLETION

Criteria for program completion are:

1. Successful presentation of a Proficient e-Portfolio to an Education Department evaluation team. Proficient e-Portfolios are presented at the end of the student teaching semester during ED 450 – Seminar in Teaching. A Proficient e-Portfolio must include at least the following:
 - table of contents
 - current resume
 - philosophy of education statement
 - 3-5 letters of recommendation
 - student teaching evaluations
 - for each of the eleven EDPGs, one artifact documenting mastery of the goal and a rationale statement clearly describing the artifact and its relationship to the EDPG
 - additional artifacts highlighting personal talents, strengths and accomplishments (optional)

Gateway 3 Application Procedures:

1. Candidates should notify their advisor when they have completed all Gateway 3 requirements. Candidates who are seeking a degree must submit an Application to Graduate form to the Registrar’s Office.
2. Education Department advisors verify that candidates have met all program requirements.

Teacher Licensure Requirements

The Licensing Advisor is the approved liaison with the DPS and the Indiana Department of Education. The Licensing Advisor is responsible for processing all applications for teacher licensure which includes verification that applicants have successfully completed all Teacher Education Program requirements, including field experiences, student teaching, practica and seminar requirements. The State of Indiana requires that prospective teachers seeking an Initial Practitioner License obtain qualifying scores on the Praxis I: Pre-Professional Skills Test (PPST) or Computerized Pre-Professional Skills Test (Computerized PPST), and one or more Praxis II: Subject Assessment/Specialty Area Tests. SMWC teacher candidates must pass the PPST or Computerized PPST as a condition for Gateway 1 - Admission to the Teacher Education Program. The Praxis II: Subject Assessment/Specialty Area Tests may be taken near the end of the teacher candidate's program. These standardized tests are administered by the Educational Testing Service (ETS) approximately six times per year at designated sites throughout the country. Information regarding these tests is available from the ETS website at www.ets.org. Tests may be taken at any site, with test results forwarded to SMWC. Teacher candidates should retain a copy of all test scores as well.

When submitting an application for teacher licensure for processing, the teacher candidate should submit materials online. License applications are available at WWW.DOE.STATE.IN.US

Out-of-State Licensure

Teacher candidates seeking out-of-state licensure are required to meet the requirements of the Teacher Education Program at SMWC and are responsible for obtaining information relative to out-of-state licensure requirements. Information about reciprocity between Indiana and other states is available from the Licensing Advisor at SMWC.

Support Services for Teacher Education

Career Development Center

The Assistant Director of Career Development-Education works directly with Education majors throughout the Teacher Education Program. The Assistant Director secures field experience, practicum and student teaching placements for teacher candidates. Seminars are conducted each semester on how to prepare resumes, interview for positions, compile portfolios, and search for employment. Information regarding teaching position vacancies is available throughout the year, and the Assistant Director is available to assist teacher candidates and alumnae seeking positions.

Learning Resource Center

The Learning Resource Center, located in Le Fer Hall, provides assessment of basic skills and individual tutorial assistance as needed for Education students and others in the community. It also offers Plato, a web-based program designed to help teacher candidates prepare for the Praxis I: PPST or Computerized PPST. Teacher candidates can access the Plato program on campus or request a user-name and password for use at home.

Woods Day Care/Preschool, Inc.

The Woods Day Care/Preschool, Inc., licensed by the State of Indiana and accredited by the National Association for the Education of Young Children, serves as an additional field site for teacher candidates, particularly those in the Preschool-Grade 3 Education/Mild Intervention program and the Early Childhood/Child Development associate degree program.

Student Organizations

The Education Department actively supports the involvement of candidates in a variety of professional organizations and service learning projects.

P-3 Education/Mild Intervention

Baccalaureate Degree and Traditional Teacher Licensure Program

This program prepares teacher candidates to teach infants, toddlers, preschoolers, kindergarteners and children in the primary grades (1, 2, and 3). Program completers are licensed to teach students in general education classes and students with exceptional needs (mild disabilities).

The license will state:

- Preschool Generalist
- Preschool Exceptional Needs: Mild Intervention
- Elementary/Primary Generalist Education
- Elementary/Primary Exceptional Needs: Mild Intervention

Education Core Courses: (22 hours)

ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Found. of Ed.	3
ED 200	Growth and Development	3
ED 201	Technology in Education	2
ED 202	Educating Diverse Learners	3
ED 203	Partnerships: School, Law, & Comm.	3
ED 237	Educational Psychology	3
ED 308	Assessment and Evaluation	2
ED 309	Managing Learning Environments	3

Developmental Level and Content Courses: (41-44 hours)

ED 110	Introduction to Early Childhood Ed.	2
ED 116	Principles of Teaching Young Children	2
ED 147	Special Education Law and Procedures	3
ED 227	Literacy Development I	3
ED 228	Literacy Development II	3
ED 240	Intro. to Early Childhood Devel. Disab.	2
ED 246	Methods/Diagnostic Proc. with DD	3
ED 303	Music, Movement, and the Arts	3
ED 312	Infants and Toddlers	2
ED 318	Cognitive Processes and Methods	3
ED 327	Literacy Instruc. for Diverse Learners	3
ED 416	Early Childhood Program Admin.	2
MA 361	Basic Concepts of Math & Methods I	3
SC 201	Integrative Science I	3

SC 202	Integrative Science II	3
Electives	(1-3 hours for campus; 4 hours for WED)	

Field Experiences and Student Teaching: (19 hours)

ED 250	Field Experience: Kindergarten Ed.	2
ED 251	Field Experience: Elementary/Primary	2
ED 350	Field Experience: Infant/Toddler Ed.	2
ED 351	Field Experience: Preschool Education	2

Choose one of the following: 2

ED 221	Field Experience I: Urban Education	
ED 250	Field Experience: Kindergarten Education	
ED 251	Field Experience: Elementary/Primary Ed.	
Ed 310	Early Childhood Assessment Practicum	
ED 321	Field Experience II: Urban Education	
ED 350	Field Experience: Infant/Toddler Education	
ED 351	Field Experience: Preschool Education	

Choose one of the following: 4

ED 401	Supervised Teaching: Early Childhood Mild Intervention	
ED 411	Supervised Teaching: Early Childhood Education	

Choose one of the following: 4

ED 400	Supervised Teaching: Kindergarten Education	
ED 402	Supervised Teaching: Kindergarten Mild Intervention	
ED 403	Supervised Teaching: Elementary/Primary Mild Intervention	
ED 414	Supervised Teaching: Elementary/Primary Education	

Required:

ED 450	Seminar in Teaching	1
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Total 82-84 hours campus; 85 hours WED

Kindergarten-Elementary Education

Baccalaureate Degree and Traditional Teacher Licensure Program

This program prepares teacher candidates to teach students in elementary/primary grades (K, 1, 2, and 3) and elementary/intermediate grades (4, 5, and 6). The license will state:

- Elementary/Primary Generalist
- Elementary/Intermediate Generalist

Education Core Courses: (22 hours)

ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Found. of Ed.	3
ED 200	Growth and Development	3
ED 201	Technology in Education	2
ED 202	Educating Diverse Learners	3
ED 203	Partnerships: School, Law, & Comm.	3
ED 237	Educational Psychology	3
ED 308	Assessment and Evaluation	2
ED 309	Managing Learning Environments	3

Developmental Level and Content Courses: (44-47 hours)

AR 340	Elementary Art Methods	2
ED 116	Principles of Teaching Young Children	2
ED 125	Intro. to Teaching in the Elem. Class.	3
ED 227	Literacy Development I	3
ED 228	Literacy Development II	3
ED 303	Music, Movement, and the Arts	3
ED 326	Methods of Tchg. Social Studies in Elem	2
ED 327	Literacy Instruction for Diverse Learners	3
ED 328	Literacy Practicum	3
ED 330	Methods of Tchg. Science in the Elem.	2
MA 361	Basic Concepts of Math & Methods I	3
MA 362	Basic Concepts of Math & Methods II	3
SC 201	Integrative Science I	3
SC 202	Integrative Science II	3
SS 326	Geography of World Affairs	3
Electives	3-5 hours for campus; 6 hours for WED	

Field Experiences and Student Teaching: (15 hours)

ED 214	Field Experience I: Kindergarten Educ.	2
Choose one of the following:		2
ED 220	Field Experience I: Elementary Education	
ED 221	Field Experience I: Urban Education	
Choose one of the following:		2
ED 321	Field Experience II: Urban Education	
ED 329	Field Experience II: Elementary Education	
Choose one of the following:		4
ED 400	Supervised Teaching: Kindergarten Education	
ED 414	Supervised Teaching: Elementary/Primary Education	
Required:		
ED 422	Sup. Tchg: Elementary/Intermediate Ed.	4
ED 450	Seminar in Teaching	1

Total **81-83 hours campus; 84 hours WED**

Middle School/High School English

Baccalaureate Degree and Traditional Teacher Licensure Program

This program prepares teacher candidates to teach English/language arts to students in middle school/junior high and high school settings. The license will state:

- Middle School/Junior High Language Arts
- High School Language Arts

Education Core Courses: (22 hours)

ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Found. of Ed.	3
ED 200	Growth and Development	3
ED 201	Technology in Education	2
ED 202	Educating Diverse Learners	3

ED 203	Partnerships: School, Law, & Comm.	3
ED 237	Educational Psychology	3
ED 308	Assessment and Evaluation	2
ED 309	Managing Learning Environments	3

Developmental Level and Content Courses: (46-49 hours)

EN/TA 151	Interpretive Rdg. & Reader's Theatre	3
EN 205	Intro. to Lit.: Themes of Love & Justice	3
EN 212	Creative Writing	3
EN 229	British Literature	3
EN 232	American Literature	3
EN/TA 341	Shakespeare	3
EN 355	Study of Language	2
EN 356	English Grammar and How to Teach It	1
EN 380	Teaching Young Adult Literature	2
EN 381	Methods of Teaching English in S/J/M	2
EN 450	Modern World Literature	3
JO 101	Introduction to Mass Media	3

Choose one of the following: 3

EN 222	Literature and Myth	
EN 235	American Women Writers	

Choose one of the following: 3

CO 205	Principles of Web Design	
EN 242	Film and Creative Expression	
JO 115	Editing	

Required:

ED 331	Principles of Teaching S/J/M School	3
ED 332	Literacy in S/J/M School	2
PS 261	Adolescent Psychology	2
Electives	2-4 hours for campus; 5 hours for WED	

Field Experiences and Student Teaching: (13 hours)

Choose one of the following: 2

ED 234	Field Experience I: MS/JH Education	
ED 239	Field Experience I: High School Ed.	

Choose one of the following: 2

ED 334	Field Experience II: MS/JH Education	
ED 336	Field Experience II: High School Ed.	

Required:

ED 432	Supervised Teaching: MS/JH Ed.	4
ED 433	Supervised Teaching: High School Ed.	4
ED 450	Seminar in Teaching	1

Total 81-83 hours campus; 84 hours WED

Middle School/High School Life Science

Baccalaureate Degree and Traditional Teacher Licensure Program

This program prepares candidates to teach life sciences to students in middle school/junior high and high school settings. The license will state:

- Middle School/Junior High Life Science
- High School Life Science

Education Core Courses: (22 hours)

ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Found. of Ed.	3
ED 200	Growth and Development	3
ED 201	Technology in Education	2
ED 202	Educating Diverse Learners	3
ED 203	Partnerships: School, Law, & Comm.	3
ED 237	Educational Psychology	3
ED 308	Assessment and Evaluation	2
ED 309	Managing Learning Environments	3

Developmental Level and Content Courses: (55 hours)

BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 225	Science Communications I	0
BI 226	Science Communications II	0
BI 317	Teaching of Life Science in S/J/M	2
BI 325	Science Communications III	1
BI 326	Science Communications IV	1
BI 334	Physiology	4
BI 335	Animal Behavior	4
BI 341	Ecology	4
BI 342	Genetics	4
BI 410	Evolution	4
BI 411	Undergraduate Research	2
BI 412	Undergraduate Research	1
BI 426	Science Communications VI	1
BI 441	Cell Biology	4
CH 115	General Chemistry I	4
CH 116	General Chemistry II	4
ED 331	Principles of Teaching S/J/M School	3
ED 332	Literacy in S/J/M School	2
PS 261	Adolescent Psychology	2

Field Experiences and Student Teaching: (13 hours)

Choose one of the following: 2

ED 234	Field Experience I: MS/JH Education	
ED 239	Field Experience I: High School Education	

Choose one of the following: 2

ED 334	Field Experience II: MS/JH Education	
ED 336	Field Experience II: High School Education	

Required:

ED 432	Supervised Teaching: MS/JH	4
ED 433	Supervised Teaching: High School Ed.	4
ED 450	Seminar in Teaching	1

Total 88 hours

Middle School/High School Mathematics

Baccalaureate Degree and Traditional Teacher Licensure Program

This program prepares teacher candidates to teach mathematics to students in middle school/junior high and high school settings. The license will state:

- Middle School/Junior High Mathematics
- High School Mathematics

Education Core Courses: (22 hours)

ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Found. of Ed.	3
ED 200	Growth and Development	3
ED 201	Technology in Education	2
ED 202	Educating Diverse Learners	3
ED 203	Partnerships: School, Law, & Comm.	3
ED 237	Educational Psychology	3
ED 308	Assessment and Evaluation	2
ED 309	Managing Learning Environments	3

Developmental Level and Content Courses: (48 hours)

CS 161	Programming I	3
MA 113	Trigonometry	1
MA 121	Calculus I	3
MA 122	Calculus II	3
MA 210	Discrete Mathematics	3
MA 221	History of Mathematics	1
MA 230	Introduction to Mathematical Modeling	3
MA 231	Linear Algebra	3
MA 253	Statistics	3
MA 322	Calculus III	3
MA 331	Abstract Algebra	3
MA 341	Geometry	3
MA 353	Elements of Mathematical Statistics	1
MA 421	Seminar	3
MA 422	Analysis	3
MA 461	Teaching of Mathematics in S/J/M	2
ED 331	Principles of Teaching S/J/M School	3
ED 332	Literacy in S/J/M School	2
PS 261	Adolescent Psychology	2

Field Experiences and Student Teaching: (13 hours)

Choose one of the following: 2

ED 234	Field Experience I: MS/JH Education
ED 239	Field Experience I: High School Education

Choose one of the following: 2

ED 334	Field Experience II: MS/JH Education
ED 336	Field Experience II: High School Education

Required:

ED 432	Supervised Teaching: MS/JH Education	4
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ED 433	Supervised Teaching: High School Ed.	4
ED 450	Seminar in Teaching	1
Total		83 hours

Middle School/High School Social Studies

Baccalaureate Degree and Traditional Teacher Licensure Program

This program prepares teacher candidates to teach social studies to students in middle school/junior high and high school settings. The license will state:

- Middle School/Junior High Social Studies: Geographical Perspectives
- Middle School/Junior High Social Studies: Government and Citizenship
- Middle School/Junior High Social Studies: Historical Perspectives
- Middle School/Junior High Social Studies: Psychology
- Middle School/Junior High Social Studies: Sociology
- High School Social Studies: Geographical Perspectives
- High School Social Studies: Government and Citizenship
- High School Social Studies: Historical Perspectives
- High School Social Studies: Psychology
- High School Social Studies: Sociology

Education Core Courses: (22 hours)

ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Found. of Ed.	3
ED 200	Growth and Development	3
ED 201	Technology in Education	2
ED 202	Educating Diverse Learners	3
ED 203	Partnerships: School, Law, & Comm.	3
ED 237	Educational Psychology	3
ED 308	Assessment and Evaluation	2
ED 309	Managing Learning Environments	3

Developmental Level and Content Courses: (49-52 hours)

Choose two of the following: 3, 3

GO 115	Science of Politics	
GO 215	American Federal System	
GO 225	American Public Policy	

Required:

BU 131	Macroeconomics	3
HI 211	United States History to 1877	3
HI 212	United States History Since 1877	3
HI 222	Twentieth Century World	3
HI 332	World Civilization II	3
PS 111	General Psychology	3
PS 261	Adolescent Psychology	2
PS 360	Abnormal Psychology	3
SO 211	Introduction to Sociology	3
SO 321	The Family	3

SO 324	Racial and Cultural Minorities	3
SS 315	Teaching Social Studies in S/J/M	2
SS 326	Geography of World Affairs	3
ED 331	Principles of Teaching S/J/M School	3
ED 332	Literacy in S/J/M School	2
Electives	1-3 hours for campus; 4 hours for WED	

Field Experiences and Student Teaching: (13 hours)

Choose one of the following: 2

ED 234	Field Experience I: MS/JH Education	
ED 239	Field Experience I: High School Education	

Choose one of the following: 2

ED 334	Field Experience II: MS/JH Education	
ED 336	Field Experience II: High School Education	

Required:

ED 432	Supervised Teaching: MS/JH Ed.	4
ED 433	Supervised Teaching: High School Ed.	4
ED 450	Seminar in Teaching	1

Total 84-86 hours campus; 87 hours WED

Middle School/High School Special Education

Baccalaureate Degree and Traditional Teacher Licensure Program

This program prepares teacher candidates to teach all subjects to students with exceptional needs (mild disabilities) in middle school/junior high and high school settings. The license will state:

- Middle School/Junior High Exceptional Needs: Mild Intervention
- High School Exceptional Needs: Mild Intervention

Education Core Courses: (22 hours)

ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Found. of Ed.	3
ED 200	Growth and Development	3
ED 201	Technology in Education	2
ED 202	Educating Diverse Learners	3
ED 203	Partnerships: School, Law, & Comm.	3
ED 237	Educational Psychology	3
ED 308	Assessment and Evaluation	2
ED 309	Managing Learning Environments	3

Developmental Level and Content Courses: (52 hours)

EN 212	Creative Writing	3
ED 147	Special Education Law and Procedures	3
ED 227	Literacy Development I	3
ED 241	Understanding Mild Disabilities	3
ED 327	Literacy Instruc. for Diverse Learners	3
ED 328	Literacy Practicum	3
ED 331	Principles of Teaching S/J/M School	3
ED 332	Literacy in S/J/M School	2

ED 346	Assess. and Interv. in MS/HS Spec. Ed.	3
ED 355	Transition Planning and Vocational Ed.	3
ED 358	Functional Behavioral Assess. & BIPs	3
MA 361	Basic Concepts of Math & Methods I	3
MA 362	Basic Concepts of Math & Methods II	3
PS 261	Adolescent Psychology	2
SC 201	Integrative Science I	3
SC 202	Integrative Science II	3
SO 211	Introduction to Sociology	3
Choose one of the following:		3
HI 211	United States History to 1877	
HI 212	United States History Since 1877	

Field Experiences and Student Teaching: (13 hours)

Choose one of the following:		2
ED 253	Field Experience I: MS/JH Mild Intervention	
ED 254	Field Experience I: High School Mild Intervention	
Choose one of the following:		2
ED 353	Field Experience II: MS/JH Mild Intervention	
ED 354	Field Experience II: High School Mild Intervention	
Required:		
ED 405	Supervised Tchg.: MS/JH Mild Interv.	4
ED 406	Supervised Tchg.: HS Mild Intervention	4
ED 450	Seminar in Teaching	1

Total 87 hours

P-12 Art Education

Baccalaureate Degree and Traditional Teacher Licensure Program

This program prepares teacher candidates to teach art to students in preschool, elementary/primary, elementary/intermediate, middle school/junior high, and high school settings. The license will state:

- Preschool Fine Arts: Visual Arts
- Elementary/Primary Fine Arts: Visual Arts
- Elementary/Intermediate Fine Arts: Visual Arts
- Middle School/Junior High Fine Arts: Visual Arts
- High School Fine Arts: Visual Arts

Education Core Courses: (22 hours)

ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Found. of Ed.	3
ED 200	Growth and Development	3
ED 201	Technology in Education	2
ED 202	Educating Diverse Learners	3
ED 203	Partnerships: School, Law, & Comm.	3
ED 237	Educational Psychology	3
ED 308	Assessment and Evaluation	2
ED 309	Managing Learning Environments	3

Developmental Level and Content Courses: (54 hours)

AR 110	Basic Design I	3
AR 111	Basic Design II	3
AR 121	Drawing I	3
AR 200	Studies in Visual Arts	3
AR 211	Beginning Sculpture	3
AR 221	Painting and Drawing II	3
AR 250	Prehistoric to Renaissance Art	3
AR 251	Renaissance to Contemporary Art	3
AR 321	Painting and Drawing III	3
AR 340	Elementary Art Methods	2
AR 341	Teaching Art in S/J/M School	3
AR 350	Graphic Design I	3
AR 355	Photography I	3
AR 356	Photography II	3
AR Electives		8
ED 331	Principles of Teaching S/J/M School	3
PS 261	Adolescent Psychology	2

Field Experiences and Student Teaching: (13 hours)**Choose one of the following:** 2

ED 220	Field Experience I: Elementary Education	
ED 234	Field Experience I: MS/JH Education	
ED 239	Field Experience I: High School Education	

Choose one of the following: 2

ED 329	Field Experience II: Elementary Education	
ED 334	Field Experience II: MS/JH Education	
ED 336	Field Experience II: High School Education	

Choose one of the following: 4

ED 400	Supervised Tchg: Kindergarten Education	
ED 414	Supervised Tchg: Elementary/Primary Education	
ED 422	Supervised Tchg: Elementary/Intermediate Ed.	

Choose one of the following: 4

ED 432	Supervised Tchg: MS/JH Education	
ED 433	Supervised Tchg: High School Education	

Required:

ED 450	Seminar in Teaching	1
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Total 89 hours**P-12 Music Education****Baccalaureate Degree and Traditional Teacher Licensure Program**

This program prepares teacher candidates to teach general, vocal, and instrumental music to students in preschool, elementary/primary, elementary/intermediate, middle school/junior high, and high school settings. The license will state:

- Preschool Fine Arts: Vocal and General Music
- Elementary/Primary Fine Arts: Vocal and General Music
- Elementary/Intermediate Fine Arts: Vocal and General Music

- Middle School/Junior High Fine Arts: Vocal and General Music
- High School Fine Arts: Vocal and General Music
- Preschool Fine Arts: Instrumental and General Music
- Elementary/Primary Fine Arts: Instrumental and General Music
- Elementary/Intermediate Fine Arts: Instrumental and General Music
- Middle School/Junior High Fine Arts: Instrumental and General Music
- High School Fine Arts: Instrumental and General Music

Education Core Courses: (22 hours)

ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Found. of Ed.	3
ED 200	Growth and Development	3
ED 201	Technology in Education	2
ED 202	Educating Diverse Learners	3
ED 203	Partnerships: School, Law, & Comm.	3
ED 237	Educational Psychology	3
ED 308	Assessment and Evaluation	2
ED 309	Managing Learning Environments	3

Developmental Level and Content Courses: (62 hours)

MU 111	Music Materials I	5
MU 112	Music Materials II	5
MU 141	String Techniques I	1
MU 142	String Techniques II	1
MU 200	Music for Living	3
MU 211	Music Materials III	5
MU 212	Music Materials IV	3
MU 213	Music and Technology	3
MU 243	Conducting I	2
MU 321	Music History I	3
MU 322	Music History II	3
MU 323	Music History III	3
MU 333	Arranging	2
MU 341	Music in the Elementary School	3
MU 342	Instrumental Techniques I	2
MU 343	Instrumental Techniques II	2
MU 440	Sec. Instrumental Methods & Cond. II	2
MU 441	Secondary Choral Methods	2
MU	Applied Lessons	7
MU	Choral Ensembles	0
MU	Instrumental Ensembles	0
ED 331	Principles of Teaching S/J/M School	3
PS 261	Adolescent Psychology	2

Field Experiences and Student Teaching: (13 hours)

Choose one of the following:		2
ED 220	Field Experience I: Elementary Ed.	
ED 234	Field Experience I: MS/JH Education	
ED 239	Field Experience I: High School Education	
Choose one of the following:		2
ED 329	Field Experience II: Elementary Education	

ED 334	Field Experience II: MS/JH Education	
ED 336	Field Experience II: High School Education	
Choose one of the following:		4
ED 400	Supervised Tchg: Kindergarten Education	
ED 414	Supervised Tchg: Elementary/Primary Education	
ED 422	Supervised Tchg: Elementary/Interm. Ed.	
Choose one of the following:		4
ED 432	Supervised Teaching: MS/JH Education	
ED 433	Supervised Teaching: High School Education	
Required:		
ED 450	Seminar in Teaching	1
Total		97 hours

Kindergarten-Elementary Education

Associate Degree Program

This program prepares students to work as teaching assistants (paraprofessionals) in elementary/primary grades (K, 1, 2, and 3) and elementary/intermediate grades (4, 5, and 6). It does not lead to Indiana teacher licensure, but students who complete this associate degree program may choose to continue on to the K-Elementary Education bachelor's degree program.

Education Core Courses:		(17 hours)
ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Found. of Ed.	3
ED 200	Growth and Development	3
ED 201	Technology in Education	2
ED 202	Educating Diverse Learners	3
ED 203	Partnerships: School, Law, and Comm.	3
ED 237	Educational Psychology	3
Developmental Level and Content Courses:		(19 hours)
ED 116	Principles of Teaching Young Children	2
ED 125	Intro. to Teaching in the Elem. Class.	3
ED 204	Paraprofessionals in the Schools	2
ED 227	Literacy Development I	3
ED 228	Literacy Development II	3
MA 361	Basic Concepts of Math & Methods I	3
SC 201	Integrative Science I	3
Field Experience:		(2 hours)
Choose one of the following:		2
ED 220	Field Experience I: Elementary Education	
ED 221	Field Experience I: Urban Education	
Total		38 hours

Early Childhood/Child Development

Associate Degree Program

This program prepares students to work as teaching assistants (paraprofessionals) in child care and preschool settings. It does not lead to Indiana teacher licensure, but students who complete this associate degree program may choose to continue on to the Preschool-Third Grade/Mild Intervention Education bachelor's degree program.

Education Core Courses:		(9 hours)
ED 200	Growth and Development	3
ED 202	Educating Diverse Learners	3
ED 203	Partnerships: School, Law, and Comm.	3
Developmental Level and Content Courses:		(22 hours)
ED 110	Introduction to Early Childhood	2
ED 116	Principles of Teaching Young Children	2
ED 227	Literacy Development I	3
ED 240	Intro. to Early Childhood Dev. Disab.	2
ED 246	Methods/Diagnostic Proc. with DD	2
ED 303	Music, Movement, and the Arts	3
ED 312	Infants and Toddlers	2
MA 361	Basic Concepts of Math & Methods I	3
SC 201	Integrative Science I	3
Field Experiences and Internship:		(8 hours)
ED 350	Field Experience: Infant/Toddler Ed.	2
ED 351	Field Experience: Preschool Education	2
ED 291	Supervised Internship: Early Childhood	4
Total		39 hours

Child Development Associate (CDA)

Students who complete the following courses are eligible to apply for the CDA credential from the Council for Professional Recognition.

Courses:		(11 hours)
ED 110	Introduction to Early Childhood Ed.	2
ED 116	Principles of Teaching Young Children	2
ED 240	Intro. to Early Childhood Dev. Disab.	2
ED 246	Methods/Diagnostic Proc. with DD	3
ED 111	Field Experience I: Child Care	2

Accelerated / Transition to Teaching Kindergarten-Elementary

Accelerated Teacher Licensure Program/Transition to Teaching

This program prepares teacher candidates to teach students in elementary/primary grades (K, 1, 2, and 3) and elementary/intermediate grades (4, 5, and 6). The license will state:

- Elementary/Primary Generalist
- Elementary/Intermediate Generalist

Education Core, Dev. Level, and Content Courses: (18 hours)

ED 201	Technology in Education	2
ED 205	Survey of Teaching and Learning	3
ED 206	Introduction to Elementary Education	3
ED 212	Teaching Diverse Learners in Gen. Ed.	2
ED 227	Literacy Development I	3
ED 228	Literacy Development II	3
ED 337	Elementary Curric. & Instruc. Methods	2

Practicum and Student Teaching: (6 hours)

ED 360	Practicum: Elementary Education	1
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Choose one of the following: 4

ED 400	Supervised Teaching: Kindergarten Education	
ED 414	Supervised Teaching: Elementary/Primary Ed.	
ED 422	Supervised Teaching: Elementary/Intermediate Ed.	

Required:

ED 450	Seminar in Teaching	1
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Total 24 hours

Additional Content Area Courses (32-33 Hours)

The following content area credit hours may be required in addition to the 24 credit hours listed above.

Mathematics (college level)	3 courses (9 hours)
Biology + one other science course	2 courses (6 hours)
Psychology	1 course (3 hours)
History – World or U.S.	1 course (3 hours)
Geography	1 course (3 hours)
Public Speaking/Speech/Communication	1 course (3 hours)
English (writing or literature)	1 course (3 hours)
Basic Computer Literacy	1 course (2-3 hours)
Total	11 courses (32-33 hours)

Accelerated / Transition to Teaching Middle School/Junior High

Accelerated Teacher Licensure Program/ Transition to Teaching

This program prepares teacher candidates to teach students in middle school/junior high settings in the content area designated by the teacher candidate's baccalaureate or graduate degree. The license will state one or more of the following:

- Middle School/Junior High Fine Arts: Visual Arts
- Middle School/Junior High Fine Arts: Vocal and General Music
- Middle School/Junior High Fine Arts: Instrumental and General Music
- Middle School/Junior High Language Arts
- Middle School/Junior High Mathematics
- Middle School/Junior High Science: Life Sciences
- Middle School/Junior High Social Studies: Geographical Perspectives
- Middle School/Junior High Social Studies: Government and Citizenship
- Middle School/Junior High Social Studies: Historical Perspectives
- Middle School/Junior High Social Studies: Psychology
- Middle School/Junior High Social Studies: Sociology
- Middle School/Junior High Other as designated by specific degree

Education Core, Dev. Level, and Content Courses: (12 hours)

ED 201	Technology in Education	2
ED 205	Survey of Teaching and Learning	3
ED 207	Introduction to MS/JH Education	3
ED 212	Teaching Diverse Learners in Gen. Ed.	2
ED 338	Instructional Methods for MS/JH/HS	2

Practicum and Student Teaching: (6 hours)

ED 361	Practicum: MS/JH Education	1
ED 432	Supervised Teaching:MS/JH Education	4
ED 450	Seminar in Teaching	1

Total **18 hours**

Additional Content Area Courses (5-6 hours)

The following courses may be required in addition to the 18 credit hours listed above:

Public Speaking/Speech/Human Comm.	1 course (3 hours)
Basic Computer Literacy	1 course (2-3 hours)
Total	2 courses (5-6 hours)

Accelerated / Transition to Teaching High School

Accelerated Teacher Licensure Program / Transition to Teaching

This program prepares teacher candidates to teach students in high school settings in the content area designated by the teacher candidate's baccalaureate or graduate degree. The license will state one or more of the following:

- High School Fine Arts: Visual Arts
- High School Fine Arts: Vocal and General Music
- High School Fine Arts: Instrumental and General Music

- High School Language Arts
- High School Mathematics
- High School Science: Life Sciences
- High School Social Studies: Geographical Perspectives
- High School Social Studies: Government and Citizenship
- High School Social Studies: Historical Perspectives
- High School Social Studies: Psychology
- High School Social Studies: Sociology
- High School Other, as designated by specific degree

Education Core, Dev. Level, and Content Courses: (12 hours)

ED 201	Technology in Education	2
ED 205	Survey of Teaching and Learning	3
ED 208	Introduction to High School Education	3
ED 212	Teaching Diverse Learners in Gen. Ed.	2
ED 338	Instructional Methods for MS/JH/HS	2

Practicum and Student Teaching: (6 hours)

ED 362	Practicum: High School Education	1
ED 433	Supervised Teaching: High School Ed.	4
ED 450	Seminar in Teaching	1

Total 18 hours

Additional Content Area Courses (5-6 hours)

The following courses may be required in addition to the 18 credit hours listed above:

Public Speaking/Speech/Human Comm.	1 course (3 hours)
Basic Computer Literacy	1 course (2-3 hours)
Total	2 courses (5-6 hours)

Accelerated / Transition to Teaching Elementary Exceptional Needs: Mild Intervention

Accelerated Teacher Licensure Program/Transition to Teaching

This program prepares teacher candidates to teach all subjects to students with exceptional needs (mild disabilities) in elementary/primary (K, 1, 2, and 3) and elementary/intermediate (4, 5, and 6) grades. The license will state:

- Elementary/Primary Exceptional Needs: Mild Intervention
- Elementary/Intermediate Exceptional Needs: Mild Intervention

Education Core, Dev. Level, and Content Courses: (24 hours)

ED 147	Special Education Law and Procedures	3
ED 201	Technology in Education	2
ED 205	Survey of Teaching and Learning	3
ED 212	Teaching Diverse Learners in Gen. Ed.	2
ED 227	Literacy Development I	3
ED 255	Introduction to Mild Disabilities	2

ED 327	Literacy Instruc. for Diverse Learners	3
ED 345	Assess. & Interv. in Elem. Spec. Ed.	3
ED 358	Func. Behavioral Analysis and BIPs	3
Practicum and Student Teaching:		(6 hours)
ED 363	Practicum: Elementary Mild Intervention	1
Choose one of the following:		4
ED 403	Sup. Tchg: Elem./Primary Mild Intervention	
ED 404	Sup. Tchg: Elem./Intermediate Mild Intervention	
Required:		
ED 450	Seminar in Teaching	1
Total		30 hours

Additional Content Area Courses (32-33 hours)

The following content area credit hours may be required in addition to the 30 credit hours listed above.

Mathematics (college level)	3 courses (9 hours)
Biology + one other science course	2 courses (6 hours)
Psychology	1 course (3 hours)
History – World or U.S.	1 course (3 hours)
Geography	1 course (3 hours)
Public Speaking/Speech/Commun.	1 course (3 hours)
English (writing or literature)	1 course (3 hours)
Basic Computer Literacy	1 course (2-3 hours)
Total	11 courses (32-33 hours)

Accelerated / Transition to Teaching Middle School/High School Exceptional Needs: Mild Intervention

Accelerated Teacher Licensure Program/Transition to Teaching

This program prepares teacher candidates to teach all subjects to students with exceptional needs (mild disabilities) in middle school/junior high and high school settings. The license will state:

- Middle School/Junior High Exceptional Needs: Mild Intervention
- High School Exceptional Needs: Mild Intervention

Education Core, Dev. Level, and Content Courses: (24 hours)

ED 147	Special Education Law and Procedures	3
ED 201	Technology in Education	3
ED 212	Teaching Diverse Learners in Gen. Ed.	2
ED 255	Introduction to Mild Disabilities	2
ED 327	Literacy Instruc. for Diverse Learners	3
ED 346	Assess. & Interv.in MS/HS Special Ed.	3
ED 355	Transition Planning and Vocational Ed.	3
ED 358	Func. Behav. Analysis and BIPs	3

Practicum and Student Teaching: (6 hours)

Choose one of the following:		1
ED 364	Practicum: MS/JH Mild Intervention	
ED 365	Practicum: HS Mild Intervention	

Choose one of the following:	4
ED 405	Supervised Tchg: MS Mild Intervention
ED 406	Supervised Teaching: HS Mild Intervention
Required:	
ED 450	Seminar in Teaching
	1

Total **30 hours**

Additional Content Area Courses (32-33 hours)

The following content area credit hours may be required in addition to the 30 credit hours listed under above.

