

**SAINT MARY-OF-THE-WOODS**  
**COLLEGE**



**UNDERGRADUATE CATALOG**  
**2011-2012**

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*The College reserves the right to change certain requirements for degrees, prerequisites, majors, and scheduling. Every effort has been made to insure that the information in this catalog is accurate as of August 2011. This official catalog is published on the College’s website and will be updated annually. Hard copies are available in the College Library and in the Registrar’s Office.*

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# *Saint Mary-of-the-Woods College*

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## **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. The Ohio Board of Regents has authorized the College to award its external degrees to residents of the state of Ohio.

Some academic programs are certified or approved by their professional associations: American Bar Association, American Music Therapy Association, Institute for Certification of Computer Professionals, and National Association of Schools of Music.

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## **A Message from the President**

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Welcome to a college where students are empowered. Historically a Catholic, liberal arts college for women, we continue our proud tradition in the campus program. Students develop their intellects to become leaders in their professions and

communities. SMWC also offers these opportunities to both women and men in our distance and graduate programs.

The Saint Mary-of-the-Woods College catalog is designed to introduce our programs to prospective students, provide information for schedule planning for enrolled students and their academic advisors, and share the details of courses of study and the degrees we offer with our many constituents.

SMWC faculty and staff are dedicated to helping students find what they are called to do by identifying and strengthening their knowledge, skills and talents. Here you will find your voice and make it heard across the country and around the world.

Saint Mary-of-the-Woods College is a transforming experience where the entire campus community prepares students for extraordinary lives of leadership and service. Whether you are looking at the College for the first time, or if we are a part of your history, please come for a visit. We look forward to welcoming you.

Dottie King 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.

The process for the beatification and canonization of Saint Mother Theodore began in 1909. On October 15, 2006, Mother Theodore Guerin, foundress of the Sisters of Providence of Saint Mary-of-the-Woods, was canonized as a saint in the Roman Catholic Church.

During the 20<sup>th</sup> 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 art and design, equine studies, and computer information systems.

Over the past 20 years, 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, "smart classrooms," the use of course management software, and creation of a student center in the library.

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 degree programs in the nation, the Women's External

Degree (WED) Program to serve adult women who needed to earn a degree while balancing important family and job responsibilities. In 2005, the College expanded access to this program 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 men and women can earn a college degree in a wide variety of majors through online programs in eight-week or sixteen-week semesters.

Saint Mary-of-the-Woods College also offers four master's degree programs open to both women and men, in the distance formats. These include 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; the Master of Arts in Music Therapy (MAMT) program, which welcomes qualified music therapists seeking an advanced understanding of the therapeutic uses of music; the Master of Leadership Development (MLD) program, which enables students to explore culture and creativity, leadership identity, ethical decision-making and critical analysis of research; and the Master of Education (M.Ed.) program designed for teachers with two years of teaching experience who wish to pursue a master's program while continuing to teach full-time. All four master's degree programs utilize distance learning and intensive campus-based residencies. (See the College's Graduate Catalog for more information).

# Academic Calendar 2011-2012

## Fall 2011

August 11	WOL New Residency
August 12	New Teacher Licensure
August 15	WOL 8-Week Courses begin
August 16-18	WOL Return Residency
August 18-21	New Campus Student Orientation
August 19	Student Teachers
August 20	Transfer Student Orientation
August 21	Returning Campus Students arrive
August 22	First Monday Check-In
August 23	Campus classes begin
September 2	Campus Last Add/Clean Drop Day
September 5	Labor Day (no classes)
September 24	Alumnae Homecoming
October 13-14	Fall Break (no classes)
October 14	Midterm
October 17	WOL 8-Week courses begin
October 18	WOL New Residency
October 20	Campus Last Drop Day
October 20	WOL Return Residency
October 21	President's Inauguration (no classes)
October 24	Campus Registration opens
November 3	WOL New Residency
November 4	WOL Return Residency
November 23-27	Thanksgiving (no classes)
December 4	Senior Christmas Dinner
December 6	Campus Study Day (no classes)
December 7-9	Campus Final Exams

## Winter 2012

January 6	Student Teachers
January 9	Campus Classes begin
January 16	M L King Day (no classes)
January 19	WOL New Residency
January 20	Campus Last Add/Clean Drop Day
January 23	WOL 8-Week courses begin
January 24-27	WOL Return Residency
February 20	Presidents' Day (no classes)
February 21	Faculty Assessment (no classes)
March 2	Campus Midterm/Last Drop Day
March 12-16	Spring Break (no classes)
March 19	Campus Registration opens
March 19	WOL 8-Week courses begin
March 22	WOL New Residency
March 29-30	WOL Return Residency
March 31	Ring Day
April 5-9	Easter Break (no classes)
May 1	Campus Study Day (no classes)
May 2-4	Campus Final Exams
May 5	Commencement
May 17	WOL New Residency
May 24	WOL Return Residency
June 4	WOL 8-Week courses begin



# Campus 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.

## **Campus Student 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 Le Fer Hall. Students can select a room that uses a community-style bathroom or one that has a suite-style 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. Le Fer has staff members who live on campus to assist with emergencies. Additionally, the hall has resident assistants who help students with the transition to community living and with emergency situations.

All students who live on campus are on a 19 meals per week meal plan. Breakfast is served in the Oakley Student Center in Le Fer Hall. Lunch is served in O'Shaughnessy Dining Hall and Jazzman's Café located in Rooney Library. Dinner, Saturday brunch and Sunday brunch 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, who are financially independent as defined by financial aid regulations, or whose permanent, legal addresses are within 60 miles of the College may choose to commute.

## **Student Health**

The Student Health Services Office and the Student Counseling Center offer free services to undergraduate students currently enrolled at the College. Both offices are located in the primary residence hall, Le Fer Hall. Office hours are posted outside each door.

The Student Health Services Office is staffed by a registered nurse who can provide basic first aid and is able to administer allergy shots as prescribed by a physician. The Health Office also offers seasonal flu shots for a small fee. Students who need care that goes beyond routine or that requires a diagnosis will be referred to a physician. Dental referrals are also available through the Health Office.

The Student Counseling Center is staffed by a full-time licensed counselor. The counselor works with students experiencing personal problems and conflicts. The staff may also make referrals to agencies in the Terre Haute area.

Before enrolling students are required to have a health physical and submit a health form that

provides the doctor's findings and includes a current immunization record. 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.

### **Student Activities**

Social, educational and community service activities are planned by Campus Life and campus clubs and organizations. Campus Life and the Student Activities Committee bring top notch entertainment to campus on a monthly basis. This entertainment includes, but is not limited to comedians, bands, drive-in style movies, formals, educationally themed weeks and lectures. 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.

Activities on campus and those with neighboring campuses are planned by a Student Activities Committee. 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.

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 game tables and cable television; Sullivan Parlor has a large-screened television with cable service.

### **Student 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.

Student representatives also serve on the College Council, which is comprised of faculty, staff and students and is the main legislative body of the campus considering matters affecting the entire College community. Its resolutions require approval by the President of the College.

### **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 six athletic teams: basketball, cross-country, 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. Partial tuition reimbursements are available in all six programs.

## **Clubs and Organizations**

Anime Club

*Aurora*

Chorale

Madrigals

Dance Team

Discovery Club

Drama Club

Peace and Justice Committee

Psychology Club

Math Club

Madrigals

Mu Phi Epsilon

Society for Human Resource Management

Student Activities Committee

Student Senate

Sustainability Club

*The Woods* Newspaper

World Wide Woodsies

Year Book Club

## **Leadership Opportunities**

Class Officers

Judicial Board

International Orientation Leaders

Orientation Leaders

Presidential Corps

Resident Assistants

# Student Services

Saint Mary-of-the-Woods College provides a variety of student services to its undergraduate students, whether they are enrolled in the campus program or the distance education program.

## **Career Development Center**

The Career Development Center supports the mission of Saint Mary-of-the-Woods College by offering educational resources, developmental experiences, and professional connections to empower campus students, distance students, and alumni to discover their passion and live happy.

In support of the Center's vision to build relationships with and connections between students, alumni, faculty, and employers that lead to transformational experiences and outcomes, many programs, events and resources are offered to students. Students benefit from networking opportunities, professional development activities, and experiential learning programs. Staff members are available to offer career and graduate school guidance to students and alumni, and to assist in creating individual career plans.

The Career Development Center's website ([career.smwc.edu](http://career.smwc.edu)) is designed to serve the needs of students and alumni by making many of its resources available on-line. Registered students have 24/7 access to job and internship postings, event registration, an alumni mentor database, as well as links to helpful career-related resources.

## **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. Students of all faith traditions are encouraged to participate in a variety of programs and activities both on and off campus. Students are empowered to take leadership roles in the planning and implementation of programs including:

- Community outreach and service opportunities in the local area
- Bible study, prayer groups and liturgical experiences
- Retreats and events that will enrich the student experience

The coordinator works with campus ministers from parishes and leaders from other faith traditions within the local community to encourage students to keep connected with their faith traditions.

## **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 Learning Resource 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, 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 students to discuss changes in their circumstances or other matters related to their specific needs and accommodations.

### **Event and Facilities Reservations**

The Conferences Office manages overnight guest reservations at the College Guest House on a year round basis, and housing in Le Fer Residence Hall in the summer months. The Conferences Office also manages the rental and scheduling of all College facilities and grounds for meeting and social events.

# Academic Services

## **Academic Advising**

Academic advising is part of the College's commitment to its students. Upon enrolling, each student is assigned an academic advisor, usually a faculty member in the department of the student's declared major, who helps to plan and monitor the student's ongoing program of study. The advisor helps the student meet graduation requirements by drawing up academic plans consistent with the student's backgrounds and goals; together advisor and student update this plan each semester. During or between semesters, advisors are available for consultation by telephone or email.

## **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 members meet regularly with assigned campus students, monitoring each student's progress, discussing problems and offering suggestions for overcoming obstacles. Distance undergraduate students are supported by a Virtual Academic Support team (VAST).

## **Learning Resource Center**

The Learning Resource 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 testing site for the College-Level Examination Program (CLEP) and the Test of English as a Foreign Language (TOEFL).

## **Library**

The Mary and Andrew Rooney Library provides access to traditional and online library collections and services. 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, whether on campus or at a distance. The library also provides meeting and classroom spaces to campus and community groups.

## **Information Technology Services**

The College makes available to students a variety of IT services. New students are provided with a College email account, productivity software, and online training materials. A help desk is available for assistance with questions and problems. Students have online access to course materials through a learning management system (Desire2Learn); links to the Bookstore provide details on course textbooks and costs. Students may access their accounts, grades and transcripts through a portal (*MyRecords.smwc.edu*) to a student information system (Campus AnyWare). WiFi is available campus-wide.

# Admission

## Non-Discrimination Policy

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 the institution and the person's disability does not pose a direct threat to the health and/or safety of others.

## Campus Program

### Application Process

Saint Mary-of-the-Woods College operates on a "rolling admission" basis and accepts applications throughout the year.

Students offered admission to the campus program receive an Enrollment Form to be returned to the Office of Admission with a \$200 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 and registration 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/essay.
- 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:

- 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**

Former students of the College who would like to return 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 nonrefundable \$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): at least 500 on the paper-based test (PBT), 61 on the internet-based test (iBT), and 173 on the computer-based test (CBT).



- 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.

International applicants for whom English is not a second language must submit all of the above documents except results of TOEFL, which is not required.

### **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 Online**

### **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, signed application accompanied by the non-refundable \$30 application fee.
- A 250-300 word written essay describing academic, personal, and/or professional achievements, interest in attending Saint Mary-of-the-Woods College and the applicant's academic goals. The essay should explain any learning needs or past history of academic concerns. It should address changes in situation or circumstance that should allow greater success at the Woods.
- For 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 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 applicants who graduated from high school within the last five years, official SAT or ACT scores are required.
- For 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 or 62 on the internet-based test.

Applicants to the Woods Online program are individually evaluated and informed of admission status on a rolling basis and notified of the admission decision usually within one week of receipt of the required documents. The successful applicant may then choose one of several starting points offered throughout the year for new distance students.

Persons who have already earned a bachelor's degree at another institution may apply to earn a second bachelor's degree at the College. These students must complete the new major, three specified general studies courses (unless met by transfer courses) and 30 semester hours of graded courses at Saint Mary-of-the-Woods College.

## 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 fees and financial policies are established by Saint Mary-of-the-Woods College for fiscal year July 1, 2011 through June 30, 2012.

### Fee Schedule, 2011-2012

#### *Campus Program*

New freshman tuition	\$26,872
Tuition (12-18 credit hours)	24,940
Board	5,690
Room (Average)	3,644
Application Fee	30
Assessment of Prior Learning Credit (per hour)	150
Technology Fee	400
General Fee	350
Graduation Fee	100
Orientation Fee (Freshmen and Transfer Students)	100
Orientation Fee (International Students)	400
Late Sign-in on first day of term	30
Fee to add or drop a class	10
Extension fee per hour per month	25

#### *Campus Program Credit Courses (per credit hour)*

One hour, Less Than 12	\$473
One hour, Above 18	473
Independent Study Off Campus	473
Internship Summer	473

#### *Distance Education Program*

Tuition (per hour)	\$473
Assessment of Prior Learning Credit (per hour)	150
Technology Fee (per semester)	100
Technology Fee (per 8-week session)	75
Application Fee	30
Graduation Fee	100
Orientation Fee	100
Fee to add or drop a class	10
Extension fee per hour per month (if available)	25
Late registration fee	30
Fee for <i>e-book</i> processing for dropped classes	60

#### *Graduate Programs*

Tuition (per hour)	\$544
Application Fee	35
Graduation Fee	100
Annual technology fee unless program requires a higher fee	200
MLD and MED Technology Fee (per semester)	165

<i>Audits (as approved)</i>	
One Course Audit	\$150
Two Courses Audit	200
<i>Community Service classes, per hour</i>	\$150

*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.

Distance 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. The \$10 fee will be charged for each class added or dropped after the semester has begun, and a \$60 fee to cover the processing cost of any e-book, if applicable.

*Other Fees*

Various departments offer courses that require additional fees for laboratory or other materials, individual instruction or the 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. Academic advisors and the Registrar’s Office have 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, American Express or Discover) or ACH transactions through a checking or savings account are acceptable. Payment can be made via U.S. mail, in person, or online at *MyRecords.smwc.edu*. 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. The payment plan, first payment and payment plan fee can be returned to the Business Office.

Campus students have two payment options:

1. For a payment plan fee of \$35, 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 a payment plan fee of \$70, payments can be spread over 10 months from July to April. 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.

Distance education students who are unable to pay the entire balance at registration may elect to make four monthly payments, except for the summer semester, which is two months long. The first payment is due at registration; for a payment plan fee of \$35, the remaining payments are made in successive months. Distance students enrolling in eight-week sessions may elect to make two monthly payments; one half is due at the beginning of classes along with a \$35 payment plan fee; the second half is due 30 days later.

### *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 50% of the semester will result in 100% of charges. If a student leaves due to a disciplinary action, refunds may not be approved.

### *Woods Online Program*

If a student withdraws from the program during a new residency, the orientation 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 7 days of the semester, the student receives a full refund less \$10 drop fee per course; the course will be removed from the transcript
- b) between day 8 and 25% of the semester, the student receives a refund of 67% of the tuition less the \$10 drop fee per course; the grade of W will be assigned for the course
- c) between 25% and 50% of the semester, the student receives a refund of 33% of the tuition, less the \$10 drop fee per course; the grade of W will be assigned for the course
- d) At or after 50% of the course, withdrawal is not possible, and the student pays the full tuition for the course; the grade of F will be assigned for the course.
- e) Students using e-books who drop a course are subject to an additional \$60 processing fee.

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

### **IMPORTANT:**

*All refunds in either the campus program or the Woods Online program are made in accordance with the above policies upon written notice of withdrawal to the Registrar or to the Director of the Woods Online program. Refunds involve only those funds paid by a student or 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. If the tuition credit results in a credit balance on the student's account, the refund is returned to the financial aid program from which it came.*

### **PLEASE NOTE:**

*If a student withdraws from all classes, the College is obligated under federal regulations to calculate the amount of financial aid a student has earned. This calculation is based on the percentage of time completed in the term. The College tuition refund policy does not mirror the federal guidelines. As a result, the student may owe a balance due to the College.*

## **Delinquent Accounts**

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.

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.

# Financial Aid and Scholarships

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

Each applicant is reviewed to determine eligibility for scholarships and other aid. Financial aid and admission staff are available to meet individually with prospective students and families to explore financial aid opportunities. While staff can make estimates, applicants must complete the Free Application for Federal Student Aid (FAFSA) before financial aid packages can be finalized. All scholarships and grants are combined with loans and/or campus employment (for campus students) to help meet the financial need of students.

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

The College administers federal and state loans and grants for eligible campus, undergraduate distance and graduate students and provides information about outside scholarships. For detailed information about the sources of and requirements for financial aid listed below, see the College website.

## Federal and State Assistance for Campus and Woods Online Programs

Federal Pell Grant	Indiana Higher Education Act Grant
Federal Supplemental Equal Opportunity Grant	TEACH Program
Federal Perkins Loan	Signature/Alternative Loans
Indiana Part-Time Grant	Veterans Administration
Federal Work-Study	Vocational Rehabilitation
Frank O'Bannon Freedom of Choice Grant	William D. Ford Direct Loans
	Post 911 GI Bill/Yellow Ribbon

## Campus Program

### *Institutional Assistance*

Trustee Scholarships	Transfer Scholarships
Saint Mother Theodore Guerin Scholarship	Endowed Scholarships
Presidential Scholarships	Phi Theta Kappa Scholarships
Dean's Scholarships	Twenty-First Century Room/Board Grants
Woods Scholarships	SMWC Grant
Top Ten on 10 Scholarships	Alumnae Tuition Grants
Athletic Scholarships	Ivy Tech Grants
Arts Scholarships	Geographic Grants

For complete list, see Financial Aid on College website.