Mathematics (college level)	3 courses (9 hours)
Biology + one other science course	2 courses (6 hours)
Psychology	1 course (3 hours)
History – World or U.S.	1 course (3 hours)
Geography	1 course (3 hours)
Public Speaking/Speech/Commun.	1 course (3 hours)
English (writing or literature)	1 course (3 hours)
Basic Computer Literacy	1 course (2-3 hours)
Total	11 courses (32-33 hours)

Kindergarten-Elementary Exceptional Needs: Mild Intervention

Additional Content Area

Teacher candidates who are pursuing or who already hold a valid Indiana Professional Educator License at the Kindergarten-Elementary level may choose to add this content area to the license. Program completers are licensed to teach all subjects to students with exceptional needs (mild disabilities) in Elementary/Primary (K, 1, 2, and 3) and Elementary/Intermediate (4, 5, and 6) settings. The license will state:

- Elementary/Primary Exceptional Needs: Mild Intervention
- Elementary/Intermediate Exceptional Needs: Mild Intervention

Required Courses: (21 hours)

ED 147	Special Education Law and Procedures	3
ED 202	Educating Diverse Learners	3
ED 203	Partnerships: School, Law, and Comm.	3
ED 241	Understanding Mild Disabilities	3
ED 327	Literacy Instruc. for Diverse Learners	3
ED 345	Assess. & Interv. in Elem. Special Ed.	3
ED 358	Func. Behav. Assessment and BIPs	3

Required Field Experiences: (4 hours)

ED 252	Field Experience I: Elem. Mild Interv.	2
ED 352	Field Experience II: Elem. Mild Interv.	2

Total **25 hours**

Teacher candidates who choose to add special education (mild intervention) at the Kindergarten-Elementary level may elect to complete half of their student teaching (one eight-week placement) in a special education setting.

Middle School/High School Exceptional Needs: Mild

Additional Content Area

Teacher candidates who are pursuing or who already hold a valid Indiana Professional Educator License in the areas of English/language arts, mathematics, science, or social studies at the Middle School/High School level may choose to add this content area to the license. Program completers are licensed to teach all subjects to students with exceptional needs (mild disabilities) in middle school/junior high and high school settings. The license will state:

- Middle School/Junior High Exceptional Needs: Mild Intervention
- High School Exceptional Needs: Mild Intervention

Teachers who are pursuing or already hold a valid Indiana Professional Educator License in the areas of art or music and want to add special education at the Middle School/High School level must complete the Middle School/High School Special Education major courses, not the courses listed below.

Required Courses:		(24 hours)
ED 147	Special Education Law and Procedures	3
ED 202	Educating Diverse Learners	3
ED 203	Partnerships: School, Law, and Comm.	3
ED 241	Understanding Mild Disabilities	3
ED 327	Literacy Instruc. for Diverse Learners	3
ED 346	Assess. & Interv. in MS/HS Special Ed.	3
ED 355	Transition Planning and Vocational Ed.	3
ED 358	Func. Behav. Assessment and BIPs	3

Required Field Experiences:		(4 hours)
Choose one of the following:		2
ED 253	Field Experience I: MS/JH Mild Intervention	
ED 254	Field Experience I: HS Mild Intervention	
Choose one of the following:		2
ED 353	Field Experience II: MS/JH Mild Intervention	
ED 354	Field Experience II: HS Mild Intervention	

Total **28 hours**

Candidates who choose to add special education (mild intervention) at the Middle School/High School level may elect to complete half of their student teaching (one eight-week placement) in a special education setting.

Computer Education

Additional Content Area and Minor

Teacher candidates who are pursuing or who already hold a valid Indiana Professional Educator License and want to add computer education must complete the courses listed below. This content area will be added at the same level as the license. This program constitutes a minor.

Required Courses:	(19hours)
ED 201 Technology in Education	2
CS 161 Programming I	3
CS 201 Advanced Computer Applications	2
CS 250 Survey of CIS	3
CS 261 Programming II	3
CS 320 Systems Analysis and Design	3
CS 340 Internet Languages	3
Total	19 hours

Early Childhood/Mild Intervention

Additional Content Area

Teacher candidates who are pursuing or already hold a Kindergarten-Elementary license and who want to add Birth – Preschool with Mild Intervention to their valid Indiana Professional Educator License may choose to add this developmental level and content area to the license. Program completers are licensed to teach all subjects to students with exceptional needs (mild disabilities) in birth – preschool settings. The license will state:

Early Childhood Generalist : Preschool
Mild Intervention: Preschool and Primary

The courses listed below must be completed.

Required courses:	(19 hours)
ED 110 Introduction to Early Childhood	2
ED 116 Principles of Teaching Young Children	2
ED 147 Special Education Law and Procedures	3
ED 240 Introduction to Early Childhood Developmental Disabilities	2
ED 246 Methods/Diagnostic Procedures Developmental Disabilities	3
ED 312 Infants and Toddlers	2
ED 318 Cognitive Skills and Integrated Methods	3
ED 416 Program Administration	2
Required Field Experiences:	(4 hours)
ED 350 Field Experience: Infant/Toddler	2
ED 351 Field Experience: Preschool Experience	2
Total	23 hours

Intermediate Grades

Additional Content Area

Teacher candidates who are pursuing or who already hold a license in Preschool-Third Grade with Mild Intervention and who want to add Intermediate Grades to their valid Indiana Professional Educator License may choose to add this developmental level and content area to the license. Program completers are licensed to teach all subjects to students in grades 4, 5, and 6. The license will state:

Elementary: Intermediate Generalist

The courses listed below must be completed.

Required Courses:	(10 hours)
ED 125 Introduction to Teaching in the Elementary Classroom	3
ED 326 Methods of Teaching Social Studies in the Elementary Classroom	2
ED 330 Methods of Teaching Science in Elementary School	2
MA 362 Basic Concepts of Mathematics and Methods II	3
Required Field Experience:	(2 hours)
ED 329 Field Experience II: Elementary Education	2
Total	12 hours

Mild Intervention: Intermediate Grades

Additional Content Area

Teacher candidates who are pursuing or who already hold a license in Preschool-Third Grade with Mild Intervention and have added Intermediate Grades to their valid Indiana Professional Educator License may choose to add this content area to the license. Program completers are licensed to teach to students who need mild intervention in grades 4, 5, and 6. The license will state:
Mild Intervention: Intermediate Generalist

The courses listed below must be completed.

Required Courses:	(21 hours)
ED 241 Understanding Mild Disabilities	3
ED 326 Methods of Teaching Social Studies in the Elementary Classroom	2
ED 330 Methods of Teaching Science in Elementary School	2
ED 345 Assessment and Intervention in Elementary Special Education	3
ED 358 Functional Behavioral Assessment and Behavior Intervention Plans	3
MA 362 Basic Concepts of Mathematics and Methods II	3
SS 326 Geography of World Affairs	2
Required Field Experience:	(2 hours)
ED 352 Field Experience II: Elementary Mild Intervention	2
Total	21 hours

English

At the heart of the English major lies the concern for communicating effectively and creatively. English majors study literature as a creative art, a way of self-discovery including cultures in America and around the world with special attention to the contributions of women.

English majors often combine English with other majors or minors to prepare themselves for careers in a variety of professional contexts: publications, business, entertainment, not-for-profit agencies, law, library, real estate and community service. English majors can excel in graduate study.

Studying in London at Regent's College for one semester or for a summer is an option. This experience deepens students' appreciation for living in another culture and for meeting people from around the world.

ENGLISH MAJOR (39 hours)

Required Courses:	(36 hours)
EN 212 Creative Writing	3
EN 222 Literature and Myth	3
EN 229 British Literature	3
EN 232 American Literature	3
EN 235 American Women Writers	3
EN 320 Poetry	3
EN 321 Creative Nonfiction	3
EN/TA 341 Age of Shakespeare	3
EN 353 Women Writers	3
EN 420 Fiction	3
EN 450 Modern World Literature	3
EN 480 Topics in English	3
One General Studies perspectives course in literature or approved equivalent	3* (in general studies)

ENGLISH MINOR (18 hours)

Required Courses:	(18 hours)
EN 222 Literature and Myth	3
EN 229 British Literature	3
EN 232 American Literature	3
EN/TA 341 Age of Shakespeare	3
EN 353 Women Writers	3
EN 450 Modern World Literature	3

ENGLISH MAJOR FOR TEACHING

English teachers have a most important role to play in the shaping of young people's views toward literature, writing, creativity, and respecting others. The call for quality teachers is high because good education in reading, writing, and appreciating the creative arts is the foundation of a vibrant and living society. This major requires courses in Education and in English.

English Requirements for Teacher Education: (37 hours)

JO 101	Introduction to Mass Media	3
EN/TA 151	Interpretive Rdg. & Reader's Theatre	3
EN 212	Creative Writing	3
EN 229	British Literature	3
EN 232	American Literature	3
EN/TA 341	Shakespeare	3
EN 355	Study of Language	2
EN 356	English Grammar and How to Teach It	1
EN 380	Teaching Young Adult Literature	2
EN 381	Methods of Teaching English in S/J/M	2
EN 450	Modern World Literature	3

Choose one: (3 hours)

EN/TA 202	Introduction to Literature and Theatre	3
EN 205	Intro. to Literature: Love/Justice	3

Choose one: (3 hours)

EN 222	Literature and Myth	3
EN 235	American Women Writers	3

Choose one: (3 hours)

JO 115	Editing	3
EN 242	Film/Creative Expression	3
CO 205	Principles of Web Design	3

Required Education Courses:

(See Education)

Environmental Sciences Minor

A minor in Environmental Sciences is advantageous to anyone interested in the interrelatedness of life and the universe. In addition, an individualized major may be developed in this area utilizing courses in the biology and chemistry areas.

ENVIRONMENTAL SCIENCES MINOR (24-25 hours)

Required Courses:		(21 hours)
EV 100	Environmental Concerns	3
BI 141	Principles of Biology I	4
BI 340	Conservation	4
BI 341	Ecology	4
BI 480	Topics in Biology (environmental topic)	4
BI 425	Science Communications	1
BI 426	Science Communications	1
Choose one:		(3-4 hours)
CH 101	Chemistry for Changing Times	3
CH 115	General Chemistry I	4

Equine Studies

The Mari Hulman George School of Equine Studies prepares students to meet the challenges of an expanding equine industry. By linking the College's distinctive liberal arts curriculum with specialized instruction in equine science and management, as well as disciplined training in equitation, students prepare for a variety of interesting careers. The Equine Center combines a historic stable with a new, modern complex, including a laboratory and classroom wing. Riding and training skills are practiced in the indoor and outdoor arenas.

Three majors are offered: Equine Studies, Equine Business Management, and Equine Training and Instruction. An associate degree is offered in Equine Studies. A minor may be completed in Equine Studies or Equine Science. The Equine Science minor is designed for students wishing to pursue a career in veterinary medicine.

Equine Studies Admission Procedure

Students who wish to complete the Equine Studies program must meet the requirements of a multi-level assessment system which provides the opportunity for faculty and staff to formally assess candidates' capabilities as prospective equine majors and to support the candidates in becoming competent, caring professionals. The following policies and procedures apply to all students seeking an equine degree:

Gateway 1 – Admission to the Equine Studies Program

Upon admission to the College, candidates are eligible to take 100 and 200 level EQ courses. To enroll in advanced EQ course work, candidates must be formally admitted to the Equine Studies Program. Criteria for admission to the Equine Studies Program are as follows:

1. completion of a minimum of 32 hours of college credit;
2. attainment of a cumulative grade point average of 2.5 or higher;
3. competence in basic skills such as: routine horse care/evaluation, evaluating TPR, administration of medications/vaccines, safe horse handling procedures, general knowledge of nutritional needs, anatomy, leg wrapping and bandaging, grooming, tack identification, riding (if needed for major track), and skills – walk, trot, canter, mount, dismount and back up.

Note: candidates achieving below the passing score will be provided a Skills/Academic Enhancement Plan written by the candidates' academic advisors. Candidates on such plans will be conditionally admitted to the Equine Department. All conditions must be removed for candidates to pass Gateway 1.

4. Completion of at least one approved field experience related to the students' areas of interest with documented evidence of professional dispositions, values and attitudes. This must be completed before the students' sophomore year and could include documented experiences during high school.
5. Formal interview with the evaluation team.

Gateway 1 Application Procedures

1. Submit typewritten letter addressed to the Equine Studies Board, Equine Department, Saint Mary-of-the-Woods College, Saint Mary of-the-Woods, IN 47876. Address the following:

- a. Why have I chosen equine studies?
- b. Why have I chosen the specific equine track? (training/instructing, business, general)
- c. What personal qualities will I contribute to the equine field? and
- d. How will I exemplify responsible commitment to the equine profession?

The letter of application may be submitted whenever the candidate has: a) completed at least 32 hours of credit with a cumulative grade point average of 2.5 or above, and b) completed at least one field experience. Typically, candidates will submit letters of application during their sophomore year.

2. Upon receipt of a letter of application, candidates will be scheduled to participate in a formal interview with an Equine Department evaluation team according to the following schedule:

<u>Letters received by:</u>	<u>Interview Dates:</u>
January 15	February
April 15	May
September 15	October

Candidates should be prepared to discuss the following: a. Current personal/professional strengths as a prospective equine professional; and b. How the candidate's personal dispositions relate to the equine profession.

Upon completion of the interview, the evaluation team will recommend to the Equine Education Board one of the following:

- a. *Unconditional Admittance* – Candidate has successfully passed all requirements.
- b. *Conditional Admittance* – Candidate must complete one or more requirements to successfully pass. Candidates who are conditionally admitted will be provided with an Academic Enhancement Plan written by their academic advisor and approved by the Equine Education Board. Candidates must submit a new letter of application to request that their admission status be changed from *conditional to unconditional*.
- c. *Not Admitted* – Candidate has not passed. This status may pertain to students who do not display the appropriate dispositions, values, attitudes, and skills that are necessary for success in the equine profession.

3. The Equine Education Board will make final decisions and inform candidates of their status within one month after the interview is complete.

4. Candidates may appeal Gateway 1 decisions in writing to the Equine Education Board.

Gateway 2 – Program Completion

Criteria for program completion are:

1. Successful presentation of a Proficient Portfolio to an Equine Department Education Team. Proficient portfolios are presented before April 1 or Nov 1 depending upon the student's graduation date. A Proficient Portfolio must include at least the following information:
 - a. current resumé
 - b. a statement of a personal philosophy of equine studies;
 - c. one to three artifacts documenting mastery of one of the three available equine majors: Equine Studies, Equine Business Management, or Equine Training and Instruction;
 - d. for each exhibit, a narrative reflection indicating why the selected artifact was included and how it provides evidence of mastery of goals; and
 - e. additional artifacts highlighting personal talents, strengths and accomplishments.
2. Successful completion of all program requirements. The grade of "C" or better must be obtained in all equine courses that are required for the major. A minimum grade point average of 2.0 overall must be achieved.

Gateway 2 Application Procedures:

1. Candidates should notify their advisors when they have completed all Gateway 2 requirements. Candidates who are seeking degrees must submit "Application to Graduate" forms to the Registrar's Office.
2. Equine Department advisors verify that candidates have met all program requirements and successfully presented the Proficient Portfolio.

EQUINE STUDIES MAJOR (46 hours)

The Equine Studies major allows flexibility for students wishing to explore different areas of equine study. Students choose electives that emphasize areas of special interest and address specific career goals. Students who are undecided as to their future role in the equine industry can explore various options through courses in equine science, training, riding instruction, stable management and business. The flexibility afforded by the Equine Studies curriculum is also well suited for those wishing to pursue a second major or a minor.

Required Equine Studies Courses:		(43 hours)
EQ 100	Orientation to Equine Studies	0
EQ 103/105	First Year Stable Management (Routine Horse Care)	2
EQ 111	Training and Handling I	3
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 203/205	Second Year Stable Management (Pre-professional Horse Care)	2

EQ 303/305	Third Year Stable Management (Farm Equipment and Facilities Management)	2
EQ 306	Equine Lameness	3
EQ 403/405	Fourth Year Stable Management (Equine Farm Administration)	2
EQ 407	Equine Business Management and Facilities Design	3
EQ	Electives	17

Other Required Courses: (3 hours)

BU 241	Principles of Management	3
	or	
BU 251	Principles of Marketing	3
BI 101	Biology: Unity and Diversity (General studies)	

ASSOCIATE DEGREE IN EQUINE STUDIES (32 hours)

Required Equine Studies Courses: (29 hours)

EQ 100	Orientation to Equine Studies	0
EQ 103/105	First Year Stable Management (Routine Horse Care)	2
EQ 111	Training and Handling I	3
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 203/205	Second Year Stable Management (Pre-Professional Horse Care)	2
EQ 407	Equine Business Management and Facilities Design	3
EQ	Electives	13

Other Required Courses: (3 hours)

BU 241	Principles of Management	3
	or	
BU 251	Principles of Marketing	3
BI 101	Biology: Unity and Diversity (General Studies)	

EQUINE BUSINESS MANAGEMENT MAJOR (44 hours)

This major is designed for those students wishing to own, or secure employment in, an equine-related business. Coursework provides students with a solid academic foundation while supplying an abundance of practical experience. With advanced exposure to horse care and business management skills, students can transform their love of horses into a productive career. This major helps students to develop a strong business plan, marketing strategies,

financial and legal initiative, management skills, and professional development that will be essential in communicating with those in the horse industry.

Required Equine Studies Courses: (32 hours)

EQ 100	Orientation to Equine Studies	0
EQ 103/105	First Year Stable Management (Routine Horse Care)	2
EQ 111	Training and Handling I	3
BU 117	Fund. of Accounting and Budgeting	3
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 203/205	Second Year Stable Management (Pre-professional Horse Care)	2
EQ 303/305	Third Year Stable Management (Farm Equipment and Facilities Management)	2
EQ 306	Equine Lameness	3
EQ 403/405	Fourth Year Stable Management (Equine Farm Administration)	2
EQ 407	Equine Business Management and Facilities Design	3
EQ	Electives	6

Other Required Courses: (12 hours)

BU 241	Principles of Management	3
BU 251	Principles of Marketing	3
BU 371	Business Law	3
BU 345	Small Business Management	3
BI 101	Biology: Unity and Diversity (General Studies)	

EQUINE TRAINING & INSTRUCTION MAJOR (46 Hours)

Equine Training & Instruction prepares the student to teach equitation and/or develop a personal training philosophy that can be applied after graduation. Such topics as equitation theory, design of an equestrian school, and proper selection and maintenance of school horses are studied as students gain practical experience in teaching and training. Through the student lesson program and training program, students will practice a variety of teaching and training techniques. Students may acquire experience in schooling problem horses, handling and starting young horses, and working in a specific discipline such as dressage, jumping, western riding/reining, or timed event. The curriculum may be tailored to emphasize training, or instructing, or a combination of both. An emphasis in therapeutic riding may also be added.

Equine Studies Courses:		(43 hours)
EQ 100	Orientation to Equine Studies	0
EQ 103/105	First Year Stable Management (Routine Horse Care)	2
EQ 111	Training and Handling I	3
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 203/205	Second Year Stable Management (Pre-professional Horse Care)	2
EQ 214	Theory of Basic Training	2
EQ 215	Theory of Equitation	2
EQ 291/292	Equipment and Preparation, English or Western	2
EQ 303/305	Third Year Stable Management (Farm Equipment and Facilities Management)	2
EQ 306	Equine Lameness	3
EQ 316	Basic Schooling	2
EQ 403/405	Fourth Year Stable Management (Equine Farm Administration)	2
EQ 407	Equine Business Management and Facilities Design	3
EQ 242	Introduction to Equine Instruction	2
EQ	Electives	2
EQ	Riding	8

Other Required Courses:		(3 hours)
BU 241	Principles of Management	3
or		
BU 251	Principles of Marketing	3
BI 101	Biology: Unity and Diversity (General Studies)	

EQUINE STUDIES MINOR (20 hours)

Equine Studies Courses:		(20 hours)
EQ 100	Orientation to Equine Studies	0
EQ 103/105	First. Year Stable Management (Routine Horse Care)	2
EQ 111	Training and Handling I	3
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 407	Equine Business Management and Facilities Design	3
	Equine electives	6

EQUINE SCIENCE MINOR (18 hours)

The Equine Science Minor is designated for pre-veterinary students, or those desiring a solid background in Equine Science.

		(18 hours)
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 294	Equine Genetics	2
EQ 302	Equine Reproduction	3
EQ 306	Equine Lameness	2
EQ 317	Equine Fitness	3
EQ 347	Restraint and Handling Techniques for Pre-Vet Students	2

Film Studies Minor

Film is one of the most interesting of modern creative art forms. The Film Studies program examines film in a historical, theoretical, interpretive, critical, and creative framework. The program explores film as an expression of personal and communal values. Some hands-on experience in making and editing short films is possible.

Film Studies is a good program for the excitement of learning about contemporary arts and society. It is also a practical program because in so much of our lives we encounter principles of film and film-making. Studying film helps students to understand the communication process, especially the process that puts a strong emphasis on images. Film Studies students could segue into Graduate Studies, Film School, or entry-level careers in the film industry, as well as entertainment journalism, advertising, or television.

FILM STUDIES MINOR (18 hours)

Required Courses:		(15 hours)
CO 140	Introduction to Animation	3
EN 242	Film and Creative Expression	3
CO 300	Digital Video Theory and Production	3
EN 342	Film Trends	3
CO 410	Advanced Digital Video Production	3
Choose One:		(3 hours)
CO 280	Topics in Film Production	3
ID 302	Film, Culture and Creativity	3
ID 303	Irish Culture in Literature and Film	3

General Business

Associate Degree

The associate degree in General Business is designed to give graduates the knowledge and skills needed for success in an entry-level business position. The liberal arts general studies requirements help students become adaptive to the changing needs of the organization as well as to understand the environment in which the organization operates. The general core of business courses attunes students to broad business issues. The coursework prepares the graduate for positions that utilize fundamental business applications. The required business courses also apply to baccalaureate-level business majors at the College.

Educational Goals

The curriculum for business majors is built on a business core that provides an educational foundation to enable students to reach their potential. Historically, the Department of Business and Information Systems defines the following as goals for the courses in the business core. Students shall develop the following abilities: 1) ability to communicate well, including use of technology; 2) ability to work independently; 3) ability to work as a member of a team; 4) ability to solve problems and make decisions, including use of financial analysis; 5) display of professional attitude and behavior (dress, demeanor, ethical behavior); 6) awareness of domestic and international business environment; and 7) awareness of and empathy with diversity in the workplace.

Department of Business and Information Systems Transfer Policy

Since the world is constantly changing, caution is used in accepting business transfer credit based on the age of the credits. If the credits were earned within the previous ten years, they may be directly applicable toward current business requirements. Students with business credits older than ten years must demonstrate knowledge through either the CLEP exam or through APL before they will be considered as fulfilling Department of Business and Information Systems requirements. A minimum of 18 hours in this major must be taken at the College.

GENERAL BUSINESS ASSOCIATE DEGREE (30 hours)

Required Courses:		(30 hours)
BU 121	Principles of Accounting I	3
BU 122	Principles of Accounting II	3
BU 131	Macroeconomics	3
BU 232	Microeconomics	3
BU 241	Principles of Management	3
BU 251	Principles of Marketing	3
BU 281	Organizational Communications	3
BU 371	Business Law	3
BU 381	Business Finance	3
BU	Business Elective	3

Graphic Design

The Graphic Design major prepares students for the highly complex and integrated design field of visual communication in the digital age. This major develops students as problem solvers with abilities to plan visual communication strategies and form effective designs. With a combined program of studies in digital communications, design, visual cognition and visual information processing, the student gains the necessary foundation for a successful career in the field of graphic design. This is an excellent double major for those who are interested in Web design or journalism.

GRAPHIC DESIGN MAJOR (40-43 hours)

Required Courses:		(40-43 hours)
AR 110	Basic Design I	3
AR 121	Drawing I	3
AR 160	Design Theory I	2
AR 161	Graphic Design: History/Trends	2
AR 250	Prehistoric to Renaissance Art	3
AR 251	Renaissance to Contemporary Art	3
AR 350	Graphic Design I	3
AR 351	Graphic Design II	3
AR 353	Electronic Document Design	3
AR 354	Electronic Illustration	3
AR 357	Digital Imaging	3
AR 360	Visual Comm./Problem Solving	2
AR 361	Visual Cognition I	2
AR 391	Portfolio Review I	.5
AR 450	Graphic Design III	3
AR 451	Graphic Design IV	1-4
AR 491	Portfolio Rev.II/Sr.Thesis Exhibit	.5

GRAPHIC DESIGN MINOR (min. 18.5 hours)

Required courses:		(17.5 hours)
AR 160	Design Theory I	2
AR 161	Graphic Design: History/Trends	2
AR 350	Graphic Design I	3
AR 351	Graphic Design II	3
AR 360	Visual Comm./Problem Solving	2
AR 361	Visual Cognition I	2
AR 391	Portfolio Review I	.5
AR 450	Graphic Design III	3

Choose one:		(1-4 hours)
AR 251	Renaissance - Contemporary	3
AR 370	Women Artists	3
AR 357	Digital Imaging	3
AR 451	Graphic Design IV	1-4

History/Political Science/Pre-Law Track

Students planning to enter the legal profession are advised to pursue a rigorous course of study best suited to their interests. Law schools seek students who can communicate effectively, read comprehensively, reason logically, and think critically. Law school admission requirements vary, and students are advised to be acquainted with the specific requirements of the schools in which they are interested. This program is one appropriate major for students aspiring to a career as an attorney.

HISTORY/POLITICAL SCIENCE MAJOR (42 hours)

Required Courses:		(42 hours)
GO 115	Science of Politics	3
GO 215	American Federal System	3
GO 225	American Public Policy	3
GO 318	State and Local Government	3
HI 211	United States History to 1877	3
HI 212	United States History Since 1877	3
HI 311	The United States as a World Power	3
HI 418	U. S. Constitution: Origin/Evolution	3
HI	History electives	6
PL 200	Law, Ethics and Society	3
PL 231	Legal Research	3
PL 302	Computers in the Law	3
SS 415	Research Methods in Social Science	3

Required in general studies:

PS 111	General Psychology
SO 211	Introduction to Sociology

HISTORY MINOR (18 hours)

The history minor is a valuable addition to any liberal arts major. Students from other disciplines also find that an understanding of history adds to their knowledge base and helps to diversify their career options.

Required Courses:		(18 hours)
HI 211	United States History to 1877	3
HI 212	United States History Since 1877	3
HI 332	World Civilizations II	3
HI	History electives	9

Also available:

Social Science Major with a History Concentration

Human Resource Management

Effective management of human resources within organizations is a key factor in helping business and government agencies meet the challenges of a rapidly changing world. Human resource management is increasingly critical to the success and survival of organizations as the legal and economic environment become more complex.

With a major in Human Resource Management students will be prepared for entry-level positions in the field. The liberal arts general studies requirements help students become adaptive to the Changing needs of the organization and understand the environment in which the organization operates. The general core of business courses prepare students to understand the business as a whole, while the specialized courses in Human Resource Management prepares them to perform these functions and activities.

Educational Goals

The curriculum for business majors is built on a business core that provides an educational foundation to enable all students to reach their potential. Historically, the Business area defines the following as goals for the courses in the business core. Students shall develop the following abilities: 1) ability to communicate well, including use of technology; 2) ability to work independently; 3) ability to work as a member of a team; 4) ability to solve problems and make decisions, including use of financial analysis; 5) display of professional attitude and behavior (dress, demeanor, ethical behavior); 6) awareness of domestic and international business environment; and 7) awareness of and empathy with diversity in the workplace.

The following five general goals are identified for the content area for all business majors: 1) an understanding of historical background or approaches to the discipline; 2) an appreciation of the contributions of leaders from the past or an awareness of the contributions of current leaders; 3) an ability to discuss trends of the discipline; 4) an understanding of how ethics can be incorporated into the practice of the discipline; and 5) an understanding of the importance of this discipline in the global arena.

Business Area Transfer Policy

Since the world is constantly changing, caution is used in accepting business transfer credit based on the age of the credits. Generally, the course must have been taken within 10 years of enrollment at the College. Some exceptions to this 10-year rule may apply when the student is currently employed in the field. One-half of the total hours required for each business major must be taken at the College. These hours must include a minimum of 12 hours required in the major area (not the Business Core). Students also may choose to gain credit through a CLEP exam or APL.

HUMAN RESOURCE MANAGEMENT MAJOR (48 hours)

Business Core Requirements:		(27 hours)
BU 121	Principles of Accounting I	3
BU 122	Principles of Accounting II	3
BU 232	Microeconomics	3
BU 241	Principles of Management	3
BU 251	Principles of Marketing	3
BU 281	Organizational Communications	3

BU 371	Business Law	3
BU 381	Business Finance	3
BU 481	International Business	3

Human Resource Management Courses: (21 hours)

BU 341	Human Resource Management I	3
BU 342	Human Resource Management II	3
BU 343	Organizational Behavior	3
BU 346	Legal Issues in HRM	3
BU 445	Seminar in HRM	3
BU 482	Research in Business	3
SO 324	Racial and Cultural Minorities	3

HUMAN RESOURCE MANAGEMENT MINOR (18 hours)

Required Courses: (9 hours)

BU 131	Economics and Societal Choices	3
BU 181	Business Spectra	3
BU 241	Principles of Management	3

Choose three: (9 hours)

BU 341	Human Resource Mgt. I	3
BU 342	Human Resource Mgt. II	3
BU 343	Organizational Behavior	3
BU 345	Small Business Mgt.	3
BU 346	Legal Issues in HRM	3
BU 445	Seminar in HRM	3
BU 482	Research in Business	3

Human Services

The human services program emphasizes theory, knowledge and skills for competent practice in this emerging helping profession. Human services graduates assist individuals, families and groups in many settings through a variety of modalities including casework, groupwork, community organization, and advocacy. They are employed in mental health centers, residential facilities, child and family welfare agencies, and community-based service organizations among many other settings. Admission to the program requires a GPA of 2.5 and submission of a written essay in which the student assesses his or her own interests in and preparedness for the human services profession.

HUMAN SERVICES MAJOR (50 hours)

Required Courses: (44 hours)

GO 318	State and Local Government	3
HS 211	Introduction to Human Services	3
HS 311	Human Services Practicum I	2
HS 325*	Human Services Practice Techniques	4
HS 411*	Human Services Practicum II	5
PL 200	Law, Ethics and Society	3
BU 241	Principles of Management	3
BU 461	Not-for-Profit Administration	3
PS 285	Techniques of Counseling	3
PS 360	Abnormal Psychology	3
SO 212	Contemporary Social Problems	3
SO 321	Sociology of the Family	3
SO 324	Racial and Cultural Minorities	3
SO 415	Research Methods in Social Science	3

Required Electives: (6 hours)

as approved by advisor

Required in general studies:

PS 111	General Psychology
SO 211	Introduction to Sociology

***Courses must be taken at Saint Mary-of-the-Woods College; Applied Learning, transfer, or course substitution not accepted.**

Humanities

Humanities majors enjoy the challenge and experience of studying in a number of related areas rather than majoring in English, history, philosophy, or theology. Humanities majors often combine their general interests in a number of subjects with specific career plans: humanities and journalism to work with publications, humanities and theology and music to work with churches or a parish, humanities and law to work as a lawyer, humanities and history to work with libraries, humanities and digital media communication to work with companies needing web page design or multimedia presentations, humanities and business to work with personnel or planning, and humanities and theatre to work in the entertainment industry.

HUMANITIES MAJOR (30 hours)

Required Courses:	(30 hours)
(beyond General Studies; courses may not count twice)	
History electives	6
Literature electives	6
Philosophy electives	6
Theology electives	3
Electives from any one of: history, literature, philosophy, or theology (area of concentration)	6
Interdisciplinary course	3

Students majoring or minoring in history, literature, philosophy, or theology must choose an area of concentration different from the second major or minor.

HUMANITIES ASSOCIATE DEGREE (30 hours)

The Associate Degree in Humanities is an interdisciplinary program for students who want to study in a number of humanities areas. Humanities majors take courses in general studies as well as major courses in history, literature, philosophy, theology, and interdisciplinary study, chosen in consultation with the adviser. Study of literature, history, philosophy, and theology sharpens critical, creative, and communication skills, and strengthens research and organizational skills.

Graduates work in areas open to general liberal arts graduates. The Associate Degree is also a foundation for further study in a bachelor's degree program.

Required Courses:	(30 hours)
(beyond General Studies; courses may not count twice)	
History electives	6
Literature electives	6
Philosophy electives	6
Theology electives	3
Interdisciplinary courses	6
Music, art, or theatre electives	3

Individualized Major

Students may choose to work with faculty members to develop individualized majors which meet their unique goals better than one of the regularly offered majors.

Process for Designing an Individualized Major

1. The student formulates ideas about her personal and career goals and possible areas of study.
2. The student discusses these ideas with a faculty member whose expertise or interests fits the possible area of study. The Vice President for Academic Affairs can help students identify possible faculty members.
3. With the faculty member's guidance, the student prepares a proposal for an individualized major.
4. The faculty member and the department chair must sign the proposal before forwarding it to Academic Council for review and approval.
5. The proposed individualized major should be approved by Academic Council before the end of the student's sophomore year.

Proposal for an Individualized Major

A proposal for an individualized major consists of six parts:

1. Proposed Title of the major (and minor if also proposed).
2. Discussion of the student's goals and how the proposed major and courses in the major will help her achieve those goals.
3. List of courses proposed for the major (and minor if necessary)
 - Course number
 - Course name
 - Number of semester hours of each course
 - If a course will not be taken at the College, specify where it will be taken.
4. Total number of hours in the major (and minor if necessary)
5. Course Sequence: Sequence of courses by semester, showing that prerequisites are appropriately scheduled. General studies and electives should be included in this plan.
6. A copy of the student's current College transcript.

Sample proposals for individualized majors may be obtained from the Vice President for Academic Affairs.

Journalism

Why major in Journalism? The reasons are endless. But the most obvious are to write, to edit, to photograph, to design -- all with the intent of informing the public of relevant issues and events. Journalism is an excellent choice for students who are curious about a variety of issues.

Students of journalism are challenged by crafting fact-based stories, writing commentaries and personal-experience essays, and designing publications that pull the audience into the articles. Possessing a passion for accuracy and fairness, as well as enjoyment in meeting and talking to new people, are required.

Students who study journalism develop a strong command of the basics of reporting, writing, designing, editing and media ethics through courses and internships. Students at SMWC receive hands-on experience by working on The Woods, the award-winning college student newspaper.

A degree in Journalism prepares students to work in a variety of media fields, including newspapers, magazines, book publishing, and digital media communication.

JOURNALISM MAJOR (48 hours)

Required Courses:		(48 hours)
AR 457	Digital Photography I	3
CO 315	Professional Comm. Practices	3
JO 100	News Reporting	3
JO 101	Introduction to Mass Media	3
JO 115	Editing	3
JO 150	Publication Production (1 hr, 3 times)	3
JO 200	Advanced Reporting	3
JO 215	Layout and Design	3
JO 280	Topics in Journalism	3
JO 305	Social Issues/Journalism	3
JO 310	Arts Reporting	3
JO 315	Photojournalism	3
JO 320	Feature Writing and Commentary	3
JO 400	Public Affairs Reporting	3
JO 410	Communication Law and Ethics	3
JO 490	Internship	3

JOURNALISM MINOR (21 hours)

Required Courses:		(21 hours)
AR 457	Digital Photography I	3
JO 100	News Reporting	3
JO 115	Editing	3
JO 200	Advanced Reporting	3
JO 215	Layout and Design	3
JO 320	Feature Writing and Commentary	3
JO 410	Communication Law and Ethics	3

Life Science Education

Good science teaching is important to our national wellbeing and future. Students interested in teaching science at the middle school/high school level should complete the following courses in Education and Science.

Required Life Science Courses:		(48 hours)
BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 317	Teaching Life Science in S/J/M	2
BI 334	Physiology	4
BI 335	Animal Behavior	4
BI 341	Ecology	4
BI 342	Genetics	4
BI 410	Evolution	4
BI 411	Undergraduate Research	2
BI 412	Undergraduate Research	1
BI 441	Cell Biology	4
CH 115	General Chemistry I	4
CH 116	General Chemistry II	4
BI 225	Science Communications (1st)	0
BI 226	Science Communications (2nd)	0
BI 325	Science Communications (1st)	1
BI 326	Science Communications (2nd)	1
BI 426	Science Communications (2nd)	1

Other Required Courses:

See Education

Marketing

Marketing continues to be one of the most rapidly growing professions. The rapidly evolving economy demands professionals who can communicate, plan and innovate. Marketing is essential to organizations in their search for survival and growth. Marketing courses apply the concepts of designing, promoting, distributing and pricing goods and services. Marketing majors learn how to discover human needs and then design a system of interrelated activities that allow organizations to meet those needs.

Marketing majors are prepared for entry-level positions in the field of marketing. The liberal arts General Studies requirements help students adapt to the changing needs of the organization and to understand the environment in which the organization operates. The general core of business courses prepares students to understand the business as a whole; the specialized courses in Marketing prepare them to perform these functions and activities.

Educational Goals

The curriculum for any business major is built on a business core to provide an educational foundation to enable each student reach their potential. Historically, the Business area defines the following as goals for the courses in the business core. Students shall develop the following abilities: 1) ability to communicate well, including use of technology; 2) ability to work independently; 3) ability to work as a member of a team; 4) ability to solve problems and make decisions, including use of financial analysis; 5) display of professional attitude and behavior (dress, demeanor, ethical behavior); 6) awareness of domestic and international business environment; and 7) awareness of and empathy with diversity in the workplace.

The following five general goals are identified for the content area for all business majors: 1) an understanding of historical background or approaches to the discipline; 2) an appreciation of the contributions of leaders from the past or an awareness of the contributions of current leaders; 3) an ability to discuss trends of the discipline; 4) an understanding of how ethics can be incorporated into the practice of the discipline; and 5) an understanding of the importance of this discipline in the global arena.

Business Area Transfer Policy

Since the world is constantly changing, caution is used in accepting business transfer credit based on the age of the credits. Generally, the course must have been taken within 10 years of enrollment at SMWC. One-half of the total hours required for each business major must be taken at SMWC. These hours must include a minimum of 12 hours required in the major area (not the Business Core).

MARKETING MAJOR (49 hours)

Required Business Core:		(27 Hours)
BU 121	Principles of Accounting I	3
BU 122	Principles of Accounting II	3
BU 232	Microeconomics	3
BU 241	Principles of Management	3
BU 251	Principles of Marketing	3
BU 281	Organizational Communications	3

BU 371	Business Law	3
BU 381	Business Finance	3
BU 481	International Business	3

Marketing Requirements: (13 Hours)

BU 352	Consumer Behavior/Promotion Mgt.	4
BU 354	Salesmanship	3
BU 455	Product and Pricing	3
BU 458	Marketing Management	3

Choose three: (9 hours)

BU 341	Human Resource Management	3
BU 353	Retail Merchandising	3
BU 356	Procurement and Distribution	3
BU 482	Research in Business	3
JO 330	Public Relations	3

MARKETING MINOR (18 hours)

The Marketing minor works well with majors such as Journalism, Digital Media, and Graphic Design. The minor provides an overview of a variety of marketing activities and functions.

Required Courses: (9 hours)

BU 131	Economics and Social Choices	3
BU 181	Business Spectra	3
BU 251	Principles of Marketing	3

Choose three: (9 hours)

BU 352	Consumer Behavior/Promotion	4
BU 353	Retailing	3
BU 354	Salesmanship	3
BU 356	Procurement and Distribution	3
BU 455	Product and Pricing	3
BU 458	Marketing Management	3

Mathematics

Mathematics plays an essential role in the College's mission of preparing women personally and professionally for responsible roles in contemporary society. The major in Mathematics gives the student many options; it may lead to a career as an actuary, operations researcher, financial analyst or statistician; to teaching mathematics in middle school or high school; to positions in computer-related fields; or to graduate school. Mathematics as a second major or minor enhances students' career choices in such areas as the sciences, business and economics, journalism, psychology and law. The General Studies requirements aim to ensure that each graduate has the confidence and skill needed for quantitative and logical problem-solving in her professional and personal life.

Students may choose a major in Mathematics, a major in Mathematics with the additional courses needed for teacher licensure, or a minor in Mathematics. They may also choose to take one or more mathematics courses beyond their General Studies requirements. The curriculum is designed (and campus courses are scheduled) to make a pre-calculus elective available each semester.

MATHEMATICS MAJOR (37 hours)

Required Courses: (34 hours)

MA 121	Calculus I	3
MA 122	Calculus II	3
MA 210	Discrete Mathematics	3
MA 230	Introduction to Mathematical Modeling	3
MA 231	Linear Algebra	3
MA 253	Statistics	3
MA 322	Calculus III	3
MA 331	Abstract Algebra	3
MA 353	Elements of Mathematical Statistics	1
MA 421	Seminar	3
MA 422	Analysis	3
CS 161	Programming I	3

Choose one: (3 hours)

MA 352	Advanced Statistics with Applications	3
MA 341	Geometry	3

MATHEMATICS EDUCATION

This program prepares teacher candidates to teach mathematics to students in senior high, junior high and middle school settings. The mathematics sequence includes the requirements listed above for the Mathematics major and also:

CS 161	Programming I	3
MA 221	History of Mathematics	1
MA 341	Geometry	3
MA 461	Teaching of Mathematics in Senior High/Junior High/Middle School	2

For other requirements, see Education.

MATHEMATICS MINOR (18 hours)

Required are any 18 credit hours in mathematics which must include Calculus I and may not include MA 101, MA 361, MA 362, or MA 461.

Medical Technology

The Medical Technology major is available for those students whose career goal is laboratory testing in the medical or industrial setting. The requirements are those recommended by the two certification bodies governing the area, the American Society of Clinical Pathologists and/or the National Accrediting Agency for Clinical Laboratory Services. In addition to the four years of college study, a full year of internship in an accredited hospital school of medical technology and successful completion of a qualifying examination are required for licensure. Developing the ability of each student as a creative problem-solver for the scientific age is the goal of the department.

MEDICAL TECHNOLOGY MAJOR (52 Hours)

Required Courses:		(48 hours)
BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 334	Physiology	4
BI 342	Genetics	4
BI 351	Microbiology	4
BI 352	Medical Biology	4
BI 441	Cell Biology	4
CH 115	General Chemistry I	4
CH 116	General Chemistry II	4
CH 222	Organic Chemistry I	4
PY 220	General Physics I	4
PY 221	General Physics II	4
Choose one:		(4 hours)
CH 322	Organic Chemistry II	4
CH 323	Biochemistry	4

General studies requirement:

Choose one: MA 121 Calculus I or MA 253 Statistics

Music

The Music area functions as part of the Department of Performing and Visual Arts within the liberal arts framework of Saint-Mary-of-the-Woods College. The Music area offers both undergraduate and graduate degrees and programs. Undergraduate music studies are designed to prepare students as music educators, music therapists, performers and studio teachers. A common core music curriculum is central to all undergraduate music programs, and serves as excellent preparation for graduate study in music. These programs are designed to foster:

- a broad background in musical experience;
- development of competent musicianship;
- development of capabilities in the use of principles and procedures that lead to an intellectual grasp of the art; and
- development of abilities to perform appropriately in the student's area of study.

Auditions for all prospective majors in Music are required.

Study of the applied major and ensemble participation are required each semester except during student teaching internship. Applied subjects may be piano, organ, voice or any orchestral instrument.

Applied music examinations (juries) are held at the end of each semester. Each student must perform at least one composition for each hour of primary-level credit undertaken. Memorization is required of piano and vocal students. Attendance at all music programs and Convocations is required.

All music majors must demonstrate piano proficiency in the areas of: 1) All major and minor scales, as well as other scales and modes deemed appropriate by the music faculty, 2) Harmonization of melody, 3) Transposition, 4) Accompanying, and 5) Sight playing. Music Education Majors and Music Therapy Majors must demonstrate additional competencies specific to their area of study. All Music majors are required to register for applied or class piano each semester until they pass the piano proficiency examination. Any substitutions for on-campus study of applied or class piano must be approved by the piano faculty and the student's advisor.

The piano proficiency exam must be passed before a student is eligible to begin an internship (music therapy) or a semester of student teaching (music education). All components of the piano proficiency exam must be passed before a student receives a degree in music.

All major programs in Music are accredited by the National Association of Schools of Music.

MUSIC CORE MAJOR (39-40 hours)

Required Courses:	(39-40 hours)
MU 025 Convocation	0
MU 111 Music Materials I	5
MU 112 Music Materials II	5
MU 211 Music Materials III	5
MU 212 Music Materials IV	3
MU 213 Music and Technology	2
MU 321 Music History I	3
MU 322 Music History II	3

MU 323	Music History III	3
MU	Music Elective	3
MU	Applied major area	7-8
MU	Ensemble (each semester)	0-1

The student who chooses a concentration in voice or an orchestral instrument who cannot play simple piano accompaniments must study piano as a second applied subject until proficiency has been developed. A piano proficiency examination is required of all Music majors.

P-12 MUSIC EDUCATION

This program prepares candidates to teach general, vocal, and instrumental music to students in preschool, elementary/primary, elementary/intermediate, middle school / junior high, and high school settings.

Music Courses: (39-40 hours)

Plus

Other Requirements: (17 hours)

MU 141	String Techniques I	1
MU 142	String Techniques II	1
MU 243	Conducting I	2
MU 333	Arranging	2
MU 341	Music in the Elementary School	3
MU 343	Instrumental Techniques II	1,1,1,1
MU 440	Secondary Instrumental Method and Conducting II	2
MU 441	Secondary Choral Methods	2

General studies:

MU 200	Music for Living
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Other Required Courses:

See Education

One year of voice, one semester of guitar and sufficient knowledge of piano to pass a proficiency test are obligatory. A minimum of 52 hours is required for those seeking the all-grade license.

Student teaching requires a general GPA of 2.75 and 2.5 GPA in music courses. In addition, an examination on the basic skills needed for classroom teaching will be given at the end of the first semester of the junior year. A grade of C+ or above is required on this test before student teaching is permitted. Because of the heavy requirements of this major, summer school is required.

This major leads to a standard license for teaching music in Indiana schools, from preschool through 12th grade (all grade/all area certificate).

Music Therapy Major

Music therapy students are trained to use musical, clinical, and personal skills to help meet identified needs in their clients. Students get practical experience in the types of facilities in which graduates are often hired: schools, hospitals, nursing homes, rehabilitation centers, psychiatric facilities, etc.

Music Core Courses: **(38-40 hours)**

Music Therapy Courses:

MU 020/029	Voice/Secondary Voice	1
MU 141	String Techniques I	1
MU 243*	Conducting I (counts as music elective)	(2)
MU 282	Music as Therapy	3
MU 283	Therapeutic Processes in Music Therapy	2
MU 341	Music in the Elementary School	3
MU 342	Instrumental Techniques I	1 (guitar)
MU 342/343*	Instrumental Techniques I or II	(1) (elective: percussion, woodwind, or brass)
MU 344	Therapeutic Improvisation	1
MU 380	Music Therapy Field Experience	3
MU 383	Clinical Music Therapy I	3
MU 384	Clinical Music Therapy II	3
MU 484	Music Psychology	2
MU 485	Research in Music Therapy	2
MU 490	Music Therapy Internship	4

Music Therapy Total = 29 hours

Supportive Courses:

PS 111^	General Psychology	(3)
PS 260	Developmental Psychology	3
PS 360	Abnormal Psychology	3
PS 285	Techniques of Counseling	3
BI 230	Anatomy and Physiology	3
PE xxx	Dance	1
MA 253^	Statistics	(3)

Supportive Total = 13

*MU 243 and one credit of MU 342/343 count as music core electives, and are not included in the total of music therapy hours.

MU 380 is typically taken for .5 or 1 credit over 3-6 semesters. Optional: An intensive summer practicum may be taken for credit as an independent study with instructor approval.

^PS 111 and MA 253 are counted as General Studies requirements.

In the case of transfer, second degree, or equivalency students, music therapy faculty approval is needed to accept credit for comparable courses which have been completed elsewhere.

Proficiency Examinations:

Music therapy majors must demonstrate music skills as outlined in the American Music Therapy Association Professional Competencies. In addition, music therapy majors must pass the Piano Proficiency Examination and the Guitar/Voice Competency Examination before beginning internships.

Students are responsible for scheduling the Guitar/Voice Competency Examination with the music therapy faculty. This examination will take place in February prior to applying for internships (for traditional students this would be February of the junior year). The examination can be taken no more than three times. Additional details regarding proficiency and competency examinations are located in the Music Area Handbook.

Clinical Training Requirements:

Students must complete at least 1,200 clock hours of music therapy clinical training. Approximately 200 hours (a minimum of 180 pre-internship hours are required) are accrued in field experiences (in conjunction with MU 380), and approximately 1,000 hours are accrued during internship. Successful completion of the Internship is a degree requirement. Admission to the Internship requires: a general GPA of 2.0; an average of 2.5 in all music courses; a C- or better in all music therapy courses; and a recommendation from the Director of Music Therapy. Study of the applied instrument and ensemble participation are required each semester except during the internship.

Successful completion of academic and clinical requirements leads to eligibility to take the music therapy board examination administered by the Certification Board for Music Therapists. Passing the examination leads to the professional credential MT-BC (Music Therapist-Board Certified).

The music therapy programs at SMWC are accredited by the National Association of Schools of Music and are approved by the American Music Therapy Association.

MUSIC THERAPY EQUIVALENCY

The Music Therapy Equivalency is a non-degree program designed for men and women who have completed a degree in music.* Requirements for this program are the same as requirements for the Music Therapy major. The course of study is tailored to meet the needs of each student; credit requirements range from 29-51 depending upon courses already

completed. Students may be exempt from certain requirements if they have taken equivalent courses. The admission process includes: application, application fee, official transcripts, interview, and audition. Placement examinations may be necessary. All clinical training and proficiency requirements apply for both equivalency students and undergraduate students.

*Individuals with degrees in other areas related to music therapy, such as psychology, will be considered on a case by case basis. Typically a second degree is recommended in many cases.

Paralegal Studies

Paralegal Studies Program Mission

The Paralegal Studies Program aims to set the standard of excellence in liberal arts-based, career-oriented education that is both academically and technologically progressive within a personal, supportive environment. To achieve its educational mission, the Paralegal Studies Program provides for the study and exchange of ideas and for the acquisition of career skills so that students think and communicate with greater awareness of themselves and others, gain valuable tools for employment, and develop resources for future opportunities.

Philosophy of the Curriculum

The Paralegal Studies Program provides an undergraduate major, within the context of the liberal arts education, with a primary focus of the study of law in its relation to politics, society, and history. As a part of liberal arts education, the Paralegal Studies Program goes beyond what constitutes law and explores the mutual impacts of law and society. Moreover, the courses in the major encourage students to examine political influences, historical patterns, and economic relations and the moral, philosophical and ethical foundations and implications of law. This major synthesizes the study of the substance and process of law.

The impact of law and legal processes upon the global and American citizenry has increased markedly in recent years. Contributing factors to this development include growth and complexity of government, expanded ideas of individual and group rights, and increased access by the public to knowledge and exposure to the domain of law. It also acknowledges the use of law for structuring expectations and demands in the workplace and the environment, as well as in human, political, economic and social relations in general.

If citizens are to maintain and advance democratic forms of political participation, they require better understanding of the role of law, its goals, methods, successes and failures, and dominant, as well as alternative forms, of dispute resolution and legal action.

Students of the Paralegal Studies major will learn about the philosophical, ethical, political, sociological, historical and practical dimensions of law, particularly within the American model but also somewhat in the global domain. Students will understand and operate under the ethical guidelines of the state rules and of the American Bar Association. Students will explore the dominant and alternative paradigms to dispute resolution that exist, including the adversarial assumption, mediation and other forms of conflict resolution. They will have exposure to substantive areas of law such as torts, contracts, real property, personal injury litigation, and family law. They will gain an understanding of legal procedures in civil or criminal contexts. They will learn the practical aspects of the legal profession, such as researching, writing, drafting, and interviewing. The students also explore the governmental and organizational structures within which law operates. In addition, this program offers opportunities for coursework in law-related topics involving diversity and women's issues, multicultural concerns, and international contexts.

Objectives and Outcomes

General Objectives: This course of study is designed to:

1. Help students integrate their knowledge of theoretical concepts and practical competencies of

- research, writing and critical thinking.
2. Provide students with the knowledge and skills to understand the paralegal profession and obtain entry-level employment.
 3. Provide students with an understanding of the importance technology plays in effectively assisting attorneys in the practice of law.
 4. Expose students to practical applications of the law;
 5. Provide adequately-trained professionals who will provide support services to attorneys and other legal employers;
 6. Guide students in the understanding of the unauthorized practice of law in that only attorneys can practice law and paralegals may not do any action reserved only to attorneys;
 7. Integrate general education into each curriculum and broaden the intellectual experience by engaging in discussions of lively, contemporary issues; applying critical thinking skills; and acquiring confident expression in writing and speaking;
 8. Offer courses and design programs that prepare students for job placement by regularly assessing the needs of the business and professional community and modifying or upgrading curricula, personnel, facilities, and equipment;
 9. Encourage students to continue their education and enjoy the benefits of lifelong learning.

Student Outcomes: Each course has student outcomes to measure the objectives presented, such as:

1. To demonstrate the ability to critically analyze legal problems and properly apply acquired knowledge to their resolution.
 - Measure: Students will analyze, brief and present for class discussion assigned cases that relate to the substantive areas of law being studied.
 - Standard: At least 80% of all students will receive a grade of "C" or better on each case assignment.
2. To demonstrate the ability to critically analyze legal problems and properly apply acquired knowledge to their resolution.
 - Measure: Students will be assigned complex hypothetical problems that must be resolved through investigation, legal and factual research and the drafting of appropriate documentation.
 - Standard: At least 80% of all students will receive a grade of "C" or better for each project.
3. To demonstrate the ability to sort, prioritize and organize material.
 - Measure: Students will prepare a portfolio of personal information and research and writing assignments.
 - Standard: At least 80% of all students will receive a grade of "C" or better for this portfolio.
4. To demonstrate readiness for entry level employment as a paralegal.
 - Measure: Students will prepare resumes, participate in mock job interviews and complete other job-readiness assignments.
 - Standard: At least 80% of all students will receive a grade of "B" or better for each assignment.
5. To demonstrate an understanding of computer terminology and applications commonly used in a law office.
 - Measure: Students will take quizzes or examinations, following lectures, discussions and demonstrations, which will test their underlying knowledge of computer terminology, applications and usage.

- Standard: At least 80% of all students will receive a grade of "C" or better on each of these examinations.
6. To demonstrate the ability to use law office technology to prepare and maintain law office files.
 - Measure: Students will utilize word processing, spreadsheet, database management, time and billing, litigation support applications and computer assisted legal research techniques to maintain a hypothetical case file.
 - Standard: At least 80% of all students will receive a grade of "C" or better for this project.
 7. To demonstrate knowledge of law office management, procedures and policies.
 - Measure: Each student will be evaluated by her site supervisor at the completion of the required number of contact hours.
 - Standard: At least 80% of all students will be rated by the site supervisor with a ranking equivalent to a grade of "B" or higher.
 8. To demonstrate the ability to function productively in a law office.
 - Measure: Each student will prepare a daily journal of her activities and observations while on site, which will be reviewed and graded by the course instructor.
 - Standard: At least 80% of all students will receive a grade of "B" or better for their journals.
 9. To demonstrate knowledge of the role of the legal assistant in the delivery of legal services.
 - Measure: Each student will prepare an essay that describes and evaluates the experience while at the internship site and role in the delivery of such legal services.
 - Standard: At least 80% of all students will receive a grade of "B" or better for this essay.
 10. To demonstrate the ability to communicate effectively.
 - Measure: Each student will prepare a resume that clearly and concisely presents her background and credentials.
 - Standard: At least 80% of all students will receive a grade of "B" or better on their resumes.
 11. To demonstrate the understanding of ethical principles.
 - Measure: Students will complete at least one paper on ethical application in the workplace.
 - Standard: At least 80% of all students will receive a grade of "B" or better on the essay.

Unauthorized Practice of Law (UPL)

Each state defines and regulates the practice of law within its jurisdiction, usually through state Supreme Court rules. In addition to the criminal sanctions for practicing law without a license, some states may make civil remedies available to a client who has been fraudulently represented by a person who is not a licensed attorney. Each state charges an ethics committee with implementing the practice rules and with the administration of professional discipline. Although the responsible agency may differ from state to state, there is uniformity among the states in providing some type of student practice rules, rules for professional responsibility and regulation of licensed attorneys, and for criminal sanctions for the unauthorized practice of law.

All states have general statutes which limit the practice of law to licensed attorneys. The way each state defines UPL, if it is defined at all, differs greatly. UPL laws are open to interpretation by the courts and each jurisdiction differs in its activities and interpretations. Generally, the practice of

law has been recognized to include: (1) accepting cases from a client; (2) setting fees; (3) giving legal advice, thereby rendering independent legal judgment on behalf of a client; (4) preparing or signing legal documents; and (5) appearing in a representative capacity before a court or other adjudicatory body. Paralegals need to be familiar with the UPL rules and regulations for the state within which they are working.

PARALEGAL STUDIES MAJOR (45 hours)

Required Paralegal Courses:		(33 hours)	
			<u>Prerequisite</u>
PL 111	Introduction to the Profession	2	
PL 200	Law, Ethics, and Society	3*	(in General Studies)
PL 231	Legal Research	3	PL200
PL 232	Legal Communication	3	PL 231
PL 233	Interviewing and Investigation	3	PL 200
PL 302	Computers in the Law	3	PL 231
PL 321	Theories of Liability	3	
PL 322	Commercial Transactions	3	PL 321
PL 323	Civil Litigation	3	
PL 432	WESTLAW Enrichment	1	PL 302
PL 442	Advanced Legal Research and Writing	2	PL 231
PL 472	Legal Practicum	4	Senior level

Required Paralegal Electives: (12 hours)
 In addition to the required paralegal hours, students seeking a baccalaureate degree must take 15 hours of paralegal electives from a specific track or in any combination from the following:

Litigation Track:

PL 324	Mediation/ADR	3	PL 200
PL 402	Administrative Law	3	PL 200
PL	Paralegal electives	6	

Personal Law Track:

			<u>Prerequisite</u>
PL 332	Family Law	3	PL 200, 231
PL 421	Intellectual Property	3	PL 200, 231
PL 422	Property Law and Applications	3	PL 200, 231
PL 431	Death and Taxes	3	PL 200, 231

Other Electives Available:

			<u>Prerequisite</u>
PL 280	Topics in Paralegal Studies	3	PL 200
PL 331	Criminal Law	3	PL 200
PL 341	Corporate Law and Legal Entities	3	PL 200
PL 441	Law Office Administration	3	PL 200
ID/PL 430	Women and the Law	3*	(in General Studies) PL 200
PL 480	Topics	1-3	
PL 490	Internship	1-6	
PL 499	Independent Study	1-3	
PL MO1	Mentor Program	0	Sophomore status

General Education Requirements: (54-57 hours)

Paralegal Studies majors seeking a baccalaureate degree must complete the following general studies courses which comprise the departmental core:

HI 222	20 th Century World	3
PL 200	Law, Ethics and Society	3
PS 111	General Psychology	3
SO 211	Introduction to Sociology	3

Degree Summary:

Total required Paralegal major	33
Total required Paralegal electives	12
Total required general studies hours	53-56
Electives (can be paralegal courses not previously taken, double major, minor, etc.)	24-27
Total hours to graduate with baccalaureate degree	125

PARALEGAL STUDIES ASSOCIATE DEGREE (39 hours)

Required Paralegal Courses: (27 hours)

			<u>Prerequisite</u>
PL 200	Law, Ethics, and Society	3	
PL 231	Legal Research	3	PL 200
PL 232	Legal Communication	3	PL 231
PL 233	Interviewing and Investigations	3	
PL 302	Computers in the Law	3	PL 231
PL 321	Theories of Liability	3	
PL 322	Commercial Transactions	3	PL 321
PL 323	Civil Litigation	3	
PL 442	Advanced Legal Research and Writing	2	PL 231
PL 472	Legal Practicum	4	Sr. level

Required Paralegal Electives: (9 hours)

These electives can be from a track or from a combination of paralegal courses not otherwise required for the associate degree

General Studies Requirements: (32-33 hours)

Paralegal Studies majors seeking an associate degree must complete the general studies courses set out for all majors. This amounts to 31-32 hours depending on the courses required.

Degree Summary:

Total required Paralegal major	27
Total required Paralegal electives	12
Total required general studies hours	32-33
Total hours to graduate with associate degree	71-72

PARALEGAL STUDIES MINOR (24 hours)

			<u>Prerequisite</u>
PL 200	Law, Ethics, and Society	3	
PL 231	Legal Research	3	PL 200
PL 232	Legal Communication	3	PL 231
PL 302	Computers in the Law	3	PL 231

PL 321	Theories of Liability	3	
PL 322	Commercial Transactions	3	PL 321
PL	Paralegal Electives	6	

PARALEGAL STUDIES CERTIFICATE (39 hours)

Paralegal Studies is also available as a certificate program for persons who have already earned a baccalaureate degree. The courses for the Paralegal Studies certificate are the same as the paralegal courses required for the associate degree, and have as a prerequisite an English composition course.

Required Paralegal Courses:

(30 hours)

			<u>Prerequisite</u>
PL 200	Law, Ethics, and Society	3	EN 111 or equiv.
PL 231	Legal Research	3	PL 200
PL 232	Legal Communication	3	PL 231
PL 233	Interviewing and Investigation	3	
PL 302	Computers in the Law	3	PL 231
PL 321	Theories of Liability	3	
PL 322	Commercial Transactions	3	PL 321
PL 323	Civil Litigation	3	
PL 442	Advanced Legal Research and Writing	2	PL 231
PL 472	Legal Practicum	4	Sr. level

Paralegal Electives:

(9 hours)

Law School

There is no magic major which will insure acceptance into law school. Law school classes are composed of students from all traditional college majors. Each law school has its own criteria for admission. The commonalties for all law schools are grade point average, LSAT scores, letters of recommendation, work experience, and state of residency. Other criteria are also considered, such as extracurricular activities and personal essay.

Admission committees are usually impressed with applicants who can demonstrate that their thinking and reasoning skills have been challenged in a diverse curriculum emphasizing writing, speaking, synthesizing, analyzing, advocating and negotiating. A broad liberal arts curriculum provides these skills.

Paralegal Studies majors reinforce these skills in the legal specialty courses. The major is small enough to allow students to pursue other courses of interest which also emphasizes thinking, writing, and speaking. The Paralegal Studies major gives students a decided edge in the first year of law school because of the students' knowledge of the basics of law, the terminology, the initial research and computer skills, as well as some work experience in a legal setting.

Political Science Minor

The Political Science minor is a useful addition to the program of study for students wanting a better understanding of political processes and current events. Careers in public administration and political activity are available for graduates with knowledge of the discipline of political science.

POLITICAL SCIENCE MINOR (18 hours)

GO 115	Science of Politics	3
GO 215	American Federal System	3
GO 225	American Public Policy	3
GO 318	State and Local Government	3
	Political science electives	6

Pre-Professional Studies

Students who are interested in medical, dental, veterinary, pharmacy, physical therapy and other allied health careers are encouraged to pursue the Pre-Professional major. Although students entering these fields can major in any field, most students applying in these areas are expected to have substantial background in biology, chemistry and physics. This major, combined with the College's general studies program, provides the background for students to apply to the professional programs and/or take the appropriate admission tests, e.g., the Medical College Admissions Test (MCAT). Developing the ability of each student as a creative problem-solver for the scientific age is the goal of the department.

Since this program has the expectation of further study in competitive fields, there is an application process to enter the program. Students who have earned over 15 hours in the sciences with the appropriate grade point average (which differs depending on the professional program to which they aspire), may apply for admission to that program. The criteria for selection are preparation for the professional program, likelihood of admittance to professional program, and suitability of the student to the professional program. Until entry into the program, most students pursue the biology major.

PRE-PROFESSIONAL STUDIES (54 hours)

Required Courses:		(54 hours)
BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 334	Physiology	4
BI 342	Genetics	4
BI	Biology elective	4
BI 411	Research	2
BI 412	Research	1
CH 115	General Chemistry I	4
CH 116	General Chemistry II	4
CH 222	Organic Chemistry I	4
CH 322	Organic Chemistry II	4
CH 323	Biochemistry	4
BI 225	Science Communications (1 st)	0
BI 226	Science Communications (2 nd)	0
BI 325	Science Communications (1 st)	1
BI 326	Science Communications (2 nd)	1
BI 425	Science Communications (1 st)	1
PY 220	General Physics I	4
PY 221	General Physics II	4

Professional Communications Minor

The Professional Communications minor prepares students to work as graphic designers, journalists, editors, web designers, public relations consultants, marketers, and as self-employed persons. The curriculum provides a foundation in the theory, history, and application of design, the necessary tools of writing, law and ethics, self-employment practices, current industry issues and technical writing. This minor provides students who choose a career in graphic design, journalism or digital media with a foundation of theory and practice in all the areas in which they will deal as professionals. This minor provides those students in business majors with an excellent foundation in communications, enhancing their abilities to communicate in any media of communication.

PROFESSIONAL COMMUNICATIONS MINOR (23 hours)

Required Courses: (20 hours)

CO 200	Principles of Web Design	3
CO 315	Professional Communication	3
CO/JO 410	Communications Law & Ethics	3
JO 210	Layout & Design	3
JO 110	Editing	3
AR 350	Graphic Design I	3
AR 160	Design Theory I	2

Choose one: (3 hours)

BU 251	Principles of Marketing	3
JO 330	Public Relations	3

Professional Writing

The Professional Writing major is designed for those who want to join the long tradition of students who love to read, write, and work in publishing careers. As Professional Writing majors, students develop their communication skills; gain experience in writing, editing, design and confidence in working with others; explore their creativity; learn technical expertise with computer programs related to publications; make contacts with successful writing professionals and alumnae through internships and other learning experiences.

Students within this major receive training and encouragement to find careers as writers or editors in the publishing industry, businesses or organizations that produce publications. Professional Writing students will find an emphasis on technical and business styles of writing.

PROFESSIONAL WRITING MAJOR (42 hours)

Required Courses:		(42 hours)
CO 213	Public Speaking	3
EN 212	Creative Writing	3
JO 100	News Reporting	3
JO 101	Introduction to Mass Media	3
JO 115	Editing	3
JO/EN 150	Publication Production (1 hr, 3 times)	3
BU 251	Principles of Marketing	3
CO 310	Technical Writing	3
JO 320	Feature Writing and Commentary	3
JO 410	Communication Law and Ethics	3
CO 315	Professional Communication Practices	3
JO 330	Public Relations	3
	Electives	6
	(from advanced English, Journalism, Business, Marketing or science [200 level or above] as approved by advisor).	

PROFESSIONAL WRITING MINOR (21 hours)

Required Courses:		(21 hours)
JO 100	News Reporting	3
EN 212	Creative Writing	3
BU 251	Principles of Marketing	3
CO 310	Technical Writing	3
CO 315	Professional Communication Practices	3
JO 330	Public Relations	3
JO 410	Communication Law and Ethics	3

Psychology

Psychology students undertake careers in settings such as youth service agencies, mental health centers, substance abuse programs and a variety of other positions where knowledge of human behavior is important. The College's Psychology major is a generalist program, designed to be useful both to students seeking employment after graduation and to those going to graduate school.

PSYCHOLOGY MAJOR (35 hours)

Required Courses: (29 hours)

PS 111	General Psychology	3
PS 195	Seminar in Psychology	1
PS 240	Psychology of Women	3
PS 260	Developmental Psychology	3
PS 312	Research	3
PS 320	Learning	3
PS 330	Biological Psychology	3
PS 360	Abnormal Psychology	3
PS 440	Personality	3
PS 450	Tests and Measurements	3
PS 495	Senior Seminar	1

Electives, choose from: (6 hours)

PS 250	Human Sexuality	3
PS 261	Adolescent Psychology	3
PS 280/480	Topics in Psychology	1-3
PS 285	Techniques of Counseling	3
PS 295	Stress Management	3
PS 310	Psychology of Aging	3
PS 365	Drug and Alcohol Addiction	2
PS 370	Social Psychology	3
PS 486	Crisis Intervention	3
PS 490	Internship	1-6
PS 493	Research Practicum	1-6

Required in general studies:

HI 222	Twentieth Century World
PL 200	Law, Ethics, and Society
PS/MA 253	Statistics
SO 211	Introduction to Sociology

PSYCHOLOGY MINOR (21 Hours)

Required Courses: (21 hours)

PS 111	General Psychology	3
PS 240	Psychology of Women	3
PS 320	Learning	3
PS 360	Abnormal Psychology	3
PS 440	Personality	3
PS	Psychology electives	6

Social Science (History Concentration)

A Social Science major with a concentration in history prepares a graduate to pursue a variety of careers in such fields as public administration, law, the profession of history, political activity and organization, government service or genealogical research.

SOCIAL SCIENCE MAJOR (39 hours)

Required Courses:		(39 hours)
GO 115	Science of Politics	3
GO 318	State and Local Government	3
HI 211	United States History to 1877	3
HI 212	United States History Since 1877	3
HI 331	World Civilizations I	3
HI 332	World Civilizations II	3
PL 200	Law, Ethics and Society	3
SO 212	Contemporary Social Problems	3
SS 326	Geography of World Affairs	3
SS 415	Research Methods in Social Science	3
HI	History electives	9

Required in general studies:

BU 131	Macroeconomics
SO 211	Introduction to Sociology

Also available:

History/Political Science Major with Pre-Law Track and History Minor

Social Studies Education

This major is designed to enable future social studies teachers to develop practical skills in logical and critical thinking, research, effective written and oral communication, historical interpretation, empirical analysis, sensitivity to the concerns of others, interpersonal interaction and leadership.

MIDDLE SCHOOL/HIGH SCHOOL SOCIAL STUDIES EDUCATION (35 hours)

Required Courses: (29 hours)

PS 261	Adolescent Psychology	2
PS 360	Abnormal Psychology	3
SO 321	The Family	3
SO 324	Racial and Cultural Minorities	3
HI 211	United States History to 1877	3
HI 212	United States History Since 1877	3
HI 332	World Civilization II	3
BU 131	Macroeconomics	3
SS 315	Teaching Social Studies in Senior High/Junior High/Middle School	3
SS 326	Geography of World Affairs	3

Choose two: (6 hours)

GO 115	Science of Politics	3
GO 215	American Federal System	3
GO 225	American Public Policy	3

Required in general studies:

PS 111	General Psychology
SO 211	Introduction to Sociology

Other Required Courses:

See Education

Sociology Minor

The discipline of sociology offers students an understanding of people, events, social institutions and societies. The requirements for the minor have been tailored to allow interested students to develop an individualized major with an emphasis in sociology.

SOCIOLOGY MINOR (21 hours)

Required Courses:		(15 hours)
SO 211	Introduction to Sociology	3
SO 212	Contemporary Social Problems	3
SO 410	Contemporary Sociological Theory	3
SO 415	Research Methods in Social Science	3
SO	Sociology elective	3
Choose two:		(6 hours)
SO 321	Sociology of the Family	3
SO 323	Deviance	3
SO 324	Racial and Cultural Minorities	3

Spanish Minor

Within an increasingly global economy, many American companies are doing business with Spanish-speaking countries in Mexico, as well as Central and South America. Metropolitan areas around the United States and many regions of the south contain high percentages of Spanish-speaking people; the ability to speak Spanish enhances anyone's resumé and improves chances to get a job in business, education, social services, computer information technology, and any other field.

SPANISH MINOR (24 hours)

Required Courses: (18 hours)

SP 211	Intermediate Spanish I*	3
SP 212	Intermediate Spanish II*	3
SP 231	Spanish Conversation	3
SP 331	Spanish Grammar	3
SP 351	Spanish Phonetics and Linguistics	3
SP 434	Spanish Stylistics	3

Choose one: (3 hours)

SP 371	Latin American Life/Civilization	3
SP 372	Spanish Culture/Civilization	3

Choose one: (3 hours)

SP 280	Topics in Spanish Studies	3
SP 291	Business Spanish	3
SP 361	Survey of Literature in Spanish	3
SP 480	Topics in Spanish Studies	3

*When they complete the minor, students who enter at the SP 231 level may receive credit, though no grade, for these courses upon completion of SP 231 and SP 331 with a grade of B or better.