### *Endowed Scholarships*

Anna McSheffery Allman Scholarship	Agnes and Lawrence Barrett Scholarship
Mary Clare Murphy Ariens, 1955 Scholarship	Bemis Company, Inc. Scholarship
John and Ellen Asbury and Dorothy Asbury Jordan Scholarship	LaVerne Masterson Benoit, 1925 Scholarship
Ave-McGahan Family Scholarship	William J. Benoit Scholarship
Ruth Scherschel Balombin, 1936 Scholarship	B.W. Biddle and Family Scholarship
	Gertrude Lynch Bindley, 1935 Scholarship

### *Endowed Scholarships*

Borders Sisters Scholarship  
Dr. H. Clark and Ann M. Boyd Scholarship  
Josephine S. and Walter H. Brandt, Sr. Scholarship  
Grace Elizabeth Brassie Scholarship  
Breen-Garrity Scholarship  
Dorothy Moorhouse Buechler, 1929 Scholarship  
Bayless V. Butler and Mary R. Butler Scholarship  
Marie Murphy Carney, 1912 Scholarship  
Dorothy M. Carroll, 1935 Scholarship  
The Chicago Saint Mary-of-the-Woods College  
Alumnae Club Scholarship  
Class of 1947 Scholarship  
Elizabeth Cronin Connelly, 1951 Scholarship  
George B. and Elizabeth A. Craig Scholarship  
Richard E. Dennis Scholarship  
Josephine Stout Desautels, 1928 Scholarship  
Digital Audio Disc Corporation Scholarship  
Barbara Doherty, SP, 1953 Scholarship  
Marie M. Dolan, 1927 Scholarship  
Alexa Suelzer, SP, and Ruth Eileen Dwyer, SP,  
Scholarship  
Dorothy Bell Engert, 1933 Scholarship  
John T. Feeser Scholarship  
Mary Jo Barber Fitzgerald, 1964 Scholarship  
Mother Marie Helene Franey, SP, 1920 Scholarship  
Mary Kay Franey, 1937 Scholarship  
Ruth H. Garritano, 1943 Scholarship  
Raymond J. Gates Scholarship  
Alice Diver Goodwine, 1932 Scholarship  
Catherine Connor Graney, 1928 Scholarship  
The Sisters of Providence Saint Mother Theodore  
Guerin Scholarship  
Theodata Haggarty, SP, Scholarship  
Mary Ellen Sweeney Haggerty, 1942 Scholarship  
Jane Baker Hahn, 1954 Scholarship  
Regina Sullivan Happenny, 1922 Scholarship  
Marie Brendan Harvey, SP, 1951 Scholarship  
Agatha (Rossetti) and Joseph B. Hessley  
Scholarship  
P M Campana, 2001 and R K Hessley Scholarship  
Judith H. Hillenbrand Scholarship  
Holy Spirit Scholarship  
Holy Trinity Scholarship  
Mary Fendrich Hulman, 1923 Scholarship  
Saint Mary-of-the-Woods College Indianapolis  
Alumnae Club Scholarship  
Charlotte O'Brian Keller, 1926 Scholarship  
Genevieve Savoie Kemper, 1929 Scholarship  
Amata McGlynn, SP, and Margaret Alacoque  
Kervin, SP, Scholarship  
Mr. and Mrs. Thomas Kervin, Sr. Scholarship  
Jeanne Knoerle, SP, 1949 Scholarship  
Genevieve Yung Hulme and Norman and Eugenia  
Yung Koester Scholarship  
Marilyn Caserotti Kostenski Scholarship  
Florence W. and George A. Kramer Scholarship  
Julia Rooney Ladner, 1951 and Frank S. Ladner  
Scholarship  
Karen Skinner Lafkas, 1965 Scholarship  
Dr. Cecilia J. Lauby Memorial Scholarship  
Evelyn Georgia Learned, 1935 Scholarship  
The Lescinski Family Scholarship  
Therese Roy Light, 1948 Scholarship  
Alice M. Locklin, 1927 Scholarship  
Logan-Foohey-Evard Families Scholarship  
Mother Marie Gratia Luking, SP and John Tsai Tien  
Ma Scholarship  
Mark-Tracey Scholarship  
James and Marie Masterson Scholarship  
Grace Hake McClorey, 1949 Scholarship  
Thomas J. and Grace Hake McClorey, 1949 Scholarship  
Monsignor John J. McMahan Scholarship  
John L. McMahan Scholarship  
Sue Kelly Mee, 1923 Scholarship  
Craigie Gunn Mitchell, 1872 Scholarship  
John Howard Mitchell Scholarship  
Frank and Kathleen Mulhern Murphy, 1923 Scholarship  
Mae Frawley Murphy, 1891 Scholarship  
Marydel Harrison Neumann Scholarship  
Hollie and Anna Oakley Foundation Scholarship  
Mary Olive O'Connell, SP, Scholarship  
Elizabeth Walsh O'Connor Scholarship  
The William J. and Dorothy K. O'Neill, 1931  
Foundation Scholarship  
Joseph Anthony and Anna McCoy Oppenheim  
Scholarship  
Florence Morgan Phillips Memorial Scholarship  
Sister Sue Pietrus, 1972 Memorial Endowed  
Scholarship, established 2009  
Ruth Gottemoller Pike, 1932 Scholarship  
Dr. Edward A. and Dorothy E. Piszczek Scholarship  
Joseph A. and Elizabeth Pomeroy Scholarship  
Mary Joseph Pomeroy, SP, 1921 Scholarship  
Madeleine Burget Fox Prevo Scholarship  
Quaker Oats Foundation Scholarship  
Mother Mary Raphael, SP, Scholarship  
Margaret Popp Ream, 1962 Scholarship  
Francis Regan Scholarship  
Dolly Bishop Reiling, 1940 Scholarship  
Marcella Dolan Rhatigan, 1936 Scholarship  
Virginia Elizabeth Riley Scholarship

### *Endowed Scholarships*

William Joseph and Patricia Sullivan Roach  
Scholarship  
Maud E. Helm Rockwell, 1878 Scholarship  
Victor and Irma Schlachter Scholarship  
Oscar S. and Celeste M. Schmidt Scholarship  
Virginia Gits Schmied, 1936 Scholarship  
Dorothy (Hein), 1955 and Frederick Schultheis  
Scholarship  
Science Support Scholarship  
Helen Bichl Seng, 1924 Scholarship  
Patricia Hannan Sermersheim, 1949 and Michael  
F. Sermersheim Scholarship  
Doris L. Sindlinger, 1924 Scholarship

Alma Gallagher Smith, 1940 and Lawrence J.  
Smith Memorial Scholarship  
George F. and Christine Smith Scholarship  
Gertrude Smith, SP, 1919 Memorial Scholarship  
Barbara Ellen Welch, 1962 Memorial Scholarship  
Catherine and Joseph Wilcox Scholarship  
Elmo and Mildred Willhoff, 1928 Scholarship  
Paul A. and Flossie J. Williams Scholarship  
Rose Marie Wilkinson Scholarship  
James Wynne Scholarship  
Kathryn Young Scholarship  
Mr. and Mrs. James Richard Zapapas Scholarship

### **Woods Online Program**

In addition to federal and state assistance, limited institutional assistance includes:

- Ivy Tech Grants
- Military funds
- Military Spouse Grants
- Phi Theta Kappa Grants

# Academic Policies and Regulations

## Transfer Policies

### 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 and the course applies to the student’s degree program. The evaluation and application of transfer credit is processed in the Office of the Registrar.

### Advanced Placement Credit

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.

### CLEP (College Level Examination Program) Credit and DSST/Dantes Credit

Saint Mary-of-the-Woods College grants credit for College Level Examination Program (CLEP) and DSST/Dantes examinations with scores at or above the minimum levels recommended by the American Council on Education if the credits apply to the student’s degree program at the College. An official report of scores must be submitted to the Registrar before a credit award is made. Saint Mary-of-the-Woods College’s Learning Resource Center is an official CLEP testing site. Students planning to take CLEP or DSST/Dantes tests must do so before they have 100 semester hours completed towards the bachelor’s degree, 45 semester hours towards the associate degree.

### International Baccalaureate Credit

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 result in 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.

### Prior Learning Credit

Students who have acquired college-level knowledge through employment, volunteer work, non-college based training programs or other means may be awarded college credit in several ways. Saint Mary-of-the-Woods College accepts the credit recommendations of the American Council on Education for military training programs (including credit for physical education) and for business and professional training (e.g. programs or examinations of the American Bankers Association, American Management Association, International Association of Administrative Professionals, etc.) if the credits apply to a student’s program at the College. (See: [acenet.edu/credit](http://acenet.edu/credit) for the National Guide Online).

For other college-level learning, students may apply for college credit through an Assessment of Prior Learning (APL). Awards are made on the basis of faculty evaluation of student applications. A maximum of 30 credit hours may be earned through APL. Details may be obtained from academic advisors. Application materials for APL must be submitted for evaluation before the student has 100 semester hours of credit completed towards the bachelor’s degree, or 45 semester hours completed towards the associate degree.

Not all colleges accept prior learning credit or credit by examination. If a student enrolled at Saint Mary-of-the-Woods College earns such credits but does not complete a degree here, it is possible that some of these credits will not transfer elsewhere, depending on the policies of the receiving institution.



## Registration

### 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 supersedes 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.

### Intra-program Transfer

Saint Mary-of-the-Woods College students currently enrolled in the campus or Woods Online programs 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 if they have not been enrolled for a year or more.

## Academic Standards

### Academic Year

Saint Mary-of-the-Woods College course credits are measured in semester hours. The campus academic year is comprised of two 16-week semesters (beginning in August and January) and a summer session. The distance learning program utilizes 8 and 16 week semesters and has several starting points in the calendar year.

### Admission Standards

For specific requirements for admission, see the Admission section of the catalog.

### Student Classification

A student's academic classification is based on total credits earned toward a degree at the College as shown on the transcript. These credits include both institutional hours and any transfer hours.

Freshman	0 – 29 semester hours
Sophomore	30 – 59 semester hours
Junior	60 – 89 semester hours
Senior	90 or more semester hours

### Student Enrollment Status

A student who is enrolled in at least 12 semester hours is classified as a full-time student. Students enrolled in less than 12 hours are part-time students:

9-11 hours	3/4 time
6-8 hours	1/2 time
< 6 hours	< 1/2 time

Students enrolling in fewer than 6 hours are usually not eligible for financial aid. The normal load for a student who begins with no transfer credit and plans to graduate with a baccalaureate degree in four years is an average of 32 semester hours per year.

### **Grading System**

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 = Withdraw  
R = Retake

### **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 their program's *Student Handbook*. See "Student Complaints" below.

## **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 Handbooks*.

## **Incompletes**

A student with a valid reason for not finishing course requirements on schedule may be granted additional time by the instructor to complete the course. The student must have completed at least 50% of the course work and no more than 50% of a student's courses may be extended at one time. During the extension, the student receives the grade of "I", denoting an incomplete course. If the course is not completed during the time of the extension, the student will receive the grade of "F." A request by a Woods Online student in a 16 week course for an extension of one to three months must include the instructor's approval and be emailed or sent in writing to the Office of the Registrar by the last day of the semester. A fee for extensions is required; see fee schedule.

## **Plagiarism**

Plagiarism is a serious violation of academic integrity and may result in negative sanctions, such as a failing grade on the assignment or in the course or suspension from the College. Students are expected to follow the academic conventions for citing sources as presented in the College writing handbook available in the College Bookstore. For detailed information, see the *Student Handbooks*.

## **Graduation requirements**

Saint Mary-of-the-Woods College offers courses of study leading to one of the following undergraduate degrees: bachelor of arts, bachelor of science, associate in arts and associate in science. Each degree requires a basic group of prescribed courses (general studies) and a specialization in one or more areas (major). Students must successfully complete 125 credit hours and achieve a cumulative GPA of at least 2.0 on a 4.0 scale in order to earn a bachelor's degree. They must also achieve a minimum GPA of 2.0 in their major and minor area(s) of concentration, unless the specific concentration requires a higher ratio. To be eligible for an associate degree, students must complete a minimum of 62 credit hours and have a cumulative GPA of 2.0 on a 4.0 scale, as well as a 2.0 in their major area of study.

To earn a degree from Saint Mary-of-the-Woods College, a minimum of 30 hours for the bachelor degree and 18 hours for the associate degree must be earned at the College. No more than 9 of the last 18 credit hours toward graduation may be taken at another institution.

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.

## **Commencement**

Undergraduate degrees are awarded in December/January, May and August. The Commencement ceremony is held only in May. Candidates for a degree in August may participate in the commencement ceremony in May, although they are not eligible to be recognized for graduation honors at that time.

## **Student Complaints**

In the course of admission or enrollment, students may have a problem, complaint, grievance, or issue that needs resolution. Faculty, staff and administrators are committed to helping resolve such situations. Students should first bring any problem directly to the person(s) involved to communicate concerns and attempt to find an acceptable solution. If a resolution does not result, the issue should be brought to that person's supervisor/department chair and to the attention of the director of the program in which the student is enrolled. If the outcome is not satisfactory, appeals may then be made to the Vice President for Academic Affairs; if no resolution results, the student may petition the President for a hearing before a special board.

Proceeding through these steps is likely to resolve the problem. If not, students may communicate with the College's accrediting body and/or to the department of higher education in their home states; contact information is provided on the College's website and in *Student Handbooks*.

## **Sanctions**

### **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. Occasionally the resolution of an incomplete grade may change a student's academic status. 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 the student's 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, the student may be dismissed without any special act of insubordination. It is understood that students, parents and sponsors of all students accept these conditions.

## **Academic Awards**

### **Periodic Honors**

Academic honors are published twice a year (in July and January for distance education 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 - 3.749 merits graduation cum laude; 3.75m - 3.899 merits magna cum laude; 3.9 - 4.0 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 distance education programs. 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 Woods Online), 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 Woods Online 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 Woods Online program. One student completing a graduate program is also awarded an Alumnae Leadership and Service Medal. Each student is selected on the basis of outstanding leadership and service.

## **Readmission**

### **Requirements**

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 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 outdated. Former distance education students who wish to be re-admitted must submit a new application and personal essay, as well as official transcripts from any college/university attended since the date of withdrawal from the College. Graduates of the College may not earn a second degree at the same level as the first. Application fees are waived for students/graduates 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.

## **Academic Records**

### **FERPA**

Saint Mary-of-the-Woods College insures that all practices regarding the security of student academic records comply with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Students are entitled to review their own academic records upon written request. Students may view their own transcripts at any time at the Office of the Registrar or online at *MyRecords.smwc.edu*. Neither final grades nor grade point averages are released over the telephone or via email. No other person or agency has the right to review academic records without the written permission of the student, with a few exceptions such as faculty with an educational interest, or certain federal and state agencies.

The College does have the right to release certain information about students, including the information called "directory", such as name, major, dates of attendance, and degrees and honors conferred. Usually, in the

interest of privacy and safety, the College does not fulfill requests from third parties for addresses and telephone numbers.

### **Transcripts**

Transcripts should be requested well in advance of the date needed. Requests are usually filled within two business days. Student financial accounts must be in good standing before transcripts will be released.

1. Students may obtain their transcript in person at the Registrar's Office by completing a Transcript Request Form.
2. Transcripts 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 and include the student's name at the time of enrollment, the student's social security number, and a contact phone number. The Registrar accepts PDF scans or faxed requests for transcripts, providing a signature appears on the request and a credit/debit card number with expiration date are included.
3. The fee for each transcript is \$5. A request without payment will not be processed.
4. Unofficial transcripts will be faxed to another institution or to an agency (fee is \$5), but an official copy of the transcript (for an additional \$5 fee) will also be sent to the institution or agency by mail.
5. Current or recent students can print an unofficial copy of their transcript via *MyRecords.smwc.edu*

# Woods Online

## Background

In 1973 Saint Mary-of-the-Woods College expanded its mission to include the educational needs of adult women through distance education. Initially the Women's External Degree (WED) Program was designed for women wishing to complete college degrees through a nontraditional model. WED began as an independent study program, requiring periods of student residency on campus to plan each semester's work with advisors and instructors. Some courses were and still are available as intensive classes on campus, mostly on weekends.

In 2005 WED became the Woods External Degree Program, as the College included men in its undergraduate distance education. In 2010, the College launched Woods Online, an accelerated, cohort model program designed for students seeking intense full-time coursework. As of Fall 2011, the Woods External Degree Program and Woods Online have joined to provide an online program, now called Woods Online, offering both 16-week and 8-week online course formats.

## Programs

The College offers distance learners the advantages of a liberal arts foundation and professional preparation in numerous fields of study. With few exceptions, degree requirements are identical to those in the campus program; however, the nature of online courses requires some adaptation in offerings, requirements and policies. Majors in performing arts, foreign languages and sciences are not available via distance learning; not all majors are available in the 8-week format. In general studies, a foreign language requirement is met through a culture course. The 8-week format requires students to complete several general studies courses that utilize a theme of Leadership for Environmental and Social Justice. (For additional information about majors and general studies requirements, see the General Studies and Academic Programs sections of this catalog).

## Key Differences in Delivery Formats

<b>Format:</b>	<b>16-week courses</b> Fully Online 16-week semesters Optional weekend classes	<b>8-week courses</b> Fully Online 16-week semesters composed of two 8-week sessions
<b>Majors:</b>	Numerous majors	Limited majors
<b>Keyword:</b>	Flexible	Very interactive
<b>Class Size:</b>	1 : 1 Individual model Work with professor; some interaction with other students in some courses	1 : 10-20 Cohort model Work collaboratively with other students and professor
<b>*Course Load:</b>	9 credit hours – part-time (3 courses per semester)	12 credit hours – full-time (4 courses per semester)
<b>*Time to Graduate:</b>	5 – 7 years	3 – 4 years
<b>Assignments:</b>	Individual projects Some due date flexibility	Individual and group projects Weekly due dates; no extensions
<b>Materials needed:</b>	Textbooks and other supplies must be purchased by students	Electronic textbooks included in tuition costs

*\*Averages; students in the 16-week format may take full-time loads and complete a degree sooner.*

In either the 8-week or the 16-week format, full-time students who begin with no transfer credit can earn their bachelor's degree in four years if a summer semester is included (a total of 32 semester hours/year). In practice, a majority of students in the 16-week format complete fewer than 32 semester hours each year.

### **Orientation**

Most distance students have the choice of attending an initial one-day campus orientation or registering without coming to campus; some majors require attendance at a campus orientation (i.e., all education majors must attend the campus orientation). All distance students complete an *Online Readiness* course prior to initial registration. This course tests students' computer systems and prepares them to utilize the College's course management system as well as accessing other online systems and services. The readiness course can be completed in approximately five hours. Online courses are rich in multimedia: 8-week courses require a high-speed internet connection while it is strongly suggested for 16-week courses. A listing of current distance education course offerings is available on the College website.

### **Choice of Format**

Distance students are required to declare their preferred primary course format (16-week or 8-week) at the time of application. Students may indicate a change in their primary course format by notifying the Office of Distance Education. Fewer majors are designed for completion in the 8-week format; it is not possible to transfer to the 8-week format if the major is not available in that format.

### **Registration**

Full-time distance students register for at least 12 hours per semester, with 16-week courses starting and ending on dates posted on the course rotation schedule on the College's website. Eight-week courses use a two-session structure within a timeframe that has start and end dates similar to the 16-week semester dates. At the time of registration, students are informed of the start and end date of each course in their semester. A listing of current distance education course offerings is available on the website.

Distance students may request to enroll in courses in either format as courses are available and convenient for their schedule. They may also enroll in campus-based classes if they register in August or January. Limitations:

- 16-week students may enroll in 8-week courses only as long as there are sufficient seats available.
- Students must register for at least half of their courses in their preferred format. Exceptions may be approved by the Director.

It is the responsibility of students to indicate at each registration if they wish to register in a format that is different from their declared preference.

Through online courses students achieve specified outcomes and objectives. Throughout the semester, regular contact is maintained between student and instructor through the College course management system and by email, telephone and/or U.S. postal mail.

### **Policies**

The Woods Online Student Handbook explains program policies and procedures, as well as specific regulations regarding grades, incompletes, withdrawals and leaves of absence. For admission procedures, fees, academic and student services, academic policies and regulations, see earlier sections of this catalog.



# General Studies Curriculum

## Description

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 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 student 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 (distance education programs), 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 student 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. Students are not required to complete their General Studies courses prior to taking their major/minor; most students will take General Studies courses throughout the time that they are enrolled at the College.

General studies courses are offered on a rotating basis. In addition, some general studies courses are available to campus or distance students only. To assist with course planning, students may refer to the General Studies Grid, the General Studies Course Rotation schedule, or contact their academic advisors.

## General Studies Requirements

### Skills for Advanced Learning

Campus:	ID 100 Critical Connections	2 hours
Distance:	ID 105 Life/Learning Skills	3 hours
Campus:	CO 111 Introduction to Human Communication	3 hours
Distance:	CO 112 Interpersonal Communication	3 hours
Campus:	PE 126 Fitness & Wellness	1 hour
Distance:	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 Woods Online	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
Distance:	Choice of designated culture courses	3 hours
TH 201	Foundations of Theology	3 hours
PH 200	Philosophical Foundations	3 hours
HI 222	Twentieth Century World	3 hours
	Total Campus program	17 hours
	Total Woods Online	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 three Perspectives above.

3 hours

**Theology Elective**

Choose one from approved electives in Theology.

3 hours

Total hours 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 hours 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 hours 3 hours

**Total Hours in General Studies (Baccalaureate degree)**

**Campus program 57 hours**

**Woods Online 54 hours**

**General Studies for Second Degrees**

Persons enrolled to earn a second bachelor’s degree must take the following General Studies courses, unless the requirements are met with transfer credit: TH 201, Foundations of Theology; a theology elective; and one ID 400-level course.

## General Studies Course Choices for the Bachelor's Degree

### Approved Courses for Perspectives, Linking and Interdisciplinary Sections

New courses continue to be proposed and approved for these sections of the General Studies curriculum. To learn of new choices, students should consult their academic advisors or see the course rotation listing on the website.

#### Creative/Expressive Perspective (choose one)

AD 200	Studies in Visual Arts
EN 202	Introduction to Literature and Theatre (campus only)
EN 205	Introduction to Literature: Themes of Love & Justice
EN 222	Literature & Myth (distance only)
EN 235	American Women Writers
MU200	Music for Living

#### Scientific Perspective (choose one)

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

#### Social/Cultural Perspective (choose one)

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

Plus a second course from one of the above perspectives.

#### 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 (campus only)
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. (distance only)
ID 349	Appalachia: America's "Third World" Region
ID 350	Images of Beauty & American Women
ID 355	History of Science (campus only)
ID 360	Science & Religion: Conflict & Conciliation

### **Interdisciplinary**

ID 410	From Mythos to Logos: The Journey of Human Rationality & Consciousness in the Western World (campus only)
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
ID 440	Women, Values, and Leadership (Distance only)
ID 450	Global Health
ID 455	Graphic Novels: From Cave Walls to Celluloid (campus only)
ID 460	Sustainable Foods (campus only)

### **General Studies for the Associate Degree**

#### **Skills for Advanced Learning**

Campus:	ID 100 Critical Connections	2 hours
Distance:	ID 105 Life/Learning Skills	3 hours
Campus:	CO 111 Introduction to Human Communication	3 hours
Distance:	CO 112 Interpersonal Communication	3 hours
EN 111	English Composition/Research Writing	3 hours
CS 101	Introduction to Computer Software	3 hours
MA 112 /253	College Algebra or Statistics as appropriate	3 hours
	Total Campus program	14 hours
	Total Woods Online	15 hours

#### **Foundations/Diversity**

TH 201	Foundations of Theology	3 hours
PH 200	Philosophical Foundations	3 hours
	Choose one more foundations/diversity	3 hours

#### **Academic Perspectives**

Creative/Expressive - Choose one	3 hours
Scientific - Choose one	3 hours
Social/Cultural - Choose one	3 hours

#### **Total Hours in General Studies (Associate degree)**

<b>Campus program</b>	<b>32 hours</b>
<b>Woods Online</b>	<b>33 hours</b>

## **Placement options**

Because of the importance and developmental structure of the general studies curriculum, academic advisors at the College strongly encourage 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 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**

Mathematics requirements for general studies are the following two courses: MA 112 College Algebra and MA 253 Statistics. Based on the result of a placement test or their SAT/ACT scores, students 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.