Theatre

The theatre area at the College offers students a unique major, “Women and Theatre”, as well as a Theatre minor. The major is designed for women who are considering work in the theatre (as performers, directors, educators, art administrators) who wish to become a part of the vanguard of women creating major changes in the arts. The degree is closely aligned with the College’s mission in promoting moral values, fighting female stereotypes, and giving students the strength and courage to “effect positive changes in society.” The degree combines study of the rich history and tradition of theatre with the innovative work being done by women’s theatre groups throughout the world (often connected to social and spiritual issues). Additionally, women’s theatre/feminist theatre is a firmly established academic discipline and most large theatre programs include at least one faculty member specializing in this area. The program allows enough schedule flexibility for the student majoring in Women and Theatre to add a minor (or another major).

A Theatre minor can serve as a useful addition to a major in such varied fields as vocal performance, art, psychology, business or education.

WOMEN AND THEATRE MAJOR (40 hours)

Required Courses:		(31 hours)
WS 101	Women’s Studies	3
TA 113	Introduction to Theatre	3
TA 220	Technical Theatre I	3
TA 331	History of Theatre I	3
TA 332	History of Theatre II	3
TA 150	Production and Performance	2
TA 324	Acting I	3
TA/EN 151	Interpretive Reading/Reader’s Theatre	3
TA 425	Directing	3
TA/EN 341	Shakespeare	3
TA 328	Stage Movement	2

Choose one:		(3 hours)
TA/EN 343	Modern Dramatic Literature	3
TA 433	Contemporary Theatre	3

Plus:		(6 hours)
TA	Theatre elective	3
PE 119	Folk, Square, and Social Dance	1
	Jazz dance	1
	Ballroom or modern dance	1

Non-performance majors may substitute TA 323 for 3 hours of dance.

Required in general studies:

ID 350	Images of Beauty and American Women
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THEATRE MINOR in the campus program (21 hours)

Required Courses: (11 hours)

TA 113	Introduction to Theatre	3
TA 150	Production and Performance	2
TA 331	History of Theatre I	3
TA 332	History of Theatre II	3

Choose two: (6 hours)

TA/EN 151	Interp. Read./Reader's Theatre	3
TA 220	Technical Theatre I	3
TA 323	Projects in Play Production	3
TA 324	Principles of Acting I	3

Required Electives: (4 hours)

Choose from:

TA 150	Production and Performance	1-2
TA 114	Voice and Diction	2
TA/EN 251	Advanced Reader's Theatre	3
TA 328	Stage Movement	2
TA 320	Technical Theatre II	3
TA 322/422	Improv./Advanced Improv.	2
TA 325	Principles of Acting II	3
TA/EN 327	Playwriting	3
TA/EN 341	Shakespeare	3
TA/EN 343	Modern Dramatic Literature	3
TA 425/428	Directing/Advanced Directing	3
TA 433	Contemporary Theatre	3

THEATRE MINOR in the WED program (21 hours)

Required Courses: (18 hours)

TA 150	Production and Performance	3
TA 323	Projects in Play Performance	3

(Usually awarded through Assessment of Prior Learning)

TA 113	Introduction to Theatre	3
TA 331	History of Theatre I	3
TA 332	History of Theatre II	3
EN/TA 151	Interp.Read./Readers Theatre	3

Choose one: (3 hours)

EN/TA 341	Shakespeare	3
TA 433	Contemporary Theatre	3

Theology

Theology and philosophy offer students the opportunity to study how persons of all ages determine meaning in their lives and how they encounter the divine. Theology offers the student opportunities to investigate the experience of humanity's encounter with God and God's encounter with humanity throughout history. It challenges the student to develop a mature understanding of the Roman Catholic tradition of belief and to explore the variety of human religious experiences, both Western and Eastern. Students are enriched in their personal lives and trained to share their knowledge and experience with others. Graduates pursue careers in youth ministry, pastoral work, teaching and many areas of religious education. Students from many disciplines choose courses from or minor in Theology as an excellent background and foundation for diverse career options.

THEOLOGY MAJOR (36 hours)

Required Courses: (23-25 hours)

TH 220	Introduction to Hebrew Scriptures	3
TH 225	Introduction to Christian Scriptures	3
TH 300	The Theology of God	3
TH 331	Jesus: God and Human	3
TH 351	Church in the Contemporary World	3
TH 360	Christian Worship	3
TH 480	Topics in Theology	3
TH 491	Integrating Project	2-4

Choose one: (3 hours)

TH 341	Contemporary Morality	3
TH 343	Global Issues: Justice/Peace	3
TH 344	Ethics and the Professions	3

Choose one: (3 hours)

TH 370	Christian Ministry/Service	3
TH 371	Women Imaging God	3

Other Required Courses: (6 hours)

PH 230	The Philosophy of Woman	3
PH 330	The Philosophy of Religion	3

Required in general studies: PS 111 or SO 211 and ID 300

THEOLOGY MINOR (18 hours)

Required Courses: (9 hours)

TH 220	Introduction to Hebrew Scriptures	3
TH 225	Introduction to Christian Scriptures	3
TH 360	Christian Worship	3

Choose two: (6 hours)

TH 300	The Theology of God	3
TH 331	Jesus: God and Human	3
TH 351	Church in Contemp. World	3

Choose one:		(3 hours)
TH 341	Contemporary Morality	3
TH 343	Global Issues: Justice/Peace	3
TH 344	Ethics and the Professions	3

Women's Studies Minor

Women's issues and concerns are central to the College's mission. Through the Women's Studies minor, students interested in exploring women's contributions, experiences, and lives can formulate an interdisciplinary course of study that complements nearly all majors. The College's heritage as a Catholic women's college with an emphasis on service learning provides a unique context for the consideration of women's studies topics ranging from eco-feminism, the psychology of women, women in religion, and American women's literary creativity. Students gain greater self-knowledge as they research and discuss gender with knowledgeable faculty and enthusiastic students from a variety of disciplines.

Focused on diversity issues, the Women's Studies minor helps to prepare students for increasing diversity in college, the workplace, and society at large. Two required courses provide a solid foundation in the field of women's studies; the student chooses areas of concentration through an array of electives. Women's Studies enhances a student's marketability in careers including business, health services, law, human resources, pastoral work, performing arts, digital media, and professional writing. Students might apply their understanding of women's issues in shelters for battered women, research labs, community health facilities, and women's media outlets.

WOMEN'S STUDIES MINOR (18-21 hours)

Required Courses:		(6 hours)
WS 101	Women's Studies	3
WS 415	Feminist Theory	3
Required Electives:		(12-15 hours)
Choose 4-5 elective courses (3 upper-level):		
AR 370	Women Artists	3
EN 235	American Women Writers	3
EN 353	Women Writers	3
HI/GO 317	Women in American Society	3
ID 350	Images of Beauty/Am. Women	2
ID/PL 430	Women and the Law	3
ID/WS 301	Images of Muslim Women	2
PH 230	Philosophy of Women	3
PS 240	Psychology of Women	3
SC 250	Sex and Science	3
SO 340	Sex, Gender, and Society	3
TH 371	Women Imaging God	3

Undergraduate Course Descriptions

- AR 110** **3**
Basic Design I
Introduction to two-dimensional design and color in a variety of media. Three studios a week. Fall, every year.
- AR 111** **3**
Basic Design II
Introduction to design, emphasizing three-dimensional design in a variety of media. Three studios a week. Winter, every year.
- AR 121** **3**
Drawing I
Beginning drawing teaches basic drawing skills of perception and technical drawing skills of composition, foreshortening, sighting, use of grids, and drawing in perspective. This class also covers techniques such as blending, shading, and crosshatching. Fall, every year. Course fee.
- AR 123** **3**
Ceramics I
An introduction to construction techniques, primitive firing systems and the historical origins of functional ceramics. Course will be lecture, demonstration, and applications. This course can substitute for the sculpture I requirement in the Art major. Fall, every year. Course fee.
- AR 160** **2**
Design Theory I
Presents the origin of basic design theories and their influence on past and present design. Studies design models of the 20th century and a current conceptual model which serves as a knowledge base for the design process and its application to the design product and a current conceptual model. Studies major designers and their design philosophies. Winter, every year.
- AR 161** **2**
Graphic Design History and Current Trends
Presents the origins of traditional and contemporary graphic design along with related concepts and processes. Studies significant graphic designers, their philosophies and problem solving strategies. Includes the study of current graphic designers and field trips. Taken concurrently with AR 350. Winter, every year.
- AR 200** **3**
Studies in Visual Arts
Studies the development of formal and contextual criteria leading to an understanding of the visual language and its application to personal, societal, cultural and aesthetic concerns. Lectures, illustrations and gallery experience. Fulfills general studies requirement. Fall and Winter, every year.
- AR 211** **3**
Beginning Sculpture
Introduces various contemporary sculptural techniques and issues. Fall, even years.

AR 221	3
Painting & Drawing II	
Introduces mixed media and color and continues perceptual development. Fall and Winter, every year.	
AR 223	3
Ceramics II	
Continues technical development and introduces wheel thrown forms, glazing, oxidation firing and sculptural concerns. Course will be lecture, demonstration, and application. (Elective course which may satisfy 3-D requirements for art education majors). Fall and Winter, every year. Course fee.	
AR 250	3
Prehistoric to Renaissance Art	
Surveys the history of art in the western world beginning with prehistoric and extending to early Renaissance art. Fall, even years.	
AR 251	3
Renaissance to Contemporary Art	
Investigates art beginning with the Renaissance Period and covers all the major movements in twentieth century art. This course concentrates on the artists, the philosophies and events that have molded contemporary art. Winter, odd years.	
AR 290	1-4
Supplemental Learning Experience	
Provides students with opportunities to explore career interests and options. Courses are individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.	
AR 321	3
Painting & Drawing III	
Introduces the intermediate student to traditional painting techniques and development of craft. Fall, even years.	
AR 323	3
Ceramics III	
Course instruction focuses on advanced techniques in functional and sculptural ware. Course will be lecture, demonstration, and application. Fall and Winter, every year. Course fee.	
AR 340	2
Elementary Art Methods	
Psychology of children's development and expression and the skills necessary to stimulate and guide their art activities accordingly. Investigates the history of art as it affects cultural and aesthetic awareness. Fall, every year.	
AR 341	3
Teaching Art in Senior/Junior/Middle School	
Philosophy of art education and methods and materials for teaching art at the secondary level. Winter, even years.	

- AR 350** **3**
Graphic Design I
 Introduces the discipline, function, and tradition of typography as it relates to visual communication. Includes how and when to use type, how to use the problem solving process to solve visual problems, and the basics of symbol/logo design, and promotional graphics, and typographic history and theory. Provides a general understanding of the field of design, including theory, practice, and technology. Fall, every year.
- AR 351** **3**
Graphic Design II
 Furthers the principles of visual communication including sequencing, structure, typography, layout design, and color. Pagination, organization and structure of two-dimensional composition for publications. Promotional design and conducting business by doing projects for clients. Winter, every year. Course fee. Prerequisite: AR 350.
- AR 353** **3**
Electronic Document Design
 Programs such as Quark Xpress and InDesign, industry standards for Graphic Design and Layout. Fall, every year. Course fee.
- AR 354** **3**
Electronic Illustration
 Programs such as Adobe Illustrator and InDesign, industry standard for Graphic Design and Layout. Winter, every year. Course fee.
- AR 355** **3**
Photography I
 Introduction to the principles of photography stressing basic skills and how to use different kinds of cameras (digital point and shoot, film SLR, digital SLR). Photoshop basics will also be introduced. Reinforces basic design principles through assignments. Fall and Winter, every year. Course fee. Note: no darkroom; traditional film will be developed commercially.
- AR 356** **3**
Photography II
 Continued instruction in the principles of photography, introduction of darkroom procedures, and introduction to the use of lighting and portraiture. Self expression is developed through the exploration of conceptual and creative issues of 21st century photographers and their relevance to modernism and post-modernism. Winter, even years. Course fee. Prerequisite: AR 355.
- AR 357** **3**
Digital Imaging
 Introduces students to the use of digital imaging software. Students learn Adobe Photoshop in order to develop the techniques and skills necessary to create images in the computer. Applications of these skills are made in subjective and applied projects. Fall, every year. Course fee.
- AR 360** **2**
Visual Communication & Problem Solving
 Focuses on clear visual communication through an understanding of the parameters and constraints of the human and the environment including the cultural environment. Emphasizes the human being as a processor of visual information in a complex visual environment. Studies three major theories of visual perception which form a knowledge base for understanding human visual

information processing: Direct Perception, Computational Theory and Intelligent Perception. Include mental maps, visual shape and color coding, mental imagery, visual communication of environmental way finding systems and corporate identity sign systems. Fall, even years.

AR 361

2

Visual Cognition I

Studies the areas of visual cognition that are relevant to understanding the parameters and constraints of the human visual system. These areas of study include shape and symbol recognition, color memory, visual short term memory, visual long term memory, schema and past experience, visual hierarchy, and Jacques Bertin's visual variables. The student learns how to create and communicate effective visual designs through an understanding of how the human being perceives and processes visual information. Winter, odd years.

AR 370

3

Women Artists

Surveys the history of women artists, their time and influences. Looks at prominent women artists throughout history in the western world and the social aspects of their experiences as women artists. Discusses women's issues and examines women's choices. Fall, odd years.

AR 391

.5

Portfolio Review I

All Graphic Design major students complete these credits with a review of their work in portfolio form. Students individually present their work to the Graphic Design faculty on specified days by appointment. Work to be included in the portfolio is identified by professors during classes taken prior to AR 391 but not exclusively these classes. Students prepare for this review by preserving work as it is completed in these courses. Students must pass the portfolio review in order to enroll in AR 450 and all subsequent courses in the Graphic Design major and Visual Design minor. Taken in junior year of Art or Graphic Design major. Fall and Winter, every year.

AR 421

1-4

Painting & Drawing IV

Advanced course that uses drawing and painting techniques to explore personal conceptual concerns. Repeatable to 12 hours. Fall and Winter, every year.

AR 423

3

Ceramics IV

Course instruction focuses on advanced techniques in functional and sculptural ware and the development of individual style. Course will be lecture, demonstration and application. Fall and Winter, every year. Course fee.

AR 450

3

Graphic Design III

Focuses on using the computer to draw. Typography is taught using the computer to explore the use of type combining theoretical studies with applied problems in design. The student learns about systems and grids in the development of a product for a client. Hands-on real time experience in the development of a total graphic product from concept to finish, including contact with clients and printers. Students are encouraged to solicit jobs for themselves during this class. Taken concurrently with AR 461. Fall, odd years. Course fee. Prerequisites: AR 351 and AR 360.

- AR 451** **1-4**
Graphic Design IV
 Advanced study in Graphic Design. The course, like Graphic Design III, simulates the operation of a professional design studio. Students are assigned projects from real clients or are responsible for finding their own projects. Winter, even years. Course fee. Prerequisites: AR 351 and AR 361.
- AR 452** **1-4**
Graphic Design V
 Advanced study in Graphic Design. The course, like Graphic Design IV, simulates the operation of a professional design studio. Students solicit all of their projects from nonprofit organizations as a service learning portion of the class. Fall and Winter, every year. Course fee. Prerequisites: AR 351 and AR 361.
- AR 453** **1-3**
Portable Digital Files
 This course introduces students to the use of and creation of Portable Digital Files. As needed. Course fee. Prerequisite: AR 450 or consent of instructor.
- AR 455** **3**
Photography III
 Self-expression is emphasized through the knowledge and use of different procedures, both traditional and digital. Historical references and styles are examined to strengthen self-expression and genre. Fall, even years. Course fee. Prerequisite: AR 356.
- AR 456** **1-4**
Photography IV
 Students continue experimentation in photography emphasizing artistic development in an individualized direction. Repeatable for credit. Winter, odd years. Course fee. Prerequisite: AR 455.
- AR 457** **1-4**
Digital Image Making II
 Further study and exploration of digital photography. Independent study format. Students are asked to write an abstract of their proposed course study which may be but is not limited to: photography for the web, manipulated photography, or their own art work. As needed. Course fee. Prerequisite: AR 357.
- AR 461** **2**
Visual Cognition II
 The student applies theory and research information from the areas of visual cognition. Open ended problems are assigned to the student pertinent to the student's area of concentration. Through this process the student demonstrates the creation and critical evaluation of a design image. As needed.
- AR 480** **1-4**
Topics in Art
 Advanced study of a designated or selected topic serving the special needs of advanced students not covered in the regular courses. As needed.

- AR 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- AR 491** **.5**
Portfolio Review II and Senior Thesis Exhibition
 Senior thesis exhibition required during the senior year and prior to graduation. Exhibition is the responsibility of the student who must secure gallery space and dates, host a reception, and publicize the exhibit. She must invite the administration, Career Development office, and appropriate professionals in the community. Portfolio presentation is arranged at the end of the senior year and may be in conjunction with the exhibition. The student must participate in the presentation which is open to faculty, students and selected guests from the professional community. Fall and Winter, every year. Prerequisite: AR 391.
- AR 495** **3**
Introduction to Art Therapy
 Provides introductory exposure to the theories, practices and literature of the profession (concern for the distinction of the appropriate therapeutic application, different populations, assessment and diagnosis, ethical issues and standards and history). Winter, even years. Prerequisites: AR 110, AR 111 and PS 111.
- AR 499** **1-4**
Independent Study
 Individually supervised advanced study of topics, meeting student's needs. The topic is in an area which benefits the student and increases her knowledge. As needed. May be repeated for up to 12 hours of credit. Course fees often required for art classes.
- BI/EV 100** **3**
Environmental Concerns
 For the student interested in environmental issues, an introduction to questions related to the environment. Ecosystems and the human impact on ecosystems as population density increases will be included. Different kinds of environmental damage and their problems will be discussed as well as peace and justice issues in the environmental arena. Every two years.
- BI 101** **3**
Biology: Unity & Diversity
 A study of the normal integrated functioning of the human organism in the context of principles and concepts relating the human organism to its environment. The major unifying concept of biology – evolution – is used as a framework for this study. Emphasis is placed on the scientific method and other problem-solving techniques. Fulfills general studies requirement. Course fee. Prerequisite: Score of 38 or better on mathematics placement exam or completion of MA 101. Fall and Winter, every year.
- BI 105** **4**
Introduction to Biological Sciences
 Designed for students who need an understanding of genetics, physiology, evolution and

ecology to support their major, especially equine studies. Special attention will be given to energy relationships, grassland ecosystems, and chemistry/enzymes.

BI 141/142 4, 4

Principles of Biology I, II

A study of the major unifying concepts of biology at the molecular, cellular and organismic level, including a survey of the major groups of living organisms. Three classes plus one two-hour lab per week. Fall and Winter, every year. Course fee.

BI 214 3

Biological Science for Elementary Education Majors

Survey of the biological science ordinarily taught in the elementary grades including conservation of natural resources; laboratory experiences and care and maintenance of organisms. Meets four hours a week or WED equivalent. Fall and Winter, every year. Course fee.

BI 221 4

Plant Biology

Study of major plant groups, their structure, function and ecological relationships. As needed. Prerequisites: BI 141 and 142, or consent of instructor.

BI 225 0

Science Communications

Critical study of current research issues in biology conducted in seminar fashion. Student research and the oral presentation of biological problems are major components of the course.

BI 226 0

Science Communications

A continuation of BI 225.

BI 230 3

Anatomy and Physiology

Examines the form and functional relationships of all the major organ systems of the human body. Designed for music therapy majors and fulfills the general studies science requirement for them. Course is available to others, but does not meet their general studies science requirement. Two one-hour lectures and one two-hour laboratory per week. Course fee. Prerequisite: a score of 38 on the mathematics placement exam or MA 101.

BI 235 3

Biology of Aging

Provides information pertaining to the physical aspects of aging and their underlying biological causes. Includes discussion of theories of aging; normal age-related changes and pathologies in specific organ systems; the effects of exercise, drugs and overall nutrition on the aging process; and prospects of human life span extension.

BI 251 2

Bioethics

Explores the ethical issues related to biology and the practice of medicine.

BI 253 4

Biometry

Standard topics of elementary statistics: organization of data, normal distributions,

estimation, hypothesis testing, correlation and regression, chi-square and analysis of variance. Additional emphasis on selection of methods and applications to biology, particularly genetics. Use of appropriate software. Three hours concurrent with MA 253. As needed. Prerequisite: MA 101 or equivalent.

BI/EV 260 **1-3**

Field Biology

Field experiences in environmentally important areas (e.g., desert, grasslands, marshes) of the natural world which introduce the student to the interrelation of nature. Class presentations about the different ecosystems prepare the student for observation and investigation of the habitat; field experience included. As needed.

BI 263 **1-2**

Medical Terminology

Intended for those needing a background in scientific vocabulary. Skills in understanding medical and biological terminology will be developed, making it easier to appreciate and remember meaning and spelling. As needed.

BI 280 **1-4**

Topics in Biology

The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed. Prerequisites: BI 141 and BI 142, or instructor's consent.

BI 290 **1-4**

Supplemental Learning Experience

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

BI 313 **2**

Nutrition and Health Education

Designed primarily for elementary education majors, deals with the principles of health and nutrition. Emphasis on promotion of personal health, management of classroom health and nutrition, plus methods for teaching this subject at the elementary school level. Every other year.

BI 317 **2**

Teaching of Life Science in Senior High/Junior High/Middle School

Investigation of various methods of instruction and demonstration currently used in teaching biology, examination of recent tests and curriculum content, laboratory management and audiovisual aids and materials. As needed. Course fee. Prerequisites: BI 141 and BI 142.

BI 325 **1**

Science Communications

Critical study of current research issues in biology conducted in seminar fashion. Student research and the oral presentation of biological problems are major components of the course.

BI 326 **1**

Science Communications

A continuation of BI 325

- BI 331** **4**
Invertebrate Zoology
 Application of biological principles to the study of the structure, function, origin and development of typical invertebrates. Field work may be required in addition to regular laboratory periods. Three lectures and one two-hour laboratory. As needed. Course fee. Prerequisites: BI 141 and BI 142.
- BI 332** **4**
Comparative Vertebrate Zoology
 Comparative study of the morphology, anatomy and natural history of typical vertebrates from an evolutionary point of view. Two lectures and two two-hour laboratories. As needed. Course fee. Prerequisites: BI 141 and BI 142.
- BI 333** **4**
Developmental Biology
 Normal development in plant and animal systems from fertilized egg into differentiated organisms, including the related phenomena of metamorphosis, regeneration and growth. Three lectures and one two-hour laboratory. As needed. Course fee. Prerequisites: BI 141 and BI 142.
- BI 334** **4**
Physiology
 Study of the basic principles and phenomena of living organisms, interpretation of the various physio-chemical processes in animal and human metabolism; training in the physiological techniques. Designed principally for science majors. Three lectures and one two-hour laboratory. Every other year. Course fee. Prerequisites: BI 141, BI 142, CH 115 and CH 116.
- BI 335** **3-4**
Animal Behavior
 Explores the development, causation, function, and evolution of animal behavior. Examines genetic, physiological, psychological, ecological and evolutionary influences. Investigates the behavior of organisms as individuals and in social groups. Three one-hour lectures and a three-hour laboratory. Course fee. Prerequisites: BI 141 and BI 142, or consent of the instructor.
- BI 336** **4**
Cell Biology
 The structure, function and interaction of cellular constituents as they relate to the processes of growth, secretion, differentiation, and heredity. Includes a survey of current research techniques. Three lectures and one three-hour laboratory per week. Every other year. Course fee. Prerequisites: BI 141, 142, CH 115 and 116. CH 222 is strongly recommended.
- BI 340** **3-4**
Conservation
 Conservation and management of renewable resources such as soil, water, air, minerals, plants and animals in relation to the total environment. As needed.
- BI 341** **4**
Ecology
 Principles and concepts pertaining to the study of organisms and their biotic and a biotic environment. Includes consideration of interrelationships at the level of the individual, population, community and ecosystem. Three lectures and one two-hour laboratory per week. Every two years. Course fee. Prerequisites: BI 141 and BI 142, or instructor's consent.

BI 342	4
Genetics	
Introduction to basic principles of heredity and variation including classical, molecular and population genetics. Three lectures and one two-hour laboratory. Every other year. Course fee. Prerequisites: BI 141 and BI 142.	
BI 351	4
Microbiology	
Introduction to the nutrition, physiology and ecology of microorganisms (bacteria, yeasts, molds and viruses) including preparation of media, role of microorganisms in health and disease and methods of control. Three lectures and one two-hour laboratory. As needed. Course fee. Prerequisites: BI 141 and BI 142.	
BI 352	4
Medical Biology	
Basic concepts in immunology, medical microbiology and parasitological. Three lectures plus one two-hour laboratory. As needed. Course fee. Prerequisites: BI 141, BI 142, CH 115, and CH 116, or instructor's consent.	
BI 410	4
Evolution	
Studies the history of life and the process that produces its diversity and unity. Content includes natural selection, speciation, macroevolution and microevolution.	
BI 411, 412	2, 1
Undergraduate Research	
A two-stage course under the supervision of a research adviser concerning the basic principles of research and problem solving methods in the biological sciences. The first stage is the initial background and proposal of a novel research project to be completed and approved in the second semester of junior year. The second stage consists of the actual research/internship to be completed by end of the first semester of senior year.	
BI 421, 422	1, 1
Seminar I, II	
Critical study of current research issues on biology conducted in a seminar fashion. Student research and the oral presentation of a biological problem are major components of the course. As needed. Prerequisite: junior or senior status in the department as major or minor.	
BI 425	1
Science Communications	
Critical study of current research issues in biology conducted in seminar fashion. Student research and the oral presentation of biological problem are major components of the course.	
BI 426	1
Science Communications	
Critical study of current research issues in biology conducted in seminar fashion. Student research and the oral presentation of biological problem are major components of the course. Invertebrate Zoology. BI 341 also exists as	

- BI 461** **2-4**
Research in Biology
 Minor research or study in a selected area for qualified biology majors. Topic chosen according to the need or interest of the student and with approval of the instructor. As needed. Course fee. Prerequisites: BI 141, BI 142, CH 115 and CH 116.
- BI 480** **1-4**
Topics in Biology
 Research and discussion of one or more topics of current biological interest. For majors only. For those seeking secondary education certification, the topics will include drugs, human nutrition and social biology. As needed. Course fee. Prerequisites: BI 141 and BI 142.
- BI 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- BI 499** **1-6**
Independent Study
 Individual work in selected areas of biology designed to meet the student's needs and interests; may include a survey of the development of the natural sciences and achievements of past investigators, a consideration of current trends and/or a study of advances in a selected area. Students in conservation and environmental study will do basic resource areas, outdoor recreation and resource management. Prerequisites: BI 141 and BI 142.
- BU 105** **3**
The Responsible Woman Consumer
 Focuses on the basic knowledge necessary to become a responsible consumer: contemporary economic issues as they relate to women, consumer protection and involvement, and women consumer behavior. In the contemporary economic issues section, focus is on discrimination, poverty, and social justice from a woman's perspective. This course includes an emphasis on budgeting and an ethical case model approach that helps a woman manage economic needs with a responsible lifestyle. It includes personal debt, determining net worth, and issues related to a drastic change in financial strength. Fulfills general studies requirement. WED only.
- BU 121** **3**
Principles of Accounting I
 Studies the accounting cycle leading to the development and use of financial statements. Emphasis is on the proprietorship type of business organization. Fall, every year.
- BU 122** **3**
Principles of Accounting II
 Studies accounting for corporations and introduces accounting for management decision making. Builds on the concepts of BU 121. Winter, every year. Prerequisite: BU 121.

BU 131	3
Macroeconomics	
Surveys the fundamental principles of macroeconomics. Provides a working understanding of the economy as a whole, noting interrelationships among concerns of contemporary society, world affairs and government fiscal and monetary policies. Fulfills general studies requirement. Fall and Winter, every year.	
BU 181	3
Business Spectra	
Develops a greater understanding of the role of business in contemporary society, including the operation of businesses and the types of decisions business women make. Every year.	
BU 215	3
Accounting Problems	
The student learns many advanced spreadsheet skills, template techniques and advanced presentation skills. Theoretical problems include connecting mainframe accounting software to the PC and using the PC to analyze mainframe data. Every other year. Prerequisite: CS 101.	
BU 225	3
Tax and Tax Laws	
Introduces income tax accounting for individuals, partnerships and corporations. Tax software is used to produce individual tax returns. Every other year. Prerequisite: BU 122.	
BU 232	3
Microeconomics	
Surveys the various internal forces in social and business organizations from an economic viewpoint. Specific emphasis is on the relationship between a firm's possible form and its interaction with the consumer. Winter, every year.	
BU 241	3
Principles of Management	
Emphasizes management functions and management systems. Enhances understanding of the managerial role and its influence on organizational performance. Facilitates understanding of managerial activities involving human, technical and conceptual skills within behavioral, classical and management science approaches. Fall, every year.	
BU 251	3
Principles of Marketing	
Surveys the process of product design, packaging, pricing, advertising, distribution and sales of goods and services. Emphasizes not only management decisions made in each of these processes, but also usable management tools. Emphasis is also placed on the marketing concept of discovering and fulfilling human needs. Fall, every year.	
BU 281	3
Organizational Communications	
Studies and applies communication theory and communication as a management tool. Every year.	

BU 290 **1-4**
Supplemental Learning Experience
Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

BU 323 **3**
Intermediate Accounting I
Provides an in-depth study of financial accounting. Builds on the conceptual framework introduced in BU 121 to explain and evaluate accounting procedures in detail. Reviews the accounting cycle and financial statements, including the Statement of Cash Flow, and explores a study of revenue recognition, cash and receivables, present value and inventories. Students use extensive advanced spreadsheet tools and templates, and are introduced to accounting software. Every other year. Prerequisites: BU 122 and BU 215.

BU 324 **3**
Intermediate Accounting II
Provides an in-depth study of financial accounting. Builds on the conceptual framework introduced in BU 323 to explain and evaluate accounting procedures in detail. Includes accounting for assets, financial instruments, leases, pensions, accounting for income tax, stockholder's equity and earnings/share. Students are introduced to exporting financial information from various sources to a spreadsheet package for analysis. Every other year. Prerequisite: BU 323.

BU 325 **3**
Advanced Tax
Includes taxation of corporations, partnerships, estates and trusts. Students are introduced to theoretical taxation issues as well as application of current existing tax laws. Essential for those considering the CPA exam. Prerequisite: BU 225.

BU 326 **3**
Managerial Accounting
The allocation of manufacturing costs to units produced using job order, process and standard cost systems. Emphasizes enhanced management decision making by various quantitative methods. Includes just-in-time and activity-based allocation. Every other year. Prerequisites: BU 122 and MA 253.

BU 327 **3**
Auditing
Studies auditing concepts and standards to determine if financial statements present fairly the financial position, results of operations and changes in financial position in conformity with generally accepted accounting principles and the types of reports issued. An audit practice set is prepared. Every other year. Prerequisite: BU 122.

BU 341 **3**
Human Resource Management I
Studies the processes in the personnel management system to meet human resource requirements, develop effectiveness in human resources, create a productive climate and behaviors and develop leadership and decision-making abilities to accomplish individual, organizational and societal objectives. Incorporates results of research in the behavioral sciences and stresses applications in the organizational structure. Every other year. Prerequisite: BU 241.

- BU 342** **3**
Human Resource Management II
 Goes beyond the basic foundation of human resources management to focus in more detail on resources management in terms of implementing compensation, providing economic, physical and emotional security for employees, creating a productive work climate, understanding employee rights and discipline, strengthening employee-management relations and understanding global enterprises. Every other year. Prerequisites: BU 241 and BU 341.
- BU 343** **3**
Organizational Behavior
 Examines individual concepts, individual-organizational interface, the organization itself and organizational processes and characteristics. Every other year. Prerequisite: BU 241.
- BU 345** **3**
Small Business Management
 Introduces students to the world of small business and the fundamentals of effective small business management. Also may introduce selected contemporary issues affecting small business. Every other year. Prerequisites: BU 121, BU 122, BU 241 and BU 251.
- BU 346** **3**
Legal Issues in Human Resources Management
 Covers various legal issues that will face those employed in the human resources field. Some of the topics which may be covered include: compensation issues, equal employment opportunities, affirmative action programs, introduction to OSHA, employment and medical testing, sexual harassment issues, employee rights to privacy, as well as some specific laws such as ADA and NLRA. Every other year. Prerequisites: BU 241 and BU 371.
- BU 352** **4**
Consumer Behavior/Promotion
 Introduces the study of consumer behavior with major emphasis on applying these concepts to the design and management of marketing promotions. Includes examining the conflicting needs of consumers, determining what influences create those needs and learning how the marketer can recognize and serve those needs. Every other year. Prerequisite: BU 251.
- BU 353** **3**
Retailing
 Examines the opportunities, problems, challenges and success potential of operating or working with retail business. Every other year. Prerequisite: BU 251.
- BU 354** **3**
Salesmanship
 Designed for the student interested in becoming more persuasive in certain situations and who may manage or participate in some aspect of the selling or marketing process. Every other year. Prerequisite: BU 251.
- BU 356** **3**
Procurement and Distribution
 Studies managerial decision-making viewpoints of the marketing channel as seen through the eyes of marketing management. Includes utilization of policies and procedures concerned with the purchase of raw materials, components and finished products and the distribution channels managed

to get the product to the consumer. Emphasis is on the nature, type and role of marketing institutions. Every other year. Prerequisite: BU 251.

BU 371 **3**

Business Law

Focuses on the nature of law-making, the legal processes by which law is applied to resolve disputes, the value and policy that are the basis for our law and legal processes and the role of law and litigation in the conduct of everyday business affairs. Emphasis is on the fundamentals of the legal system, both philosophical and technical, which facilitate business operations and discourage or control harmful business practices. Ethical implications and standards to which business conduct should conform are considered and stressed. Winter, every year.

BU 381 **3**

Business Finance

Develops a basic understanding of the methods of securing and allocating financial resources within a firm. Emphasis is on financial decision making and the associated knowledge, principles and techniques. Fall, every year. Prerequisites: BU 122 and MA 253.

BU 422 **3**

Accounting Research

Although accounting research is a necessary skill in a dynamic financial society, students are not aware of the current issues discussed by the Securities Exchange Commission, the Financial Accounting Standards Board (FASB), the Governmental Accounting Standards Board (GASB) and the International Accounting Standards Board (IASB). In this course, the student will be introduced to “exposure” drafts, and will write a suitable response to address the issue covered by the exposure draft. Research skills will be applied to various real issues. Includes an ethical dimension that considers the impact of decisions on society. Prerequisites: BU 324 and MA 253.

BU 425 **3**

Governmental and Not-For-Profit Accounting

Introduces students to fund accounting and the proper reporting format for an organization. Emphasis on governmental accounting through journal entries. Every other year. Prerequisite: BU 324.

BU 428 **3**

Advanced Financial Accounting

Reviews and advances knowledge gained in principles and intermediate accounting. The major areas covered in this course include the three alternative methods (basic equity, cost and fully adjusted equity) of consolidations subsequent to the combination and review of Statement of Cash Flows in a consolidate setting. As a capstone course it includes a research paper and the submission of the accounting portfolio. Prerequisites: BU 225 and BU 324.

BU 429 **3**

International Accounting

Introduces international dimensions of accounting. Includes environmental factors, internationalization of the accounting discipline and internationalization of the accounting profession. Explores the relationships between accounting and cultural differences. Prerequisite: BU 122.

- BU 445** **3**
Seminar in Human Resource Management
 Covers current readings and current and directed topics in the field of human resources management that are not covered in other classes. Topics will change as the field of human resource management changes. Every other year. Prerequisites: BU 341 and BU 342.
- BU 455** **3**
Product and Pricing
 Develops skills in analyzing complex problems in product policy and pricing strategy. Every other year. Prerequisite: BU 352.
- BU 458** **3**
Marketing Management
 Uses analytical management orientation to emphasize decision making in marketing. Examines recent marketing developments and studies selected facets of marketing management. Every other year. Prerequisites: BU 352 and junior or senior status.
- BU 461** **3**
Not-for Profit Administration
 Designed to serve as the capstone course for Not-for Profit Administration majors. Covers advanced topics in Not-for-Profit Administration and current issues facing not-for-profit organizations. Students gain a view from the executive perspective and in-depth study of not-for-profit operations at that level.
- BU 472** **3**
Advanced Business Law
 Topics in advanced business law may include bankruptcy, negotiable instruments, partnerships, corporations, and joint ventures. Every other year. Prerequisite: BU 371.
- BU 481** **3**
International Business: Strategies and Policies
 Involves the use of the case method, wherein the skills learned in accounting, finance, management and marketing fields are used to analyze situations dealing with the cultural and governmental factors that influence the environment of international business. Winter, every year. Prerequisite: senior status in business.
- BU 482** **3**
Research in Business
 Examines the research process in business. Provides the student the opportunity for in-depth exploration of a special area of interest. Every other year. Prerequisites: BU 241, BU 251 and MA 253.
- BU 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

- BU 499** **1-6**
Independent Study
Individually supervised advanced study of topics selected to meet the needs of the student involved. Topics in areas in which the student already has basic knowledge.
- CH 101** **3**
Chemistry for Changing Times
Offers a basic knowledge of the science of chemistry as a tool for understanding the physical world. With this knowledge, we examine the following: how scientists approach and solve problems and how chemistry-related concepts appear in our day-to-day lives. No prior chemistry background is assumed. Fulfills general studies requirement. Prerequisites: Score of 38 or better on mathematics placement test or completion of MA 101. Fall and Winter, every year. Course fee.
- CH 115** **4**
General Chemistry I
Introduces the basic chemical concepts of atomic structure, periodicity, and the chemical reactions of both gases and solutions, and the thermodynamics of these reactions. Three one-hour lectures and one three-hour laboratory. Fall, every year. Course fee. Prerequisite: one year of high school chemistry or consent of professor.
- CH 116** **4**
General Chemistry II
A continuation of the concepts presented in CH 115 as they pertain to reaction thermodynamics, chemical equilibrium of acid-base and precipitation reactions as well as redox chemistry. The concepts behind solids, both salts and metallic, are also presented. A brief introduction to organic chemistry is included in the course topics. Three one-hour lectures and one three-hour laboratory. Winter, every year. Course fee. Prerequisite: CH 115.
- CH 222** **4**
Organic Chemistry I
Studies the reactivity of functionalized hydrocarbons through the use of mechanism and orbital considerations. Unsaturated hydrocarbons as well as functional groups containing oxygen and sulfur are considered. Laboratory offers instruction in technique. Three one-hour lectures and one three-hour laboratory. Fall, every year. Course fee. Prerequisite: CH 116.
- CH 280** **4**
Topics in Chemistry
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.
- CH 290** **1-4**
Supplemental Learning Experience
Provides students with opportunities to explore career interests and options. Courses are individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.
- CH 322** **4**
Organic Chemistry II
Continuation of CH 222 considering additional functional groups such as aromatics, carboxylic acids, esters, and amines. In addition to synthesis, the interpretation of organic spectra is used as a tool for critical thinking. Biochemistry topics that pertain to organic spectra are used as

tools for critical thinking. Biochemistry topics that pertain to organic topics are introduced. Laboratory offers instruction in synthesis. Three one-hour lectures and laboratory. Fall, every year. Course fee. Prerequisite: CH 222.

CH 323 **4**
Biochemistry

One semester introductory course designed to give students an appreciation of the dynamic nature of life processes. Chemistry of carbohydrates, lipids, proteins, nucleic acids and enzymes are studied and considered in their role in the metabolism. Some modern biochemical reactions and isolation of compounds from natural sources are included. Three lectures and one three-hour lab. As needed. Course fee. Prerequisites: CH 115 and CH 116, or consent of instructor.

CH 335 **4**
Quantitative Analysis

Theory and laboratory practice of gravimetric, volumetric and calorimetric analysis; electroanalysis and chemical separations. Some instrumental work included. Two lectures and two three-hour labs. Every other year. Course fee. Prerequisite: CH 222.

CH 480 **1-4**
Topics in Chemistry

The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled advanced courses. As needed.

CH 490 **1-6**
Internship

Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

CH 499 **1-6**
Independent Study

Independent study projects may be elected in any area of chemistry. The student works under any chemistry faculty member on a laboratory or literature project of the student's choice. Open to juniors and seniors. Course fee.

CJ 111 **3**
Introduction to Criminal Justice

Examines the causes and consequences of the millions of decisions made annually by the legally empowered decision-makers of the criminal justice system. The course places students in the role of one decision-maker after another, emphasizing the decisions they would make with all the scientific research on these decisions at their disposal. Research on 15 different decision-makers is examined, from crime victims to police, prosecutors, jurors, judges, wardens, probation and parole officers. Using a medical model of evidence-based practice, the course asks students to consider how the results of criminal justice could more effectively reduce the sum of human misery. Fall, every year.

CJ 200	2
Juvenile Justice	
<p>Examination of the recent political history of American juvenile justice; the policies, trends, and programs in juvenile justice during the past two decades. Focus on historical developments, the full range of contemporary alternatives for counseling and treatment, legal issues and functions of juvenile justice agencies, an exploration of future directions, and a reform agenda for the next two decades; the evolving definition of juvenile misbehavior and the legal mechanisms that have emerged to control it; the problems and promise of juvenile justice in terms of the juvenile code and court, law enforcement, custodial and treatment institutions and community treatment. Winter, even years.</p>	
CJ 211	3
Corrections	
<p>Provides an overview of corrections in the U.S., as well as in other countries. Includes the philosophy of punishment, prisons, community-based sanctions, death penalty, ethical and multicultural issues. Winter, odd years.</p>	
CJ 231	1
Legal Research	
<p>Basic concepts in researching the Constitution, statutes, and case law on both federal and state levels.</p>	
CJ 280	1-3
Topics	
<p>Studies of designated or selected topics based on current needs in the profession or to serve special needs and interests.</p>	
CJ 290	1-4
Supplemental Learning Experience	
<p>Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.</p>	
CJ 321	2
Criminal Research and Data Analysis	
<p>Collection and analysis of data such as surveys, observations, and case studies address specific criminal justice concerns. Prerequisite: CJ 111.</p>	
CJ 452	4
Fieldwork in Criminal Justice	
<p>Familiarization and direct experience in applied settings. Under supervision of faculty and adjunct staff, the student assumes a student-participant role in the criminal justice agency. Completion of at least 150 hours of supervised work in a criminal justice agency or organization that provides services to the criminal justice community. Prerequisites: senior standing and completion of 18 hours of CJ course work.</p>	
CJ 480	1-3
Topics	
<p>Advanced studies of designated or selected topics based on current needs in the profession or to serve special needs and interests.</p>	

CJ 490	1-6
Internship	
<p>Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.</p>	
CJ 499	1-4
Independent Study in Criminal Justice	
<p>Supervised reading or projects in selected areas of criminal justice. May be repeated for up to 4 hours. Prerequisite: Consent of instructor. CJ majors and minors only.</p>	
CO 111	3
Introduction to Human Communication	
<p>Provides students with a theoretical foundation and application practice in a variety of communication contexts. Students examine the principles of effective communication and behaviors in intrapersonal, interpersonal, mass, and public communication. Class activities and oral assignments engage students in the practical application of these principles. Fulfills general studies requirement. Campus only. Fall and Winter, every year.</p>	
CO 112	3
Interpersonal Communications	
<p>A skill development course that addresses perception checking, behavioral descriptions, language, paraphrasing, active listening, responses to criticism, sending clear messages, and win-win negotiating. Reading assignments give a foundation for action. Activities stress practice and demonstrate acquisition skills. Fulfills general studies requirement. WED only.</p>	
CO 140	3
Animation I: Introduction to Animation	
<p>Designed to provide digital media/animation majors as well as film studies minors with background, techniques, and general experience with animation. Fall, odd years.</p>	
CO 150	1
Publication Production	
<p>Participate in the production of various digital media projects such as websites, videos, and print publications. Prerequisite: instructor's consent.</p>	
CO 205	3
Principles of Web Design	
<p>Examines basic design principles, navigation issues, and web graphic creation as needed for the internet. Fall, odd years.</p>	
CO 213	3
Public Speaking	
<p>Training in the preparation and presentation of formal speeches. Discussion of speech purposes, audience analysis, patterns of organization, style, delivery, and speech criticism. As needed. Prerequisite: CO 111 or instructor's consent.</p>	

CO 215	3
Intercultural Communication	
Examination of cultural differences in perception and communication behavior. Study of the methods for overcoming barriers to promote better intercultural communication. Campus only. As needed. Prerequisite: CO 111 or instructor's consent.	
CO 240	3
Animation II: 2-D Animation	
Required course, designed to provide digital media/animation majors as well as film studies minors with techniques and experience with 2-dimensional digital animation. Winter, even years. Prerequisite: CO 140 or instructor's consent.	
CO 242	3
Film and Creative Expression	
Studies film history and creative techniques with an emphasis on connections between film and culture, trends, and developments in US and world films. Satisfies English Education elective and Film Studies minor. As needed.	
CO 280	2-3
Topics in Film Production	
Examines trends, technology, and techniques in film as related to a specific genre or director. Course topic varies. Spring, even years.	
CO 290	1-4
Supplemental Learning Experience	
Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.	
CO 300	3
Digital Video Theory and Production	
Provides experience in the creation of video production, as well as in theory on film creation and expression. Course will give a greater understanding of digital video technology, as well as creative expression through this technology. Winter, even years.	
CO 310	3
Technical Writing	
Examines the types and techniques of technical writing, as well as providing experience and a look at the varied job markets in technical writing. As needed.	
CO 315	3
Professional Communication Practices	
Addresses issues in self-employment and discusses current issues and technical writings. Students will work on self-representation in presence and on paper, including creation of resumes, working portfolios, business correspondence, and interview skills geared toward their individual areas.	
CO 340	3
Animation III: 3-D Animation	
Required course designed to provide digital media/animation majors with techniques and	

experience with 3-dimensional digital animation. Fall, even years. Prerequisite: CO 140 or instructor's consent.

CO 342 **3**

Film Trends

Geographically and chronologically integrated survey of film techniques from 1890 to the present. Emphasis on trends and developments in directing and cinematography. As needed.

CO 405 **3**

Advanced Web Design

Focuses on the integration of various digital media aspects and their relation to the internet, and on the ability to become experienced in various composing programs for website creation. Fall, even years. Prerequisite: CO 205 or instructor's consent.

CO 410 **3**

Advanced Digital Video Production

Provides further experience in the application of theory and skills used in cinematography and video production. Course develops a working knowledge of all stages of film, from conception to production. Winter, odd years. Prerequisite: CO 300 or instructor's consent.

CO 450 **3**

Concepts in Interactive Software

Examines the essential principles needed to design computer-based user-friendly interactive experiences that convey information, entertainment, or both. Uses current software to create these productions, while looking at the creation process from the aspect of writer, director, and producer. Fall, odd years.

CO 480 **1-3**

Topics in Digital Media Communication

Students pursue projects in digital media communication based upon areas of professional interest. Topics will be determined by students and faculty. As needed. Prerequisites: CO 205 and CO 405, or instructor's consent.

CO 490 **1-6**

Internship

Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

CS 101 **3**

Introduction to Computer Software

A three-credit hour, "hands on," introductory course in application software. This is a machine-oriented performance-based course utilizing the current Microsoft Office software package: Word, Excel, Access, and Powerpoint. Fulfills general studies requirement. Fall and Winter, every year.

- CS 161** **3**
Programming I – Introduction to Visual BASIC.Net
 The first programming course, required for all Computer Information Systems, Accounting Information Systems, and Mathematics majors. Students use the Visual Studio.Net interface to build GUI (graphical user interface), create multimedia, process files and databases as well as Internet and World Wide Web based client/server networking. Fall, even years. Prerequisite for WED only: CS 250.
- CS 201** **2**
Advanced Computer Applications
 A two-credit hour, "hands-on," advanced course in application software. This is an advanced machine-oriented, performance-based course utilizing the current Microsoft Office software packages: Word, Excel, Access, and PowerPoint. Winter, even years. Prerequisite: CS 101.
- CS 250** **3**
Survey of CIS
 A three-credit hour, management-oriented survey course of computer-based Information Systems (IS) and an overview of IS as a discipline. Presented are a variety of IS concepts and topics used by information specialists, including: hardware, software, systems theory, data organization, telecommunications and networking, decision support, and system design, with a focus on business Information Systems. Winter, every year.
- CS 260** **1-3**
Research Techniques
 Focus is on formulating strategies, formatting research expressions, critically evaluating information, and citing resources. The one-hour course has three sections: (1) using your browser, bookmark essentials, and efficiently searching the web; (2) using specialized databases, library catalogs, and downloading files; (3) searching discussion groups and newsgroups, evaluating information, and citation of electronic sources. Additional hours can be added for research projects. As needed.
- CS 261** **3**
Programming II – Advanced Visual BASIC.Net
 The second half of CS161. Advanced topics include the use of arrays, creating objects and classes, graphics, files, and multimedia. This course is required of all CIS majors and minors and is recommended for AIS and Digital Media majors. Winter, even years. Prerequisites: CS 161 and CS 250.
- CS 280** **1-4**
Topics in CIS
 The study of designated or selected topics to serve the special needs and interests of the student not included in the regular course offerings. As needed. Prerequisites: sophomore or junior status.
- CS 290** **1-4**
Supplemental Learning Experience
 Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

- CS 320** **3**
Systems Analysis and Design
 Presents a practical approach to systems and design, integrating traditional development methods with current technologies. The five phases of the traditional System Development Life Cycle are covered in detail. The various tools and techniques the Systems Analyst, Programmer/Analyst, or IS Manager may use are emphasized. Classical and structured tools for describing data flow, data structures, process flow, file design, input/output design and program specifications are applied to documentation systems. Surveys other important skills for the System Analyst such as fact-finding, communications, project management, and cost/benefit analysis. Fall, odd years. Prerequisites CS 161 and CS 250.
- CS 330** **3**
C/C++/C#
 Teaches the basic concepts of C and C++, but places the emphasis on C#. C# is an interactive, GUI (graphical user interface) language built as part of Visual Studio.Net languages. Students will learn to use the C# language to build web interfaces using object-oriented-programming. Concepts taught include using the IDE interface, manipulating windows, using iteration, repetition, and sequence structures. Winter, even years. Prerequisites CS 161, CS 261, and CS 250.
- CS 340** **3**
Internet Languages
 Introduces the student to a number of Internet programming languages. Emphasis is placed on Cascading Style Sheets and JavaScript as these are becoming the most common languages for multi-media web pages. None of these languages can be taught without a basic knowledge of HTML/XHTML. Fall, odd years. Prerequisites: CS 261 and CS 250.
- CS 341** **3**
Computer Forensics and Investigation
 Introduces students to various concepts and areas of expertise surrounding the field of computer information systems. The Guide to Computer Forensics and Investigation presents proper methods to conduct a computer forensics investigation beginning with a discussion of ethics, while mapping to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification. Students should have a working knowledge of hardware and operating systems to maximize their success on projects and exercises throughout the text. Prerequisites: CJ 111 and CS 101.
- CS 380** **3**
Telecommunications and Networking
 An overview of computer telecommunications and networking theories and concepts. Introduces the student to fundamental telecommunications and data communication concepts. Included are various topics such as communications media, equipment and transmission; protocols; network basics; the various LAN topologies; wide area and distributed networks. Network management and information network applications. Fall, odd years. Prerequisites CS 161 and CS 250.
- CS 410** **3**
Database Concepts and Design
 Presents a practical approach to database design, implementation and maintenance by utilizing Microsoft Access projects to supplement the theory covered in the primary textbook. Covers

the fundamental concepts of relational databases and their design including: the DBMS (database management system); the relational model, logical and physical database design; design tools such as E-R diagrams and data flow diagrams; data structures; entities, attributes and tables; the Entity-Relationship model; normalization; and database implementation. Winter, odd years. Prerequisites: CS 161 and CS 250.

CS 440 **3**
Security

A three-hour introduction to various technical and administrative aspects of Information Security and Assurance. Provides the foundation for understanding the key issues associated with protecting information assets, determining the level of protection and response to security incidence, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. Students will be exposed to the spectrum of security activities, methods, methodologies, and procedures. Coverage will include an overview of the Information Security Planning and Staffing functions. This course is geared toward introductory, technical, and managerial students in a lab environment with exercises in various operating systems. Fall, even years. Prerequisites: CS 250 and CS 261.

CS 450 **1**
Senior Forum

A self-directed research course required for CIS majors with senior standing. Culminates with the presentation of a formal paper that demonstrates the organized study of the IT literature on some aspect of the societal impact of computers. Fall, every year. Prerequisites CS 161, CS 250, and CS 261.

CS 470 **3**
Senior Project

Senior capstone course. The student must complete at least one approved professional certification. These include but are not limited to ACP, MSCA, MSCE, A+, Novell's CAN, CNE, and CNI. All of the above must be taken on-line. The student seeking ACP must complete an approved senior project which includes identifying a problem that can be solved with a computerized system, analyzing the problem, designing a solution, coding, testing and documenting the new system, as well as training the user and making a formal presentation to a faculty panel. Upon successful completion the student may apply for her Associate Computer Professional (ACP) certification from the Institute for the Certification of Computer Professionals (ICCP) without sitting for the formal exam. Every year. Prerequisites: Senior status and a CIS major.

CS 480 **1-4**
Topics in CIS

The study of designated or selected topics to serve the special needs and interests of the student not included in the regular course offerings. Scheduled as needed. Prerequisites: junior or senior status.

CS 490 **1-6**
Internship

Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

EB 250	3
Survey of E-Commerce	
Introduces the student to the fundamentals of E-Commerce. Includes discussing the process for organizing a business on the Internet, and a basic understanding of the requirements for an E-Business. The course will consider examples of using E-Commerce for business to business (B2B and directly to the consumer. Considers related technologies and emerging trends.	
EB 290	1-4
Supplemental Learning Experience	
Provides students with opportunities to explore career interest and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.	
EB/CS 340	3
Internet Languages	
Introduces the student to a number of Internet programming languages. Emphasis is placed on sound understanding of HTML and Javascript. CGI and XML will also be introduced. Will include the use of an editor, but the student will achieve a firm understanding of the HTML and JavaScript behind the editor. Includes a basic introduction to connecting to a server. Possible editors used include Dreamweaver, Cold Fusion or similar emerging technologies. Prerequisites: CS 250 and EB 250 or permission of the instructor.	
EB 440	3
Web Server Implementation & Management	
Provides the student an opportunity to work with Apache and Linux for web site testing and evaluation. Includes documenting strategies for site evaluation (data mining). The student learns the basics of risk management and emerging trends and issues. Every other year. Prerequisites: junior status or permission of instructor.	
EB 490	1-12
E-Commerce Practicum	
Provides students with the opportunity to apply their academic training in a professional environment. Arrangements are made with the faculty advisor and the director of interns.	
ED 100	0
Observations in the Schools	
Students are required to complete a one-hour guided observation in each of the following areas: preschool, kindergarten, elementary/primary, elementary/intermediate, middle school, high school, special education: elementary, special education: senior/junior/middle, and adult basic education classrooms. Fall, every year.	
ED 105	2
Introduction to Urban Education	
Introduces and defines urban education. Includes identification, analysis, and discussion of common characteristics. Winter, every year.	
ED 109	3
Philosophical and Ethical Foundations of Education	
Explores philosophical, ethical, historical, and social foundations of education as these approaches relate to educators as change agents in society. Addresses applications in the context of	

educational communities and emphasizes critical, reflective, values-based, and philosophic decision-making for the development of competent, caring, professionals. Includes an introduction to standards for professional practice and portfolio development. Fall, every year.

ED 110 **2**
Introduction to Early Childhood

Provides an overview of the field of early childhood with an emphasis upon the young child and the forces/factors that influence learning during the early years of life. Fall, every year.

ED 111 **2**
Field Experience I: Child Care

Designed for students enrolled in the early childhood associate degree program. Students complete a total of 30 hours of guided learning and experiential training relative to childcare and learning environments. Fall and Winter, every year.

ED 116 **2**
Principles of Teaching Young Children

Provides an overview of early childhood curriculum and developmentally appropriate practices for effective teaching and learning for young children. Winter, every year.

ED 125 **3**
Introduction to Teaching in the Elementary Classroom

Focuses on the characteristics of schools, teaching, and children. Explores the physical environment of the elementary classroom as a tool for learning, as well as a place for physical and emotional safety and security. Introduces teacher candidates to the development and use of instructional materials. Fall, every year.

ED 147 **3**
Special Education Law and Procedures

Presents the history and philosophy of special education, state and federal mandates, and implications for teachers. Includes special education procedures such as collaborating with other professionals, accommodating instruction, writing individualized education plans (IEPs), connecting IEP goals and objectives to state standards, conducting annual case reviews, and conferencing with parents and other professionals. Also discusses current trends and issues in special education. Fall, every year.

ED 200 **3**
Growth and Development

Introduces study of the life-span development—an exploration of the biological, social and psychological changes that occur from the beginning of life to its end. Observation of children and adults is utilized. Winter, every year.

ED 201 **2**
Technology in Education

Prepare teacher candidates to use instructional and information technologies to support teaching and learning, manage classroom activities, and enhance scholarship and professional growth. Through hands-on activities, students learn to design and implement technology-supported instruction, launch and maintain online resources, develop multimedia instructional materials, and use technology to communicate, solve problems, and engage in lifelong learning. Fall and Winter, every year. Prerequisite: CS 101.

- ED 202** **3**
Educating Diverse Learners
 Prepares teacher candidates to create learning environments that enhance the strengths and abilities of diverse learners, including students from various cultural, racial, ethnic, and social backgrounds; students with differing learning styles; students who are gifted/talented; and students with disabilities. Focuses on the development of teachers' attitudes toward diverse learners and skills in developing and using multiple instructional strategies and adaptations to ensure that all students learn. Fall, every year.
- ED 203** **3**
Partnerships: School, Law, and Community
 Prepares teacher candidates to explore important and complex roles of teachers, other school and related personnel, primary family members, and their interactions. Accessing school services and personnel will be discussed. Designed to create an awareness of referral agencies and facilities concerned with education, health, and welfare of all students. Discussion will include basic school laws that affect all teachers in terms of contracts, school boards, school policies and procedures, discipline, and special education. Winter, every year.
- ED 204** **2**
Paraprofessionals in the Schools
 Explicates the role and responsibilities of the paraprofessional in the public schools. The course explores the paraprofessional's role in remedial reading programs, classroom assistance, and remediation for district and statewide assessment. Other topics covered in this course are collaboration with other paraprofessionals and certified staff, remedial strategies in math and reading, legal requirements related to paraprofessionals, and problem solving and conflict resolution techniques. The course will emphasize working with diverse students. As needed.
- ED 205** **3**
Survey of Teaching and Learning
 Provides a comprehensive view of how psychological principles inform effective classroom practice. Topics include child development, cognitive/developmental learning theories, motivation, assessment, and behavior management techniques. Requires admission to the Accelerated Teacher Licensure Program / Transition to Teaching.
- ED 206** **3**
Introduction to Elementary Education
 Provides an overview of elementary school curriculum and instructional approaches for effective teaching of young children. Introduces standards-based education and portfolio process. Requires admission to the Accelerated Kindergarten-Elementary Program / Transition to Teaching.
- ED 207** **3**
Introduction to Middle School/Junior High Education
 Provides an overview of middle school/junior high school curriculum and instructional approaches for effective teaching of adolescents and young adults. Introduces standards-based education and portfolio process. Requires admission to the Accelerated Middle School/Junior High Education Program / Transition to Teaching.
- ED 208** **3**
Introduction to High School Education
 Provides an overview of senior high school curriculum and instructional approaches for effective teaching of teenagers and young adults. Introduces standards-based education and portfolio

process. Requires admission to the Accelerated High School Education Program / Transition to Teaching.

ED 212 **2**

Teaching Diverse Learners in General Education Classes

Prepares teacher candidates to create learning environments that enhance the strengths and abilities of diverse learners, including students from various cultural, racial, ethnic, and social backgrounds; students with differing learning styles; students who are gifted/talented; and students with disabilities. Requires admission to the Accelerated Teacher Licensure Program / Transition to Teaching.

ED 214 **2**

Field Experience I: Kindergarten Education

Requires 60 hours of guided teaching in a kindergarten classroom to provide teacher candidates opportunities to relate principles and theories of education to actual classrooms and schools. Supervision provided by both the classroom teacher and the college supervisor. Fall and Winter, every year. Prerequisite: ED 109.

ED 220 **2**

Field Experience I: Elementary Education

Requires 60 hours of guided teaching in a primary or intermediate elementary classroom to provide teacher candidates opportunities to relate principles and theories of education to actual classrooms and schools. Supervision provided by both the classroom teacher and the college supervisor. Fall and Winter, every year. Prerequisites: ED 109 and ED 125.

ED 221 **2**

Field Experience I: Urban Education

Provides teacher candidates an opportunity to participate 2-3 days in urban classrooms to develop an understanding of social, ethnic, and economic factors existing in urban schools, as well as the complexities and challenges of teaching in an urban setting. Supervision provided by college personnel. Fall and Winter, every year. Course fee.

ED 227 **3**

Literacy Development I

Examines developing languages and literacy abilities in children. Includes overview of child development theory and its relationship to communication skills; effects of environment; and techniques to support a child's natural process of learning. Fall, every year. Course fee.

ED 228 **3**

Literacy Development II

Examines development and progression of methods, materials and theories necessary for the teaching of the six language arts: literacy, writing, talking, listening, viewing, and visually representing. Winter, every year. Course fee.

ED 234 **2**

Field Experience I: Middle School/Junior High Education

Requires 60 hours of guided teaching in a middle school or junior high classroom to provide teacher candidates opportunities to relate principles and theories of education to actual classrooms and schools. Supervision provided by both the classroom teacher and the college supervisor. Fall and Winter, every year. Prerequisite: ED 109.

- ED/PS 237** **3**
Educational Psychology
 The study and application of psychological concepts as they apply to teaching and learning from childhood through adolescence. Topics include: learning theory; motivation; physical, emotional and sociological development; individual differences; intelligence; evaluations based on behavioral objectives; and types and uses of standardized tests. Winter, every year. Prerequisite: ED 109 or PS 111.
- ED 239** **2**
Field Experience I: High School Education
 Requires 60 hours of guided teaching in a high school classroom to provide teacher candidates opportunities to relate principles and theories of education to actual classrooms and schools. Supervision provided by both the classroom teacher and the college supervisor. Fall and Winter, every year. Prerequisite: ED 109.
- ED 240** **2**
Introduction to Early Childhood Developmental Disabilities
 Provides an overview of developmental disabilities in early childhood. Includes discussion of definition; etiology; prevention; continuum of care; intervention strategies; and roles of family members, school/program personnel, and related services personnel. Fall, every year.
- ED 241** **3**
Understanding Mild Disabilities
 Provides an overview of mild disabilities, including mental retardation, learning disabilities, emotional and behavioral disorders, attention deficit hyperactivity disorder, communication disorders, visual impairments, traumatic brain injury, physical disabilities, autism, and other health impairments. Major topics include definitions, characteristics, causes, prevalence, evaluation, and service delivery. Winter, every year.
- ED 246** **3**
Methods/Diagnostic Procedures with Developmentally Disabled Children
 Provides an in-depth study of methodologies and diagnostic tools used with children who have developmental disabilities. Emphasizes observation, evaluation and development of individual programs. Focuses on concept of including all children in programs and using developmentally appropriate practices. Winter, every year. Prerequisite: ED 240.
- ED 250** **2**
Field Experience: Kindergarten Education
 Teacher candidates complete sixty (60) hours of guided teaching in an integrated kindergarten classroom. Candidates relate principles and theories of education to teaching and explore current issues that affect the children's learning. Fall and Winter, every year.
- ED 251** **2**
Field Experience: Elementary/Primary Education
 Teacher candidates complete sixty (60) hours of guided teaching in an integrated primary (grades 1, 2, or 3) classroom. Candidates relate principles and theories of education to teaching and explore current issues that affect the children's learning. Fall and Winter, every year.

- ED 252** **2**
Field Experience I: Elementary Mild Intervention
 Teacher candidates complete sixty (60) hours of guided teaching in an inclusive elementary classroom, a resource setting, or combination. Candidates relate principles and theories of education to teaching, including how to modify instruction and/or accommodate the needs of all learners. Fall and Winter, every year.
- ED 253** **2**
Field Experience I: Middle School/Junior High Mild Intervention
 Teacher candidates complete sixty (60) hours of guided teaching in a inclusive classroom, a resource setting, or combination of these in the middle school or junior high setting. Candidates relate principles and theories of education to teaching, including how to modify instruction and/or accommodate the needs of all learners. Fall and Winter, every year.
- ED 254** **2**
Field Experience I: High School Mild Intervention
 Teacher candidates complete sixty (60) hours of guided teaching in an inclusive classroom, a resource setting, or combination of these in the high school setting. Candidates relate principles and theories of education to teaching, including how to modify instruction and/or accommodate the needs of all learners. Fall and Winter, every year.
- ED 255** **2**
Introduction to Mild Disabilities
 Provides an overview of mild disabilities with a focus on mental retardation, learning disabilities, and emotional/behavioral disorders. Major topics include definitions, characteristics, causes, prevalence, assessment/evaluation and service delivery. Requires admission to the Accelerated Elementary or Middle School/High School Exceptional Needs: Mild Intervention Program / Transition to Teaching.
- ED 280** **1-4**
Topics in Education
 Study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled introductory courses. As needed.
- ED 290** **1-4**
Supplemental Learning Experience
 Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.
- ED 291** **4**
Supervised Internship: Early Childhood Programs
 Designed as a culminating experience for students in the early childhood associate degree program. A total of eight weeks of internship in preschools or child care centers is completed. College and on-site supervisors provide supervision and evaluation. Fall and Winter, every year. Course fee.
- ED 303** **3**
Music, Movement, and the Arts
 Focuses on the value of the arts to all children. This methods course includes dance, movement, music, theatre, visual arts, and physical activities as media for communication, cultural understanding, enhanced motor development (for both typically developing and delayed children),

and self-expression. Fall, every year. Requires admission to the Teacher Education Program. Course fee.

ED 308 **2**

Assessment and Evaluation

Examines the role of education evaluation in guiding the learning of children and students from birth through high school, and the improvement of teaching. Includes development and implementation of developmentally and contextually appropriate diagnostic probes, review of various formal and informal assessments, and evaluation/ interpretation of data to understand and guide student outcomes and make curricular decisions. Winter, every year. Requires admission to the Teacher Education Program. Course fee.

ED 309 **3**

Managing Learning Environments

Focuses on the development of routines, traditions, and physical and emotional security through application of behavior theories. Provides teacher candidates with the knowledge to determine needs of students. Emphasizes individuality of students and respect for culture, beliefs, and traditions of the family environment. Winter, every year. Requires admission to the Teacher Education Program.

ED 310 **2**

Early Childhood Assessment Practicum

Provides hands-on administration of a variety of early childhood assessments. Includes study of instrument design and technical features, administration, scoring, developmentally appropriate interpretation and dissemination of results.

ED 312 **2**

Infants and Toddlers

Prepares teacher candidates to guide the development of children from birth through two years of age. Includes an awareness of the critical interactive role that care providers play in these unique periods of children's development as well as the pragmatics (e.g., curriculum, licensing requirements) that are required to provide exemplary care for all children, including those in inclusive childcare settings. Fall, every year. Requires admission to the Teacher Education Program. Prerequisites: ED 110, ED 116, and ED 200.

ED 318 **3**

Cognitive Processes and Methods

Focuses on the study of cognitive processes of all children ages birth- 7/8 years of age and in inclusive settings. A comprehensive review of historical and current literature concerning cognitive process development is presented and used in the development of experiences, materials, integrated methods, and developmentally appropriate practices for math, science, and social studies. Winter, every year. Requires admission to the Teacher Education Program. Course fee. Prerequisite: ED 110, ED 116, and ED 200.

ED 321 **2**

Field Experience II: Urban Education

Candidates complete a total of 30 hours of guided teaching in kindergarten, elementary, middle, secondary, or special education urban education classroom to provide them with opportunities to relate principles of teaching and theories of education to actual classrooms and schools. Course includes class sessions and fieldwork. Fall and Winter, every year. Requires admission to the Teacher Education Program.

- ED 326** **2**
Methods of Teaching Social Studies in the Elementary School
 Addresses methods of teaching social studies that focus on introducing students to the knowledge, skills, and attitudes required of citizens of a democracy. Fall, every year. Requires admission to the Teacher Education Program.
- ED 327** **3**
Literacy Instruction for Diverse Learners
 Examines disorders in speaking, writing, listening, thinking, and reading associated with diverse learners. Study of assessment procedures and specific teaching methods, materials, and adaptations used with persons who struggle to read, write, and communicate. Also explores the effects of limited English proficiency and cultural diversity on reading achievement. Fall, every year. Requires admission to the Teacher Education Program. Course fee.
- ED 328** **3**
Literacy Practicum
 Applies theories, principles, methods, and materials learned in prior literacy courses. Teacher candidates tutor students who are struggling to learn to read. Winter, every year. Requires admission to the Teacher Education Program.
- ED 329** **2**
Field Experience II: Elementary Education
 Requires 60 hours of guided teaching in an elementary classroom to provide teacher candidates opportunities to relate principles and theories of education to actual classrooms and schools. Responsibilities include preparation of lesson plans and teaching materials. Supervision provided by both the classroom teacher and college supervisor. Fall and Winter, every year. Requires admission to the Teacher Education Program.
- ED 330** **2**
Methods of Teaching Science in Elementary School
 Focuses on the processes of science and science inquiry. This methods course prepares teacher candidates to teach science through inquiry, design effective lessons, assess science learning, integrate science into the curriculum, and use science experiences for all children. Fall, every year. Requires admission to the Teacher Education Program.
- ED 331** **3**
Principles in Teaching Senior High/Junior High/Middle School
 Organization of the senior high, junior high and middle school curriculum and general methods/techniques designed to promote individualized and interdisciplinary learning. Designed with emphasis on skill development in basic teaching strategies for these levels. Includes planning, individualized instruction, teaching techniques utilizing a variety of instructional media, classroom management and discipline. Included is an analysis of the teacher's legal and professional rights and responsibilities. Fall, odd years. Requires admission to the Teacher Education Program.
- ED 332** **2**
Literacy in Senior High/Junior High/Middle School
 Enables teacher candidates to integrate literacy into content area instruction. Teacher candidates learn to identify literacy problems and develop strategies to assist adolescent and young adult learners. Winter, even years. Requires admission to the Teacher Education Program.

- ED 334** **2**
Field Experience II: Middle School/Junior High Education
 Teacher candidates complete 60 clock hours of guided teaching in middle school or junior high classrooms in their major area. Lesson plans and preparation of teaching materials required. Supervision provided by both the classroom teacher and the college supervisor. Fall and Winter, every year. Requires admission to the Teacher Education Program.
- ED 336** **2**
Field Experience II: High School Education
 Teacher candidates complete a total of 60 clock hours of guided teaching in high school classrooms in their major area. Lesson plans and preparation of teaching materials required. Supervision provided by both the classroom teacher and the college supervisor. Fall and Winter, every year. Requires admission to the Teacher Education Program.
- ED 337** **2**
Elementary Curriculum and Instructional Methods
 A practical, research-based course designed to provide teacher candidates with the skills necessary to create productive learning environments in elementary schools. Will address all content areas taught by elementary generalists. Requires admission to the Accelerated Transition to Teaching Kindergarten-Elementary Education Program.
- ED 338** **2**
Instructional Methods for Middle School/Junior High/High School
 A practical, research-based course designed to provide teacher candidates with the skills necessary to create productive learning environments in middle/junior/senior high schools. Content area instruction will be emphasized to meet the needs of particular subject matter. Requires admission to the Accelerated / Transition to Teaching Middle School/Junior High or High School Education program.
- ED 345** **3**
Assessment and Intervention in Elementary Special Education
 Prepares teacher candidates to assess the academic and social/behavioral strengths and needs of students with mild disabilities in the elementary grades and to develop appropriate instructional interventions that promote positive learning outcomes. Fall, every year. Requires admission to the Teacher Education Program.
- ED 346** **3**
Assessment and Intervention in Middle School/High School Special Education
 Prepares teacher candidates to assess the academic and social/behavioral strengths and needs of students with mild disabilities in middle school and high school grades and to develop appropriate instructional interventions that promote positive learning outcomes. Fall, every year. Requires admission to the Teacher Education Program.
- ED 350** **2**
Field Experience: Infant/Toddler Education
 Teacher candidates complete sixty (60) hours of guided teaching in an integrated infant/toddler setting. Candidates relate principles and theories of education to teaching and explore current issues that affect the children's learning. Fall and Winter, every year. Requires admission to the Teacher Education Program.