#### **Foreign Language**

Based on background and testing, campus 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.

Campus 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 take a sequence of three designated culture courses in lieu of the foreign language courses; for specific requirements, see the ADA advisor.

Students in Woods Online 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 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 to meet graduation requirements.

# 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.

## College-wide 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.



# 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 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 Assistant Academic Dean 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 average.

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 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). 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 has an articulation agreement with Truman State College for three study abroad campuses in the Republic of Ireland and four schools in Northern Ireland.

## Honors Program

The College's Honors Program prepares students to meet five major learning outcomes. All required coursework and co-curricular activities address one or more of these outcomes. By participating in the Honors Program, students will:

1. Understand complex local and global issues and communicate informed opinions
2. Utilize advanced knowledge and expertise within their discipline to generate creative solutions to problems
3. Conduct scholarly research and share results with appropriate audiences
4. Lead, promote, and actively participate in projects that effect positive change and
5. Exhibit the highest standards of personal and professional integrity.

### Application

All students who apply for admission to the campus program are eligible to apply for admission to the Honors Program. Approximately 10% of each entering class will be selected to participate. While all factors will be weighed, selection criteria will include the following:

- SAT score of 1100 or higher (unless waived due to transfer admission criteria)
- ACT score of 24 (unless waived due to transfer admission criteria)
- High school (or college) GPA of 3.5 or higher
- At least one teacher recommendation supporting admission
- Excellent writing skills and academic motivation, as evidenced in essay

Students who do not apply at the time of application to the College, but who meet minimum selection criteria, will be specially invited to apply for the Honors Program shortly after they are accepted to the College. The application process is as follows:

1. Apply for admission to the College
2. Complete and submit a SMWC Honors Program Application
3. Submit an essay along with the SMWC Honors Program Application
4. Submit a recommendation form/letter from a teacher

The director of the Honors Program, with assistance of the Honors Program Committee, will review the applications and notify students about their acceptance shortly thereafter. Transfer students will be eligible to apply for admission to the Honors Program and may submit college/university grades in lieu of SAT/ACT scores and high school GPA. Transfer students who are admitted to the Honors Program will be required to complete all of the curricular and co-curricular requirements except ID 100 if it has already been waived. Students who are enrolled but were not admitted to the Honors Program as freshmen may apply for admission in subsequent years. Like transfer students, upperclassmen may submit college/university grades in lieu of SAT/ACT scores and high school GPA. They also will be required to complete all curricular and co-curricular activities except ID 100 if they have already taken it.

### Program Completion

Students enrolled in the Honors Program will be required to maintain a cumulative GPA of 3.3 and earn a grade of "B" or better in all designated honors courses. Students who fail to maintain these academic standards may be placed on Honors Program probation for one semester. If they fail to achieve the academic standards after a semester on probation, they may be dismissed from the Honors Program.

Students who are admitted to the Honors Program and who complete all of the coursework and co-curricular requirements will be awarded a special designation on their transcript and diploma. In addition, their graduation from the Honors Program will be recognized in the printed Commencement program and upon receiving their diplomas. Students who do not complete all of the courses or co-curricular requirements will not receive a special designation on their transcript or diploma; however, their transcripts will reflect all of the Honors Program courses in which they enrolled.

## Honors Courses

### GOH275 Moral Dilemmas in Western Political Thought

Introduces and provides a broad survey of Western political thought. Examines important political questions that have intrigued Western society for centuries and studies the solutions proposed by some of the great political philosophers dating from classical Greece to contemporary times. Course readings include primary sources as well as critical commentary. Assignments will ask students to apply key themes to current topics.

### IDH100 Organizations, Diversity, and Change: The Big Issues about Students and College

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. Fall, every year.

### TAH205 Experiencing the Performing Arts

This course explores the performing arts as experienced through a variety of media: live stage; on film and TV; and in newer interactive formats on the internet. Performing Arts covered will include drama, opera, film, and dance. Students will engage in in-depth analysis of the intertwining of content and delivery in performance presentations. As an Honors Course, this class requires advanced skills in critical reading and writing and a willingness to grapple with difficult questions in aesthetics and their relationship to evaluating performance

## The Military At The Woods

### Military Deployment Policy

Saint Mary-of-the-Woods College recognizes the uncertainty that military personnel face and realizes that students who are deployed may have difficulty completing their courses. There are several options for military personnel when deployed:

- a. Military students may choose to request a final grade(s) and may choose to process a MLOA (Military Leave of Absence) or a standard withdrawal. A MLOA provides up to an 18 month leave of absence and ensures that the degree requirements remain in place. Additionally, students are accepted back into their program at the same status. (Final grades are determined by the instructor as of the date of deployment.)
- b. Military students registered in the campus program may request a transfer to the distance education 16-week program to complete courses. In addition, students may request extensions for up to three months to complete a course if they have successfully completed 50% of the course.
- c. Military students who have completed less than 50% of all course(s) can request a complete withdrawal and a full refund of tuition (only) will be processed. (The refund will be processed to the branch of service or the military personnel depending on financial aid packaging.) No grade or enrollment penalties will be imposed. Military students may choose to process a MLOA (Military Leave of Absence) or a standard withdrawal.
- d. Military students may also choose to finish the course(s) they are currently in during a deployment.

In all cases, the student should complete the deployment form and provide a copy of the deployment orders, or a signed verification letter from the Education Service Office or Commanding Officer. Upon return, the College will help the military student transition back into academic life.

### Reserve Officer Training Corps Programs

Four-year ROTC programs are available through cooperative arrangements with Indiana State University and Rose-Hulman Institute of Technology. They include both Army and Air Force ROTC.

## **Army ROTC**

The ROTC program offered by the U.S. Army at Rose-Hulman Institute of Technology 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 are furnished to cadets without charge. Those enrolled in the advanced course receive a monthly allowance during the school year and 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.

For further information, write to Department of Military Science, Rose-Hulman Institute of Technology, CM 31, Terre Haute, Indiana 47803; on the web at: [www.goarmy.com/rotc](http://www.goarmy.com/rotc)

## **Air Force ROTC**

Air Force Reserve Officer Training Corps (AFROTC) at Saint Mary-of-the-Woods College is offered through an agreement with Indiana State University and taught by active duty Air Force officers assigned as ROTC faculty. Credits earned in the program may count as elective credit toward certain degree programs. All undergraduate and graduate students are eligible to enroll in Air Force ROTC courses; however, entry into the Professional Officer Course is limited to qualified students who have been selected to pursue an Air Force commission. Students completing the entire program receive a commission and enter the active duty Air Force as a second lieutenant.

The AFROTC curriculum normally spans four years. The first two years allow non-scholarship individuals to try the program without any obligation, while the last two years are for those who complete field training and wish to pursue a career in the Air Force. The AFROTC two-year program and the last two years of the four-year program are nearly identical. The only difference is those in the two-year program must complete a five-week field training encampment at a designated Air Force base before entry into the Professional Officer Course.

Prior to commissioning, normally between sophomore and junior year, all cadets must attend a field training session at Maxwell Air Force Base. Field training for four-year cadets is four weeks and involves physical conditioning, weapons and survival training, and opportunities for developing skills as a leader and team member.

Scholarships can be earned to pay for tuition, textbooks, and laboratory fees. A tax-free monthly allowance, ranging from \$300 to \$500 per month, is also provided for the academic year. College students are eligible to apply for the In-College Scholarship Program. Three-year and two-year scholarships are available for students pursuing particular Air Force careers or majoring in certain academic disciplines. Health professions scholarships are also available to qualified students in any academic major who intend to go on to medical school. Students attending the summer field training program and the optional summer professional development training program are paid living and travel expenses. Uniforms and books for Air Force ROTC classes are furnished at no charge.

For further information, contact: AFROTC Commander, Indiana State University, Myers Technology Center, Room 203; email, [afrotc@indstate.edu](mailto:afrotc@indstate.edu); on the web at: [indstate.edu/afrotc/](http://indstate.edu/afrotc/)

## Undergraduate Program Offerings

Major	Campus Program			Distance Education Program						
	BA/BS	AA/AS	Minor	16 week			8 week		Post-bacc	
				BA/BS	AA/AS	Minor	BA/BS	AA/AS	TL	Other
Accounting	X	X	X	X	X	X	X	X		
Accounting Information Systems				X						
Art and Design	X									
Graphic Design			X							
Studio Art			X							
Biology	X		X							
Business Administration	X		X	X		X	X			
Chemistry			X							
Computer Information Systems			X	X		X	X			
Creative Writing			X	X		X				
Education:										
Early Childhood/MI (non-licensure)	X	X		X	X					
P-3 Education/Mild Intervention	X			X					X	
K-Grade 6	X	X		X	X				X	
K-Grade 6/Mild Intervention	X			X					X	
P-12 Art Education	X								X	
Grades 5-12 (Secondary)*										
English	X			X					X	
Life Sciences	X								X	
Mathematics	X			X					X	
Social Studies	X			X					X	
Special Education: MI/Elementary									X	
Special Education: MI/Grades 5-12	X			X					X	
English	X		X	X		X				
Environmental Education			X							
Environmental Sciences			X							
Equine Science			X							
Equine Studies	X	X	X							
Equine Business Management	X									
Equine Training/Instruction	X									
French			X							
General Business					X			X		
History/Political Science/Pre-Law	X		X	X		X				

\*requires undergraduate major in the content area

Major	Campus Program			Distance Education Program						
	BA/BS	AA/AS	Minor	16 week			8 week		Post-bacc	
				BA/BS	AA/AS	Minor	BA/BS	AA/AS	TL	Other
Human Resource Management	X		X	X		X	X			
Human Services	X			X						
Humanities	X	X		X	X					
Individualized Major	X			X						
Journalism and Media Studies	X			X						
Journalism			X			X				
Media Studies			X			X				
Marketing	X		X	X		X	X			
Mathematics	X		X	X		X				
Medical Technology	X									
Music	X		X							
Music Therapy	X									
Paralegal Studies				X	X	X	X			X
Political Science			X			X				
Pre-Professional Studies	X									
Psychology	X		X	X		X				
Sociology			X			X				
Spanish			X							
Theology	X		X	X		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](http://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. The following goals have been identified for courses in the business core: 1) ability to communicate well; 2) ability to think critically; 3) ability to work a member of as team; 4) ability to solve problems and make decisions; 5) display professional attitude and ethical awareness; 6) aware of domestic and international business environments; 7) aware of and empathy with diversity in the workplace.

In addition to those skills 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 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 an 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)

<b>Required Business Core:</b>		<b>(27 hours)</b>
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	Managerial Communications	3
BU 371	Business Law	3
BU 381	Business Finance	3
BU 481	International Business	3

**Required Accounting Courses: (24 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 423	Financial Analysis, Reporting and Research	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



<b>Choose three:</b>		<b>(9 hours)</b>
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 423	Financial Analysis, Reporting and 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 all students to reach their potential. The following goals have been identified for courses in the business core: 1) ability to communicate well; 2) ability to think critically; 3) ability to work a member of as team; 4) ability to solve problems and make decisions; 5) display professional attitude and ethical awareness; 6) aware of domestic and international business environments; 7) aware of and empathy with diversity in the workplace.

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 may also choose to gain credit through a CLEP exam or APL.

## ACCOUNTING INFORMATION SYSTEMS MAJOR (81 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	Managerial 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 423	Financial Analysis. Reporting and 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 (3 hours)

300-400 level (DM, CIS)	3
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# Art & Design

Art & Design students learn to analyze various forms of visual expression and develop skills in a variety of two- and three-dimensional media. This major develops students as problem solvers with abilities to communicate visually. Art & Design majors gain the necessary foundation to pursue careers in graphic design, studio art or art education. These majors and minors are available in the campus program only.

## ART & DESIGN MAJOR – STUDIO ART EMPHASIS (51 hours)

### Required Courses: (48 hours)

JM 101	Introduction to Mass Media	3
AD 110	2D Design Foundations	3
AD 111	3D Design Foundations	3
AD 121	Drawing Foundations	3
AD 157	Digital Imaging	3
AD 221	Painting Foundations	3
AD 250	History of Western Art	3
AD 257	Digital Illustration & Design	3
AD 260	Visual Comm. & Problem Solving	3
AD 261	Visual Cognition	3
AD 352	Art Theory & Practice	3
AD 353	Artist & Society	3
AD 357	Web Design	3
AD 452	Space & Time	3
AD 453	Senior Art Studio	3
AD 457	Interactive Design	3

### Required Elective (choose one): (3 hours)

AD 251	History of Design & Current Trends	3
AD 252	Women Artists	3

## ART & DESIGN MAJOR – GRAPHIC DESIGN EMPHASIS (54 hours)

### Required Courses: (51 hours)

JM 101	Introduction to Mass Media	3
AD 110	2D Design Foundations	3
AD 111	3D Design Foundations	3
AD 121	Drawing Foundations	3
AD 157	Digital Imaging	3
AD 221	Painting Foundations	3
AD 250	History of Western Art	3
AD 257	Digital Illustration & Design	3
AD 260	Visual Comm. & Problem Solving	3
AD 261	Visual Cognition	3
AD 350	Layout & Typography	3
AD 351	Design Principles & Methods	3
AD 357	Web Design	3
AD 450	Identity & Application	3
AD 451	Senior Design Studio	3
AD 457	Interactive Design	3
AD 490	Internship	3

<b>Required Elective (choose one):</b>	<b>(3 hours)</b>
AD 251 History of Design & Current Trends	3
AD 252 Women Artists	3

**STUDIO ART MINOR (24 hours)**

AD 110 2D Design Foundations	3
AD 111 3D Design Foundations	3
AD 121 Drawing Foundations	3
AD 157 Digital Imaging	3
AD 221 Painting Foundations	3
AD 250 History of Western Art	3
AD 260 Visual Comm. & Problem Solving	3
AD 352 Art Theory and Practice	3

**GRAPHIC DESIGN MINOR (24 hours)**

AD 110 2D Design Foundations	3
AD 157 Digital Imaging	3
AD 251 History of Design & Trends	3
AD 257 Digital Illustration & Design	3
AD 260 Visual Comm. & Problem Solving	3
AD 261 Visual Cognition	3
AD 350 Layout & Typography	3
AD 357 Web Design	3

**ART & DESIGN MAJOR WITH ART THERAPY (18 hours beyond the studio art emphasis)**

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.

<b>Art Therapy Concentration Courses:</b>	<b>(18 hours)</b>
PS 111 General Psychology (General Studies)	3
PS 260 Developmental Psychology	3
PS 320 Learning	3
PS 360 Abnormal Psychology	3
PS 370 Social Psychology	3
AD 395 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 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 336	Cell Biology	4
BI 341	Ecology	4
BI 342	Genetics	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 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

<b>Choose three:</b>		<b>(12 hours)</b>
BI 334	Physiology	4
BI 336	Cell Biology	4
BI 341	Ecology	4
BI 342	Genetics	4

<b>Or choose two from above plus one from:</b>		
BI 221	Plant Biology	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. The following goals have been identified for courses in the business core: 1) ability to communicate well; 2) ability to think critically; 3) ability to work a member of as team; 4) ability to solve problems and make decisions; 5) display professional attitude and ethical awareness; 6) aware of domestic and international business environments; 7) aware of and empathy with diversity in the workplace.

## 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	Managerial 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. Note: this minor is not available to Business majors.

<b>Required Courses:</b>		<b>(18 hours)</b>
BU 121	Principles of Accounting I	3
BU 131	Macroeconomics	3
BU 241	Principles of Management	3
BU 251	Principles of Marketing	3
BU 281	Managerial Communications	3
BU 371	Business Law	3

# Chemistry Minor

A chemistry minor serves to strengthen and broaden a biology major and enhances a student's ability to approach all sciences with a more interdisciplinary perspective. Chemistry classes are offered at all levels, beginning with two semesters of General Chemistry and continuing with two semesters of Organic Chemistry and Biochemistry. An individualized major can be put together for students interested in majoring 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

A working knowledge of computers is no longer a nice skill to have: it is required. Without these skills the individual cannot hope to compete in the workplace. A major in Computer Information Systems (CIS) through the Woods Online program, or as an individualized major through the campus program, 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. Technology is ubiquitous in our lives and a major driver of economic growth, therefore the CIS major or minor complements other majors or minors offered at SMWC. Technology is a requirement in any career as employers look for technologists in every field of study.

The College offers a Computer Information Systems major through the Distance Education program. It is 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 Computer Certification. The Core Four Computer Certification requires four computer courses resulting in certification of general knowledge in programming, database, information systems, and systems management.

## 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, APL, or professional certifications such as Microsoft, Adobe, Linux or Cisco.

### 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 470	Senior Project/Certification	3-12

**Choose from the following to complete 50 hours:**

AD 357	Web Design	3
AD 457	Interactive Design	3
BU 122	Principles of Accounting II	3
BU 250	Survey of E-Commerce	3
BU 381	Business Finance	3
CS 201	Advanced Computer Applications	2
CS 260	Research Techniques	1-3
CS 280	Topics	1-4
CS 341	Computer Forensics	3
CS 445	Web Server Implem. & Management	3
CS 480	Topics	1-4
CS 490	Internship	1-12

**CORE FOUR COMPUTER 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 two of the following:

CS 261	Programming II	3
CS 341	Computer Forensics	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 freelance writing in areas of personal interest. Combining creative writing with Media Studies courses makes possible a career in on-line publication.

## CREATIVE WRITING MAJOR (39 hours)

<b>Required Courses:</b>		<b>(33 hours)</b>
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
JM 100	Media Reporting	3
JM 101	Introduction to Mass Media	3
EN 150	Publication Production (repeat 3 times)	1,1,1

### Required Electives: (6 hours)

Two elective courses chosen 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)

<b>Required Courses:</b>		<b>(18 hours)</b>
EN 212	Creative Writing	3
EN 312	Advanced Creative Writing	3
EN 320	Poetry	3
EN 321	Creative Nonfiction	3
EN/TA 327	Drama	3
EN 420	Fiction	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 Office of Educator Licensing and Development (OELD) of the Indiana Department of Education. The Teacher Education Program offers two licensure frameworks established by the OELD: the Revisions for Educator Preparation and Accountability [REPA]; and Rules 2002. **The last student teaching semester for Rules 2002 will be January-May 2013. All program requirements including coursework must be transcribed by August 31, 2013 to be eligible for the Rules 2002 license.**

## 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.

## Education Department Program Goals (EDPG)

The Education Department has adopted the ten InTASC Model Core Teaching Standards (April 2011) as its program goals and an eleventh goal that reflects SMWC's heritage as a religious-affiliated institution. These goals define what educators should know and be able to do.

1. Learner Development: The competent, caring, professional educator understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Learning Differences: The competent, caring, professional educator recognizes individual differences, diverse cultures and communities to design inclusive learning environments that enable all students to meet high standards.
3. Learning Environments: The competent, caring, professional educator works with others to create a variety of environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge: The competent, caring, professional educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. Application of Content: The competent, caring, professional educator connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues of social justice and environmental concerns.
6. Assessment: The competent, caring, professional educator uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, to impact student learning, and to guide the teacher's and learner's decision making.
7. Planning for Instruction: The competent, caring, professional educator plans instruction that supports all students in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Instructional Strategies: The competent, caring, professional educator uses a variety of instructional strategies to encourage learners to develop a usable understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Professional Learning and Ethical Practice: The competent, caring, professional educator engages in ongoing professional learning and uses evidence to ethically evaluate his/her practice, particularly the effects of his/her

choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of all students.

10. **Leadership and Collaboration:** The competent, caring, professional educator assumes leadership roles when appropriate, and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11. **Professional Behavior:** The competent, caring, professional educator frames teaching within moral, ethical, and social contexts.

### **Formative Assessments and Summative Decision Points – Gateway Process (Gateways 1, 2, and 3)**

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 the Gateway Process (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 a degree in Early Childhood/Mild Intervention (Non-License) or an Initial Practitioner License (campus, distance education, transfer, licensure only) must complete the three Gateways.

- Gateway 1: Admission to the Teacher Education Program
- Gateway 2: Approval for Capstone Clinical Experience (Student Teaching)
- Gateway 3: Program Completion

### **Clinical Experiences: Field, 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 all placements for teacher candidates. Teacher candidates are not to arrange placements and are expected to adhere to the Placement Policies of the Education 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 the placement site. Students must return to campus during set registration dates to make arrangements and meet with their College Supervisor to enroll in any clinical experience.