- ED 351** **2**
Field Experience: Preschool Education
 Teacher candidates complete sixty (60) hours of guided teaching in an integrated preschool classroom. Candidates relate principles and theories of education to teaching and explore current issues that affect the children’s learning. Fall and Winter, every year. Requires admission to the Teacher Education Program.
- ED 352** **2**
Field Experience II: Elementary Mild Intervention
 Teacher candidates complete sixty (60) hours of guided teaching in an inclusive classroom, a resource setting, or combination of these in the elementary school. Candidates relate principles and theories of education to teaching, including how to modify instruction and/or accommodate the needs of all learners. Candidates develop, implement, and assess lessons in preparation for student teaching. Fall and Winter, every year. Requires admission to the Teacher Education Program.
- ED 353** **2**
Field Experience II: Middle School/Junior High Mild Intervention
 Teacher candidates complete sixty (60) hours of guided teaching in an inclusive classroom, a resource setting, or combination of these in the middle school or junior high setting. Candidates relate principles and theories of education to teaching, including how to modify instruction and/or accommodate the needs of all learners. Candidates develop, implement, and assess lessons in preparation for student teaching. Fall and Winter, every year. Requires admission to the Teacher Education Program.
- ED 354** **2**
Field Experience II: High School Mild Intervention
 Teacher candidates complete sixty (60) hours of guided teaching in an inclusive classroom, a resource setting, or combination of these in the high school setting. Candidates relate principles and theories of education to teaching, including how to modify instruction and/or accommodate the needs of all learners. Candidates develop, implement, and assess lessons in preparation for student teaching. Fall and Winter, every year. Requires admission to the Teacher Education Program.
- ED 355** **3**
Transition Planning and Vocational Education
 Provides background and skills necessary for providing appropriate career planning and transition services to students with special needs at the middle school and high school levels. Discusses models of transition, legal requirements for transition, career and vocational planning, functional curriculum and skills, job analysis, leisure skills, and residential options. Writing and implementing appropriate individualized transition plans will be stressed. Winter, every year. Requires admission to the Teacher Education Program.
- ED 358** **3**
Functional Behavioral Assessment and Behavioral Intervention Plans
 Prepares teacher candidates in special education to create and conduct functional behavioral assessments (FBA) and utilize information gathered through FBA to develop, implement, and assess the effectiveness of behavioral intervention plans (BIP). Fall, every year. Requires admission to the Teacher Education Program.

ED 360 **1**
Practicum: Elementary Education
Teacher candidates complete 100 hours of guided teaching in an elementary classroom. Candidates relate principles and theories of education to teaching as they develop, implement, and assess lessons in a wide array of content areas. Requires admission to the Accelerated / Transition to Teaching Kindergarten-Elementary Education program. Course fee.

ED 361 **1**
Practicum: Middle School/Junior High Education
Teacher candidates complete 100 hours of guided teaching in a middle school/junior high classroom in the content area in which they intend to teach. Candidates relate principles and theories of education to teaching as they develop, implement, and assess lessons in a wide array of content areas. Requires admission to the Accelerated / Transition to Teaching Middle School/Junior High Education program. Course fee.

ED 362 **1**
Practicum: High School Education
Teacher candidates complete 100 hours of guided teaching in a high school classroom in the content area in which they intend to teach. Candidates relate principles and theories of education to teaching as they develop, implement, and assess lessons in a wide array of content areas. Requires admission to the Accelerated / Transition to Teaching High School Education program. Course fee.

ED 363 **1**
Practicum: Elementary Mild Intervention
Teacher candidates complete 100 hours of guided teaching in an elementary classroom serving students with mild disabilities. Candidates relate principles and theories of education to teaching as they develop, implement and assess lessons in a wide array of content areas. Requires admission to the Accelerated / Transition to Teaching Elementary Exceptional Needs: Mild Intervention Program. Course fee.

ED 364 **1**
Practicum: Middle School/Junior High Mild Intervention
Teacher candidates complete 100 hours of guided teaching in a middle school/junior high classroom serving students with mild disabilities. Candidates relate principles and theories of education to teaching as they develop, implement and assess lessons in a wide array of content areas. Requires admission to the Accelerated / Transition to Teaching Middle School/High School Exceptional Needs: Mild Intervention Program. Course fee.

ED 365 **1**
Practicum: High School Mild Intervention
Teacher candidates complete 100 hours of guided teaching in a high school classroom serving students with mild disabilities. Candidates relate principles and theories of education to teaching as they develop, implement and assess lessons in a wide array of content areas. Requires admission to the Accelerated / Transition to Teaching Middle School/High School Exceptional Needs: Mild Intervention Program. Course fee.

ED 400 **4**
Supervised Teaching: Kindergarten Education
Provides a capstone teaching experience in a kindergarten classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and

teaching for a minimum of three weeks late in the placement. Fall and Winter, every year. Requires Education Department approval. Course fee.

ED 401 **4**

Supervised Teaching: Early Childhood Mild Intervention

Provides a capstone teaching experience in an early childhood special education or inclusive setting. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter, every year. Requires Education Department approval. Course fee.

ED 402 **4**

Supervised Teaching: Kindergarten Mild Intervention

Provides a capstone teaching experience in a kindergarten special education or inclusive classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter, every year. Requires Education Department approval. Course fee.

ED 403 **4**

Supervised Teaching: Elementary/Primary Mild Intervention

Provides a capstone teaching experience in a primary elementary (grades 1, 2, or 3) special education or inclusive classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter, every year. Requires Education Department approval. Course fee.

ED 404 **4**

Supervised Teaching: Elementary/Intermediate Mild Intervention

Provides a capstone teaching experience in an intermediate elementary (grades 4, 5, or 6) special education or inclusive classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter, every year. Requires Education Department approval. Course fee.

ED 405 **4**

Supervised Teaching: Middle School/Junior High Mild Intervention

Provides a capstone teaching experience in a middle school or junior high special education or inclusive classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter, every year. Requires Education Department approval. Course fee.

ED 406 **4**

Supervised Teaching: High School Mild Intervention

Provides a capstone teaching experience in a high school special education or inclusive classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter, every year. Requires Education Department approval. Course fee.

ED 411 **4**

Supervised Teaching: Early Childhood Education

Provides a capstone teaching experience in an early childhood setting. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter, every year. Requires Education Department approval. Course fee.

ED 414	4
Supervised Teaching: Elementary/Primary Education	
Provides a capstone teaching experience in an elementary/primary (grades 1, 2, or 3) classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter, every year. Requires Education Department approval. Course fee.	
ED 416	2
Early Childhood Program Administration	
Analysis and evaluation of current educational programs for young children with emphasis on designing and developing a program commensurate with needs of children. Fall, every year. Requires admission to the Teacher Education Program.	
ED 422	4
Supervised Teaching: Elementary/Intermediate Education	
Provides a capstone teaching experience in an elementary/intermediate (grades 4, 5, or 6) classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter, every year. Requires Education Department approval. Course fee.	
ED 430	1-2
Pre-Teaching Credit	
Credit given for work completed in prior field experiences. May be repeated.	
ED 432	4
Supervised Teaching: Middle School/Junior High Education	
Provides a capstone teaching experience in a middle school or junior high classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter, every year. Requires Education Department approval. Course fee.	
ED 433	4
Supervised Teaching: High School Education	
Provides a capstone teaching experience in a high school classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter, every year. Requires Education Department approval. Course fee.	
ED 450	1
Seminar in Teaching	
Seminar sessions include analysis of student teaching experiences, development and presentation of Proficient Portfolio, information about licensure requirements and procedures, and career development. Must be taken concurrently with Supervised Teaching. Fall and Winter, every year. Requires Education Department approval. Course fee.	
ED 480	1-4
Topics in Education	
Study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled advanced courses. As needed.	

- ED 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- EN 110** **3**
Introductory College Writing
 Students write short expository essays on personal experience and written sources in order to improve reading, writing, and thinking skills and to develop a more efficient writing process. Prepares students for EN 111. Fall, every year. Winter, as needed.
- EN 111** **3**
English Composition and Research Writing
 Offers students strategies for critical reading and writing, guided practice through the steps of the writing process, and instruction in library and on-line research. Emphasis on effective academic writing and the scholarly use of sources in documented research papers. Fulfills general studies requirement. Fall and Winter, every year.
- EN 113** **3**
English Composition for International Students
 Review of English grammar as needed by the class. Students will read articles on current affairs, write compositions expressing their views on a variety of issues, and expand their level of vocabulary (to include idiomatic expressions). Required for international students. Campus only. Fall every year.
- EN 150** **1**
Publication Production
 Students participate in the production of the College's publication, the *Aurora*. Course may be taken more than once. Fall and Winter, every year.
- EN/TA 151** **3**
Interpretive Reading and Reader's Theatre
 Study of poetry, prose and drama through oral interpretation. Analysis of literary texts by way of performance. Preparation for platform reading. As needed.
- EN 153** **3**
English Conversation for International Students I
 Continued review of English grammar in context as needed by the class. Focus on listening and speaking. Topics of conversation relate to current events as discovered in readings and in audio materials. Students perfect pronunciation and usage of idiomatic and culture-specific expressions. Required for International Students. Campus only. Winter, every year.
- EN/TA 202** **3**
Introduction to Literature and Theatre
 Introduces the creative and critical processes in literature. Using examples of poetry, fiction and drama, students learn methods of writing and reading critically about literature. Students also study the transition from page-to-stage that occurs in theatrical production, and the role of theatre in

culture and society. Fulfills general studies requirement. Satisfies English Education requirement. Campus only. Winter, even year.

EN 205 **3**

Introduction to Literature: Themes of Love and Justice

Students examine themes of love and justice in fiction, poetry, and drama, learn new methods of analysis, and look deeply into the importance of the arts in shaping and nourishing human life, especially women's experience. Fulfills general studies requirement. Satisfies English Education requirement. Fall, every year.

EN 212 **3**

Creative Writing

Introduces techniques in writing fiction, drama, poetry, and certain kinds of expository prose. Satisfies English Education, professional writing, and creative writing requirements. As needed.

EN 222 **3**

Literature and Myth

Study of literature from a variety of cultures and in a variety of forms with an emphasis on myths. Students explore the value of creative expression in a society to develop an appreciation of the process of creation and to foster personal principles for judging creative expression. Fulfills general studies requirement. Satisfies English Education major/elective. As needed.

EN 229 **3**

British Literature

Study of selected major authors and works of British literature from the beginnings to the present in which students examine authors in their historical context, analyze literary expression, and evaluate works using various critical theories. Satisfies English major and English Education requirement. As needed.

EN 232 **3**

American Literature

Surveys the major periods of American literary history focusing on the works of representative authors. Satisfies English major and English Education requirement. As needed.

EN 235 **3**

American Women Writers

Explores the rich and diverse contributions of women writers to our American literary heritage. Students critically read and write about American women's creative expression in a variety of genres. Fulfills general studies requirement. Satisfies Women's Studies minor requirement and English Education major elective. Winter, odd years.

EN/TA 251 **3**

Advanced Interpretive Reading and Reader's Theatre

Designed for students who have completed a basic study of oral interpretation (poetry, prose, fiction, drama), and wish to continue with more advanced analysis and group performance, including mixed text work and use of nonfiction materials. As needed. Prerequisite: EN/TA 151.

EN 280 **2-3**

Topics in English

Study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.

- EN 283** **3**
Writing for Young Audiences
 Reading and discussing theory of writing for children and adolescents, as well as practice in writing stories and poems for young people. As needed.
- EN 290** **1-4**
Supplemental Learning Experience
 Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns. As needed.
- EN 312** **3**
Advanced Creative Writing
 Advanced techniques in writing fiction, drama, poetry, and certain kinds of expository prose. Satisfies Professional Writing and Creative Writing requirements. As needed. Prerequisite: EN 212 or instructor's consent.
- EN 320** **3**
Poetry
 Study of poetic forms, sounds, images, figures with an emphasis on poems writing for professional writing majors and creative writing minors. As needed. Prerequisite: EN 212 or instructor's consent.
- EN 321** **3**
Creative Nonfiction
 Offers students guided practice in writing essays in a flexible, contemporary genre familiar to readers of memoir and literary journalism. Students draw on personal experience to produce essays that are conversational in tone and non-traditional in structure and may also include factual report or research. As needed..
- EN/TA 327** **3**
Drama
 Analysis of drama to illustrate techniques of playwriting as artistic expression. Students will also write their own monologues and scenes. As needed.
- EN/TA 341** **3**
Age of Shakespeare
 Study of the principal writers of the English Renaissance with special focus on the works of Shakespeare. As needed.
- EN/TA 343** **3**
Modern Dramatic Literature
 In-depth study of selected masterpieces in modern drama, from the great realist works of Ibsen and Chekhov to the selected realism of Arthur Miller and Tennessee Williams. The effect of avant-garde movements, such as Absurdism and Expressionism, on the theatre will be studied in detail. As needed.

EN 353	3
Women Writers	
Explores the works of women writers as perceptive recorders of the human experience through their art. Satisfies Women’s Studies minor requirements. As needed.	
EN 355	2
Study of Language	
Studies history of English, language origins, bilingual education, and other topics of interest to secondary education English students. As needed.	
EN 356	1
English Grammar and How to Teach It	
Analyzes the complexities of English grammar and explores a variety of ways to teach grammar for language arts teachers in middle and high schools. As needed.	
EN 380	2
Teaching Young Adult Literature	
Explores novels from the adolescent literature genre. Provides additional practice in developing lesson plans, activities, and research projects centered on young adult fiction. Satisfies English Education requirement. As needed.	
EN 381	2
Methods of Teaching English in Senior High/Junior High/Middle School	
Techniques of teaching grammar, literature, and oral and written expression in the senior high, junior high and middle school. As needed.	
EN 420	3
Fiction	
Analyzes examples of fiction to illustrate narrative modes and examine creative writing techniques, such as plot, characterization, point of view, description, and style. Students create examples of fiction. As needed. Prerequisite: EN 212 or instructor’s consent.	
EN 450	3
Modern World Literature	
Studies fiction, poetry, and drama from Europe, Africa, Asia, and North and South America of significant writers to evaluate the relationship of place and author, the effect of political and social realities on the themes and styles of authors, to compare and contrast world authors with those from the U.S. As needed.	
EN 480	2-3
Topics in English	
Study of designated or selected topics designed to serve the special needs and interests of advanced students. As needed.	
EN 490	1-6
Internship	
Work experience with firm or agency directly related to the student’s major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract.	

Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

EQ 100 **0**

Orientation to Equine Studies

This course is required of all equine studies majors, minors, and equestrian team members, and is offered each semester in concentrated form. It serves as an introduction to the rules, regulations and procedures of the Equine Center, with special attention to safety, proper techniques, and personal performance of each student. It will also aid in the placement of students at proper riding levels. Fall and Winter, every year.

EQ 101 **3**

Survey of Equine Studies

Because it provides an overview of the field of equine studies, this basic course is ideal for the non-equine studies major, as well as for first-year equine majors with limited prior knowledge of the equine field. A firm general grounding in the major areas of equine study is provided. Fall, every year.

EQ 103-405 **8**

Stable Management

Comprised of eight one-credit courses, this series stresses the practical, applied aspects of stable management. Included are horse care and handling, management and upkeep of facilities, equipment operation and maintenance, personnel issues, public relations, and record keeping. Students will work closely with instructors to learn and practice skills necessary to effectively maintain and manage an equine facility. Each student will be responsible for the care of a horse throughout their stable management experience. Proficiency test will be given each semester. Fall and Winter, every year.

EQ 103, 105 **1, 1**

First Year Stable Management: Routine Horse Care/First Aid

Every year.

EQ 203, 205 **1, 1**

Second Year Stable Management: Pre-professional Horse Care

Every year.

EQ 303, 305 **1, 1**

Third Year Stable Management: Farm Equipment and Facility Management

Every year.

EQ 403, 405 **1, 1**

Fourth Year Stable Management: Equine Farm Administration

Every year.

EQ 104 **2**

Principles of Therapeutic Riding

Introduction to history and principles of therapeutic riding; rules, regulations, and certification through the North American Riding for the Handicapped Association; OSHA and ADA regulations; and effective instructor verbal and nonverbal communication skills, body language and dress. As needed.

EQ 111	3
Training and Handling I	
Stresses behavior modification and safe handling techniques. Emphasis is on understanding normal equine behaviors as they relate to training and management. Every year.	
EQ 121	1
Beginning English Riding Level I	
Students learn the basics of grooming and saddling as well as developing basic balance and strengths in the walk and the trot. Fall, every year.	
EQ 122	1
Theory of Dressage	
Introduction to the theories involved in the practice of dressage. Background for EQ 222. As needed. Every year.	
EQ 123	1
Beginning Western Riding Level I	
Students learn saddling and grooming and familiarize themselves with the walk and trot. Fall, every year.	
EQ 131	1
Beginning English Riding Level II	
The student will continue to develop the skills learned in EQ 121, and progress to the next stage of riding. Winter, every year. Prerequisite: EQ 121.	
EQ 133	1
Beginning Western Riding Level II	
The student will continue to develop the skills learned in EQ 123, and progress to the next stage of riding. Winter, every year. Prerequisite: EQ 123.	
EQ 200	3
General Equine Health	
Provides an overview of the anatomy, normal function and pathology of the body systems of the horse, excepting the skeletomuscular system. Prevention and management of common disorders is stressed. Every year.	
EQ 201	3
Equine Nutrition	
Physiology of digestion, principles of nutrition and feeding, nutrient requirements and deficiencies, and parasitological are covered. Practical considerations for effective nutritional management, including ration formulation, are emphasized. Anatomy, normal function, and disorders of the digestive system are included. Every year.	
EQ 214	2
Theory of Basic Training	
The basic concepts of training the young or older horse will be explored, with emphasis on the horse's psychological makeup and how it influences his capacity to learn. Ground training and current training techniques will be introduced relative to understanding of how these skills influence horse behavior. Winter, every year.	

EQ 215	2
Theory of Equitation	
Students will examine the theories behind various riding techniques, and the ways in which they promote body awareness and control in the rider. Application of this knowledge will allow the student to improve overall performance of the horse especially with respect to balance, carriage, and communication. Fall, every year.	
EQ 217	3
Horse Health and Nutrition	
Course is for non-equine majors, designed to provide an overview of horse anatomy, normal function, and common disorders of equine body systems. Horse nutrition and correct feeding practices are covered. As needed.	
EQ 221	1
Intermediate English Riding Level I	
Continues development of skills learned in EQ131. Difficulty is gradually increased according to the student's ability. Course may be repeated. Every semester. Prerequisite: instructor's consent.	
EQ 222	2
Dressage I	
Designed for dressage riders up to the first level test (United States Dressage Federation). Course may be repeated. Every year. Prerequisite: instructor's consent.	
EQ 223/323	1
Intermediate/Advanced Western Riding	
Continued development of horseback riding skills learned in EQ133. Difficulty is increased according to student's ability. Courses may be repeated. Fall and Winter, every year. Prerequisite: instructor's consent.	
EQ 224	2
Jumping I	
Students focus on individual jumping skills with difficulty depending on the student's level of training and mastery. Course may be repeated. Every year. Prerequisite: instructor's consent.	
EQ 231	1
Intermediate English Riding Level II	
Continues development of skills learned in EQ 221. Difficulty is gradually increased according to the student's ability. Course may be repeated. Every semester. Prerequisite: instructor's consent.	
EQ 233	1
Intermediate Western Riding, Level II	
The student will continue to develop the skills learned in EQ 133, and progress to the next stage of riding. Winter, every year. Prerequisite: EQ 323.	
EQ 238	2
Timed Event	
Introduces students to the basics of timed event competition, such as barrel racing, pole bending and stake race. As needed. Prerequisite: instructor's consent.	

EQ 242	2
Introduction to Equine Instruction	
This course is designed to give students experience in evaluating horses and riders, developing a program to produce optimum results. Emphasis will be placed on understanding the mechanics of the horse and its functions, as well as defining and understanding correct position of the rider. Students will study effective methods of teaching, including ways of dealing with riders who vary in ability, age, and level of confidence. Odd years.	
EQ 280/480	1-3
Topics in Equine Studies	
Focusing on a selected topic in equine studies, this course addresses special needs and interests not covered in depth in other equine studies courses. As needed.	
EQ 290	1-4
Supplemental Learning Experience	
Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.	
EQ 291	2
Equipment and Preparation, English Emphasis	
Course covers the principles and techniques of preparing a horse for sale, grooming for competition and proper selection, care and use of equipment. As needed.	
EQ 292	2
Equipment and Preparation, Western Emphasis	
Course covers the principles and techniques of preparing a horse for sale, grooming for competition and proper selection, care and use of equipment. As needed.	
EQ 294	2
Equine Genetics	
Course covers the inheritance of such characteristics as color, markings, structural characters and genetic defects in the horse. Responsible selection of stock for breeding or performance will be emphasized. As needed.	
EQ 300	2
Farrier Science	
In-depth study of the anatomy and physiology of the foot. Proper shoeing and shoeing methods are covered. The student learns the basics of therapeutic shoeing. As needed.	
EQ 302	3
Equine Reproduction	
Course provides an overview of the anatomy, normal function and pathology of the reproductive system of the stallion and mare. Normal reproduction and development as well as breeding problems are covered. Safe and correct stallion and broodmare management practices are also discussed. As needed.	

EQ 305	3
Biomechanics of Riding	
Course emphasizes the application of mechanical laws to living structures, or biomechanics, as they pertain to riding. Studies the forces involved in equine movement, and their physical effects on the rider. As needed.	
EQ 306	2
Equine Lameness	
Course covers the anatomy, normal function and pathology of the skeleto-muscular system. Emphasis is placed on prevention, diagnosis and management of common lameness. Every year.	
EQ 314	2
Basic Training Applied	
Course is designed to give the students practical experience using the concepts taught in EQ 214. Students will gain hands-on experience including longeing and long-reining the young or problem horse. As needed. Prerequisite: EQ 214.	
EQ 316	2
Basic Schooling	
Concepts such as bending and improving the horse's balance will be emphasized. Students will become acquainted with rhythm, suppleness and impulsion. Upon completion, the student should be able to maintain a consistent frame. As needed.	
EQ 317	3
Equine Fitness	
Course covers the selection, evaluation and conditioning of equine athletes. Principles of exercise physiology, assessing and improving fitness and the prevention of injury are stressed. Preparation of horses involved in demanding disciplines such as eventing and endurance racing are emphasized. As needed.	
EQ 318	2
Introduction to Driving	
Students will learn the basics of driving a horse in harness. Topics will include harness types, fitting, introducing the horse to the harness and driving techniques. As needed.	
EQ 321	1
Advanced English Riding	
Continues development of skills learned in EQ 231. Difficulty is gradually increased according to the student's ability. Course may be repeated. Every semester. Prerequisite: instructor's consent.	
EQ 322	2
Dressage II	
Course is designed for dressage riders up to the third level of tests (USDF). Course may be repeated. As needed. Prerequisite: instructor's consent.	
EQ 324	2
Jumping II	
Continues development of skills learned in EQ 224. Difficulty is increased according to the student's ability. Course may be repeated. As needed. Prerequisite: instructor's consent.	

- EQ 325** **2**
Course Design
 Lecture topics include proper design of obstacles and layouts for courses for different jumping disciplines, such as hunters, jumpers and eventing. As needed.
- EQ 335** **2**
Reining
 Students study methods of training and exhibiting reining horses, with emphasis on correct performance of movements and patterns. As needed. Prerequisite: instructor's consent.
- EQ 337** **2**
Western Trail
 Course stresses the preparation, training and exhibiting of the western trail horse. Students are familiarized with obstacles and techniques for success in western trail class. As needed. Prerequisite: instructor's consent.
- EQ 342** **2**
Teaching Techniques
 Course is designed for those who wish to become instructors. Emphasis is on techniques of teaching horsemanship, facility and lesson planning and execution, safety and evaluation. Students assist instructors during lessons. As needed. Prerequisite: EQ 242.
- EQ 347** **2**
Restraint and Handling Techniques for Pre-veterinary Students
 Emphasis is placed on safe handling and restraint techniques used in the care and treatment of horses. Students will practice a variety of restraining and calming methods designed to allow treatment of the horse while minimizing risk of injury to it and to the caretaker. As needed.
- EQ 407** **3**
Equine Business Management and Facilities Design
 Important considerations of running an equine-related business, such as insurance, personnel issues, budgeting, liability, taxes, capital, credit, business planning, record-keeping, marketing and public relations are emphasized. Proper design, planning and construction of equine facilities is also covered. Every year.
- EQ 411** **3**
Training and Handling II
 Emphasis is on young stock and dealing with problem horses. Student trainers will be assigned a project horse. May include visits to/from trainers in a variety of disciplines. As needed. Prerequisites: EQ 323 or 321, and EQ 111.
- EQ 417** **2**
Equine Environmental Management
 Course emphasizes proper management of grasslands and equine facilities, in accordance with environmental principles. Promotion of healthy, productive pastureland, barns, paddocks and water sources with a minimum of environmental impact will be stressed. As needed.

- EQ 420** **1**
Practicum (Management)
 Students work as assistants to a barn manager for a 12 week period. Includes overview of total operations including record keeping and public relations. Includes weekly seminar with staff instructor. As needed. May be repeated. Prerequisite: instructor's consent.
- EQ 421** **1**
Practicum (Teaching)
 Students instruct a riding class or student under the supervision of staff over a 12 week period. Emphasis is on motivation, management, safety practices and evaluation of student progress. As needed. May be repeated. Prerequisites: EQ 342 and instructor's consent.
- EQ 422** **1**
Practicum (General)
 Students under the direction of a staff instructor work on specialized projects related to the horse industry, such as training or research. As needed. May be repeated. Prerequisite: instructor's consent.
- EQ 490** **1-12**
Internship
 Following the College guidelines for internships, students work in a horse-related business or operation. As needed. Prerequisite: Department chair's consent.
- EV/BI 100** **3**
Environmental Concerns
 For the student interested in environmental issues, an introduction to questions related to the environment. Ecosystems and the human impact on ecosystems as population density increases will be included. Different kinds of environmental damage and their problems will be discussed as well as peace and justice issues in the environmental arena. Every other year.
- FR 111/112** **4, 4**
Basic French I, II
 Students learn the basics of French grammar in context. The five skills of listening, reading, writing, speaking and culture are equally emphasized and integrated into the classroom format. The goal of this class is meaningful communication in reality-based situations. Three classroom sessions and two laboratory sessions. Fulfills general studies requirement. Campus only. FR 111: Fall, every year. FR 112: Winter, every year. Course fee.
- FR 150** **3**
French Culture
 A comparative culture class taught in English in which students are introduced to the concept of cultural difference by examining basic U.S. cultural practices along with those of the foreign (i.e. French-speaking) culture. By comparing the U.S. with other nations, students find a new perspective through which to view their own culture, and at the same time they learn not to impose their own parochial meanings on another society's morals and practices. Fulfills general studies requirement. WED only.
- FR 211/212** **3, 3**
Intermediate French I, II
 Continued study of French grammar at an advanced level. Text and internet-based readings include francophone culture and literary excerpts from a variety of authors and genres. Meaningful

discussion of the readings remains the primary focus. Campus only. Fulfills general studies requirement. FR 211: Fall, every year. FR 212: Winter, every year. Course fee.

FR 231 **3**

French Conversation

Students practice and enhance their communication skills, progressing from specific functions and situations to free conversation and debates and participate in a variety of activities designed to refine listening and speaking through the active use of authentic materials describing life and society in France and francophone countries. Video (film, television, travel and music) and audio (radio, music and literature) are important components. Open to non-majors. Campus only. Winter, odd years. Prerequisite: Two semesters of college French or instructor's consent.

FR 280 **1-3**

Topics in French Studies

Covers topics at an intermediate level related to student interest or needs. Repeatable. May be offered in conjunction with FR 480. Campus only. As needed.

FR 290 **1-4**

Supplemental Learning Experience

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns. Campus only.

FR 291 **3**

Business French

Students learn about the culture, economy and commerce of modern France and Francophonia through the study of the political, social and economic aspects of the French-speaking world. Through readings and video as well as through oral and aural activities, students gain a solid foundation in commercial French. Open to non-majors. Campus only. As needed. Prerequisite: At least two semesters of college French or instructor's consent.

FR 331 **3**

French Grammar

Students conduct an advanced study and practice of the structure of modern French in its component parts (verb tenses, nouns, adjectives, adverbs, pronouns, etc.). Concepts are illustrated by authentic written and audiovisual materials, so that students use grammar in context. Campus only. Fall, even years. Course fee.

FR 351 **3**

French Phonetics and Linguistics

Students conduct an in-depth study of the history and phonology of the French language to improve their understanding and pronunciation of French. Concepts are illustrated by authentic audio and visual materials. Campus only. Winter, even years. Course fee.

FR 361 **3**

Survey of Literature in French

Students conduct historical and critical studies of the principal authors and literary movements of France and Francophonia. Students will discuss orally and in written form the works considered. Campus only. As needed.

- FR 371** **3**
French Culture and Civilization
 From a cross-cultural perspective, students study the origins, development and culture of the French people and the development of the French nation into modern times by using a variety of materials including video, slides, music and readings. Taught in English. Campus only. As needed.
- FR 372** **3**
Francophone Culture and Civilization
 From a cross-cultural perspective, students conduct a study of the history and cultures of French-speaking areas in the world from colonialism to the modern day. A variety of materials including video, slides, music and poetry are used. Francophone areas to be covered include Canada, the United States, Africa and the Caribbean. In English. Campus only. As needed.
- FR 434** **3**
French Stylistics
 Students conduct an advanced study of the process of writing in French. A variety of authentic writing models, which illustrate various functions and style, serve as references. Students use audio and video, as well as texts, to practice and refine their composition skills. Campus only. As needed.
- FR 480** **1-3**
Topics in French Studies
 This course covers literature and topics relative to student interest or needs. Repeatable. May be offered in conjunction with FR 280. Campus only. As needed.
- FR 481** **3**
Theatre of the Absurd
 Study of European rather than strictly “French” phenomenon prevalent in post-war theatre. Students confront the “absurdity” of the human condition as defined by a variety of international authors to include: Ionesco, Beckett, Genet, Adamov, Arrabal, Pinter, Albee and others. The class will investigate applicability and relevancy to current affairs based upon lessons learned from the readings. Taught in English. Campus only.
- FR 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student’s major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- FR 499** **1-3**
Independent Study
 Students undertake an individual, advanced study of a topic related to their interest in the area of French studies. Work is closely supervised by a faculty adviser. Usually reserved for third- and fourth-year students. Campus only. As needed. Prerequisite: instructor’s consent.

GO 115	3
Science of Politics	
Introduces the study of political science, demonstrating those aspects of human behavior which the political scientist examines and the research tools employed. Explores the nature and purpose of politics, and patterns of authority, citizenship and political change. The goal is a solid theoretical framework for use in studying both American institutions and processes and other political systems in the world today. As needed.	
GO 215	3
American Federal System	
Surveys the United States federal structure of government and the political processes which undergird and mold this structure. Emphasizes contemporary issues, policy-making and the relationship of the United States system to those of other modern governments. As needed.	
GO 225	3
American Public Policy	
Discusses and analyzes the processes of agenda setting, formulation, implementation and evaluation of public policies regarding selected issues such as housing, land use, health care and social services. As needed.	
GO/HI 280	1-4
Topics in Political Science	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.	
GO/HI 317	3
Women in American Society	
Investigation of the various legal, social and political factors that have determined the position of women at various periods in the nation's history. Provides the student with the necessary historical and analytical tools to understand current themes and issues relating to the changing roles of women in contemporary society. Fall, odd years.	
GO 318	3
State and Local Government	
Studies the constitutional basis, organization and workings of state and local government. Emphasizes the interrelationships of states and their political subdivisions and the functioning of state and local politics. As needed.	
GO/ HI 319	3
History in the Making: Our National Elections	
Same as HI 319. Offered only during national elections year.	
GO 340	3
Comparative Politics	
Examines divergent governmental systems to gain an understanding of the various patterns of decision making in the world today and to evaluate the viability of alternative political processes. Emphasizes the relationship between politics, constitutions and foreign policy considerations in the determination of governmental action. As needed.	

- GO/ SS 415** **3**
Research Methods in Social Science
Presents basic principles of research design and the primary techniques used by social scientists in the collection and analysis of data; for example, surveys and polling, observation, experiment, case study and content analysis. Winter, odd years.
- GO/ HI 418** **3**
The United States Constitution: Origin and Evolution
Study of the origin and development of the United States Constitution from the eighteenth century to the present; shows how the era and social and political conditions affected constitutional evolution; judicial appointments and their impact on Supreme Court decisions which shape contemporary and future society. Winter, odd years.
- GO 480** **1-4**
Topics in Political Science
The study of designated or selected topics to serve special needs and interests not included in the regularly scheduled advanced courses. As needed.
- GO 490** **1-6**
Internship
Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- GO 499** **3**
Independent Study
Individually supervised advanced study on a topic of scholarly and critical interest in government, political science or public policy. The topic should be one about which the student already has some knowledge and/or experience. As needed.
- HI 111** **1-3**
History of Indiana
Survey of the historical development of the state of Indiana from Indian times to the present. Emphasis is on the Old Northwest Territory, early statehood, Indiana Indians, government and economic development. As needed.
- HI 211** **3**
United States History to 1877
Survey of European influences in exploration; the colonial, revolutionary and federal periods; sectional rivalries that led to the Civil War; the Civil War and Reconstruction. Emphasis is given to the U.S. Constitution and to the development of political and economic systems. Fall, even years.
- HI 212** **3**
United States History Since 1877
Survey of the post-Civil War period beginning with the Industrial Age. Major consideration is given to the rise of the United States as a world power; causes and effects of the World Wars; the Cold War; Korea and Vietnam; and such contemporary topics as popular dissent, urban crises, the

impact of mass media; and the end of the Cold War and the advent of the “New World Order.”
Winter, odd years.

HI 222 **3**

20th Century World

Survey of major events and developments of twentieth-century history, worldwide. Topics will include the two World Wars; the Holocaust; independence movements in Europe’s colonies; revolutions; communism, fascism, socialism, laissez-faire capitalism, economic globalization; women’s liberation; cultural trends including cultural diversity; and the role of technology in shaping today’s world. Fall and Winter, every year.

HI 290 **1-4**

Supplemental Learning Experience

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student’s needs. Arrangements are made with the faculty advisor and the director of interns.

HI 311 **3**

The United States as a World Power

A study of the evolution of the United States into a world power; development of foreign policy, its justification and motivating causal factors; and the moral implications of these policies. Examination of the change from rural-agrarian society to urban-industrial and militarized society, its impact on foreign policy, the individual and American citizens. As needed.

HI 315 **3**

Civil War and Reconstruction

In depth study of the background and causes of the Civil War, the war and post-war reconstruction period. The political, economic, social and intellectual distinction between Americans is stressed, as well as the controversy over slavery as a legal institution, and the long-term effects of Reconstruction. Fall, odd years.

HI/GO 317 **3**

Women in American Society

Investigation of the various legal, social and political factors that have determined the position of women at various periods in the nation’s history. Provides the student with the necessary historical and analytical tools to understand current themes and issues relating to the changing roles of women in contemporary society. Fall, odd years.

HI/GO 319 **3**

History in the Making: Our National Elections

Study of the presidential election process from convention to election and the appointment of cabinet members. Topics include primary and convention politics, campaign strategies and the political qualification of individual candidates. Fall semester of a presidential election year.