The Saint Mary-of-the-Woods College Education Department is committed to both the students of the College and the students and teachers of our partnering schools and agencies. It is our responsibility to ensure that field placements, practica, and student teaching experiences are mutually beneficial to SMWC students and the teachers and students of the schools and or agencies in which they take place. For these reasons, the faculty of the SMWC Education Department reserves the right to deny a field, practicum, and/or student teaching placement; change a field, practicum, and/or student teaching placement; remove or withdraw a student from a field, practicum, and/or student teaching placement; and/or cancel a field, practicum, and or student teaching placement for the reasons of health, safety, and or professional behaviors.

All clinical experiences are subject to the background check requirements and policies of the school corporation or experience site in which the teacher candidate is placed. This includes any specific background checks or testing that the placement site requires. SMWC students must contact the school corporation and/or agency in which they are placed to verify the criminal history/background check policy. The criminal history/background check must be completed before the experience can begin. All placements are subject to the requirements and policies of the school corporation or placement site in which the teacher candidate is placed. This includes any specific background checks or additional testing that the placement site requires. Regardless of any current background checks that a student may already have, it is highly likely that others will be required at the student's cost.

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.

When planning for the capstone clinical experience (student teaching) semester, it is important that students make financial and family arrangements. This is a full-time, unpaid experience in the classroom/center.

### **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 clinical experiences. The Teacher Education Board has the obligation to terminate the clinical experience at any time that a student no longer satisfies the requirements for the field experience, practicum, and/or student teaching.

### **Teacher Licensure Requirements**

The Licensing Advisor is the approved liaison with the OELD and the Indiana Department of Education. The Licensing Advisor is responsible for processing all applications for initial teacher licensure which includes verification that applicants have successfully completed all Teacher Education Program requirements, including field experiences, student teaching, practica, and seminar requirements.

When submitting an application for teacher licensure for processing, the teacher candidate should submit materials online through the Indiana Teacher Online Licensing System (LVIS) at [doe.in.gov/educatorlicensing/](http://doe.in.gov/educatorlicensing/).

### **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.

### **Alternate/Transition to Teaching Programs**

Alternate/Transition to Teaching Programs are shorter but more intensive licensure programs. These programs are designed for applicants who have a baccalaureate degree from an accredited institution and desire to obtain a teaching license. Admission to the Transition to Teaching program Grades 5-12 requires a degree in the content area in which the applicant wishes to be licensed.

### **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 all clinical 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 (LRC), located in LeFer Hall, offers Basic Competency preparation materials and workshops in addition to distance and on-campus tutoring assistance.

#### 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 clinical site for teacher candidates, particularly those in the Preschool-Grade 3 Education/Mild Intervention program and the Early Childhood/Mild Intervention Associate Degree program.



## SUMMARY OF EDUCATION PROGRAMS

SMWC offers the following program options:

- Traditional Baccalaureate Degree/Licensure and Licensure Only Programs
- Alternative/Transition to Teaching Programs
- Other Programs: Non-Licensure Baccalaureate/Associate/Certificate

Program	Traditional Baccalaureate & Licensure		Licensure Only		Alternate/ Transition to Teaching		Other Programs
	REPA Indiana License	Rules 2002* Indiana License	REPA Indiana License	Rules 2002* Indiana License	REPA Indiana License	Rules 2002* Indiana License	Non-License Associate Certificate
<b>Degree/Licensure Programs</b>							
P-3/Mild Intervention	Yes	Yes	Yes	Yes			
K-Grade 6		Yes		Yes			
K-Grade 6 with Minor	Yes		Yes				
Kindergarten-Grade 6/MI	Yes		Yes				
Art Education Preschool-Grade 12	Yes	Yes	Yes	Yes			
English Education Grades 5-12	Yes	Yes	Yes	Yes			
Life Science Education Grades 5-12	Yes	Yes	Yes	Yes			
Math Education Grades 5-12	Yes	Yes	Yes	Yes			
Social Studies Ed Grades 5-12	Yes	Yes	Yes	Yes			
Special Education: MI Grades 5-12	Yes	Yes	Yes	Yes			
<b>Alternate/Transition to Teaching Programs</b>							
Special Education: MI/Elementary					Yes	Yes	
Special Education: MI Grades 5-12					Yes	Yes	
K-Elementary/K-Grade 6					Yes	Yes	
Grades 5-12 (Secondary)-must have undergraduate major in content area					Yes	Yes	
<b>Non-Licensure/Associate/Certificate Programs</b>							
Early Childhood/Mild Intervention Baccalaureate Degree							Yes
Early Childhood/MI Associate							Yes
K-Elementary Associate							Yes
Child Development Associate (CDA)							Yes
Indiana Early Childhood Child Care Administrator Certificate							Yes

\* The last student teaching semester for Rules 2002 will be January – May 2013. All program requirements including coursework must be transcribed by August 31, 2013 to be eligible for the Rules 2002 license.

## BACCALAUREATE DEGREE/LICENSE PROGRAMS

SMWC offers baccalaureate degree programs that prepare teacher candidates to obtain an Indiana initial teaching license. Candidates choose from two Indiana teacher licensing structures: REPA (Revisions for Educator Preparation and Accountability) or Rules 2002.

### Preschool-Grade 3/Mild Intervention

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).

	REPA	2002*
<b>Education Core Courses</b>	<b>15</b>	<b>15</b>
ED 100      Observations in the Schools	0	0
ED 109      Philosophical and Ethical Foundations of Education	3	3
ED 200      Growth and Development	3	3
ED 202      Education in a Global Society	3	3
ED 203      Effectively Collaborating with Families and Community Resources	3	3
ED 237      Educational Psychology	3	3
<b>Developmental Level and Content Courses</b>	<b>42</b>	<b>42</b>
ED 124      Introduction to Inclusive Early Childhood Education	3	3
ED 147      Special Education Law and Procedures	3	3
ED 213      Principles of Teaching in Inclusive Settings	3	3
ED 303      Music, Movement, and the Arts	3	3
ED 310      Early Childhood Assessment	3	3
ED 312      Infants and Toddlers	3	3
ED 316      Emerging Literacy: Literature and Language Development	3	3
ED 318      Cognitive Inquiry: Math and Science Methods	3	3
ED 320      Project Based Learning: Social Studies Methods	3	3
ED 327      Literacy Instruction for Diverse Learners	3	3
ED 367      Guiding Young Children's Social and Behavioral Development	3	3
ED 416      Early Childhood Program Administration	3	3
SC 201      Integrative Science I	3	3
SC 202      Integrative Science II	3	3
<b>Clinical Experiences</b>	<b>19</b>	<b>19</b>
ED 250      Field Experience: Kindergarten Education	2	2
ED 251      Field Experience: Elementary/Primary Education	2	2
ED 350      Field Experience: Infant/Toddler Education	2	2
ED 351      Field Experience: Preschool Education	2	2
<u>Choose one from the following:</u>	2	2
ED 250 or      Field Experience: Kindergarten Education		
ED 251 or      Field Experience: Elementary/Primary Education		
ED 350 or      Field Experience: Infant/Toddler Education		
ED 351 or      Field Experience: Preschool Education		

ED 221 or	Field Experience I: Urban Education		
ED 321	Field Experience II: Urban Education		
<u>Choose one from the following:</u>		4	4
ED 411 or	Supervised Teaching: Early Childhood Education		
ED 401	Supervised Teaching: Early Childhood Mild Intervention		
<u>Choose one from the following:</u>		4	4
ED 400 or	Supervised Teaching: Kindergarten Education		
ED 414 or	Supervised Teaching: Elementary/Primary Education		
ED 402 or	Supervised Teaching: Kindergarten Mild Intervention		
ED 403	Supervised Teaching: Elementary/Primary Mild Intervention		
ED 450	Seminar in Teaching	1	1
	<b>TOTAL HOURS</b>	<b>76</b>	<b>76</b>
	Plus General Studies and electives	49	49
	<b>Total Hours for Baccalaureate Degree Licensure</b>	<b>125</b>	<b>125</b>

### Preschool-Grade 3/Mild Intervention Licensure Only

Students who have already obtained a degree may pursue teacher licensure by completing the *Core*, *Developmental*, *Content*, and *Clinical Experiences* listed above.

	<b>REPA</b>	<b>2002*</b>
<b>Total Hours for Licensure Only</b>	<b>76</b>	<b>76</b>

\* The last student teaching semester for Rules 2002 will be January – May 2013. All program requirements including coursework must be transcribed by August 31, 2013 to be eligible for the Rules 2002 license

## Kindergarten-Grade 6

This program prepares teacher candidates to teach students in elementary grades (K, 1, 2, 3, 4, 5, 6). **An approved minor is required for REPA licensure. Approved minors are listed below, following course requirements. A minor is not required for Rules 2002 licensure.**

	<b>REPA</b>	<b>2002*</b>
<b>Education Core Courses</b>	<b>15</b>	<b>15</b>
ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Foundations of Education	3
ED 200	Growth and Development	3
ED 202	Education in a Global Society	3
ED 203	Effectively Collaborating with Families and Community Resources	3
ED 237	Educational Psychology	3
	<b>Developmental Level and Content Courses</b>	<b>39</b>
ED 141	Introduction to Inclusive Elementary Education	3
ED 261	The Science of Reading	3

ED 262	Language Arts for the Diverse Classroom	3	3
ED 303	Music, Movement, & the Arts	3	3
ED 326	Real World Application in the Social Studies	2	2
ED 327	Literacy Instruction for Diverse Learners	3	3
ED 330	Methods of Teaching Science in the Elementary School	2	2
MA 133	Basic Concepts of Mathematics for Elementary Teachers	3	3
ED 333	Methods of Teaching Mathematics	3	3
ED 368	Social Emotional Development and Behavioral Intervention	3	3
ED 373	Assessment for Learning	3	3
BI 313	Nutrition and Health Education	3	-
SC 201	Integrative Science I	3	3
SC 202	Integrative Science II	3	3
<b>Clinical Experiences</b>		<b>15</b>	<b>15</b>
ED 214	Field Experience: Kindergarten Education	2	2
<u>Choose one from the following:</u>		2	2
ED 220 or	Field Experience: Elementary Education		
ED 221	Field Experience: Urban Education		
<u>Choose one from the following:</u>		2	2
ED 329 or	Field Experience: Elementary Education		
ED 321	Field Experience: Urban Education		
<u>Choose one from the following:</u>		4	4
ED 400 or	Supervised Teaching: Kindergarten		
ED 414	Supervised Teaching: Elementary Primary		
ED 422	Supervised Teaching: Elementary/Intermediate	4	4
ED 450	Seminar in Teaching	1	1
<b>TOTAL HOURS</b>		<b>69+Minor</b>	<b>67</b>
Minimum General Studies and Electives/Minor		56	58
<u>Minimum Total</u> for Baccalaureate Degree & Licensure		<b>125</b>	<b>125</b>

## Kindergarten-Grade 6 Licensure Only

Students who have already obtained a degree may pursue teacher licensure by completing the *Core*, *Developmental*, *Content*, and *Clinical Experiences* listed above.

<b>Total Hours for Licensure Only</b>	<b>REPA</b>	<b>2002*</b>
	<b>69+Minor</b>	<b>67</b>

\*The last student teaching semester for Rules 2002 will be January – May 2013. All program requirements including coursework must be transcribed by August 31, 2013 to be eligible for the Rules 2002 license.

### Approved Minors for REPA Kindergarten-Grade 6 Program

Teacher candidates wishing to obtain a license for elementary education, Kindergarten - Grade 6 must complete a “minor” in a REPA content area along with a “major” that includes general education, professional education and student teaching. The purpose of a “minor” as a curriculum requirement for the elementary generalist is to ensure that every elementary teacher will have the opportunity to specialize in a specific content area. The Education Department along with other College departments provides the following minors:

- English
- Environmental Education
- Exceptional Needs: Mild Intervention
- Fine Arts
- History/Historical Perspectives
- Journalism
- Life Science
- Mathematics
- Preschool-Grade 3/Mild Intervention
- Psychology
- Sociology
- Spanish

The number of credit hours for a minor varies and is determined by the College department offering the minor. The content minor that is imbedded in the curriculum for the elementary generalist will not appear on the face of the issued teaching license. The dual license, Kindergarten-Grade 6/Mild Intervention, does not require a minor.

### English Minor for Kindergarten-Grade 6 Program

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
	<b>TOTAL HOURS</b>	<b>18</b>

### Environmental Education Minor for Kindergarten-Grade 6 Program

EV 261	Natural History of Indiana	3
EV 350	Environmental law	3
EV 490	Internship	3
ED 366	Children & Nature/Environmental Pedagogy	3
ED 329	Field Experience II: Elementary Ed	2
	<u>Choose one from the following:</u>	3-4
EV 100 or	Environmental Concerns	
BI 340	Conservation	
	<b>TOTAL HOURS</b>	<b>17-18</b>

### Exceptional Needs: Mild Intervention Minor for Kindergarten-Grade 6 Program

ED 147	Special Education Law and Procedures	3
ED 241	Understanding Mild Disabilities	3
ED 345	Assessment and Intervention	3
	in Elementary Special Education	
ED 358	Functional Behavioral Assessment and	3
	Behavioral Intervention Plans	

ED 252	Field Experience I: Elementary MI	2
ED 352	Field Experience II: Elementary MI	2
	<b>TOTAL HOURS</b>	<b>16</b>

### Fine Arts Minor for Kindergarten-Grade 6 Program

AD 200	Studies in Visual Arts	3
EN/TA 151	Interpretive Reading/Reader's Theatre	3
MU 200	Music for Living	3
MU 282	Music as Therapy	3
TA 213	Introduction to Theatre	3
	<u>Choose one from the following:</u>	3
AD 157 or	Digital Imaging	
AD 340	Elementary Art Methods	
	<b>TOTAL HOURS</b>	<b>18</b>

### History Minor for Kindergarten-Grade 6 Program

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
	<b>TOTAL HOURS</b>	<b>18</b>

### Journalism Minor for Kindergarten-Grade 6 Program

AD 257	Digital Illustration and Design	3
JM 100	Media Reporting	3
JM 101	Introduction to Mass Media	3
JM 115	Editing	3
JM 200	Advanced Reporting	3
JM 250	History of Media and Current Trends	3
JM 305	Social Issues in Media	3
JM 410	Communication Law and Ethics	3
	<b>TOTAL HOURS</b>	<b>24</b>

### Life Science Minor for Kindergarten-Grade 6 Program

LIFE SCIENCE MINOR: OPTION 1		
BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 317	Teaching of Life Science in SH/JH/MS	2

<u>Choose three from the following:</u>		4,4,4
BI 334	Physiology	
BI 336	Cell Biology	
BI 342	Genetics	
BI 410	Evolution	
<b>TOTAL HOURS OPTION 1</b>		<b>22</b>

LIFE SCIENCE MINOR: OPTION 2

BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 317	Teaching of Life Science in SH/JH/MS	2
<u>Choose one from the following:</u>		4
BI 334 or	Physiology	
BI 336 or	Cell Biology	
BI 342 or	Genetics	
BI 410 or	Evolution	
<u>And choose an additional two from the following:</u>		4,4
BI 335	Animal Behavior	
BI 340	Conservation	
BI 410	Evolution	
<b>TOTAL HOURS OPTION 2</b>		<b>22</b>

**Mathematics Minor for Kindergarten-Grade 6 Program**

MA 112	College Algebra	3
MA 113	Essentials of Trigonometry	3
MA 120	Precalculus	3
MA 121	Calculus I	3
MA 210	Discrete Mathematics	3
MA 221	History of Mathematics	1
MA 253	Statistics	3
MA 341	Geometry	3
<b>TOTAL HOURS</b>		<b>22</b>

**Preschool-Grade 3/Mild Intervention Minor for Kindergarten-Grade 6 Program**

ED 124	Introduction to Inclusive E.C. Education	3
ED 147	Special Education Law and Procedures	3
ED 213	Principles of Teaching in Inclusive Settings/Classrooms	3
ED 312	Infants and Toddlers	3
ED 316	Emerging Literacy: Literature and Language Development	3
ED 318	Cognitive Inquiry: Math and Science Methods	3
ED 352	Field Experience II: Elementary MI	2
<b>TOTAL HOURS</b>		<b>20</b>

### Psychology Minor for Kindergarten-Grade 6 Program

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
	<b>TOTAL HOURS</b>	<b>21</b>

### Sociology Minor for Kindergarten-Grade 6 Program

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
	<u>Choose two from the following:</u>	3,3
SO 321	Sociology of the Family	
SO 323	Deviance	
SO 324	Racial and Cultural Minorities	
	<b>TOTAL HOURS</b>	<b>21</b>

### Spanish Minor for Kindergarten-Grade 6 Program

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
	<u>Choose one from the following:</u>	3
SP 371 or	Latin American Life/Civilization	
SP 372	Spanish Culture/Civilization	
	<u>Choose one from the following:</u>	3
SP 280 or	Topics in Spanish Studies	
SP 291 or	Business Spanish	
SP 361 or	Survey of Literature in Spanish	
SP 480	Topics in Spanish Studies	
	<b>TOTAL HOURS</b>	<b>24</b>



## Kindergarten-Grade 6/Mild Intervention

This program prepares teacher candidates to teach students in elementary grades (K, 1, 2, 3, 4, 5, 6). Program completers are licensed to teach students in general education classes and students with exceptional needs (mild disabilities).

**This program is not offered for Rules 2002 Licensure.**

	<b>REPA</b>
<b>Education Core Courses</b>	<b>15</b>
ED 100 Observations in the Schools	0
ED 109 Philosophical and Ethical Foundations of Education	3
ED 200 Growth and Development	3
ED 202 Education in a Global Society	3
ED 203 Effectively Collaborating with Families and Community Resources	3
ED 237 Educational Psychology	3
<b>Developmental Level and Content Courses</b>	<b>45</b>
ED 141 Introduction to Inclusive Elementary Education	3
ED 147 Special Education Law and Procedures	3
ED 261 The Science of Reading	3
ED 262 Language Arts for the Diverse Classroom	3
ED 303 Music, Movement, and the Arts	3
ED 326 Real World Application in the Social Studies	2
ED 327 Literacy Instruction for Diverse Learners	3
ED 330 Methods of Teaching Science in the Elementary School	2
MA 133 Basic Concepts of Mathematics for Elementary Teachers	3
ED 333 Methods of Teaching Mathematics	3
ED 345 Assessment and Intervention in Elementary Special Education	3
ED 368 Social Emotional Development and Behavioral Intervention	3
ED 373 Assessment for Learning	3
BI 313 Nutrition and Health Education	2
SC 201 Integrative Science I	3
SC 202 Integrative Science II	3
<b>Clinical Experiences</b>	<b>17</b>
ED 214 Field Experience: Kindergarten Education	2
ED 252 Field Experience: Elementary Mild Intervention	2
<u>Choose one from the following:</u>	2
ED 220 or Field Experience: Elementary Education	
ED 221 Field Experience: Urban Education	
<u>Choose one from the following:</u>	2
ED 329 or Field Experience: Elementary Education	
ED 321 Field Experience: Urban Education	
<u>Choose one from the following:</u>	4
ED 400 or Supervised Teaching: Kindergarten	
ED 402 or Supervised Teaching: Kindergarten Mild Intervention	

ED 403 or	Supervised Teaching: Elementary/Primary MI		
ED 414	Supervised Teaching: Elementary Primary		
<u>Choose one from the following:</u>			4
ED 404 or	Supervised Teaching: Elementary/Intermediate MI		
ED 422	Supervised Teaching: Elementary/Intermediate		
ED 450	Seminar in Teaching		1
	<b>TOTAL</b>		<b>77</b>
	General Studies and electives		48
	<b>Total for Baccalaureate Degree &amp; REPA Licensure</b>	<b>125</b>	<b>-</b>

## Kindergarten-Grade 6/Mild Intervention Licensure Only

Students who have already obtained a degree may pursue teacher licensure by completing the *Core*, *Developmental*, *Content*, and *Clinical Experiences* listed above.

	<b>REPA</b>
<b>Total Hours for Licensure Only</b>	<b>77</b>

## Art Education Grades P-12

This program prepares teacher candidates to teach art to students in preschool through Grade 12. This program is available in the campus format only.

	<b>REPA</b>	<b>2002*</b>
<b>Education Core Courses</b>	<b>15</b>	<b>15</b>
ED 100 Observations in the Schools	0	0
ED 109 Philosophical and Ethical Foundations of Education	3	3
ED 200 Growth and Development	3	3
ED 202 Education in a Global Society	3	3
ED 203 Effectively Collaborating with Families and Community Resources	3	3
ED 237 Educational Psychology	3	3
<b>Developmental Level and Content Courses</b>	<b>64</b>	<b>61</b>
ED 141 Introduction to Inclusive Elementary Education	3	--
ED 338 Instructional Methods	2	2
ED 368 Social Emotional Development and Behavioral Intervention	3	3
ED 373 Assessment for Learning	3	3
PS 261 Adolescent Psychology	3	3
AD 110 2D Design Foundations	3	3
AD 111 3D Design Foundations	3	3
AD 121 Drawing Foundations	3	3
AD 157 Digital Imaging	3	3
AD 221 Painting Foundations	3	3
AD 250 History of Western Art	3	3
AD 252 Women Artists	3	3
AD 260 Visual Comm and Problem Solving	3	3
AD 340 Elementary Art Methods	3	3
AD 341 Teaching Art in Sr/Jr/Middle School	3	3

AD 350	Layout and Typography	3	3
AD 352	Art Theory and Practice	3	3
AD 353	Artist and Society	3	3
AD 452	Space and Time	3	3
Electives -- choose 8 hours of electives from the following:		8	8
AD 251, 257, 261, 290, 351, 357, 450, 451, 453, 457, 480, 490, 499, JM 101, 242, 250, 290, 300, 315, 340, 342, 451, 480, 490, 499			
<b>Clinical Experiences</b>		<b>13</b>	<b>13</b>
<u>Choose one from the following:</u>		2	2
ED 220 or	Field Experience I: Elementary Ed.		
ED 234 or	Field Experience I: Middle School/Junior High Ed.		
ED 239	Field Experience I: High School Education		
<u>Choose one from the following:</u>		2	2
ED 329 or	Field Experience II: Elementary Education		
ED 334 or	Field Experience II: Mid. School/Jr. High Education		
ED 336 or	Field Experience II: High School Education		
ED 351	Field Experience: Preschool Education		
<u>Choose one from the following:</u>		4	4
ED 400 or	Supervised Teaching: Kindergarten Education		
ED 414 or	Supervised Teaching: Elementary/Primary Education		
ED 422	Supervised Teaching: Elementary/Intermediate Education		
<u>Choose one from the following:</u>		4	4
ED 432 or	Supervised Teaching: Middle School/Jr. High Education		
ED 433	Supervised Teaching: High School Education		
ED 450	Seminar in Teaching	1	1
<b>TOTAL HOURS</b>		<b>92</b>	<b>89</b>
General Studies		49-51	49-51
<b>Total for Baccalaureate Degree &amp; Licensure</b>		<b>141-143</b>	<b>138-140</b>

## Art Education Grades P-12 Licensure Only

Students who have already obtained a degree may pursue teacher licensure by completing the *Core*, *Developmental*, *Content*, and *Clinical Experiences* listed above.

	<b>REPA</b>	<b>2002*</b>
<b>Total for Licensure Only</b>	<b>92</b>	<b>89</b>

\*The last student teaching semester for Rules 2002 will be January – May 2013. All program requirements including coursework must be transcribed by August 31, 2013 to be eligible for the Rules 2002 license.

## English Education Grades 5-12 Baccalaureate Degree and REPA Licensure

This program prepares teacher candidates to teach English/language arts to students in Grades 5 – 12.

	<b>REPA</b>	<b>2002*</b>
<b>Education Core Courses</b>	<b>15</b>	<b>15</b>
ED 100      Observations in the Schools	0	0
ED 109      Philosophical and Ethical Foundations of Education	3	3
ED 200      Growth and Development	3	3
ED 202      Education in a Global Society	3	3
ED 203      Effectively Collaborating with Families and Community Resources	3	3
ED 237      Educational Psychology	3	3
<b>Developmental Level and Content Courses</b>	<b>54</b>	<b>54</b>
ED 261      The Science of Reading	3	3
ED 338      Instructional Methods	2	2
ED 368      Social Emotional Development and Behavioral Intervention	3	3
ED 373      Assessment for Learning	3	3
PS 261      Adolescent Psychology	3	3
JM 101      Introduction to Mass Media	3	3
EN/TA 151    Interpretive Reading and Reader's Theatre	3	3
EN 212      Creative Writing	3	3
EN 222      Literature and Myth	3	3
EN 229      British Literature	3	3
EN 232      American Literature	3	3
EN 235      American Women Writers	3	3
EN/TA 341    Shakespeare	3	3
EN 355      Study of Language	2	2
EN 356      English Grammar and How to Teach It	1	1
EN 380      Teaching Young Adult Literature	2	2
EN 381      Methods of Teaching English in Senior High/Jr. High/Middle School	2	2
EN 450      Modern World Literature	3	3
<u>Choose one from the following:</u>	3	3
EN/TA 202 or Introduction to Literature and Theatre		
EN 205      Introduction to Literature: Love/Justice		
<u>Choose one from the following:</u>	3	3
JM 115 or      Editing or		
CO 205      Principles of Web Design		
<b>Clinical Experiences</b>	<b>13</b>	<b>13</b>
<u>Choose one from the following:</u>	2	2
ED 234 or      Field Experience I: Middle School/Junior High Education or		
ED 239      Field Experience I: High School Education		
<u>Choose one from the following:</u>	2	2
ED 334 or      Field Experience II: Middle School/Junior High Education or		
ED 336      Field Experience II: High School Education		
ED 432      Supervised Teaching: Middle School/Junior High Education	4	4
ED 433      Supervised Teaching: High School Education	4	4
ED 450      Seminar in Teaching	1	1
<b>TOTAL</b>	<b>82</b>	<b>82</b>
Plus General Studies	45-48	45-48
<b>Total Hours for Baccalaureate Degree and Licensure</b>	<b>127-130</b>	<b>127-130</b>

## English Education Grades 5-12 Licensure Only

Students who have already obtained a degree may pursue teacher licensure by completing the *Core, Developmental, Content, and Clinical Experiences* listed above.

<b>Total Hours for Licensure Only</b>	<b>REPA</b>	<b>2002*</b>
	<b>82</b>	<b>82</b>

\*The last student teaching semester for Rules 2002 will be January – May 2013. All program requirements including coursework must be transcribed by August 31, 2013 to be eligible for the Rules 2002 license.

## Life Science Grades 5-12

This program prepares teacher candidates to teach life sciences to students in Grades 5 - 12.

**This program is available in the campus format only.**

	<b>REPA</b>	<b>2002*</b>
<b>Education Core Courses</b>	<b>15</b>	<b>15</b>
ED 100 Observations in the Schools	0	0
ED 109 Philosophical and Ethical Foundations of Education	3	3
ED 200 Growth and Development	3	3
ED 202 Education in a Global Society	3	3
ED 203 Effectively Collaborating with Families and Community Resources	3	3
ED 237 Educational Psychology	3	3
<b>Developmental Level and Content Courses</b>	<b>62</b>	<b>62</b>
ED 261 The Science of Reading	3	3
ED 338 Instructional Methods	2	2
ED 368 Social Emotional Development and Behavioral Intervention	3	3
ED 373 Assessment for Learning	3	3
PS 261 Adolescent Psychology	3	3
CH 115 General Chemistry I	4	4
CH 116 General Chemistry II	4	4
BI 141 Principles of Biology I	4	4
BI 142 Principles of Biology II	4	4
BI 317 Teaching of Life Science in Senior High/Jr. High/Middle School	2	2
BI 334 Physiology	4	4
BI 335 Animal Behavior	4	4
BI 336 Cell Biology	4	4
BI 341 Ecology	4	4
BI 342 Genetics	4	4
BI 410 Evolution	4	4
BI 225 Science Communications	0	0
BI 226 Science Communications	0	0
BI 325 Science Communications	1	1
BI 326 Science Communications	1	1
BI 426 Science Communications	1	1
BI 411 Undergraduate Research	1	1
BI 412 Undergraduate Research	2	2

<b>Clinical Experiences</b>		<b>13</b>	<b>13</b>
<u>Choose one from the following:</u>		2	2
ED 234 or	Field Experience I: Middle School/Junior High Education		
ED 239	Field Experience I: High School Education		
<u>Choose one from the following:</u>		2	2
ED 334 or	Field Experience II: Middle School/Junior High Education		
ED 336	Field Experience II: High School Education		
ED 432	Supervised Teaching: Middle School/Junior High Education	4	4
ED 433	Supervised Teaching: High School Education	4	4
ED 450	Seminar in Teaching	1	1
	<b>TOTAL HOURS</b>	<b>90</b>	<b>90</b>
	Plus General Studies	46-48	46-48
	<b>Total Horus for Baccalaureate Degree and Licensure</b>	<b>136-138</b>	<b>136-138</b>

## Life Science Education Grades 5-12 Licensure Only

Students who have already obtained a degree may pursue teacher licensure by completing the *Core*, *Developmental*, *Content*, and *Clinical Experiences* listed above.

	<b>REPA</b>	<b>2002*</b>
<b>Total Hours for Licensure Only</b>	<b>90</b>	<b>90</b>

\*The last student teaching semester for Rules 2002 will be January – May 2013. All program requirements including coursework must be transcribed by August 31, 2013 to be eligible for the Rules 2002 license.

## Mathematics Education Grades 5-12

This program prepares teacher candidates to teach mathematics to students in Grades 5-12.

		<b>REPA</b>	<b>2002*</b>
<b>Education Core Courses</b>		<b>15</b>	<b>15</b>
ED 100	Observations in the Schools	0	0
ED 109	Philosophical and Ethical Foundations of Education	3	3
ED 200	Growth and Development	3	3
ED 202	Education in a Global Society	3	3
ED 203	Effectively Collaborating with Families and Community Resources	3	3
ED 237	Educational Psychology	3	3
<b>Developmental Level and Content Courses</b>		<b>54</b>	<b>54</b>
ED 261	The Science of Reading	3	3
ED 338	Instructional Methods	2	3
ED 368	Social Emotional Development and Behavioral Intervention	3	3
ED 373	Assessment for Learning	3	3
PS 261	Adolescent Psychology	3	3
CS 161	Programming I-Introduction to Visual Basic	3	3
MA 121	Calculus I	3	3
MA 122	Calculus II	3	3
MA 210	Discrete Mathematics	3	3

MA 221	History of Mathematics	1	1
MA 230	Introduction to Mathematical Modeling	3	3
MA 231	Linear Algebra	3	3
MA 253	Statistics	3	3
MA 322	Calculus III	3	3
MA 331	Abstract Algebra	3	3
MA 341	Geometry	3	3
MA 353	Elements of Mathematical Statistics	1	1
MA 421	Seminar	3	3
MA 422	Analysis	3	3
MA 461	Teaching of Mathematics in Senior High/Jr. High/Middle School	2	2
<b>Clinical Experiences</b>		<b>13</b>	<b>13</b>
<u>Choose one from the following:</u>		2	2
ED 234 or	Field Experience I: Middle School/Junior High Education		
ED 239	Field Experience I: High School Education		
<u>Choose one from the following:</u>		2	2
ED 334 or	Field Experience II: Middle School/Junior High Education		
ED 336	Field Experience II: High School Education		
ED 432	Supervised Teaching: Middle School/Junior High Education	4	4
ED 433	Supervised Teaching: High School Education	4	4
ED 450	Seminar in Teaching	1	1
<b>TOTAL HOURS</b>		<b>82</b>	<b>82</b>
Plus General Studies		45-48	45-48
<b>Total for Baccalaureate Degree and REPA Licensure</b>		<b>127-130</b>	<b>127-130</b>

## Mathematics Education Grades 5-12 Licensure Only

Students who have already obtained a degree may pursue teacher licensure by completing the *Core*, *Developmental*, *Content*, and *Clinical Experiences* listed above.

	<b>REPA</b>	<b>2002*</b>
<b>Total Hours for Licensure Only</b>	<b>82</b>	<b>82</b>

\*The last student teaching semester for Rules 2002 will be January – May 2013. All program requirements including coursework must be transcribed by August 31, 2013 to be eligible for the Rules 2002 license.

## Social Studies Education Grades 5-12

This program prepares teacher candidates to teach social studies to students Grades 5 – 12.

<b>Education Core Courses</b>		<b>REPA</b>	<b>2002*</b>
		<b>15</b>	<b>15</b>
ED 100	Observations in the Schools	0	0
ED 109	Philosophical and Ethical Foundations of Education	3	3
ED 200	Growth and Development	3	3
ED 202	Education in a Global Society	3	3
ED 203	Effectively Collaborating w. Families and Community Resources	3	3
ED 237	Educational Psychology	3	3

<b>Developmental Level and Content Courses</b>		<b>55</b>	<b>55</b>
ED 261	The Science of Reading	3	3
ED 338	Instructional Methods	2	2
ED 368	Social Emotional Development and Behavioral Intervention	3	3
ED 373	Assessment for Learning	3	3
BU 131	Macroeconomics	3	3
GO 115	Introduction to Politics	3	3
HI 211	United States History to 1877	3	3
HI 212	United States History Since 1877	3	3
HI 222	Twentieth Century World	3	3
HI 332	World Civilization II	3	3
HI/GO 335	Inside the Governments	3	3
PS 111	General Psychology	3	3
PS 261	Adolescent Psychology	3	3
PS 360	Abnormal Psychology	3	3
SO 211	Introduction to Sociology	3	3
SO 321	The Family	3	3
SO 324	Racial and Cultural Minorities	3	3
SS 315	Teaching Social Studies in Senior High/Junior High/Middle School	2	2
SS 326	Geography of World Affairs	3	3
<b>Clinical Experiences</b>		<b>13</b>	<b>13</b>
<u>Choose one from the following:</u>		2	2
ED 234 or	Field Experience I: Middle School/Junior High Education		
ED 239	Field Experience I: High School Education		
<u>Choose one from the following:</u>		2	2
ED 334 or	Field Experience II: Middle School/Junior High Education		
ED 336	Field Experience II: High School Education		
ED 432	Supervised Teaching: Middle School/Junior High Education	4	4
ED 433	Supervised Teaching: High School Education	4	4
ED 450	Seminar in Teaching	1	1
	<b>TOTAL HOURS</b>	<b>83</b>	<b>83</b>
	Plus General Studies	42-45	42-45
	<b>Total for Baccalaureate Degree and REPA Licensure</b>	<b>125-128</b>	<b>125-128</b>

## Social Studies Education Grades 5-12 Licensure Only

Students who have already obtained a degree may pursue teacher licensure by completing the *Core*, *Developmental*, *Content*, and *Clinical Experiences* listed above.

	<b>REPA</b>	<b>2002*</b>
<b>Total Hours for Licensure Only</b>	<b>83</b>	<b>83</b>

\*The last student teaching semester for Rules 2002 will be January – May 2013. All program requirements including coursework must be transcribed by August 31, 2013 to be eligible for the Rules 2002 license.



## Special Education (Mild Intervention) Grades 5-12

This program prepares teacher candidates to teach all subjects to students with exceptional needs (mild disabilities) in Grades 5 – 12.

	REPA	2002*
<b>Education Core Courses</b>	<b>15</b>	<b>15</b>
ED 100 Observations in the Schools	0	0
ED 109 Philosophical and Ethical Foundations of Education	3	3
ED 200 Growth and Development	3	3
ED 202 Education in a Global Society	3	3
ED 203 Effectively Collaborating with Families and	3	3
ED 237 Educational Psychology	3	3
<b>Developmental Level and Content Courses</b>	<b>53</b>	<b>53</b>
ED 261 The Science of Reading	3	3
ED 338 Instructional Methods	2	2
ED 368 Social Emotional Development and Behavioral Intervention	3	3
ED 373 Assessment for Learning	3	3
PS 261 Adolescent Psychology	3	3
ED 147 Special Education Law and Procedures	3	3
ED 241 Understanding Mild Disabilities	3	3
ED 327 Literacy for Diverse Learners	3	3
MA 133 Basic Concepts of Mathematics for Elementary Teachers	3	3
ED 333 Methods of Teaching Mathematics	3	3
ED 346 Assessment and Intervention in MS/HS Special Education	3	3
ED 355 Transition Planning and Vocational Education	3	3
ED 358 Functional Behavioral Assessment and Behavioral Intervention Plans	3	3
EN 212 Creative Writing	3	3
SC 201 Integrative Science I	3	3
SC 202 Integrative Science II	3	3
SO 211 Introduction to Sociology	3	3
<u>Choose one from the following:</u>	3	3
HI 211 or United States History to 1877 or		
HI 212 United States History Since 1877		
<b>Clinical Experiences</b>	<b>13</b>	<b>13</b>
<u>Choose one from the following:</u>	2	2
ED 253 or Field Experience I: Middle School/Junior High Mild Intervention or		
ED 254 Field Experience I: High School Mild Intervention		
<u>Choose one from the following:</u>	2	2
ED 353 or Field Experience II: Middle School/Junior High Mild Intervention or		
ED 354 Field Experience II: High School Mild Intervention		
ED 405 Supervised Teaching: Middle School/Junior High Mild Intervention	4	4
ED 406 Supervised Teaching: High School Mild Intervention	4	4
ED 450 Seminar in Teaching	1	1
<b>TOTAL HOURS</b>	<b>81</b>	<b>81</b>
Plus General Studies and Electives	44-45	44-45
<b>Total for Baccalaureate Degree and Licensure</b>	<b>125-126</b>	<b>125-126</b>

## **Special Education (Mild Intervention) Education Grades 5-12 Licensure Only**

Students who have already obtained a degree may pursue teacher licensure by completing the *Core, Developmental, Content, and Clinical Experiences* listed above.

	<b>REPA</b>	<b>2002*</b>
<b>Total Hours for Licensure Only</b>	<b>81</b>	<b>81</b>

\*The last student teaching semester for Rules 2002 will be January – May 2013. All program requirements including coursework must be transcribed by August 31, 2013 to be eligible for the Rules 2002 license.

# ALTERNATE/TRANSITION TO TEACHING LICENSURE PROGRAM

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

- Alternate Route Exceptional Needs: Mild Intervention Kindergarten – Grade 6
- Alternate Route Exceptional Needs: Mild Intervention Grades 5-12
- Transition to Teaching Kindergarten – Grade 6 Education
- Transition to Teaching Grades 5-12 Education

Admission to the Alternate/Transition to Teaching Education programs requires an undergraduate degree from an accredited institution.

Admission requirements include:

- 3.0 undergraduate G.P.A., or 2.5 G.P.A. with five years of applicable full-time professional experience, or a master's degree
- Excellent writing skills
- Basic Competence evidenced through one of the following:
  - Praxis I: Reading (176), Writing (172) Math (175) OR
  - Praxis I (Reading, Writing, Math) Composite Score = 527 OR
  - ACT (Math, Reading, Grammar, Science) Composite Score = 24 OR
  - SAT (Critical Reading + Math) Score = 1100 OR
  - GRE (Verbal + Quantitative) Score = 1100 OR
  - Master's Degree from an accredited institution
- Professional recommendations (3)
- Criminal history check

Additional admission requirement for Transition to Teaching Grades 5-12 only:

- Degree major in the content area in which the applicant wishes to be licensed (For example, an applicant who wishes to teach mathematics must have a baccalaureate or master's degree in mathematics.)
- Indiana passing scores on PRAXIS II subject area tests. The required test for each subject area can be found at <http://www.ets.org/praxis/in/requirements>.

## Exceptional Needs: Mild Intervention Grades K-6 Alternate License Program

ED 147	Special Education Law and Procedures	3
ED 202	Education in a Global Society	3
ED 205	Survey of Teaching and Learning	3
ED 241	Understanding Mild Disabilities	3
ED 261	Science of Reading	3
ED 327	Literacy Instruction for Diverse Learners	3
ED 345	Assessment and Intervention in Elementary Special Education	3
ED 358	Functional Behavioral Analysis and Behavior Intervention Plans	3
ED 363	Practicum: Elementary Mild Intervention	1
ED 450	Seminar in Teaching	1
<u>Choose one from the following:</u>		4
ED 403 or	Supervised Teaching: Elementary/ Primary Mild Intervention	
ED 404	Supervised Teaching: Elementary/ Intermediate Mild Intervention	
<b>Total Hours for Licensure</b>		<b>30</b>

## Exceptional Needs: Mild Intervention Grades 5-12 (Secondary) Alternate License Program

ED 147	Special Education Law and Procedures	3
ED 202	Education in a Global Society	3
ED 205	Survey of Teaching and Learning	3
ED 241	Understanding Mild Disabilities	3
ED 261	Science of Reading	3
ED 346	Assessment and Intervention in MS/HS Special Education	3
ED 355	Transition Planning and Vocational Education	3
ED 358	Functional Behavioral Analysis and Behavior Intervention Plans	3
<u>Choose one from the following:</u>		1
ED 364 or	Practicum: Middle School/High School Mild Intervention	
ED 365	Practicum: High School Mild Intervention	
<u>Choose one from the following:</u>		4
ED 405 or	Supervised Teaching: MS/JH Mild Intervention	
ED 406	Supervised Teaching: High School Mild Intervention	
ED 450	Seminar in Teaching	1
<b>Total Hours for Licensure</b>		<b>30</b>

## Kindergarten-Grade 6 Transition to Teaching Licensure Program

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 General Education Classes	2
ED 261	The Science of Reading	3
ED 327	Literacy Instruction for Diverse Learners	3
ED 337	Elementary Curriculum and Instructional Methods	2
ED 360	Practicum: Elementary Education	1
ED 450	Seminar in Teaching	1
<u>Choose one from the following:</u>		4
ED 400 or	Supervised Teaching: Kindergarten	
ED 414 or	Supervised Teaching: Elementary/Primary	
ED 422	Supervised Teaching: Elementary/Intermediate	
<b>Total Hours for Licensure</b>		<b>24</b>

## Grades 5-12 Education (Secondary) Transition to Teaching Licensure Program

ED 201	Technology in Education	2
ED 205	Survey of Teaching and Learning	3
ED 212	Teaching Diverse Learners in General Education Classes	2
ED 261	Science of Reading	3
ED 338	Instructional Methods	2
<u>Choose one from the following:</u>		1
ED 361 or	Practicum: Middle School/Junior High Education or	
ED 362	Practicum: High School Education	
<u>Choose one from the following:</u>		4
ED 432 or	Supervised Teaching: Middle School/Junior High	
ED 433	Supervised Teaching: High School Education	
ED 450	Seminar in Teaching	1
<b>Total Hours for Licensure</b>		<b>18</b>

## NON-LICENSE BACCALAUREATE DEGREE, ASSOCIATE DEGREE, AND CERTIFICATE PROGRAMS

The Education Department offers the following non-licensure baccalaureate degree, associate degree, and certificate programs:

- Early Childhood/Mild Intervention Baccalaureate Degree
- Early Childhood/Mild Intervention Associate Degree
- K-Grade 6 Associate Degree
- Child Development Associate (CDA)
- Indiana Early Childhood Child Care Administrator Certificate

### Early Childhood/Mild Intervention Baccalaureate Degree Only – Non-License

The Early Childhood/Mild Intervention Baccalaureate Degree prepares educators to be employed in educational settings that do not require a teaching license.