HI 326 **3**

England and the Commonwealth

Survey of English history from Anglo-Saxon to modern times. Emphasis is given to the development of Western democratic institutions and to social changes from pre-industrial to the post-industrial age. Topics include development of constitutional monarchy and cabinet government, the rise and fall of the British Empire, the Commonwealth of Nations and the continuing question of Anglo-Irish relations. As needed.

- HI 331** **3**
World Civilizations I
 Survey of the origins of the human race from a global perspective beginning with prehistoric times through the 1500s. The course stresses the framework of the political history of the world during this time, as well as the character and dynamics of different civilizations. The interrelationship of the political, social, economic, artistic and intellectual life of various cultures is developed. As needed.
- HI 332** **3**
World Civilizations II
 Survey of various world civilizations beginning with the 1600s and concluding with the present time. Emphasis is given to evolving cross-cultural influences, the evolution of power politics, rise of capitalism and imperialism, the socialist, fascist and Marxist revolutionary movements and the dynamics of the modern Third World. Fall, even years.
- HI 370/SP 371** **3**
Latin American Life and Civilization
 From a cross-cultural perspective, students conduct a study of the history and cultures of Spanish-speaking areas in the world from colonialism to the modern day by using a variety of materials including video, slides, music, and poetry. In English. Campus only. As needed.
- HI 371/FR 371** **3**
French Culture/Civilization
 From a cross-cultural perspective, students study the origins, development and culture of the French people and the development of the French nation into modern times by using a variety of materials including video, slides, music and readings. In English. Campus only. As needed.
- HI/GO 418** **3**
The United States Constitution: Origin and Evolution
 Study of the origin and development of the United States Constitution from the eighteenth century to the present; shows how the era and social and political conditions affected constitutional evolution; judicial appointments and their impact on Supreme Court decisions which shape contemporary and future society. Winter, odd years.
- HI 421** **3**
Russia and the Soviet Union
 Study of the rise of Imperial Russia and the Bolshevik Revolution. Analysis of the political organization, economic system and social structure of the former U.S.S.R. from its formation in 1917. Also studied are causal factors resulting in the collapse of the Union and the current efforts of the former members of the Union to “go it alone.” As needed.
- HI 422** **3**
Twentieth Century European History
 Study of the major events of twentieth century history, including the two World Wars, the Russian Revolution and the Spanish Civil War; rise of totalitarian governments in Europe; Cold War and its aftermath; the dismemberment of the post World War settlements and the prospects for a united Europe. As needed.

- HI 432** **3**
Globalization and the Third World
 A study of the economic, social and political conditions that gave rise to globalization. Examination of the modern history of selected countries in Asia, Africa, Latin America, and the Middle East as case studies. Human rights, gender issues, and the environment will also be explored as they relate to the Third World. Fall, odd years.
- HI 433** **3**
Twentieth Century Asian History
 In-depth study of the three major Asian nations of Japan, China and India, with special attention to Southeast Asia and the Pacific. The impact of “super-power presence” in the region. The move toward “Asia for Asians” and the rise of Asian economic power. As needed.
- HI 280/480** **1-4**
Topics in History
 The study of selected topics designed to serve special needs and interests of the intermediate and advanced student. As needed.
- HI 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student’s major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- HI 499** **1-4**
Independent Study
 Individually supervised advanced study on a topic of scholarly and critical interest in a selected area of United States or world history. The topic should be in an area in which the student already has some basic knowledge. As needed.
- HS 211** **3**
Introduction to Human Services
 A general overview of the knowledge base, value structure, purpose, nature, history and functions of work in the various settings of the human services.
- HS 311** **2**
Human Services Practicum I
 Supervised introductory field experience (100 hours) in a selected social service agency. Prerequisites: HS 211 and PS 285.
- HS 325** **4**
Human Services Practice Techniques
 Techniques of human services practice with emphasis on system analysis, assessment, goal setting, documentation, ethics, referral, community organization, policy development, program planning and professional use of self in human services roles. Prerequisite: HS 311.

HS 411	4
Human Service Practicum	
Supervised field experience (250 hours) in a selected social service agency combined with reflective and analytical writing assignments. Prerequisites: HS 325. Human Services majors only.	
HS 280/480	1-4
Topics in Human Services and Social Work	
The study of selected topics to serve special needs, experiences and interests not included in the regularly scheduled courses.	
ID 100	2
Critical Connections: Skills and Meaning Within Community	
In the context of the sociology of communities, students work with texts and problems, some of their own choosing, which call for the application of skills crucial to getting the most out of college. These skills include critical thinking, empathy and the ability to deal with complex issues and contexts. Fulfills general studies requirement. Campus only. Fall, every year.	
ID 101	1
Library Skills, Resources and Research	
Students develop effective research techniques and become efficient using library resources.	
ID 105	3
Life/Learning Skills	
Students apply adult development theory to their lives and develop the cognitive and personal skills necessary for success in distance learning and contemporary society. The course guides students to articulate academic and personal goals and to make informed life decisions. Fulfills general studies requirement. WED only.	
ID 110	2
Succeeding in the College Environment	
Students learn to apply various skills and strategies designed to enhance academic success. Study skills, test-taking strategies, writing strategies and time management are among several key topics covered. Campus only. Fall, every year.	
ID 150	3
Cultural Diversity in the United States	
Designed to help students take new perspectives related to the various cultural groups living in the U.S. Allows students the opportunity to understand how the social construction of identities has shaped their perceptions, judgments and understanding of the world in which they live. A service learning requirement is a component of this course. Fulfills general studies requirement. WED only.	
ID 300	2
Religions of the World: A Spiritual Dimensions Approach	
A systematic study of the central spiritual orientations of the world's religious traditions by examining the dominant spiritual archetypes and prototypes that influence all religious heritages. Fulfills General Studies Linking requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Winter odd years.	

- ID/WS 301** **2**
Images of Muslim Women
 The study of Muslim women in historical, cultural, and contemporary contexts. Original source readings and film are examined for their representations of Muslim women. Comparative analysis of the status and roles of women in Western Christian tradition is also addressed. The linked disciplines of study are the aesthetic and social/cultural. Fulfills general studies requirement and Women's Studies minor requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Fall odd years.
- ID 302** **2**
Film, Culture, and Creativity
 Studies the relationship of film to cultural values and creativity with an emphasis on films that raise ethical dilemmas and peace and justice issues. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Winter odd years.
- ID 303** **2**
Irish Culture in Literature and Film
 Study of Irish history and cultural values in literature and film with an emphasis on the search for cultural and personal identity and social, political, and religious conflicts of Ireland. Fulfills general studies requirement. Campus only. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Fall odd years.
- ID 310** **2**
Saints and Peacemakers
 Study of the lives of saints and peacemakers whose ideas and actions make us consider the importance of values of faith, contemplation, and peace. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Winter odd years.
- ID 315** **2**
History of Education in the United States
 An in-depth study of the history of education in the United States from Colonial times to the present, with particular emphasis on the similarities and differences of educational developments for varied social and cultural groups. Fulfills general studies requirement. WED only. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.
- ID 320** **3**
The History and Culture of Taiwan
 Specially designed course taken in Taiwan by students studying abroad.
- ID 349** **2**
Appalachia: America's "Third World" Region
 An introduction to a mountainous region of the United States which has been called "a national sacrifice area" because of the many ways in which it is exploited to benefit the rest of the U.S. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Fall even years.

- ID 350** **2**
Images of Beauty and American Women
 Study of images of American women in art, entertainment, and advertisement and their effects on health and self-esteem. By examining the development of these images from an interdisciplinary perspective of aesthetics and philosophy, students will learn how to analyze images from the arts and develop their own personal aesthetic of beauty. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Fall even years.
- ID 355** **2**
History of Science
 This course explores the history of western science including Greek science, Arabic science, Medieval science, the Scientific Revolution and Modern science. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Fall odd years.
- ID 360** **2**
Science & Religion: Conflict & Conciliation
 This course explores some of the similarities, differences and intersections between science and religion. The focus will be on the biological and physical sciences and their implications to religious understandings of different faith traditions. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Fall even years.
- ID 380** **2**
Topics in Interdisciplinary Studies
 One-time offering of designated interdisciplinary topics course. Topic to be determined by instructor. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.
- ID 410** **3**
From Mythos to Logos: The Journey of Human Rationality & Consciousness in the Western World
 An integrative examination of the foundations, contributions, direction, and the future of human rationality and consciousness in the Western world. Fulfills general studies requirement. Prerequisite: Successful completion of at least one ID 3xx course. Winter odd years.
- ID/WS 415** **3**
Feminist Theory
 An advanced seminar focused on significant classical and contemporary writings that give different perspectives on womanhood and women's experiences. The two main tasks of the course are to critique existing theories in order to understand the debates on women's oppression on the one hand, and women's powers on the other. Extensive group work or on-line networking. Fulfills general studies requirement and Women's Studies minor requirement. Prerequisites: WS 101 (for minors), and successful completion of at least one ID 3xx course. Winter even years.
- ID 420** **3**
Literature and the Moral Imagination
 Study of literature that raises moral issues, such as slavery and equality, justice and mercy, science and technology, the relationship of men and women, gender issues, moral dilemmas in war,

and the role of faith and belief in moral questions. Fulfills general studies requirement. Prerequisite: Successful completion of at least one ID 3xx course. Winter odd years.

ID 425 **3**

Value Issues in the Modern World

Interdisciplinary study of value issues in the modern world including freedom, equality, artistic expression, human rights, and peace and justice issues. Satisfies general studies requirement. Prerequisite: Successful completion of at least one ID 3xx course. Winter even years.

ID/PL 430 **3**

Women and the Law

Provides a historical overview of how law and the legal system in the United States have defined women's status from the Revolutionary War period to the present in such areas as family law, criminal law, property and contract rights, earnings, and rights of citizenship. From this historical perspective, selected contemporary issues are examined, including statutory, regulatory, and constitutional remedies to gender bias or inequities; family violence, divorce, custody, and economic/employment issues. The effectiveness of the courts, legislatures, and other forums in resolving these issues is also examined. Fulfills general studies requirement and serves as an elective in Women's Studies minor. Prerequisite: Successful completion of at least one ID 3xx course. Fall odd years.

ID 435 **3**

Privacy in the Western World

An integrative examination of what it was really like for humans to live, work, and die in the Western world from Roman times to the Twentieth Century. Fulfills general studies requirement. Prerequisite: Successful completion of at least one ID 3xx course. Fall even years.

ID 437 **3**

Environmental Ethics

Explores the ethical challenge of increased competition for world resources. Examines how changing understandings of stewardship, fairness and rights shape moral choice in issues including distribution of goods, care of nature and care of human populations. (Pending approval by faculty). Prerequisite: successful completion of at least one ID 3xx course.

ID 440 **3**

Women, Values, and Leadership

An integrative historical and cultural study of the relationship of values and power as they pertain to the development of women's leadership skills in a global, diverse and changing society. Fulfills general studies requirement. WED only. Prerequisite: Successful completion of at least one ID 3xx course.

ID 450 **3**

Global Health

Social, political, esthetic, scientific and religious perspectives will be used to investigate topics related to issues of health in a variety of countries. Mathematics skills will be reinforced utilizing statistical information and manipulations of data related to health issues. Emerging diseases will be discussed and students will be asked to create a model of a current emerging disease and its probable occurrence in the next ten years. Prerequisite: Successful completion of at least one ID 3xx course. Fall even years.

ID 455	3
Graphic Novels: From Cave Walls to Celluloid	
Study of the history of the graphic novel set against concurrent changes in society and the influence and critical acceptance of the medium. Prerequisite: successful completion of at least one ID 3xx course. Fall odd years.	
ID 493	0
Resume Due at the End of Term	
For the purpose of student learning outcomes assessment, students must submit a resume to the Career Development Center website. Concurrent enrollment in ID 4xx.	
ID 497	0
Cultural Immersion Experience	
Requires an immersion experience in a culture that is non-native to the student. The student submits a proposal to her academic advisor. Upon her return the student presents her findings in one or more formats.	
JO 100	3
News Reporting	
Investigates the principles of clear and effective writing for news publications. Includes practical exercises in gathering, analyzing and organizing information, plus the fundamentals of accuracy and style consistency. Winter, even years.	
JO 101	3
Introduction to Mass Media	
Explores definitions of mass media, forms of mass communication, and societal, ethical, and legal issues that mass communication raises for the present and the future. Fall, odd years.	
JO 115	3
Editing	
Addresses a wide scope of the editing duties a journalist needs, including a knowledge of Associated Press style, grammar usage, editing to fit a space, editing quotes, rewriting and organization, photo selection, headline writing and photo caption writing. Fall, odd years.	
JO 150	1
Publication Production	
Students participate in the production of the College's publication, <i>The Woods</i> . Course may be taken more than once. Fall and Winter, every year.	
JO 200	3
Advanced Reporting	
Designed to sharpen reporting and writing skills, especially with longer and more complex stories. Emphasis on understanding news values, developing interview and research techniques and writing and rewriting news stories and features. Fall, even years.	
JO 215	3
Layout and Design	
Addresses the use of typography, photos and other elements to developing pleasing designs for newspapers and other print publications. Students will get basic hands-on experience with Quark XPress and Photoshop. Fall, even years.	

- JO 280** **1-3**
Topics in Journalism
 Designed to allow the study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses.
- JO 290** **1-4**
Supplemental Learning Experience
 Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.
- JO 305** **3**
Social Issues/Journalism
 Allows students to conduct an in-depth exploration of and write a series of stories on social issues. Service learning is a cornerstone of this course, which builds on the fundamental interviewing and research skills learned in JO 100 and JO 200. Winter, odd years.
- JO 310** **3**
Arts Reporting
 Designed to allow students to conduct an in-depth exploration of and write stories about the arts and art issues – from performing and visual arts to arts funding – and the people connected to them. Students will learn that more than opinion matters when writing about or reviewing arts and entertainment. As needed.
- JO 315** **3**
Photojournalism
 Prepares students to take, process, and write captions for photographs for newspapers and magazines as well as PR and advertising purposes. Also covers photojournalism history and the difference between simply taking pictures and telling or complementing a story. As needed.
- JO 320** **3**
Feature Writing and Commentary
 Designed to broaden and improve reporting and writing skills with an emphasis on feature writing and commentary. Winter, even years. Prerequisites: JO 100 and JO 200, or instructor's consent.
- JO 330** **3**
Public Relations
 Provides an overview of the public relations function, plus an examination of the practice of public relations in business and industry, education, politics and government associations and professional societies, health care, voluntary agencies, churches and the arts. As needed. Prerequisite: JO 200 or instructor's consent.
- JO 340** **3**
Advertising
 Provides a survey of the social, economic and marketing influences and responsibilities of advertising. Topics covered include an examination of media strategy and primary techniques used to execute effective advertising. As needed.

JO 400	3
Public Affairs Reporting	
Provides instruction and practice in reporting public affairs, including government, courts and law enforcement, politics, education, economics, labor and consumer affairs. Fall, odd years.	
JO 410	3
Communication Law and Ethics	
Investigates the study of the law and ethics pertaining to print media, advertising, public relations and mass communications in general. Topics covered include libel, privacy, privilege and responsibility. Winter, even years.	
JO 480	2-3
Topics in Mass Communication	
Provides opportunity for advanced students to become familiar with literature in journalism and mass communications, whether of current interest or historical significance. As needed.	
JO 485	1-3
Independent Study	
Individually supervised advanced work in a specific area of study. As needed.	
JO 490	3
Internship	
Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.	
MA 101	3
Fundamentals of Mathematics	
This course is designed for the non-mathematics major who needs to review basic arithmetic and algebra skills in order to prepare for future college-level mathematics courses. This course will increase the student's confidence in her ability to succeed in mathematics by giving her a firm foundation in the basic concepts. Fall and Winter, every year.	
MA 112	3
College Algebra	
The study of linear, polynomial, algebraic, rational, exponential, and logarithmic functions and their graphs, with applications. Fall and Winter, every year. Prerequisite: MA 101 or placement.	
MA 113	1
Essentials of Trigonometry	
Right-angle trigonometry, circular functions and their inverses, trigonometric identities and equations, applications. Prerequisite: MA 112 or equivalent.	

- MA 120** **3**
Precalculus
 Designed for mathematics and science majors whose future courses mandate rigorous symbol manipulation. Topics include solutions of quadratic equations, exponential and logarithmic functions, rational functions, trigonometric functions, and analytic geometry. Any student may opt to take this course in lieu of College Algebra for the general studies MA 112 requirement. Prerequisites: MA 101, placement score of at least 38, or advisor's consent.
- MA 121/122** **3, 3**
Calculus I, II
 Derivatives and integrals of functions of a single variable. Concepts and applications are studied from graphical, numerical and symbolic points of view. Graphing technology and symbolic algebra software are used. Writing assignments and projects are included. Every year. Prerequisite: four years of college preparatory mathematics or MA 112 and 113.
- MA 210** **3**
Discrete Mathematics
 An introduction to the mathematics and methods of discrete quantities: number systems, sets and logic, combinatorics, algorithm analysis, Boolean algebra and circuits and graph theory. Applications from computer science. Every other year. Prerequisite: MA 112 or equivalent.
- MA 220** **3**
Logic
 Integrated treatment of classical and symbolic logic, including truth and validity, categorical sentences, truth functions, quantification, fallacies and inductive reasoning. Available in independent format. Prerequisite: sophomore status or instructor's consent.
- MA 221** **1**
History of Mathematics
 Readings in the history of mathematics, chosen to illustrate the evolution and interrelationship of mathematical concepts. Required for secondary teaching certification in mathematics. As needed. Prerequisite: MA 122.
- MA 230** **2-3**
Introduction to Mathematical Modeling
 A first course in mathematical modeling, i.e., the application of mathematical methods to real-world problem solving. Includes computer simulations. Topics selected from the natural or social sciences. Prerequisite: for 2 credit hours, MA 112 or equivalent; for 3 credit hours, MA 121.
- MA 231** **3**
Linear Algebra
 Matrices, vector spaces and linear transformations with applications in business and the physical and social sciences. Utilizes appropriate technology. Every other year. Prerequisite: MA 121.
- MA 253** **3**
Statistics
 Organization of data, binomial, normal and t distributions; estimation; hypothesis testing; correlation and regression; chi square; analysis of variance; applications to business decisions and to experiments in natural and social sciences. Use of appropriate computer software. Fall and Winter, every year. Prerequisite: MA 112 or placement.

MA 280	1-4
Topics in Mathematics	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.	
MA 290	1-4
Supplemental Learning Experience	
Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.	
MA 322	3
Calculus III	
Functions of several variables, limits and continuity, differentiation and its applications, theory of iterated and multiple integrals, introductory differential equations. Every other year. Prerequisite: MA 122.	
MA 331	3
Abstract Algebra	
Algebraic structures, including groups, rings and fields, with emphasis on writing proofs and including applications to computer science. Every other year. Prerequisites: MA 122 and MA 231.	
MA 341	3
Geometry	
Transformational geometry, projective geometry and non-Euclidean geometry; a study of the nature of a logical system; applications to art and music. Student investigations guided by use of computer software. Prerequisite: MA 112 or equivalent, or consent of instructor.	
MA 352	3
Advanced Statistics with Applications	
Hypothesis testing, multiple regression and correlation, two-way analysis of variance, multivariate statistics, nonparametric methods, sampling and simulation, quality control; applications to business and natural and social sciences. Students use computer software to analyze their data and interpret computer output. As needed. Prerequisite: MA 253.	
MA 353	1
Elements of Mathematical Statistics	
Statistical measures of central tendency and dispersion; basic probability; theory of discrete and continuous random variables; normal, binomial, Poisson, chi-square and t distributions; statistical inference; hypothesis testing; analysis of error; correlation and regression; analysis of variance; applications to business decisions and to experiments in nature and social sciences. Use of appropriate computer software. Every other year. Prerequisites: MA 121 and MA 253.	
MA 361/362	3, 3
Basic Concepts of Mathematics and Methods I, II	
The logical structure of the real number system and its subsystems; the use of numbers in real life; basic concepts of algebra and statistics; informal geometry. Designed for prospective elementary teachers; stresses methods of presenting these concepts at the elementary school level. Every year.	

MA 421 **2-3**
Seminar in Mathematics
 Discussion of readings and presentations by students on various topics in current mathematical literature, with particular emphasis on applications and mathematical models. Webinars or videos of presentations by professionals, attendance at a conference or several seminars, presentation at a conference if possible. Every other year. Prerequisite: Junior status as a mathematics major or minor.

MA 422 **3**
Introduction to Real Analysis
 Logic and techniques of proof; sets and functions; the real number system as a complete ordered field. Convergence of sequences, limits and continuity of functions. Prerequisites: MA 210, 322, 331.

MA 461 **2**
Teaching of Mathematics in Senior High/Junior High/Middle School
 Modern curriculum problems in mathematics; critical study of currently available experimental or recommended materials for instruction; means to effective teaching and learning; the teaching of the special matter of secondary school mathematics. As needed. Prerequisite: junior status as a Mathematics major with secondary teaching emphasis.

MA 480 **1-4**
Topics in Mathematics
 The study of designated or selected topics designed to serve the special needs and/or interests of students and not included in the regular schedule of advanced courses. As needed.

MA 490 **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

MA 499 **1-4**
Independent Study
 Individually supervised advanced study of the topics selected to meet the needs of the students involved. The topic should be in an area in which the student already has some basic knowledge.

MU 001-008 **0-1**
Ensemble
 Performance in College Chorale, Madrigals, Orchestra, Collegium Musicum, chamber music groups, band, jazz band or accompanying. Fall and Winter, every year.

MU 001	Chorale	0-1
MU 002	Madrigals	0-1
MU 003	Orchestra	0
MU 004	Collegium Musicum	0-1
MU 005	Chamber Music	0-1

MU 006	Piano Accompanying	1
MU 007	Wind Ensemble	0-1
MU 008	Jazz Band	0-1

MU 010-089

0-2

Applied Music

Development of technical and interpretative skills in performance on a particular instrument or voice. MU 021 Freshman Voice Class is required with first year of voice study. Includes Italian diction. MU 471 Language Diction for Singers is required with the second year of voice study. The consent of the instructor is required for all Applied Music courses. A placement examination is required for all levels of piano instruction prior to enrollment. Fall and Winter, every year. Course fee.

MU 010	Piano	1-2
MU 011	Piano Class I	1
MU 012	Piano Class II	1
MU 013	Piano Class III	1
MU 014	Piano Class IV	1
MU 019	Secondary Piano	1
MU 020	Voice	1-2
MU 021	Voice Class	0
MU 025	Convocation	0
MU 019	Secondary Piano	1
MU 029	Secondary Voice	1
MU 030	Violin	1-2
MU 031	Viola	1-2
MU 032	Cello	1-2
MU 033	Bass	1-2
MU 034	Trombone	1-2
MU 040	Flute	1-2
MU 041	Clarinet	1-2
MU 042	Oboe	1-2
MU 043	Bassoon	1-2
MU 044	Saxophone	1-2
MU 045	Secondary Flute	1
MU 046	Secondary Clarinet	1
MU 049	Secondary Saxophone	1
MU 050	Trumpet	1-2
MU 051	Horn	1-2
MU 054	Recorder	1-2
MU 060	Percussion	1-2
MU 065	Beg Guitar for Non-Majors	1-2
MU 070	Beginning Guitar	1
MU 071	Intermediate Guitar	1
MU 072	Advanced Guitar	1
MU 080	Organ	1-2

MU 090/091

0-1

Junior/Senior Recital

As needed.

MU 010	1-2
Applied Piano	
Individual, advanced piano study with focus on technique, performance practice, and repertoire for the music major whose primary instrument is piano. Required performances throughout the semester along with a final jury performance. Must have written permission of instructor to enroll. Prerequisite: Audition placement.	
MU 019	1
Secondary Piano	
Individual piano study for music majors whose primary instrument is not the piano. Focus on technique, performance practice and repertoire of intermediate through advanced levels. Final jury performance required. Must have written permission of instructor to enroll. Prerequisites: MU 014 and/or successful completion of the piano proficiency exam.	
MU 111/112/211/212	5, 5, 5, 3
Music Materials I, II, III, IV	
Four-semester course sequence integrating the development of concepts and skills in aural perception, music reading, keyboard theory and written theory. Every year.	
MU 141	1
String Techniques I	
Elementary performance on stringed instruments. As needed. Course fee.	
MU 142	1
String Techniques II	
Intermediate performance on string instruments. As needed. Course fee.	
MU 200	3
Music for Living	
An introduction to the world of music, designed to develop skills and understandings leading to lifetime enjoyment of music. Attendance at a variety of performances will provide an experiential basis through which the benefits and value of music for living will be explored. Fall and Winter, every year.	
MU 213	2
Music and Technology	
Use of the computer and MIDI synthesizer keyboard to create, edit and perform music scores. Notation and sequencing software programs will be used. Winter, every year. Prerequisites: CS 101 and basic piano keyboard, or instructor's permission.	
MU 243	2
Conducting I	
Study of techniques of conducting with practical experience in choral music. Every other year. As needed.	
MU 263	1
Studies in Instrumental Literature	
Survey of literature for wind, brass or percussion instruments. As needed.	

MU 264	1
Studies in Keyboard Literature	
Survey of literature for keyboard instruments, mainly piano. As needed.	
MU 265	1
Studies in Vocal Literature	
Survey of vocal literature to the present day. As needed.	
MU 267	3
Studies in Jazz	
Survey of jazz styles and performers, with emphasis on listening. As needed.	
MU 280	1-4
Topics in Music	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.	
MU 282	3
Music as Therapy	
An introduction to the history of music therapy and to the application of music in the therapeutic treatment of a variety of populations. Fall, every year. Course fee.	
MU 283	2
Therapeutic Processes in Music Therapy	
Designed to help students understand the process of music therapy from referral to termination. Special emphasis given to assessment and evaluation. Also investigates the dynamics and processes of music therapy groups. Winter, every year. Prerequisite: MU 282 and Instructor's consent. Course fee.	
MU 321/322/323	3, 3, 3
Music History I, II, III	
Study of non-Western and Western music from the ancient period to contemporary. Each course presents music in relation to the social and cultural background of the periods. Every year.	
MU 331/332	2, 2
Counterpoint I, II	
Study of sixteenth century and eighteenth century counterpoint in their practical application to writing in two, three and four parts. As needed. Prerequisites: MU 111, MU 112, MU 211 and MU 212.	
MU 333	2
Arranging	
Practicum in orchestration and/or arranging compositions for instrumental or choral groups. Alternate years.	
MU 341	3
Music in the Elementary School	
Study of music materials as available in courses now in use in the elementary school, stressing evaluation and organization. Study of current methods of programs in the elementary school. Includes the study of Orff and Kodaly techniques. Every year.	

MU 342	1
Instrumental Techniques I	
Elementary performance and pedagogy of wind, brass, percussion instruments and guitar. Requires ability to read music and instructor's consent. As needed. Course fee.	
MU 343	1
Instrumental Techniques II	
Intermediate performance and pedagogy of wind, brass, percussion instruments and guitar. As needed. Course fee. Prerequisite MU 342.	
MU 344	1
Therapeutic Improvisation	
Development of skills used in therapeutic improvisation. Normally reserved for junior/senior music therapy majors. Fall, even years. Course fee. Prerequisite MU 283 and instructor consent.	
MU 351	3
Essential Skills in Music	
Fundamentals of music and current practices in presenting music in elementary classrooms. For Elementary Education majors. Winter, even years.	
MU 380	0.5-3
Music Therapy Field Experience	
A broad spectrum of supervised pre-clinical experiences. Written summaries and development of evaluative skills. Reserved for music therapy majors. Fall and Winter, every year. Course fee.	
MU 383	3
Clinical Music Therapy I: Exceptionalities	
Music therapy treatment goals and objectives for those with developmental and physical disabilities. The development of music therapy skills to assist exceptional populations. Fall, every year. Course fee. Prerequisite: MU 282.	
MU 384	3
Clinical Music Therapy II: Rehabilitation	
Music therapy treatment goals and objectives for the elderly, those with substance abuse issues, and those with mental disorders. The development of music therapy skills to assist in rehabilitation. Winter, every year. Course fee. Prerequisite MU 282.	
MU 431/432	2, 2
Composition I, II	
Creative work in instrumental and vocal forms. As needed. Prerequisites: MU 111 and MU 112.	
MU 440	2
Secondary Instrumental Methods and Conducting II	
Study of current materials and methods used in secondary school instrumental programs; instrumental conducting techniques. Every other year.	

MU 441	2
Secondary Choral Methods	
Study of current materials and methods used in secondary school choral programs. Every other year.	
MU 442	1
Piano Pedagogy	
Study of methods of teaching private and class piano and of teaching repertoire. As needed.	
MU 443	1
Vocal Pedagogy	
Study of methods of teaching private and class voice; survey of teaching repertoire. As needed.	
MU 444	1
Instrumental Pedagogy	
Study of methods of teaching a selected solo instrument or family and survey of teaching repertoire. As needed.	
MU 471	0-1
Language Diction for Singers	
In conjunction with voice lessons, second year voice students take a special laboratory period one day per week stressing proper pronunciation and diction of French and German languages.	
MU 480	1-3
Topics in Music	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled courses. As needed.	
MU 484	2
Music Psychology	
An investigation of topics such as: the influence of music on human behavior; physiological responses to music; neuromusical research; hearing and music perception; human musicality. Includes individual projects. Normally reserved for juniors and seniors. Requires instructor's consent. Fall, every year. Course fee.	
MU 485	2
Research in Music Therapy	
The study of various types of music therapy research. Exploration of research types in the literature. Qualitative and quantitative methods are investigated. Includes development of an original research proposal. Normally reserved for juniors and seniors. Requires instructor's consent. Winter, every year. Course fee.	
MU 490	4-6
Music Internship	
Directed professional experience in a field of music. Requires instructor's consent. As needed. Course fee.	

PE 110	2
Study in Fitness	
A study in fitness, leisure and physical activities for adults. WED only. Fulfills general studies requirement.	
PE 119	1
Folk, Square and Social Dance	
Students learn a variety of international dances and the cultural background of each dance in folk and square dance. Social dance includes learning the waltz, fox trot, jitterbug, rumba and cha-cha. As needed.	
PE 121	1
Beginning Swimming/Advanced Beginning Swimming	
Designed for the non-swimmer or the person unable to handle herself comfortably in deep water. The student learns the basics: survival floating, front crawl, elementary backstroke, sidestroke, self-rescue techniques and treading water. As needed.	
PE 126	1
General Fitness	
A study in fitness, leisure and physical activity for women of all ages. The course includes: jogging, running, aerobic dancing, strength training, cycling, relaxation techniques and nutrition, and choices for levels of engagement. Fulfills general studies requirement. Campus only. Fall and Winter, every year.	
PE 130/131	1, 1
Modern Dance I, II	
Emphasizes the study of techniques as well as the creative aspects of the art form. Class objectives include an increase in strength and range of movement and an enjoyment and appreciation of the dance through doing, viewing and discussing. As needed.	
PE 141	1
Self-Defense for Women	
Basic aspects of self-defense, including hand and leg strikes and various escapes. In addition, legal aspects of self defense, legal weapons, violence in intimate relationships, sexual harassment, sexual abuse of children and resources for victims of sexual assault are discussed. As needed.	
PE 142	1
Advanced Self Defense for Women	
Includes advanced skills used in the beginning class and learning defenses against various weapons. As needed.	
PE 151	1
Intermediate Swimming	
Designed for persons who are able to swim at least one length of the pool and are able to swim in deep water. Emphasis is placed on stroke refinement and conditioning. Basic water safety and rescue techniques are also taught. As needed.	
PE 280	1-3
Topics in Physical Education	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled courses. As needed.	

PH 200	3
Philosophical Foundations of the World Mind	
Examines the philosophical roots of ideas and beliefs both of the western and non-western world by clarifying, questioning, and evaluating the most basic assumptions about life and meaning. Challenges students to think intentionally, seriously, rigorously, and thoroughly. Fulfills general studies requirement. Fall and Winter, every year.	
PH 220	3
Philosophical Methods	
An introduction to the basic elements of argumentative prose and the conceptual tools necessary to understand, analyze, criticize and construct arguments, including how to assess claims, inferences and how to write philosophically. Prerequisite: PH 200.	
PH 230	3
Philosophy of Woman	
Course has three fundamental goals: to enable participants to understand differing historical and philosophical perspectives on women; to help participants challenge traditional philosophy with as many feminist perspectives as possible; and to demonstrate feminist philosophers make the kinds of distinctions that matter in everyday lives of ordinary women and men. Prerequisite: PH 200.	
PH 280/480	1-3
Topics in Philosophy	
The study of selected topics of importance in the discipline. Prerequisite: PH 200.	
PH 300/301	3, 3
History of Philosophy I, II	
Study of significant philosophers and their works within specified time periods. Prerequisite: PH 200.	
PH 310	3
Aesthetics	
Exploration of the meaning of the aesthetic response, the aesthetic attitude of and involvement with the world through the appreciation of the arts. Various aesthetic theories are studied, selected from such philosophers as Plato, Aristotle, Nietzsche, Kant, Croce and Heidegger. Prerequisite: PH 200.	
PH 320	3
Ethics	
Study of problems of morality designed to help the student deal effectively with the conflicts and controversies of contemporary times. Prerequisite: PH 200.	
PH 330	3
Philosophy of Religion	
Philosophical analysis of the phenomenon of religion with treatment of such problems as religious language, the varieties of the concept of God and the philosophical/theological relationship. Primary source materials are investigated for the tracing of historical religious thought. Prerequisite: PH 200.	

- PH 340** **3**
Contemporary Philosophy
 Course explores and evaluates a number of contemporary philosophical schools and movements including philosophies of language, mind, existentialism, phenomenology, feminism, deconstructionism, postmodernism, relativism and globalism.
 Prerequisite: PH 200.
- PH 360** **3**
Philosophy and Science
 Examines, historically and critically, philosophy's connection with science. Specifically, such problems as the conceptual and fundamental limitations of science will be investigated in preparation to answering these questions: "Is the real world too complex for us? Are there questions in the areas of physics, biology and economics that are beyond the power of science to ever answer?"
 Prerequisite: PH 200.
- PH 499** **3**
Independent Study
 Individually supervised study of materials designed to meet the needs of the student involved. The topic is in an area which the student already has some basic knowledge.
- PL 111** **2**
Introduction to the Profession
 Course introduces students to the legal assistant career including what the profession is about, what the legal assistant does and how the legal assistant can create a future in an ethical context. Fall, every year.
- PL 200** **3**
Law, Ethics, and Society
 The study of law and the legal system. Introduces case law, analysis and ethical consideration in our world. Provides an overview of the courts, civil and criminal procedure, torts, contracts, property law and the individual's rights. An excellent course for any student because of its practical, universal content and for students who are interested in attending law school. Fulfills general studies requirement. Winter, every year.
- PL 231** **3**
Legal Research
 Students gain an understanding of legal resource materials and basis techniques of legal research through federal and state case law, statutes, encyclopedias, administrative material, Shepards and other sources. Extensive hands-on exercises in the law library. Excellent for students planning to attend law school. Fall, every year. Course fee.
- PL 232** **3**
Legal Communication
 The fundamentals of working and legal vocabulary, grammar, punctuation and diction, proper citation form, writing logically and effectively for the legal setting and reading for comprehension. Writing-intensive course culminating with research presented in a professional memorandum format. Winter, every year. Course fee. Prerequisite: PL 231.