<b>Education Core Courses</b>		<b>15</b>
ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Foundations of Education	3
ED 200	Growth and Development	3
ED 202	Education in a Global Society	3
ED 203	Effectively Collaborating with Families and Community Resources	3
ED 237	Educational Psychology	3
<b>Developmental Level and Content Courses</b>		<b>42</b>
ED 124	Introduction to Inclusive Early Childhood Education	3
ED 147	Special Education Law and Procedures	3
ED 213	Principles of Teaching in Inclusive Settings	3
ED 303	Music, Movement, & the Arts	3
ED 310	Early Childhood Assessment	3
ED 312	Infants and Toddlers	3
ED 316	Emerging Literacy: Literature and Language Development	3
ED 318	Cognitive Inquiry: Math and Science Methods	3
ED 320	Project Based Learning: Social Studies Methods	3
ED 327	Literacy Instruction for Diverse Learners	3
ED 367	Guiding Young Children’s Social and Behavioral Development	3
ED 416	Early Childhood Program Administration	3
SC 201	Integrative Science I	3
SC 202	Integrative Science II	3
<b>Clinical Experiences</b>		<b>16</b>
ED 250	Field Experience: Kindergarten Education	2
ED 251	Field Experience: Elementary/Primary Education	2
ED 350	Field Experience: Infant/Toddler Education	2

ED 351	Field Experience: Preschool Education	2
ED 417	Professional Practicum	4
<u>Choose one from the following:</u>		4
ED 401 or	Supervised Teaching: Early Childhood Mild Intervention	
ED 411	Supervised Teaching: Early Childhood	
<b>TOTAL</b>		<b>73</b>
Plus General Studies and Electives		52
<b>Total Hours for Baccalaureate Degree</b>		<b>125</b>

## Early Childhood/Mild Intervention Associate Degree

The Early Childhood/Mild Intervention Associate Degree is designed to prepare educators to work with children in center, school, and home-based programs. Completion of the associate degree programs constitutes approximately half of the bachelor degree program requirements. Thus, it may serve as a steppingstone for persons who wish to transfer at a later time to the bachelor degree program in P-3/Mild Intervention to pursue teacher licensure.

<b>Education Core Courses</b>		<b>9</b>
ED 200	Growth and Development	3
ED 202	Education in a Global Society	3
ED 203	Effectively Collaborating with Families and Community Resources	3
<b>Education Developmental Level and Content Courses</b>		<b>24</b>
ED 124	Introduction to Inclusive Early Childhood Education	3
ED 147	Special Education Law and Procedures	3
ED 213	Principles of Teaching in Inclusive Settings/Classrooms	3
ED 303	Music, Movement, and the Arts	3
ED 312	Infants and Toddlers	3
ED 316	Emerging Literacy: Literature and Language Development	3
ED 367	Guiding Young Children's Social and Behavioral Development	3
SC 201	Integrative Science I	3
<b>Clinical Experiences</b>		<b>8</b>
ED 350	Field Experience: Infant/Toddler Education	2
ED 351	Field Experience: Preschool Education	2
ED 417	Professional Practicum	4
<b>TOTAL</b>		<b>41</b>
Plus General Studies		29-30
<b>Total for Associate Degree</b>		<b>70-71</b>

## Kindergarten – Grade 6 Associate Degree

The Kindergarten-Grade 6 Associate Degree is designed to prepare paraprofessionals to work in elementary classrooms.

Completion of this associate degree program constitutes approximately half of the bachelor degree program requirements. Thus, it may serve as a steppingstone for persons who wish to transfer at a later time to the bachelor degree program in Kindergarten-Grade 6 to pursue teacher licensure.

<b>Education Core Courses</b>		<b>15</b>
ED 100	Observations in the Schools	0
ED 109	Philosophical and Ethical Foundations of Education	3
ED 200	Growth and Development	3
ED 202	Education in a Global Society	3
ED 203	Effectively Collaborating with Families and Community Resources	3
ED 237	Educational Psychology	3
<b>Education Developmental Level and Content Courses</b>		<b>20</b>
ED 141	Introduction to Inclusive Elementary Education	3
ED 204	Paraprofessionals in the Schools	2
ED 213	Principles of Teaching in Inclusive Settings	3
ED 262	Language Arts for the Diverse Classroom	3
ED 261	The Science of Reading	3
ED 333	Methods of Teaching Mathematics	3
SC 201	Integrative Science I	3
<b>Clinical Experiences</b>		<b>4</b>
ED 220	Field Experience I: Elementary Education	2
ED 329	Field Experience II: elementary Education	2
<b>TOTAL</b>		<b>39</b>
	Plus General Studies	26-27
	<b>Total for Associate Degree</b>	<b>65-66</b>

## Child Development Associate (CDA) Certification Program

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 CDA courses, students are eligible to apply for the CDA credential from The Council for Professional Recognition.

ED 124	Introduction to Inclusive Early Childhood Education	3
ED 200	Growth and Development	3
ED 213	Principles of Teaching in Inclusive Settings/Classrooms	3
ED 111	Field Experience I: Child Care Visitation/Community Agencies	2
	<b>Total Hours</b>	<b>11</b>



## Indiana Early Childhood Child Care Administrator Certificate

The Indiana Early Childhood Program Administrator Certificate awarded by T.E.A.C.H. Indiana indicates the effective administration of early care and education programs. Through the completion of course work and clinical experiences, child care professionals are able to demonstrate their competency in five areas: pedagogical, organizational systems, human resources, collaboration, and public policy.

ED 202	Education in a Global Society	3
ED 203	Effectively Collaborating with Families and Community Resources	3
ED 213	Principles of Teaching in Inclusive Settings	3
ED 310	Early Childhood Assessment	3
ED 416	Early Childhood Program Administration	3
ED 417	Professional Practicum	4
	<b>Total Hours</b>	<b>19</b>

## LICENSE ADD-ONS

Teacher candidates who are pursuing or who already hold a valid Indiana Professional Educator License may add:

- Early Childhood/Mild Intervention Add-On
- Elementary Generalist: Grades 4, 5, 6 (Intermediate) Add-On
- Mild Intervention: Kindergarten-Grade 6 Add-On
- Mild Intervention: Grades 4, 5, 6 (Intermediate) Add-On
- Mild Intervention: Grades 5-12 (Middle School/High School) Add-On

**Contact the Office of Educator Licensing and Development (OELD) of the Indiana Department of Education for license add-ons that require only Praxis II testing.**

### Early Childhood/Mild Intervention Add-On to License

For educators who are pursuing or already hold a Kindergarten-Elementary license and want to add Birth-Preschool (with Mild Intervention).

ED 124	Introduction to Inclusive Early Childhood Education	3
ED 147	Special Education Law and Procedures	3
ED 213	Principles of Teaching in Inclusive Settings/Classrooms	3
ED 312	Infants and Toddlers	3
ED 318	Cognitive Inquiry: Math and Science Methods	3
ED 416	Program Administration	3
ED 350	Field Experience: Infant/Toddler	2
ED 351	Field Experience: Preschool	2
	<b>Total Hours</b>	<b>22</b>

### Elementary Generalist: Grades 4, 5, 6 (Intermediate) Add-On to License

For educators who are pursuing or already hold a Preschool-Third Grade/Mild Intervention license and want to add grades 4, 5, and 6.

BI 313	Nutrition and Health Education	2
ED 141	Introduction to Inclusive Elementary Education	3
ED 326	Real World Application in the Social Studies	2
ED 330	Methods of Teaching Science in Elementary School	2
ED 333	Methods of Teaching Mathematics	3
ED 329	Field Experience II: Elementary Education	2
	<b>Total Hours</b>	<b>14</b>

### Mild Intervention: Kindergarten-Grade 6 Add-On to License

For teachers who are pursuing or already hold a Kindergarten-Elementary license and want to add special education (mild intervention) at the same level, complete the courses listed below.

ED 147	Special Education Law and Procedures	3
ED 202	Education in a Global Society	3

ED 203	Effectively Collaborating with Families and Community Resources	3
ED 241	Understanding Mild Disabilities	3
ED 327	Literacy Instruction for Diverse Learners	3
ED 345	Assessment and Intervention in Elementary Special Education	3
ED 358	Functional Behavioral Assessment and Behavioral Intervention Plans	3
ED 252	Field Experience I: Elementary Mild Intervention	2
ED 352	Field Experience II: Elementary Mild Intervention	2
	<b>Total Hours</b>	<b>25</b>

### **Mild Intervention: Grades 4, 5, 6 (Intermediate) Add-On to License**

For educators who are pursuing or already hold a Preschool-Third Grade/Mild Intervention license plus Intermediate (grades 4, 5, and 6) license and want to add special education/mild intervention at the intermediate level.

ED 147	Special Education Law and Procedures	3
ED 241	Understanding Mild Disabilities	3
ED 326	Real World Application in the Social Studies	2
ED 330	Methods of Teaching Science in Elementary School	2
ED 333	Methods of Teaching Mathematics	3
ED 345	Assessment and Intervention in Elementary Special Education	3
ED 358	Functional Behavioral Assessment and Behavioral Intervention Plans	3
ED 352	Field Experience II: Elementary Mild Intervention	2
	<b>Total Hours</b>	<b>21</b>

### **Mild Intervention: Grades 5-12 (Middle School/High School) Add-On to License**

For teachers who are pursuing or already hold a license at the middle school/high school level and want to add special education (mild intervention) at the same level, complete the courses listed below.

ED 147	Special Education Law and Procedures	3
ED 202	Education in a Global Society	3
ED 203	Effectively Collaborating with Families and Community Resources	3
ED 241	Understanding Mild Disabilities	3
ED 327	Literacy Instruction for Diverse Learners	3
ED 346	Assessment and Intervention in MS/HS Special Education	3
ED 355	Transition Planning and Vocational Education	3
ED 358	Functional Behavioral Assessment and Behavioral Intervention Plans	3
	<u>Choose one from the following:</u>	2
ED 253 or	Field Experience I: Middle School/Junior High Mild Intervention	
ED 254	Field Experience I: High School Mild Intervention	
	<u>Choose one from the following:</u>	2
ED 353 or	Field Experience II: Middle School/Junior High Mild Intervention	
ED 354	Field Experience II: High School Mild Intervention	
	<b>Total Hours</b>	<b>28</b>

# 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 majors may not have a final grade of "D" or lower in any required English course.

## **ENGLISH MAJOR (39 hours)**

<b>Required Courses:</b>	<b>(39 hours)</b>
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: Senior Thesis 3
EN ***	Approved EN elective course 3

## **ENGLISH MINOR (18 hours)**

<b>Required Courses:</b>	<b>(18 hours)</b>
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)**

JM 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)**

AD 357	Web Design	3
JM 115	Editing	3
JM 242	Film/Creative Expression	3

### **Required Education Courses:**

(See Education)

## Environmental Education Minor

A minor in environmental education will enable teacher candidates to be better able to integrate environmental literacy throughout all disciplines taught at the P-12 levels. Teacher candidates will have the opportunity to explore age appropriate environmental pedagogy and design learning environments in the natural world. Teacher candidates will have the opportunity to learn about and come to a greater understanding of the interconnections between the natural world and human society. Information about the environment, sustainability, conservation, and energy are examples of topics to be discussed. Since the complex and critical relationship with our environment is a vital and growing concern of our society, integrating environmental topics and literacy into teacher education programs must be the standard of the 21<sup>st</sup> century.

### Environmental Education Minor

(17-18 hours)

#### Required courses

(17-18 hours)

BI/EV 100	Environmental Concerns <i>OR</i> BI 340 Conservation	3 or 4
BI/EV 261	Natural History of Indiana	3
EV 350	Environmental Law	3
EV 490	Internship	3
ED 366	Children and Nature/Environmental Pedagogy	3
ED 329	Field Experience II: Elementary Education	2

## Environmental Studies Minor

A minor in Environmental Studies helps student understand the interconnections within the natural world and with human society. Information about the environment, sustainability, conservation, energy, and climate change are the types of topics to be discussed. This minor is appropriate to include with a wide variety of majors since the complex and critical relationship we have with our environment is a vital and growing concern of our society and of all students regardless of their major.

### ENVIRONMENTAL STUDIES MINOR

(18-19 hours)

#### Required Courses:

(15-16 hours)

BI/EV 100	Environmental Concerns <i>OR</i> BI 340 Conservation	3 or 4
BI/EV 261	Natural History of Indiana	3
EV 350	Environmental Law	3
EV 490	Internship	3
Additional General Studies Science (BI 101 or CH 101)		3

#### Choose one:

(3 hours)

ID 437	Environmental Ethics	3 <i>OR</i>
ID 460	Sustainable Foods	

# 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.
- e. Early application: Upon recommendation of the Gateway coordinator and/or the academic advisor, a student may apply during the semester in which she is completing her 32nd credit hour. However, she must

have attained a minimum cumulative GPA of 2.5 at both the beginning and the end of the semester. If upon completion of her 32nd credit hour the GPA falls below 2.5, the student will have to re-apply for admission upon re-establishing the minimum GPA requirement of 2.5.

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 (Farm Equipment and Facilities Management)	2
EQ 303/305	Third Year Stable Management (Promotion and Presentation)	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 xxx	Electives	17

**Other Required Courses: (3 hours)**

BU 241	Principles of Management (3) or	
BU 251	Principles of Marketing (3)	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 (Farm Equipment and Facilities Management)	2
EQ 407	Equine Business Management and Facilities Design	3
EQ xxx	Electives	13

<b>Other Required Courses:</b>		<b>(3 hours)</b>
BU 241	Principles of Management (3)	
or		
BU 251	Principles of Marketing (3)	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.

<b>Required Equine Studies Courses:</b>		<b>(32 hours)</b>
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 (Farm Equipment and Facilities Management)	2
EQ 303/305	Third Year Stable Management (Promotion and Presentation)	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 xxx	Electives	6

<b>Other Required Courses:</b>		<b>(12 hours)</b>
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.

<b>Equine Studies Courses:</b>		<b>(43 hours)</b>
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 (Farm Equipment and Facilities Management)	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 (Promotion and Presentation)	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 xxx	Electives	2
EQ xxx	Riding	8

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

### **EQUINE STUDIES MINOR (20 hours)**

<b>Equine Studies Courses:</b>		<b>(20 hours)</b>
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.

		<b>(18 hours)</b>
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 294	Equine Genetics (2)	
or		
EQ 211	Principles of Selection (2)	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

# French Minor

The French minor is an excellent choice of study, combining love of the language with courses in culture, literature and business to help prepare students for an exciting and challenging career.

With the increasingly global economy, many American companies are doing business with French-speaking countries. The U.S. is one of the leading foreign investors in France. French companies also own or have a major investment in more than 2,800 companies in this country, employing at least 550,000 people.

Combined with a minor in business, journalism, education or art, the French minor can help students to enhance their professional and academic opportunities.

## French Minor (24 hours)

### Required Courses

FR 211	Intermediate French I	3
FR 212	Intermediate French II	3
FR 231	French Conversation	3
FR 331	French Grammar	3
FR 351	French Phonetics and Linguistics	3
FR 434	French Stylistics	3

### Choose one

FR 371	French Culture and Civilization	3
FR 372	Francophone Culture and Civilization	3

### Choose one

FR 280	Topics in French Studies	3
FR 291	Business French	3
FR 361	Survey of Literature in French	3
FR 480	Topics in French	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 all students to reach their potential. The following goals have been identified for courses in the business core: 1) ability to communicate well; 2) ability to think critically; 3) ability to work a member of as team; 4) ability to solve problems and make decisions; 5) display professional attitude and ethical awareness; 6) awareness of domestic and international business environments; 7) awareness of and empathy with diversity in the workplace.

## 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 ten years of enrollment at the Woods. Some exceptions to this ten year rule may apply when the student is currently employed in the field. One-half of the business courses required in this associate degree must be taken at the Woods. Students also may choose to earn credit through a CLEP exam or Assessment of Prior Learning (APL).

## GENERAL BUSINESS ASSOCIATE DEGREE (30 hours)

<b>Required Courses:</b>	<b>(30 hours)</b>
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 Managerial Communications	3
BU 371 Business Law	3
BU 381 Business Finance	3
BU Business Elective	3

Plus 32-33 hours in general education for a degree total of 62-63 hours.

## History/Political Science/Pre-Law

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/PRELAW MAJOR (42 hours)**

<b>Required Courses:</b>		<b>(42 hours)</b>
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

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.

<b>Required Courses:</b>		<b>(18 hours)</b>
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

# 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.

The Human Resource Management major at the Woods is recognized by the Society for Human Resource Managers (SHRM).

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. The following goals have been identified for courses in the business core: 1) ability to communicate well; 2) ability to think critically; 3) ability to work a member of as team; 4) ability to solve problems and make decisions; 5) display professional attitude and ethical awareness; 6) aware of domestic and international business environments; 7) aware of and empathy with diversity in the workplace.

## 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	Managerial 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	Contemporary Issues in HRM	3
BU 482	Marketing Research	3
SO 324	Racial and Cultural Minorities	3

**HUMAN RESOURCE MANAGEMENT MINOR (18 hours)**

**Required Courses: (6 hours)**

BU 131	Economics and Societal Choices	3
BU 241	Principles of Management	3

**Choose four: (12 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	Contemporary Issues in HRM	3
BU 482	Marketing Research	3

(HRM Minor not available to Business Administration majors)

# 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, group work, 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 (49 hours)**

<b>Required Courses:</b>		<b>(43 hours)</b>
GO 335	Inside the Governments	3
HS 211	Introduction to Human Services	3
HS 311	Human Services Practicum I	2
HS 330	Human Services Techniques: Casework Methods	3
HS 331	Human Services Techniques: Group and Community Methods	3
HS 411*	Human Services Practicum II	5
PL 200	Law, Ethics and Society	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

\*Course must be taken through Saint Mary-of-the-Woods College; Prior 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)**

<b>Required Courses:</b> (beyond General Studies; courses may not count twice)	<b>(30 hours)</b>
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.

<b>Required Courses:</b> (beyond General Studies; courses may not count twice)	<b>(30 hours)</b>
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 & Media Studies

Journalism & Media Studies students learn to communicate relevant issues and ideas through a variety of mediums. They will develop a strong command of the basics of reporting, writing, designing, and editing publications through print, web, and interactive media; as well as study photography, film, and public relations. A degree in Journalism & Media Studies prepares students to work in a variety of media fields, including newspapers, magazines, book publishing, and digital media communication.

Students at SMWC have the opportunity to receive hands-on experience by working on *The Woods*, the award-winning college student newspaper.