- PL 233** **3**
Interviewing and Investigation
 Course presents the five-stage interviewing model, an extensive multicultural focus, an emphasis on developmental theory and the concept of negotiation or alternative dispute resolution. Students master an important set of skills basic to all interviewing situations and engage in role-playing situations designed to develop communication skills. Fall, even years.
- PL 280** **1-3**
Topics in Paralegal Studies
 Discusses salient issues of the time such as affirmative action, juvenile law, sexual harassment, women and the law, employment discrimination, right to privacy and labor law. Instructor's consent. As needed. May have a course fee.
- PL 302** **3**
Computers in the Law
 In this largely hands-on experience, students will be exposed to the many ways that computers are being used in law offices and other legal settings. The primary focus is WESTLAW, but students will be introduced to database systems for litigation support and timekeeping, spreadsheets, docket control and others. Winter, every year. Course fee. Prerequisite: PL 231.
- PL 321** **3**
Theories of Liability
 Course presents tort and contract law basics and the liability of persons who commit civil wrongs and/or breach contracts. Fall, even years. Course fee. Prerequisite PL 231.
- PL 322** **3**
Commercial Transactions
 Students obtain a general introduction to the basic legal principles that are part of modern business transactions; the rights of debtors and creditors; the Uniform Commercial Code Article 2, Sales; Article 3, Negotiable Instruments; and Article 9, Secured Transactions. Winter, odd years. Course fee. Prerequisites: PL 231 and PL 321.
- PL 323** **3**
Civil Litigation
 Students learn skills which will prepare them to assist attorneys in all activities relating to civil trial practice from pretrial to trial, appeal and enforcement/compliance procedures. Students draft documents, develop discovery plans, conduct discovery, investigate and develop trial notebooks. Fall, odd years.
- PL 324** **3**
Mediation/ADR
 This course will provide students with a basic understanding of the alternative dispute resolution process, will define the range of ADR programs, explain the cultural context for dispute resolution, present negotiation skills, and prepare students for alternative areas of employment in this evolving area. Fall, odd years. As needed. Prerequisite: instructor's consent.
- PL 331** **3**
Criminal Law
 Course introduces the principles and theories of criminal law, presents the fundamental role that criminal law plays in our democratic process and delineates the limitations placed on the government's power to use criminal law. Fall, odd years.

- PL 332** **3**
Family Law
 The legal and personal implications of divorce, separation, premarital agreements, child custody, rights of women and counseling are presented. Conducting client interviews, preparing pleas, researching case law and considering tax consequences are experiential components. Fall, even years. Course fee. Prerequisite: PL 231.
- PL 341** **3**
Corporate Law and Legal Entities
 Course introduces the various forms of business organizations; includes practical techniques used to form and to continue operations of corporations, partnerships and limited liability companies. Explores employment relations, business transactions, financing and property consideration. Winter, odd years. As needed
- PL 342** **3**
CSI: Crime Scene Investigation
 This non-science survey course provides the student with a general overview of the wide scope of the area of investigative techniques associated with forensic science. Fundamental topics such as fingerprinting, crime scene investigation, observation of scenes, and report writing will be presented. Interwoven in this study is the law and the importance of the system within a system. Winter, even years. Prerequisite: PL 331 or permission of instructor.
- PL 402** **3**
Administrative Law
 Administrative law controls the way in which administrative agencies operate and the regulations they issue. Administrative law requires an understanding of all areas of law. Much of our daily activity involves complying with administrative rules or seeking government benefits from administrative agencies. Course provides students with the knowledge and skills needed for effective interaction with administrative organizations. Winter, odd years. As needed.
- PL 421** **3**
Intellectual Property
 Course provides a basic introduction to the concepts of intellectual property law by providing an overview of the three primary regimes of the federal intellectual property system : trademark, copyright and patent law, along with a look at related state law, primarily trade secrets. Also looks at IP issues for the artist, performer, manager of contractual relationships; acquisition, copyright and disposition of literary and audio-visual properties; production and distribution agreements; advertising law and rights affecting TV, motion picture, radio and stage business. Pre-requisites: PL 200, 231.
- PL 422** **3**
Property Law and Applications
 Course provides a thorough treatment of real estate theory, from the social impact and economic importance of real estate to procedures and applications in the real estate office. Property management, title searching, document drafting and zoning considerations provide the basis for the hands-on portion of the course. Winter, even years. As needed.

- PL/ID 430** **3**
Women and the Law
 Students will have a historical overview of how law and the legal system have defined women's status from the earliest times in the world in such areas as family law, criminal law, property and contract rights, earnings, and rights of citizenship. From this historical perspective, selected contemporary issues are examined, including statutory, regulatory, and constitutional remedies to gender bias or inequities; family violence, divorce, custody, and economic/employment issues. The effectiveness of the courts, legislatures, and other forums in resolving these issues is also examined. Fulfills general studies requirement and serves as elective in Women's Studies minor. Fall, odd years.
- PL 431** **3**
Death and Taxes
 Course presents the fundamentals of wills and trusts, why wills are needed, a review of state and federal income and fiduciary taxes and the method of assisting an attorney in the probate/estate process. Intense document drafting is a major part of this course. Fall, odd years. As needed. Course fee.
- PL 432** **1**
WESTLAW Enrichment
 Students will review computer-assisted legal research techniques and expand the skills learned in PL 302; they will present new developments in computer services for the legal environment. Intense research and memoranda writing are the outcomes of the course. Winter, every year. Course fee. Prerequisite: PL 302.
- PL 441** **3**
Law Office Administration
 Course presents a comprehensive view of management principles as they apply to the law office. Areas of discussion include strategic planning, environmental design, interpersonal skills, time management, law office automation, marketing and personnel relations. Fall, odd years.
- PL 442** **2**
Advanced Legal Research and Writing
 In this problem-solving course, students receive legal assignments and perform the research and companion legal writing as if in a legal setting under time constraints with resulting critiques. Coverage of the appellate process is included. Senior level. Winter, every year. Prerequisite: Consent of coordinator.
- PL 472** **4**
Legal Practicum
 Students participate in field experience with a lawyer or in a law-related office under the supervision of a lawyer with approval of the paralegal coordinator. Proposed summer or part-time field experience during the year will be assigned approved credit hours in advance, based on legal experience content of the site. Students work in the position for a minimum of 150 hours, are monitored by the on-site supervisor and supplement the field experience with classroom work through weekly seminars. Portfolio completed. Senior year. Winter, every year. Course fee. Prerequisite: Consent of coordinator.

PL 480 **1-3**

Topics in Paralegal Studies

Course topics rotate according to current needs in the profession. Possible topics are elder law, landlord-tenant law, collections, medico-legal aspects of law, employee benefits/pension law, worker's compensation and administrative law. As needed. May have course fee. May be repeated with different topics. Prerequisite: instructor's consent.

PL 490 **1-6**

Internship

Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed. Prerequisite: consent of coordinator.

PL 499 **1-4**

Independent Study

Individually supervised advanced study on topic of scholarly and critical interest in a selected area of paralegal studies. As needed. May have a course fee. May be repeated with different topics. Prerequisite: Consent of coordinator.

PL MO1 **0**

Mentor Program

Students volunteer to work in legal settings, taking PL 231 and with permission of the program coordinator. Student contracts work schedules with the site supervisor, who evaluates the performance for the student's files. Students may participate at five sites during their college career. May be repeated five semesters with different topics. As needed. Prerequisite: PL 231 and consent of coordinator.

PS 111 **3**

General Psychology

An overview of contemporary psychology introducing students to: human development, cognition and language, learning, memory, sensation, perception, motivation, emotion, biological basis of behavior, social psychology, personality, psychopathology and psychotherapy. The focus of the course is on both the scientific method of acquiring psychological data, as well as the theories which interpret that data and help guide further research in the field. For majors and non-majors, this course also serves as the prerequisite for most psychology classes. Fulfills general studies requirement. Fall and Winter, every year.

PS 195 **1**

Seminar in Psychology

This course orients beginning psychology majors to the major and to the profession of psychology. Students learn how to use the Publication Manual of the American Psychological Association, how to access the primary databases in psychology, the benefits of membership in APA and Psi Chi, and the necessary training to practice in various careers in psychology. Students also participate in a service learning project. Winter, every year.

- PS/ ED 237** **3**
Educational Psychology
 The study and application of psychological concepts as they apply to teaching and learning from childhood through adolescence. Topics include: learning theory; motivation; physical, emotional and sociological development; individual differences; intelligence; evaluations based on behavioral objectives; and types and uses of standardized tests. Winter, every year. Prerequisite: ED 109 or PS 111.
- PS 240** **3**
Psychology of Women
 An overview of current psychological theories and research on issues which impact women in their development throughout the life cycle. Gender roles, women and work, violence against women, psychological disorders in women, and the biological/cultural basis of sex/gender are among the topics explored. Winter, even years.
- PS 250** **3**
Human Sexuality
 Studies the biological, psychological and socio-cultural aspects of human sexuality and related research. Topics include anatomy and physiology related to human sexual response, sexual and psychosexual development, sexual orientation, contraception, sexually transmitted diseases, sexual dysfunction, variations in sexual behavior, abuse and age related changes. Fall, every year.
- PS/MA 253** **3**
Statistics
 Organization of data; binomial, normal and t distributions; estimation; hypothesis testing; correlation and regression; chi-square; analysis of variance; application to business decisions and experiments in natural and social sciences. Use of appropriate computer software. Fulfills general studies requirement. Fall and Winter, every year. Prerequisite: MA 112 or placement.
- PS 260** **3**
Developmental Psychology
 Studies human physical, cognitive, personality, emotional, social and moral development and change from conception to death. Winter, even years. Prerequisite: PS 111.
- PS 261** **2**
Adolescent Psychology
 Studies physical, emotional, intellectual and moral development during adolescence; adjustment to change; peer, adult and institutional influences, relationships and pressure. Winter, even years.
- PS 280** **1-3**
Topics in Psychology
 Special psychological topics such as Industrial/Organizational Psychology, Intimate Relationships, Prejudice and Stereotyping, and Sport Psychology. May be repeated with different topics. As needed. Prerequisite: PS 111.
- PS 281** **1**
Seminar in Correctional Psychology
 Provides an overview of the field of Correctional Psychology. Includes a critical analysis of current and controversial issues in the field of correctional psychology, as well as research and trends.

Examples of topics will include political influences on treatment approaches, efficacy-based treatment models, privatization of mental health services, and faith-based treatment units.

PS 285 **3**

Techniques of Counseling

Theoretical and practical knowledge needed to make use of basic counseling skills. Emphasis on process in utilizing these skills. Activities include role playing and video presentations. Winter, odd years.

PS 290 **1-4**

Supplemental Learning Experience

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

PS 295 **3**

Stress Management

Introduces theoretical and practical applications of the principles of stress management. Emphasizes learning to use techniques such as deep breathing, visual imagery, progressive relaxation, exercise and cognitive restructuring. Winter, odd years.

PS 310 **3**

Psychology of Aging

Studies the development of and changes in intellectual, social, interpersonal and psychobiological functions in aging. Offered in WED and campus independent study only.

PS 312 **3**

Research

Introduces research methods including experimental and quasi-experimental design, correlation techniques, survey and field research. Winter, even years. May have course fee. Prerequisites: PS 111 and PS/ MA 253.

PS 320 **3**

Learning

Considers the processes of learning and memory based on contemporary research and theory. Focuses on how learning processes work in animals and humans, as well as the practical aspects of the psychology of learning. Winter, odd years. Prerequisite: PS 111.

PS 330 **3**

Biological Psychology

Teaches how the brain and central nervous system may be divided by function, the relationship between the biological potential of the organism and behavior, and how observable behavior has evolved over time. Focuses on the factors that arouse, sustain and direct the behavior of humans and animals. Fall, even years. May have course fee. Prerequisites: PS 111, plus six hours of psychology and BI 101, or instructor's consent.

- PS 360** **3**
Abnormal Psychology
 Studies the dynamics of abnormal behavior including etiology, diagnosis, treatment and prevention of emotional disorders, psychoses, substance abuse and childhood disorders. Winter, odd years. Prerequisite: PS 111.
- PS 365** **2**
Drug and Alcohol Addiction
 Studies the psychological, biological and social aspects of alcoholism and other drug addictions with an introduction to group, individual and pharmacological treatment methods. Fall, odd years. Prerequisites: PS 111 or instructor's consent.
- PS/SO 370** **3**
Social Psychology
 Studies the way in which people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Topics covered include attitudes, conformity, interpersonal relationships, aggression, and prejudice. Fall, odd years. Prerequisite: PS 111 or SO 211.
- PS 440** **3**
Personality
 Extensive coverage of the basic concepts and methods, major theories and results of research in the field of personality. Fall, even years. Prerequisite: PS 111.
- PS 450** **3**
Psychological Tests and Measurements
 Introduces psychological tests and measuring such things as intelligence, achievement and personality; stresses critical evaluation of their reliability, validity and appropriate use and interpretation. Fall, odd years. Prerequisites: PS 111 and instructor's consent.
- PS 480** **1-3**
Topics in Psychology
 Course similar to PS 280 except requires more background. May be repeated with different topics. As needed. Prerequisites: PS 111 and nine hours of psychology or instructor's consent.
- PS 481** **3**
Group Dynamics
 Examines group processes and development, as well as treatment methods. The course will include an examination of research findings and theoretical approaches to group counseling. Emphasis will be given to psycho-educational groups for special populations and problems.
- PS 485** **3**
Correctional Psychology
 Provides an overview of mental health services in the correctional setting. Emphasis is given to various theories, assessment strategies, and treatment modalities commonly utilized in the correctional environment. Issues associated with treating typical populations (e.g. male and female adults, male and female juveniles) as well as special populations (e. g. gangs, seriously mentally ill, elderly, death row, disabled, psychopath) will be explored. Students will also be exposed to ethical and legal issues associated with mental health work in the correctional setting and will have opportunity to research a particular area of interest within the field.

- PS 486** **3**
Crisis Intervention
 Provides an overview of crisis theory and interventions for working with clients in crisis. Crisis and conflict management theories, strategies and skills will be examined and applied to a variety of situations including those involving suicide, physical and sexual assault, natural and man-made disasters, grief or traumatic loss and violence in the workplace, the home, or the school.
- PS 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- PS 493** **1-6**
Research Practicum
 Research experience with agency or institution where students observe on-going research activities and assist in the work. Goals for the practicum are developed between the student, site supervisor and faculty advisor and are outlined in an individual learning contract. Normally reserved for students with third for fourth year status. As needed.
- PS 495** **1**
Senior Seminar
 Designed to help the student prepare her resume, learn job interview skills and make the transition between being a student and entering the job market or going to graduate school. Reviews professional ethics and standards. Fall, every year.
- PS 499** **1-3**
Independent Study
 Individually supervised advanced study of a particular problem or topic within the field of psychology. The topic should be in an area in which the student already has some basic knowledge. As needed. Arranged with the consent of the instructor.
- PS 560** **3**
Psychopathology
 Examines the major forms of psychopathology based on DSM diagnostic categories. Topics include the symptomatology, etiology, developmental patterns, theories, and treatment approaches related to various diagnostic categories.
- PS 580** **3**
Theories and Techniques of Counseling
 Examines the major theories of counseling and psychotherapy, the techniques used to establish therapeutic relationships and the development of counseling skills. Students will practice counseling skills in class and through the use of video-taped role-plays.
- PS 581** **3**
Group Dynamics and Counseling
 Examines group processes and development, as well as treatment methods. A study of the

research findings and theoretical approaches to group counseling. Includes small group experiences, discussion and independent study.

PY 220/221 4, 4

General Physics I, II

Qualitative and quantitative study of the manifestations of energy in the kinetic theory of matter. Newtonian mechanics, wave motions, heat and thermodynamics, vibratory motion and sound, magnetism and electricity, light, modern physics and radioactivity. Every other year. Course fee. Prerequisite: knowledge of algebra, trigonometry and vectors.

SC 201 3

Integrative Science I: From the Big Bang to the Beginning of Life

Explores the physical and chemical principles underlying the creation of the universe, the formation in the Earth, the composition of the Earth and its atmosphere, changes in the Earth over time, and the formation of conditions for the beginnings of life. Laboratory. Fall, every year. Prerequisite: Score of 38 or better on mathematics placement exam or completion of MA 101.

SC 202 3

Integrative Science II: From the Beginnings of Life to the Future of Life

Explores the biological principles underlying beginnings of life, maintaining life and the future of life in Earth. Examines evolutionary principles as the major framework of biological study. Uses scientific methodology to investigate major biological concepts. Laboratory. Winter, every year. Prerequisite: Score of 38 or better on math placement exam or completion of MA 101.

SC 250 3

Sex and Science

Science has a past, present and future in its definition and pronouncements about sex and its functions. The history of what science has said about women and women's responses will be examined. Women scientists and their contributions, feminist critiques of science and future of sex as a variable in scientific research will be explored. As needed. Prerequisite: Instructor's consent.

SO 211 3

Introduction to Sociology

Studies the basic principles, perspectives and concepts of sociology. Broad overview with emphasis on social structure, social interaction, culture, socialization, groups, formal organization, stratification, social institutions and social change. Fulfills general studies requirement. Fall and Winter, every year.

SO 212 3

Contemporary Social Problems

Sociological perspectives on the societal conditions and institutional roots as well as the social consequences of major social problems; includes analysis of assumptions underlying both popular and theoretical explanations of social problems, and policies and programs by which society attempts to alleviate them. Winter, even years. Prerequisite: SO 211 or instructor's consent.

SO 311 3

Sociology of Aging

Sociological analysis of the effects of the aging process and the aged on society, institutions, families and individuals. Attention to demographic implications, social aspects of adjustment, community needs and services, governmental policies and programs for the elderly. Independent study format only. Prerequisite: SO 211 or instructor's consent.

- SO 321** **3**
Sociology of Families
 Sociological analysis of the structure and functions of the family in contemporary society; interrelationships and structures; impact of social change on family structure and stability; and current trends in the institution. Focus on industrial societies with some comparative material included. Fall, odd years. Prerequisite: SO 211 or instructor's consent.
- SO 323** **3**
Crime and Deviance
 Examines the phenomenon of non-normative behavior from several perspectives (e.g., society, social organizations and individuals); includes analysis of the social contexts in which behaviors, individuals and groups come to be labeled as deviant, as well as the influence of historical and political factors; considers sociological theories which explain the occurrence and distribution of deviance; explores approaches to the management of deviance and deviants through social control. As needed. Prerequisite: SO 211 or instructor's consent.
- SO 324** **3**
Racial and Cultural Minorities
 Studies interracial and interethnic relations, prejudice, discrimination and the changing nature of contacts and problems generated between groups within the social institutions of multiethnic societies. The primary focus is the U.S., with use made of comparative material from several societies. Fall, even years. Prerequisite: SO 211 or instructor's consent.
- SO 340** **3**
Sex, Gender and Society
 Examines the changing status and roles of women in various institutional settings in contemporary society; relevant historical, cross-cultural and ethnic comparisons; the social construction of gender concepts; socialization, stereotypes, inequalities in power; traditional division of labor by sex and its relationship to cultural beliefs about gender; parallels with minority status and current social movements. As required. Prerequisite: SO 211 or instructor's consent.
- SO/PS 370** **3**
Social Psychology
 Studies the way in which people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Topics covered include attitudes, conformity, interpersonal relationships, aggression, and prejudice. Fall, odd years. Prerequisite: PS 111 or SO 211.
- SO/SS 410** **3**
Contemporary Sociological Theory
 Surveys predominant contemporary sociological theories within the broader perspectives of functional analysis, conflict theorizing, interactionism, exchange, and macrostructure theory. Student become familiar with and gain insight into comparing and contrasting theories at both the micro and macro levels of analysis and the historical and philosophical roots of each perspective. As needed. Prerequisites: SO 211 and PH 200.
- SO/SS 415** **3**
Research Methods in Social Science
 Presents basic principles of research design and the primary techniques used by social scientists in the collection and analysis of data; for example, surveys and polling, observation, experiment, case study and content analysis. Winter, odd years. Prerequisite: SO 211 or instructor's consent.

- SO 435** **2-3**
Death, Dying and Bereavement
 Sociological study of various aspects of death and dying: the personal and social meaning of death and bereavement, societal issues of death and dying and the professional's approach to death and loss of loved ones. Independent study format only. Prerequisite: SO 211 or instructor's consent.
- SO 480/280** **1-4**
Topics in Sociology
 Studies of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled underclass or upper-class courses. As needed. Prerequisite: SO 211 or instructor's consent.
- SO 490** **2-4**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed. Prerequisite: SO 211 or instructor's consent.
- SO 499** **1-3**
Independent Study in Sociology
 Individually supervised advanced study on a topic of scholarly and critical interest in sociology or social policy issues. The topic should be one about which the student already has some background knowledge or experience. As needed. Prerequisite: SO 211 or instructor's consent.
- SP 111/112** **4, 4**
Basic Spanish I, II
 Students acquire the basic building blocks of the language: sound, noun and verb systems and use these systems for creative communication in real-life situations. The five skills of listening, speaking, reading, writing and culture are emphasized. Three classroom sessions and two laboratory sessions. Fulfills general studies requirement. Campus only. SP 111 Fall, every year. SP 112 Winter, every year. Course fee.
- SP 150** **3**
Spanish/Latino Culture
 A comparative culture class taught in English in which students are introduced to the concept of cultural difference by examining basic U.S. cultural practices along with those of the foreign (i.e. Spanish-speaking) culture. By comparing the U.S. with other nations, students find a new perspective through which to view their own culture, and at the same time they learn not to impose their own parochial meanings on another society's morals and practices. Fulfills general studies requirement. WED only.
- SP 211/212** **3, 3**
Intermediate Spanish I, II
 Students review grammatical patterns through a variety of listening and reading activities as well as improve their own oral and written expression. Fulfills general studies requirement. Campus only. SP 211 Fall, every year. SP 212 Winter, every year. Course fee.

- SP 231** **3**
Spanish Conversation
 Students practice and enhance their communication skills progressing from specific functions and situations to free conversations and debates. Students participate in a variety of activities designed to refine listening and speaking through the active use of authentic materials describing life and society in Spain and Latin American countries. Video (film, television, travel and music) and audio (radio, music and literature) are important components. Winter. Campus only. Prerequisite: two semesters of college Spanish or Instructor's consent.
- SP 280** **1-3**
Topics in Spanish Studies
 Covers at an intermediate level specific topics related to students interest or needs. As needed.
- SP 290** **1-4**
Supplemental Learning Experience
 Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.
- SP 291** **3**
Business Spanish
 Students learn about the culture, economy and commerce of modern Spain and Latin American countries through the study of the political, social and economic aspects of the Spanish-speaking world. Through readings and video as well as through oral and aural activities, students gain a solid foundation in commercial Spanish. Campus only. As needed. Prerequisite: at least two semesters of college Spanish or Instructor's consent.
- SP 331** **3**
Spanish Grammar
 Students conduct an advanced study and practice the structure of modern Spanish in its component parts (verb tenses, nouns, adjectives, adverbs, pronouns, etc.). Concepts are illustrated by authentic written and audiovisual materials, so that students use grammar in context. Campus only. As needed. Course fee.
- SP 351** **3**
Spanish Phonetics and Linguistics
 Students conduct an in-depth study of the history and phonology of the Spanish language to improve their understanding and pronunciation of Spanish. Concepts are illustrated by authentic audio and visual materials. Campus only. As needed. Course fee.
- SP 361** **3**
Survey of Literature in Spanish
 Students conduct historical and critical studies of the principal authors and literary movements of Spain and Latin American countries and discuss orally and in written form the works considered. As needed.

- SP 371/HI 370** **3**
Latin American Life and Civilization
 From a cross-cultural perspective, students conduct study of the history and cultures of Spanish-speaking areas in the world from colonialism to the modern day by using a variety of materials including video, slides, music and poetry. In English. Campus only. As needed.
- SP 372** **3**
Spanish Culture and Civilization
 From a cross-cultural perspective, students study the origins and development of the Spanish people, their culture and the development of the Spanish nation into modern times by using a variety of materials including video, slides, music and readings. In English. As needed.
- SP 434** **3**
Spanish Stylistics
 Students conduct an advanced study of the process of writing in Spanish. A variety of authentic writing models that illustrate various functions and style serve as references. Students use audio and video, as well as texts, to practice and refine their composition skills. As needed. Campus only. Prerequisite: SP 331.
- SP 480** **1-3**
Topics in Spanish Studies
 This course covers literature and specific topics relative to student interest or needs. Repeatable. May be offered in conjunction with SP 280. As needed.
- SP 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- SP 499** **1-3**
Independent Study
 The student undertakes an individual, advanced study of a topic related to her interest in the area of Spanish studies. The student's work is closely supervised by a faculty adviser. Usually reserved for third- and fourth-year students. Campus only. As needed. Prerequisite: instructor's consent and chair's consent.
- SS 315** **2**
Teaching Social Studies in Senior High/Junior High/Middle School
 Develops teaching techniques, skills and processes necessary for the teaching of social studies in senior high, junior high and middle schools. As needed.
- SS 326** **3**
Geography of World Affairs
 Introduces the distribution patterns of major physical and cultural phenomena on the earth's surface and applies these patterns to world regions and countries classified according to levels of economic and demographic development. Winter, every year.

- SS/SO 415** **3**
Research Methods in Social Science
 Presents basic principles of research design and primary techniques used by social scientists in the collection and analysis of data. For example, surveys and polling, observation, experiment, case study and content analysis. Winter, odd years. Prerequisite: SO 211 or instructor's consent.
- TA 113** **3**
Introduction to Theatre
 Course introduces the student to many facets of theatre: directing, acting, technical aspects, literature and history. Students also attend and critique a variety of plays. Fall, every year.
- TA 114** **2**
Voice, Diction and Phonetics
 Studies the vocal mechanism and international phonetic alphabet through ear training exercises and analysis of speech variations. Develops a flexibility of voice and speech. As needed.
- TA 150** **1-2**
Production and Performance
 Weekly work in the theatre, learning and applying skills in a variety of areas – such as makeup, costuming, stage-craft and performance. Course may be taken more than once. Fall and Winter, every year. Course fee.
- TA/EN 151** **3**
Interpretive Reading and Reader's Theatre
 Study poetry, prose and drama through oral interpretation. Analyze literary texts by way of performance. Preparation for platform reading. Winter, even years.
- TA/EN 202** **3**
Introduction to Literature and Theatre
 Introduces the creative and critical processes in literature. Using examples of poetry, fiction and drama, students learn methods of writing and reading critically about literature. Students also study the transition from page-to-stage that occurs in theatrical production, and the role of theatre in culture and society. Fulfills general studies requirement. Campus only. Winter, every year.
- TA 220** **3**
Technical Theatre I
 Introduces all phases of technical theatre: scenery, lighting, costume and makeup design. Construction and rendering with practical application to the current play. Winter, odd years. Course fee.
- TA/EN 251** **3**
Advanced Interpretive Reading and Reader's Theatre
 Designed for students who have completed a basic study of oral interpretation (poetry, prose, fiction, drama), and wish to continue with more advanced analysis and group performance, including mixed text work and use of nonfiction materials. As needed. Prerequisite: TA/EN 151.
- TA 290** **1-4**
Supplemental Learning Experience
 Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

- TA 320** **3**
Technical Theatre II
 An in-depth study of all phases of technical theatre including scenery, lighting, costume, make-up and sound design. Practical application to the current play. As needed. Course fee
- TA 322/422** **2**
Improvisation
 Study and practice of physical, vocal, and text improvisation. Students will learn to combine a variety of classical and contemporary techniques in order to create their own personal style. At the end of the course, students will perform the “Improvisational Follies” on main stage. Fall, even years.
- TA 323** **1-3**
Projects in Play Production
 Credit may be earned for a substantial extracurricular contribution to a major production, such as heading an important crew, designing a setting, lighting or costumes, or serving as assistant director or stage manager. Amount of credit may be earned only once in the same area. As needed. Prerequisite: TA 220 or instructor’s consent.
- TA 324** **3**
Principles of Acting I
 Fundamental techniques in acting with practice in pantomime, improvisation and voice production. Includes exercises in concentration, memorization techniques and short scenes. Winter, odd years.
- TA 325** **3**
Principles of Acting II
 Continuation of acting skill development with in-depth study of characterization and variations of acting styles. As needed. Prerequisite: TA 324.
- TA/EN 327** **3**
Drama
 Workshop class encourages writing capabilities through the use of improvisatory techniques. Group discussion used to examine alternative methods for structuring such improvisations, leading to the completion of a one act play. Every other year.
- TA 328** **2**
Stage Movement
 Studies terminology and technique for movement on stage. Includes basic contact work, rhythmic and period moving and handling of props. Students also learn body control through the creation of tableaux and mask work. Culminates in a performance. Fall, odd years.
- TA 331/332** **3, 3**
History of Theatre I, II
 Studies the development of theatre of the western world from its beginnings through the Renaissance and from the Renaissance to the modern era. Students research and recreate scenes with historical accuracy, studying literature, acting, directing and technical aspects. TA 331: Fall, even years. TA 332: Winter, odd years. Course fee. Prerequisite: TA 113 or instructor’s consent.

TA/EN 341	3
Shakespeare	
Study of the principal writers of the English Renaissance with special focus on the works of Shakespeare.	
TA/EN 343	3
Modern Dramatic Literature	
In depth study of selected masterpieces in modern drama, from the great realist works of Ibsen and Chekhov to the selected realism of Arthur Miller and Tennessee Williams. The effect of avant-garde movements, such as Absurdism and Expressionism, on the theatre will be studied in detail. Winter, even years.	
TA 425	3
Directing	
Play selection, casting, rehearsing and producing are focal points of the course. Practice in actual production and discussion of the variety of directing techniques for various types of plays are included. Fall, odd years.	
TA 426	3
Directing Musical Theatre	
Studies the development of the musical as a collaborative theatrical form. Both practical and stylistic problems of current productions. Practice in directing musical scenes. As needed.	
TA 428	3
Advanced Directing and/or Acting Practicum	
Additional experience in directing a complete production of experimental nature. As needed. Prerequisite: TA 425 or experience as assistant director of a major production. By arrangement.	
TA 431	1-3
Program Building	
Designed to give the senior theatre student the opportunity to present a senior recital. Preparation must begin during the second semester of the junior year when the student petitions the faculty for the privilege of presenting the recital. Number of credit hours contingent upon recommendation of faculty. As needed.	
TA 433	3
Contemporary Theatre	
Study of current trends in American theatre, emphasizing the avant-garde. Examine the effect of contemporary European plays on American theatre through discussion of literary styles, methods of production and contemporary philosophy. As needed.	
TA 280/480	3
Topics in Theatre	
Study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled advanced courses. As needed.	
TA 490	1-6
Internship	
Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite	

supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

TA 499 **3**
Independent Study

Individually supervised advanced study of topics selected to meet the needs of the student involved. The topic should be in an area in which the student already has some experience. As needed.

TH 201 **3**
Introduction to Religious Thought

Explores the religious search for meaning through faith-based inquiry. The study locates Christianity among the various world religions, and reviews its interaction with contemporary society, science and pluralism. Fulfills general studies requirement. Fall and Winter every year.

TH 220 **3**
Introduction to Hebrew Scriptures

Studies the Hebrew Scriptures from a religious and literary viewpoint. Examines the major themes and contexts of these biblical writings in light of a current issue. Fulfills general studies requirement. Prerequisite: TH 201. Fall, even years.

TH 225 **3**
Introduction to Christian Scriptures

Investigates the Christian Scriptures in their historical, cultural, religious, and sociological context in the Mediterranean world at the beginning of the Common Era. Includes an introduction to the techniques and methods of biblical scholarship and to the theologies that comprise the Christian community's witness to Jesus of Nazareth. The topics of the course will be examined and discussed in light of a unifying issue or theme. Fulfills general studies requirement. Prerequisite: TH 201. Fall, odd years.

TH 280/480 **3**
Topics in Theology

The study of selected topics of importance in the discipline. Prerequisite: TH 201.

TH 290 **1-4**
Supplemental Learning Experience

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

TH 300 **3**
The Theology of God

Examines the concept of God from a Christian perspective. Topics include the experience of God; God's attributes; Trinity; the relationship of God to creation. For majors only.

TH 325 **2**
Theology and the Older Adult

A study of critical issues and topics as they relate to work with the older adult (e.g. ministry, death and dying, pastoral concerns, life cycle theory).

- TH 331** **3**
Jesus: God and Human
 Seeks to answer Jesus' question, "Who do you say that I am?" Using scripture, and historical and contemporary sources, students examine the life, death, resurrection, and ascension of Jesus in terms of what He means for contemporary faith and life. Fulfills general studies requirement. Prerequisite: TH 201. Every Winter.
- TH 341** **3**
Contemporary Morality
 Considers the historical and contemporary sources and methodology of moral theology, as well as significant moral questions facing today's Christian. Fulfills general studies requirement. Prerequisite: TH 201. Every Fall.
- TH 343** **3**
Global Issues of Justice and Peace
 Examines selected current issues in global peace and justice, within the framework of Christian theology and Catholic social teaching. Fulfills general studies requirement. Prerequisite: TH 201. Every Winter.
- TH 344** **3**
Ethics and the Professions
 Explores the ethical principles of representative professions (e.g. law, medicine, business, social work). Considerable use is made of case studies in the development of the skill of moral decision making. Fulfills general studies requirement. Prerequisite: TH 201. Every Winter.
- TH 351** **3**
The Church in the Contemporary World
 Examines the nature of the Church and its mission in the contemporary world. The Church is studied in terms of major images, its nature as the sacrament of Christ and its relationship among the various churches. For theology majors only. Prerequisite: TH 201.
- TH 360** **3**
Christian Worship
 Focuses on the liturgical life of the Church, from both historical and modern perspectives. For theology majors only. Prerequisite: TH 201.
- TH 370** **3**
Christian Ministry and Service
 Explores the meaning of ministry in the church, especially the many forms of the lay ministry. Distance format only. For theology majors only. Prerequisite: TH 201.
- TH 371** **3**
Women Imaging God
 Explores the theology of God from the perspectives of how women image God. The class engages with the works of historical and contemporary women as primary sources. Fulfills general studies requirement. Prerequisite: TH 201. Every Fall,
- TH 491** **2-4**
Integrating Project
 Provides theology majors with the opportunity to integrate and synthesize their course sequence and/or pursue important questions that cannot be treated in other courses. Challenges the

student to do serious research work in an effort to have the skills of good theology applied to the area of student interest. For theology majors only.

WS 101

3

Women's Studies

Introduction to Women's Studies as an interdisciplinary field that examines diverse feminist responses to a variety of topics including women's work, the family, discrimination, health, popular culture, violence, and social activism. Students will examine how gender affects both larger social institutions as well the individual women's identity and choices. Satisfies Women's Studies minor. Winter, odd years. As needed.

WS/ID 301

2

Images of Muslim Women

The study of Muslim women in historical, cultural, and contemporary contexts. Original source readings and film are examined for their representations of Muslim women. Comparative analysis of the status and roles of women in Western Christian tradition is also addressed. The linked disciplines of study are the aesthetic and social/cultural. Fulfills general studies requirement and Women's Studies minor requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.

WS/ID 415

3, 3

Feminist Theory

Advanced study and critique of significant classical and contemporary feminist theories that offer different perspectives on womanhood, women's experiences, and the future of feminism(s). Satisfies Women's Studies minor and general studies interdisciplinary requirement. Winter, even years. As needed.

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May 1982

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Marguerite Lewis '37

Alexa Suelzer, SP '39

Sondra Wellman '54

May 1981

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William Brennan

Kevin O'Donnell

Julia Walsh

May 1980

John O'Neill, Jr.

May 1979

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Department Chairpersons

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Education: Sonja Frantz, Ph.D.

Languages and Literature: Christopher Hudson, Ph.D.

Mari Hulman George School of Equine Studies: Christine Stewart Marks, Ph.D.

Music and Theatre: John McIntyre, D.M.A.

Sciences and Mathematics: Janet Clark, Ph.D.

Social and Behavioral Science: Glenna Simons, J.D.

Theology and Philosophy: Robert Watts, Ph.D.

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Director of International Student Services:

Director of Security and Safety: Charles Rairdon

Faculty

- Karola Alford, 2002;** Associate Professor of Psychology; Ph.D., University of Illinois, 1994
- Sharon Ammen, 1997;** Associate Professor of Theatre; Ph.D., University of Maryland, 1997
- Richard Andrew, 2001;** Assistant Professor of Education; Ph.D., Indiana State University, 1997
- Michael Aycock, 1980;** Assistant Professor of English; M.A., Indiana State University, 1983
- Monica Baez-Holley, 2005;** Assistant Professor of French and Spanish; M.S., M.A., Indiana State University, 2003, 2004
- Margaret Berry, 1985;** Associate Professor of Business Administration and Spanish; M.B.A., Virginia Polytechnical Institute and State University, 1976
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