## **JOURNALISM & MEDIA STUDIES MAJOR – JOURNALISM EMPHASIS (54 hours)**

### **Required Courses:**

AD 157	Digital Imaging	3
AD 257	Digital Illustration & Design	3
AD 260	Visual Comm. & Problem Solving	3
AD 357	Web Design	3
JM 100	Media Reporting	3
JM 101	Introduction to Mass Media	3
JM 115	Editing	3
JM 200	Advanced Reporting	3
JM 250	History of Media & Current Trends	3
JM 300	Digital Video & Audio Production	3
JM 305	Social Issues in Media	3
JM 315	Photography	3
JM 320	Narrative Journalism	3
JM 330	Public Relations	3
JM 410	Communication Law & Ethics	3
JM 420	Investigative Reporting	3
JM 450	Senior Journalism Studio	3
JM 490	Internship	3

## **JOURNALISM & MEDIA STUDIES MAJOR – MEDIA STUDIES EMPHASIS (54 hours)**

### **Required Courses:**

AD 157	Digital Imaging	3
AD 257	Digital Illustration & Design	3
AD 260	Visual Commun. & Problem Solving	3
AD 357	Web Design	3
JM 100	Media Reporting	3
JM 101	Introduction to Mass Media	3
JM 115	Editing	3
JM 242	Film & Creative Expression	3
JM 250	History of Media & Current Trends	3
JM 300	Digital Video & Audio Production	3
JM 305	Social Issues in Media	3
JM 315	Photography	3
JM 330	Public Relations	3
JM 340	Advertising	3
JM 342	Sequential Art	3

JM 410	Communication Law & Ethics	3
JM 451	Senior Media Studio	3
JM 490	Internship	3

**JOURNALISM MINOR (24 hours)**

AD 257	Digital Illustration & Design	3
JM 100	Media Reporting	3
JM 101	Introduction to Mass Media	3
JM 115	Editing	3
JM 200	Advanced Reporting	3
JM 250	History of Media & Current Trends	3
JM 305	Social Issues in Media	3
JM 410	Communication Law & Ethics	3

**MEDIA STUDIES MINOR (24 hours)**

AD 157	Digital Imaging	3
AD 357	Web Design	3
JM 100	Media Reporting	3
JM 101	Introduction to Mass Media	3
JM 242	Film & Creative Expression	3
JM 250	History of Media & Current Trends	3
JM 300	Digital Video & Audio Production	3
JM 330	Public Relations	3

# Life Science Education

Science teachers are in demand. This program prepares candidates to teach life sciences to students in middle school/junior high and high school settings. The curriculum includes the equivalent knowledge of the biology major and is aligned with state and national standards. An undergraduate research experience or internship is required which enables students to understand and appreciate the process of science. 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.

## **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 336	Cell Biology	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
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 business majors is built on a business core that provides an educational foundation to enable all students to reach their potential. The following goals have been identified for courses in the business core: 1) ability to communicate well; 2) ability to think critically; 3) ability to work a member of as team; 4) ability to solve problems and make decisions; 5) display professional attitude and ethical awareness; 6) awareness of domestic and international business environments; 7) awareness of and empathy with diversity in the workplace.

## 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). Students also may choose earn credit through a CLEP exam or Assessment of Prior Learning (APL).

## 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	Managerial Communications	3
BU 371	Business Law	3
BU 381	Business Finance	3
BU 481	International Business	3

### Marketing Requirements: (12 Hours)

BU 352	Consumer Behavior	3
BU 354	Salesmanship	3
BU 455	Product and Pricing	3
BU 458	Marketing Management	3



<b>Choose three:</b>		<b>(9 hours)</b>
BU 341	Human Resource Management I	3
BU 353	Retail Merchandising	3
BU 356	Supply Chain Management	3
BU 482	Marketing Research	3
JM 330	Public Relations	3

**MARKETING MINOR (18 hours)**

**(Marketing minor is not available to Business Administration majors).**

The Marketing minor works well with majors such as Journalism & Media Studies and Art & Design. The minor provides an overview of a variety of marketing activities and functions.

<b>Required Courses:</b>		<b>(6 hours)</b>
BU 131	Economics and Social Choices	3
BU 251	Principles of Marketing	3

<b>Choose four:</b>		<b>(12 hours)</b>
BU 352	Consumer Behavior/Promotion	3
BU 353	Retailing	3
BU 354	Salesmanship	3
BU 356	Supply Chain Management	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 students 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.

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.

## **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:

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 to be a healthcare professional in 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)

<b>Required Courses:</b>		<b>(48 hours)</b>
BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 334	Physiology	4
BI 336	Cell Biology	4
BI 342	Genetics	4
BI 351	Microbiology	4
BI 352	Medical 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
<b>Choose one:</b>		<b>(4 hours)</b>
CH 322	Organic Chemistry II	4
CH 323	Biochemistry	4
<b>Recommended for General Studies:</b>		
MA 121	Calculus I	3

# Music

The Music area functions as part of the Department of Music and Theatre 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 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. Prospective music therapy majors must complete an interview with the music therapy faculty following music auditions.

Study of the applied major and ensemble participation are required each semester. 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 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 programs in Music are accredited by the National Association of Schools of Music.

## MUSIC CORE MAJOR

<b>Required Courses:</b>	<b>(43-45 hours)</b>
MU 025 Convocation	0
MU 110 Aural Skills I	1
MU 115 Music Theory I	3
MU 120 Aural Skills II	1
MU 125 Music Theory II	3
MU 210 Aural Skills III	1
MU 215 Music Theory III	3
MU 225 Music Theory 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	7-8

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.

**MUSIC MINOR (22-24 hours)**

MU 115	Music Theory I	3
MU 125	Music Theory II	3
MU 110	Aural Skills I	1
MU 120	Aural Skills II	1
MU 011	Piano Class I	1
MU 012	Piano Class II	1
Applied Music:	At least four semesters of study in principal instrument or voice	4
Ensemble:	At least four semesters of Participation in an ensemble	4
MU 322 OR 323	Music History II or III	3
Music electives		1-3

# Music Therapy

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.

## **Required Music Core Courses: (43-45 hours)**

### **Required Music Therapy Courses: (28 hours)**

MU 020/029	Voice/Secondary Voice	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 Skills I	3
MU 384	Clinical Skills II	3
MU 484	Music Psychology	2
MU 485	Research in Music Therapy	2
MU 490	Music Therapy Internship	4

### **Required Supportive Courses: (6 hours)**

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

\*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 at a time over 3-6 semesters. Optional: An intensive summer practicum may be taken for credit as an independent study with instructor approval for 1 credit.

^ 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 (Core and Music Therapy components) 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 accrued in field/practicum experiences (in conjunction with Music Therapy Field class), and approximately 1,000 hours are accrued during internship. Successful completion of a music therapy 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; meeting the pre-internship hour requirements; 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 (CAMPUS PROGRAM)**

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

Saint Mary-of-the-Woods College's Paralegal 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 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. Paralegal studies programs are available only through the Distance Education program.

## American Bar Association Approval

The Saint Mary-of-the-Woods College Paralegal program has been approved by the American Bar Association. The ABA standards and guidelines pertain to organization, administration, curriculum, faculty, admissions, placement, library and support facilities. The approval of the American Bar Association is a designation that is recognized by members of the legal community as an indicator of quality and is respected by leaders in the field of paralegal education. The Saint Mary-of-the-Woods College Paralegal program is the only ABA approved program in West Central Indiana/East Central Illinois and only one of three ABA approved programs in the State of Indiana.

## Objectives

**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.

**Specific Objectives:** Each course will have specific objectives such as the following: Upon successful completion, a student will be able to:

1. Work independently and with a minimal amount of supervision when appropriate;
2. Demonstrate understanding of the paralegal profession;
3. Demonstrate understanding of the ethical obligations of paralegals and attorneys;
4. Apply knowledge of specific areas of substantive law, such as civil litigation, criminal law, torts, contracts, property law, family law and administrative law, to the resolution of factual situations;
5. Demonstrate advanced critical thinking, organizational, general communication, interpersonal, legal research, legal writing, computer and interviewing and investigation skills;
6. Analyze a problem; identify and evaluate alternative solutions;



7. Determine which areas of law are relevant to a particular situation;
8. Use both print and electronic sources of law to locate applicable statutes, administrative regulations, constitutional provisions, court cases and other primary source materials;
9. Use both print and electronic sources of law to locate treatises, law review articles, legal encyclopedias, and other secondary source materials that help explain the law;
10. Read, evaluate and analyze both print and electronic sources of law, and apply them to issues requiring legal analysis;
11. Properly cite both print and electronic sources of law;
12. Understand and apply principles of writing and rules of English grammar to all writing tasks;
13. Write in a style that conveys legal theory in a clear and concise manner;
14. Report legal research findings in a standard interoffice memorandum or other appropriate format;
15. Demonstrate readiness to search for and obtain entry-level employment as a paralegal;
16. Demonstrate knowledge of computer terminology and the use of computer hardware and software in the law office;
17. Demonstrate knowledge of personal computer applications in the law office, including software for word processing, spreadsheets, database management, and time and billing;
18. Demonstrate knowledge of the computer in litigation support and case management; and
19. Demonstrate ability to perform computer assisted, CD-ROM and Internet legal and factual research.

**Student Outcomes:** Each course will have student outcomes to measure the objectives presented, such as the following:

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 "B" 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 the 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 activities and observations while on site in the practicum/internship, 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 practicum/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 the student's 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 (UPL).

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. You need to be familiar with the UPL rules and regulations for the state within which you are working.

## Requirements

### Paralegal Studies Major -- Bachelor Degree (45 hours)

#### Required Legal Specialty Courses: (19 hours)

		Prerequisites	
PL 200	Law, Ethics, and Society	3	
PL 231	Legal Research	3	PL200
PL 302	Computers in the Law	3	PL 200, 231
PL 322	Commercial Transactions	3	PL 200, 321
PL 432	WESTLAW Enrichment	1	PL 302
PL 442	Advanced Legal Research and Writing	2	
PL 472	Legal Practicum	4	permission

#### PLUS

#### Required Paralegal Courses: (14 hours)

PL 111	Introduction to the Profession	2	
PL 232	Legal Communication	3	PL 200, 231
PL 233	Interviewing and Investigation	3	
PL 321	Theories of Liability	3	PL 200 , 231
PL 323	Civil Litigation	3	PL 200, 231

#### PLUS

#### Required Paralegal Electives: (12 hours)

In addition to the legal specialty and paralegal required course hours, students seeking a baccalaureate degree must take 12 hours of paralegal electives from a specific track or in any combination of the following:

##### *Litigation Track*

PL 324	Mediation/ADR	3	PL 200
PL 402	Administrative Law	3	PL 200
Plus <b>six</b> hours of paralegal electives		6	

#### OR

##### *Personal Law Track*

PL 332	Family Law	3	PL 200,231
PL 420	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

#### OR

##### *Other Electives Available*

PL 280	Topics in Paralegal Studies	3	
PL 331	Criminal Law	3	
PL 341	Corporate Law and Legal Entities	3	PL 200,231
PL 342	CSI: Crime Scene Investigation	3	PL 200, 331
EV/PL 350	Environmental Law	3	
PL 441	Law Office Administration	3	
ID/PL 430	Women and the Law	3*	
PL 480	Topics	1-3	permission
PL 490	Internship	1-6	permission
PL 499	Independent Study	1-3	permission
PL MO1	Mentor Program	0	sophomore status

**General Education Requirements: (54 hours)**

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

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

**Bachelor Degree Summary:**

Total legal specialty courses	19
Total required paralegal courses	14
Total paralegal electives	12
Total required general studies hours	54
Electives	<u>26</u>
<b>Total for Bachelor degree</b>	<b>125</b>

**Paralegal Studies Major -- Associate Degree (39 hours)**

**Required Legal Specialty Courses (19 hours)**

			Prerequisites
PL 200	Law, Ethics, and Society	3	
PL 231	Legal Research	3	PL200
PL 302	Computers in the Law	3	PL 200, 231
PL 322	Commercial Transactions	3	PL 200, 321
PL 432	WESTLAW Enrichment	1	PL 302
PL 442	Advanced Legal Research and Writing	2	PL 231
PL 472	Legal Practicum	4	permission

**PLUS**

**Required Paralegal Courses (11 hours)**

PL 111	Introduction to the Profession	2	
PL 232	Legal Communication	3	PL 200, 231
PL 321	Theories of Liability	3	PL 200 , 231
PL 323	Civil Litigation	3	PL 200, 231

**PLUS**

**Required Paralegal Electives (9 hours)**

Plus 9 hours of paralegal electives (may be from a track or from a combination of paralegal courses not otherwise required for the Associate degree)

**Associate Degree Summary:**

Total Legal Specialty	19
Total Required Paralegal	11
Total Paralegal Electives	9
Total required general studies courses for Associate	<u>33</u>
<b>Total for Associate Degree</b>	<b>72</b>

### **Paralegal Studies Certificate (27 hours)**

The paralegal certificate requires a bachelor's degree be already completed. The degree must have included an English Writing course (e.g. EN 111).

<b>Legal Specialty Courses</b>		<b>(19 hours)</b>	
			Pre-requisites
PL 200	Law, Ethics, and Society	3	
PL 231	Legal Research	3	PL200
PL 302	Computers in the Law	3	PL 200, 231
PL 322	Commercial Transactions	3	PL 200, 321
PL 432	WESTLAW Enrichment	1	PL 302
PL 442	Advanced Legal Research and Writing	2	PL 231
PL 472	Legal Practicum	4	permission

### **PLUS**

<b>Required Paralegal Courses</b>		<b>(8 hours)</b>	
PL 111	Introduction to the Profession	2	
PL 321	Theories of Liability	3	PL 200 , 231
PL 323	Civil Litigation	3	PL 200 , 231

**Total Hours for Certificate** **27**

Note: the ABA requires that students in an ABA Approved Program must complete ten (10) hours of legal specialty courses in traditional (face-to-face) format.

### **Law School**

There is no magic major which will insure acceptance into law school. Law schools accept students from all traditional college majors, as long as the student has a bachelor's degree. Each law school has its own criteria for admission. The common admission criteria 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 active ties and the required personal essay.

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

# 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)**

		<b>(15 hours)</b>
GO 115	Introduction to Politics	3
GO 335	Inside the Governments	3
GO/HI 418	Constitutional Law	3
GO/HI 420	History of American Political Thought	3
HI 432	Globalization and Social Justice	3

Choose ONE of the following: **(3 hours)**

GO 225	American Public Policy	3
OR		
GO/HI 319	National Elections	3

# 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 (3.3/4.0 and higher; differs depending on the professional program to which they aspire), may apply for admission to that program via a letter of application to the department chairperson. The entire faculty in the department determines the admitted students. This gateway is meant to be a formative process for the students. Criteria for selection into the program are GPA, extracurricular and leadership activities, internships or volunteer experiences in the candidates' desired field of study, career goals and interests. These criteria help the students evaluate their likelihood of admittance to a professional program, and suitability of the students to the professional program. Until entry into the pre-professional program, students pursue the biology major.

## PRE-PROFESSIONAL STUDIES (54 hours)

<b>Required Courses:</b>		<b>(54 hours)</b>
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	Undergraduate Research	2
BI 412	Undergraduate 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
PY 220	General Physics I	4
PY 221	General Physics 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	1

## Recommended for General Studies:

MA	121 Calculus I	3
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# 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)

<b>Required Courses:</b>		<b>(29 hours)</b>
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

<b>Electives, choose from:</b>		<b>(6 hours)</b>
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	3
PS 370	Social Psychology	3
PS 375	Forensic 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)

<b>Required Courses:</b>		<b>(21 hours)</b>
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 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 335	Inside the Governments	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.

# Theology

The theology major is built on the understanding of theology as “faith seeking understanding,” and equips students with the knowledge and skills to pursue that process. Courses in the theology major encourage students to deepen their faith, examine it critically, and learn the language and ways of thinking necessary to articulate it in a clear, coherent, and meaningful manner. The theology major prepares students to enter into an intelligent and informed dialogue with both the world at large and their own faith community. Upon graduation, theology majors go on to study theology at the graduate level or in seminary, or they pursue careers in a variety of fields, including youth ministry, pastoral work, teaching, and many other areas of religious education and service.

## THEOLOGY MAJOR (35-37 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	Christian Ethics	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, workplace, and society. 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):

AD 252	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

- AD 110** **3**  
**2D Design Foundations**  
Introduction to the basic elements and principles of design and a wide range of problem-solving strategies in a variety of mediums. Focuses on two-dimensional space organization, principles of visual perception, color and the application of the visual variables. Fall, every year. Course fee.
- AD 111** **3**  
**3D Design Foundations**  
Introduction to the principles, techniques, and materials of three-dimensional design. Focuses on the structural components of design in a variety of mediums, as well as with the conceptual and problem-solving exploration required in the creation of sculptural forms. Winter, every year.
- AD 121** **3**  
**Drawing Foundations**  
Students learn 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. Winter, every year.
- AD 157** **3**  
**Digital Imaging**  
Introduces students to industry-standard digital imaging software in order to develop the techniques and skills necessary to create, edit and composite images. Applications of these skills are made in subjective and applied projects. Fall, every year. Course fee.
- AD 200** **3**  
**Studies in Visual Arts**  
Studies the development of formal and contextual criteria leading to an understanding of the visual language of art and its application to personal, societal, cultural and aesthetic concerns. Provides a knowledge base of information and visual literacy skills necessary for informed critical analysis, discussion, interpretation and appreciation of the visual arts. Fulfills general studies requirement. Fall and Winter, every year.
- AD 221** **3**  
**Painting Foundations**  
Students learn about mixed media and color, as well as continue to develop their perceptual abilities. This course focuses on the development of basic painting skills while encouraging individual expression. Fall, every year. Prerequisites: AD110, AD121.
- AD 250** **3**  
**History of Western Art**  
Surveys the history of art in the western world beginning with prehistoric and extending to twenty-first century art. This course concentrates on the artists, the philosophies and events that have molded contemporary art. Fall, even years.
- AD 251** **3**  
**History of Design & Current Trends**  
Presents the origins of traditional and contemporary visual communication and design, along with related concepts and processes. Studies significant and current designers, their philosophies and problem solving strategies, how design has been affected and shaped by industrial technology, art movements and the age of information. Winter, even years. Prerequisite: AD250 or consent of instructor.

<b>AD 252</b>	<b>3</b>
<b>Women Artists</b>	
Surveys the history of women's involvement in the visual arts and the ideologies that have shaped the production of art and representation for women. Identifies the major issues and specific historical conditions that have influenced the role of women in art history and the ideologies that affected their art production. Winter, odd years. Prerequisite: AD250.	
<b>AD 257</b>	<b>3</b>
<b>Digital Illustration &amp; Design</b>	
Introduces students to industry-standard digital illustration software and layout and design software in order to develop the techniques and skills necessary for print production. Applications of these skills are made in subjective and applied projects. Winter, every year. Course fee.	
<b>AD 260</b>	<b>3</b>
<b>Visual Communication &amp; Problem Solving</b>	
Studies a conceptual approach to the design process in which the problem is viewed as a set of relationships that exist between the complex environment of the design artifact, the human user and the encompassing environments. The emphasis is placed on the human being as a processor of visual information in a complex visual environment. Additional emphasis is placed on mental maps, visual shape and color coding, environmental way finding systems, corporate identity sign systems, and advertising. Winter, every year.	
<b>AD 261</b>	<b>3</b>
<b>Visual Cognition</b>	
Studies the areas of human visual cognition relevant to the understanding of the parameters and constraints of the human visual information processing system, and necessary for the communication of effective visual designs. Study includes shape and symbol recognition, color memory, visual short term memory, visual long term memory, schema and past experience, culture and visual perception, and age as it relates to visual memory. Winter, even years. Prerequisite: AD260.	
<b>AD 290</b>	<b>1-4</b>
<b>Supplemental Learning Experience</b>	
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.	
<b>AD 340</b>	<b>3</b>
<b>Elementary Art Methods</b>	
Focuses on the psychology of children's development and expression, as well as 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.	
<b>AD 341</b>	<b>3</b>
<b>Teaching Art in Senior/Junior/Middle School</b>	
Focuses on the philosophy of art education, as well as the methods and materials for teaching art at the secondary level. Winter, even years.	
<b>AD 350</b>	<b>3</b>
<b>Layout &amp; Typography</b>	
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, the basics of symbol/logo design, promotional graphics, typographic history and theory. Provides a general understanding of the field of design, including theory, practice, and technology. Fall, every year. Prerequisites: AD110, AD121 or consent of instructor.	

- AD 351** **3**  
**Design Principles & Application**  
 Furthers the understanding of principles of graphic design, including structure, typography, layout design, and color. Pagination, organization, structure, and grids for printed publications are also emphasized. Winter, every year. Course fee. Prerequisites: AD157, AD257, AD 350.
- AD 352** **3**  
**Art Theory & Practice**  
 Examines the conceptual origins of the artistic process and applies these theories to object making. Some skill in research and appropriate use of medium is expected. Fall, every year. Course fee. Prerequisites: AD110, AD111, AD121
- AD 353** **3**  
**Artists & Society**  
 A discussion of the artists' function as Experiencer, Reporter, Analyst and Activist in contemporary society. Students create artifacts from each of these four perspectives in a non-media specific process of research, development and analysis. Winter, every year. Course fee. Prerequisite: AD 352
- AD 357** **3**  
**Web Design**  
 Introduces student to industry-standard web design software in order to develop the techniques and skills necessary to create functional and easily navigated websites. Applications of these skills are made in subjective and applied projects. Fall, every year. Course fee. Prerequisites: AD157, AD257 or consent of instructor.
- AD 395** **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, odd years. Prerequisites: AR 110, AR 111 and PS 111.
- AD 450** **3**  
**Identity & Application**  
 Through advanced study in graphic design, the student continues to apply the principles learned in previous courses to develop a total graphic product from concept to finish. Students use a variety of mediums to create promotional designs for a fictitious company or product. Fall, every year. Course fee. Prerequisite: AD 351.
- AD 451** **3**  
**Senior Design Studio**  
 This course simulates the operation of a professional design studio in which students work with real clients. Students are encouraged to solicit jobs for themselves during this class or may be assigned projects. Before the conclusion of this course, students are expected to individually present their professional portfolio to the Art & Design faculty, as well as participate in a senior exhibition required during the senior year prior to graduation. Winter, every year. Course fee. Prerequisites: AD 450.
- AD 452** **3**  
**Space & Time**  
 Examines a variety of approaches to 3D and 4D art forms including modeling, construction and installation. Studies the relevance of time and space as it applies to communication of the art form. Fall, every year. Course fee. Prerequisite: AD 353.

<b>AD 453</b>	<b>3</b>
<b>Senior Art Studio</b>	
In this capstone class for the Studio Art Emphasis, seniors develop self-directed proposals, processes and artifacts under the guidance of the instructor. This concluding experience will result in a presentation, exhibition, and/or performance. Winter, every year. Course fee. Prerequisite: AD 452	
<b>AD 457</b>	<b>3</b>
<b>Interactive Design</b>	
Introduces students to industry-standard interactive software in order to develop the techniques and skills necessary to convey information and entertainment through interactivity. Applications of these skills are made in subjective and applied projects. Winter, odd years. Course fee. Prerequisite: AD 157, AD 257	
<b>AD 480</b>	<b>1-4</b>
<b>Topics in Art &amp; Design</b>	
Advanced study of a designated or selected topic serving the special needs of advanced students not covered in the regular courses. As needed.	
<b>AD 490</b>	<b>1-6</b>
<b>Internship</b>	
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.	
<b>AD 499</b>	<b>1-3</b>
<b>Independent Study</b>	
Individually supervised advanced study of topics, meeting student's needs. The topic is in an area which benefits the student and increases her knowledge. May be repeated for up to 12 hours of credit. Course fees may be required for some art classes.	
<b>BI/EV 100</b>	<b>3</b>
<b>Environmental Concerns</b>	
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.	
<b>BI 101</b>	<b>3</b>
<b>Biology: Unity &amp; Diversity</b>	
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.	
<b>BI 105</b>	<b>4</b>
<b>Introduction to Biological Sciences</b>	
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.	



<b>BI 141/142</b>	<b>4, 4</b>
<b>Principles of Biology I, II</b>	
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.	
<b>BI 221</b>	<b>4</b>
<b>Plant Biology</b>	
Study of major plant groups, their structure, function and ecological relationships. As needed. Prerequisites: BI 141 and 142, or consent of instructor.	
<b>BI 225</b>	<b>0</b>
<b>Science Communications</b>	
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.	
<b>BI 226</b>	<b>0</b>
<b>Science Communications</b>	
A continuation of BI 225.	
<b>BI 230</b>	<b>3</b>
<b>Anatomy and Physiology</b>	
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.	
<b>BI 235</b>	<b>3</b>
<b>Biology of Aging</b>	
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.	
<b>BI 240</b>	
<b>Animal Nutrition</b>	
Principles of Animal Nutrition deals with the function of nutrients, digestive processes, characterization of feedstuffs, and formulation of diets for domestic animals. Deficiency disorders will also be addressed. Prerequisites: BI 141 and BI 142 or consent of the instructor.	
<b>BI 251</b>	<b>2</b>
<b>Bioethics</b>	
Explores the ethical issues related to biology and the practice of medicine.	
<b>BI 253</b>	<b>3</b>
<b>Biostatistics</b>	
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 and for undergraduate research. Use of appropriate software. Three hours concurrent with MA 253. As needed. Prerequisites: BI 141 and BI 142 or consent of the instructor.	

<b>BI/EV 260</b>	<b>1-3</b>
<b>Field Biology</b>	
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.	
<b>BI/EV 261</b>	<b>3</b>
<b>The Natural History of Indiana</b>	
Focuses on Indiana's diversity of organisms and ecosystems, including the geological and biological history of the state. Field laboratories will introduce students to the major taxonomic groups of organisms and local Indiana Habitats.	
<b>BI 263</b>	<b>1-2</b>
<b>Medical Terminology</b>	
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.	
<b>BI 280</b>	<b>1-4</b>
<b>Topics in Biology</b>	
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.	
<b>BI 290</b>	<b>1-4</b>
<b>Supplemental Learning Experience</b>	
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.	
<b>BI 313</b>	<b>2</b>
<b>Nutrition and Health Education</b>	
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.	
<b>BI 317</b>	<b>2</b>
<b>Teaching of Life Science in Senior High/Junior High/Middle School</b>	
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.	
<b>BI 325</b>	<b>1</b>
<b>Science Communications</b>	
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.	
<b>BI 326</b>	<b>1</b>
<b>Science Communications</b>	
A continuation of BI 325	
<b>BI 332</b>	<b>4</b>
<b>Comparative Vertebrate Zoology</b>	
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 abiotic 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.

<b>BI 352</b>	<b>4</b>
<b>Medical Biology</b>	
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.	
<b>BI 410</b>	<b>4</b>
<b>Evolution</b>	
Studies the history of life and the process that produces its diversity and unity. Content includes natural selection, speciation, macroevolution and microevolution.	
<b>BI 411, 412</b>	<b>2, 1</b>
<b>Undergraduate Research</b>	
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.	
<b>BI 421, 422</b>	<b>1, 1</b>
<b>Seminar I, II</b>	
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.	
<b>BI 425</b>	<b>1</b>
<b>Science Communications</b>	
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.	
<b>BI 426</b>	<b>1</b>
<b>Science Communications</b>	
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.	
<b>BI 461</b>	<b>2-4</b>
<b>Research in Biology</b>	
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.	
<b>BI 480</b>	<b>1-4</b>
<b>Topics in Biology</b>	
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.	
<b>BI 490</b>	<b>1-6</b>
<b>Internship</b>	
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.	

<b>BI 499</b>	<b>1-6</b>
<b>Independent Study</b>	
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.	
<b>BU 105</b>	<b>3</b>
<b>The Responsible Consumer</b>	
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. Includes an emphasis on budgeting and an ethical case model approach that helps the consumer manage economic needs with a responsible lifestyle. Includes personal debt, determining net worth, and issues related to a drastic change in financial strength. Fulfills general studies requirement. Woods Online only.	
<b>BU 121</b>	<b>3</b>
<b>Principles of Accounting I</b>	
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.	
<b>BU 122</b>	<b>3</b>
<b>Principles of Accounting II</b>	
Studies accounting for corporations and introduces accounting for management decision making. Builds on the concepts of BU 121. Winter, every year. Prerequisite: BU 121.	
<b>BU 131</b>	<b>3</b>
<b>Macroeconomics</b>	
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.	
<b>BU 215</b>	<b>3</b>
<b>Accounting Problems</b>	
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 or consent of the instructor.	
<b>BU 225</b>	<b>3</b>
<b>Tax and Tax Laws</b>	
Introduces income tax accounting for individuals, partnerships and corporations. Tax software is used to produce individual tax returns. Every other year.	
<b>BU 232</b>	<b>3</b>
<b>Microeconomics</b>	
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.	

<b>BU 241</b>	<b>3</b>
<b>Principles of Management</b>	
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.	
<b>BU 250</b>	<b>3</b>
<b>Survey of E-Business</b>	
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. Considers examples of using E-Commerce for business to business (B2B) and directly to the consumer. Considers related technologies and emerging trends.	
<b>BU 251</b>	<b>3</b>
<b>Principles of Marketing</b>	
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.	
<b>BU 281</b>	<b>3</b>
<b>Managerial Communications</b>	
Studies and applies communication theory and communication as a management tool. Winter, every year.	
<b>BU 290</b>	<b>1-4</b>
<b>Supplemental Learning Experience</b>	
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.	
<b>BU 323</b>	<b>3</b>
<b>Intermediate Accounting I</b>	
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.	
<b>BU 324</b>	<b>3</b>
<b>Intermediate Accounting II</b>	
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.	
<b>BU 325</b>	<b>3</b>
<b>Advanced Tax</b>	
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** **3**  
**Consumer Behavior**  
 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.

<b>BU 353</b>	<b>3</b>
<b>Retailing</b>	
Examines the opportunities, problems, challenges and success potential of operating or working with retail business. Every other year. Prerequisite: BU 251.	
<b>BU 354</b>	<b>3</b>
<b>Salesmanship</b>	
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.	
<b>BU 356</b>	<b>3</b>
<b>Supply Chain Management</b>	
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.	
<b>BU 371</b>	<b>3</b>
<b>Business Law</b>	
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. Emphasizes 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.	
<b>BU 381</b>	<b>3</b>
<b>Business Finance</b>	
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.	
<b>BU 423</b>	<b>3</b>
<b>Financial Analysis, Reporting and Research</b>	
Builds on conceptual framework introduced in Intermediate Accounting. Students work with a variety of concepts including: error analysis, revenue recognition, income tax analysis, pension analysis, and cash flow risk and analysis. Students learn to prepare and communicate reports, write clear financial notes and supporting documents. Students improve critical thinking skills by evaluating different sources of information, reconciling conflicting and ambiguous data, as well as applying rules to problems not explicitly described. Fall, even years. Prerequisite: BU 324.	
<b>BU 425</b>	<b>3</b>
<b>Governmental and Not-For-Profit Accounting</b>	
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.	
<b>BU 428</b>	<b>3</b>
<b>Advanced Financial Accounting</b>	
Advanced accounting reviews and adds to knowledge gained in principles and intermediate accounting. The major areas covered include the equity method, consolidations, foreign currency statements, accounting diversity and international standards, financial reporting and the SEC. Accounting majors are required to take advanced accounting to fulfill the requirements for their degree. Students need knowledge in these areas for their profession and to pass the CPA/CMA exam.	



<b>BU 429</b>	<b>n</b>
<b>International Accounting</b>	
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.	
<b>BU 445</b>	<b>3</b>
<b>Contemporary Issues in Human Resource Management</b>	
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.	
<b>BU 455</b>	<b>3</b>
<b>Product and Pricing</b>	
Develops skills in analyzing complex problems in product policy and pricing strategy. Every other year. Prerequisite: BU 352.	
<b>BU 458</b>	<b>3</b>
<b>Marketing Management</b>	
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.	
<b>BU 461</b>	<b>3</b>
<b>Not-for Profit Administration</b>	
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. Prerequisite: BU 241.	
<b>BU 472</b>	<b>3</b>
<b>Advanced Business Law</b>	
Topics in advanced business law may include bankruptcy, negotiable instruments, partnerships, corporations, and joint ventures. Every other year. Prerequisite: BU 371.	
<b>BU 481</b>	<b>3</b>
<b>International Business: Strategies and Policies</b>	
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.	
<b>BU 482</b>	<b>3</b>
<b>Marketing Research</b>	
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.	
<b>BU 490</b>	<b>1-6</b>
<b>Internship</b>	
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.	

<b>BU 499</b>	<b>1-6</b>
<b>Independent Study</b>	
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.	
<b>CH 101</b>	<b>3</b>
<b>Chemistry for Changing Times</b>	
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.	
<b>CH 115</b>	<b>4</b>
<b>General Chemistry I</b>	
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.	
<b>CH 116</b>	<b>4</b>
<b>General Chemistry II</b>	
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.	
<b>CH 222</b>	<b>4</b>
<b>Organic Chemistry I</b>	
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.	
<b>CH 280</b>	<b>4</b>
<b>Topics in Chemistry</b>	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.	
<b>CH 290</b>	<b>1-4</b>
<b>Supplemental Learning Experience</b>	
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.	
<b>CH 322</b>	<b>4</b>
<b>Organic Chemistry II</b>	
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. Winter, 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. Winter, even years. 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; electro-analysis and chemical separations. Some instrumental work included. Two lectures and two three-hour labs. As needed. 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.
- CO 111** **3**  
**Introduction to Human Communication**  
 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.
- CO 112** **3**  
**Interpersonal Communications**  
 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. Woods Online only.
- CO 213** **3**  
**Public Speaking**  
 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.

<b>CO 215</b>	<b>3</b>
<b>Intercultural Communication</b>	
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.	
<b>CO 240</b>	<b>3</b>
<b>Animation II: 2-D Animation</b>	
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.	
<b>CO 340</b>	<b>3</b>
<b>Animation III: 3-D Animation</b>	
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.	
<b>CS 101</b>	<b>3</b>
<b>Introduction to Computer Software</b>	
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.	
<b>CS 161</b>	<b>3</b>
<b>Programming I – Introduction to Visual BASIC.Net</b>	
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 Woods Online only: CS 250; waived for Math majors.	
<b>CS 201</b>	<b>2</b>
<b>Advanced Computer Applications</b>	
A two-credit hour, "hands-on," advanced course in application software. Advanced machine-oriented, performance-based course utilizing current Microsoft Office software packages: Word, Excel, Access, and PowerPoint. Winter, even years.	
<b>CS 250</b>	<b>3</b>
<b>Survey of CIS</b>	
Management-oriented survey course of computer-based Information Systems (IS) and an overview of IS as a discipline. Presents 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.	
<b>CS 260</b>	<b>1-3</b>
<b>Research Techniques</b>	
Focus is on formulating strategies, formatting research expressions, critically evaluating information, and citing resources. Includes three sections: (1) efficiently searching the web; (2) using specialized databases and library catalogs; (3) searching discussion groups and newsgroups and evaluating information, data/warehouse mining, and supercomputing. 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. Required for all CIS majors and minors; recommended for AIS majors. Winter, even years. Prerequisite: CS 161.
- 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. 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 use the C# language to build web interfaces using object-oriented-programming. Concepts include using the IDE interface, manipulating windows, using iteration, repetition, and sequence structures. Winter, even years. Prerequisites CS 161 and CS 261.
- CS 340** **3**  
**Internet Languages**  
 Introduces a number of Internet programming languages. Emphasizes Cascading Style Sheets and JavaScript, the most common languages for multi-media web pages. None of these languages can be learned without a basic knowledge of HTML/XHTML. Fall, odd years. Prerequisite: CS 261.
- CS 341** **3**  
**Computer Forensics and Investigation**  
 Introduces various concepts and areas of expertise in 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. Prerequisites: a working knowledge of hardware and operating systems to maximize success on projects and exercises throughout the text.
- CS 380** **3**  
**Telecommunications and Networking**  
 An overview of computer telecommunications and networking theories and concepts. Introduces fundamental telecommunications and data communication concepts. Included are such topics as communications media, equipment and transmission; protocols; network basics; various LAN topologies; wide area and distributed networks. Network management and information network applications. Fall, odd years. Prerequisite: 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. Prerequisite: CS 250.

**CS 440****3****Security**

Introduces 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. Includes the spectrum of security activities, methods, methodologies, and procedures and an overview of the Information Security Planning and Staffing functions. Geared toward introductory, technical, and managerial students in a lab environment with exercises in various operating systems. Fall, even years. Prerequisite: CS 250.

**CS 445****3****Web Server Implementation & Management**

Provides opportunities to work with Apache and Linux for web site testing and evaluation. Includes documenting strategies for site evaluation (data mining), the basics of risk management, and emerging trends and issues. Every other year. Prerequisites: junior status or permission of instructor.

**CS 470****3 - 6****Senior Project**

Senior capstone course. Requires completion of at least one approved professional certification. These include but are not limited to ACP, MSCA, MSCE, A+, Novell's CAN, CNE, and CNI. 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 the 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.

<b>ED 100</b>	<b>0</b>
<b>Observations in the Schools</b>	
Teacher candidates are required to complete a one-hour guided observation in each of the following areas: preschool, kindergarten, elementary, middle school, high school, and special education classrooms. Fall semester.	
<b>ED 105</b>	<b>2</b>
<b>Introduction to Urban Education</b>	
Introduces and defines urban education. Includes identification, analysis, and discussion of common characteristics. Winter semester.	
<b>ED 109</b>	<b>3</b>
<b>Philosophical and Ethical Foundations of Education</b>	
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 semester.	
<b>ED 110</b>	<b>2</b>
<b>Introduction to Early Childhood</b>	
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 semester.	
<b>ED 111</b>	<b>2</b>
<b>Field Experience I: Child Care</b>	
Designed for students enrolled in Child Development Associate (CDA) program. Students complete a total of 60 hours of guided learning and experiential training relative to childcare and learning environments. Fall and Winter semesters. Prerequisites: ED 124, ED 213.	
<b>ED 116</b>	<b>2</b>
<b>Principles of Teaching Young Children</b>	
Provides an overview of early childhood curriculum and developmentally appropriate practices for effective teaching and learning for young children. Winter semester.	
<b>ED 124</b>	<b>3</b>
<b>Introduction to Inclusive Early Childhood Education</b>	
This course provides an up-to-date comprehensive overview of the field of early childhood and early childhood special education. Pre-service teachers will be introduced to the historic foundations of both fields, discuss disabilities including definitions and intervention strategies, apply developmentally appropriate practices, analyze programs and practices, with an emphasis on the young child and forces/factors that influence learning during the early years of life. Fall semester.	
<b>ED 125</b>	<b>3</b>
<b>Introduction to Teaching in the Elementary Classroom</b>	
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 semester.	
<b>ED 141</b>	<b>3</b>
<b>Introduction to Inclusive Elementary Education</b>	
This course provides an up-to-date comprehensive overview of the field of inclusive education, Kindergarten – Grade 6. Pre-service teachers will be introduced to the historic foundations of inclusive education, discuss disabilities including definitions and intervention strategies, analyze programs and practices that support all children in the primary grades. Fall semester.	

- 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 semester.
- 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 semester.
- 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 semesters.
- ED 202** **3**  
**Education in a Global Society**  
 Prepares teacher candidates to create learning environments that respond to changing global attitudes and enhance the strengths and abilities of diverse learners. These learners include, but are not limited to, students from various cultural, racial, ethnic, and social backgrounds; students with differing life and 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 semester.
- ED 203** **3**  
**Effectively Collaborating with Families and Community Resources**  
 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 semester.
- 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. Emphasizes working with diverse students. Offered 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 Transition to Teaching Program.



<b>ED 206</b>	<b>3</b>
<b>Introduction to Elementary Education</b>	
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 Transition to Teaching Program.	
<b>ED 207</b>	<b>3</b>
<b>Introduction to Middle School/Junior High Education</b>	
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 Transition to Teaching Program.	
<b>ED 208</b>	<b>3</b>
<b>Introduction to High School Education</b>	
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 Transition to Teaching Program.	
<b>ED 212</b>	<b>2</b>
<b>Teaching Diverse Learners in General Education Classes</b>	
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 life and learning styles; students who are gifted/talented; and students with disabilities. Requires admission to the Transition to Teaching Program.	
<b>ED 213</b>	<b>3</b>
<b>Principles of Teaching in Inclusive Settings</b>	
Provides the information and skills early childhood educators need to become nurturing, self-directed, competent teachers. Includes how to relate well to children and adults, organize an environment and design learning experiences which contribute to the social, emotional, physical, and intellectual development of young children. Provides various methodologies, diagnostic tools, and intervention strategies used with young children with and without developmental delays and disabilities. Emphasizes guided observations and evaluation of all young children, including the development of individualized programs for children with developmental delays/disabilities. Winter semester. Prerequisite: ED 124.	
<b>ED 214</b>	<b>2</b>
<b>Field Experience I: Kindergarten Education</b>	
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 semesters. Prerequisite: ED 109.	
<b>ED 220</b>	<b>2</b>
<b>Field Experience I: Elementary Education</b>	
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 semesters. Prerequisites: ED 109 and ED 125.	
<b>ED 221</b>	<b>2</b>
<b>Field Experience I: Urban Education</b>	
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. Prerequisite: ED 202. Fall and Winter semesters. 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 semester. 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 semester. 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 semesters. 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 semester. 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 semesters. 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 semester.
- ED 241** **3**  
**Understanding Mild Disabilities**  
 Provides an overview of mild disabilities, including cognitive impairment, learning disabilities, emotional and behavioral disorders, attention deficit hyperactivity disorder, communication disorders, visual impairments, hearing impairment, traumatic brain injury, physical disabilities, autism, and other health impairments. Major topics include definitions, characteristics, causes, prevalence, evaluation, and service delivery. Winter semester.
- 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 semesters. Prerequisites: ED 124 and ED 213.
- 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 semesters. Prerequisites: ED 124, ED 213.
- ED 252** **2**  
**Field Experience I: Elementary Mild Intervention**  
 Teacher candidates complete sixty (60) clock 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 semesters.
- ED 253** **2**  
**Field Experience I: Middle School/Junior High Mild Intervention**  
 Teacher candidates complete sixty (60) clock 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 semesters.
- ED 254** **2**  
**Field Experience I: High School Mild Intervention**  
 Teacher candidates complete sixty (60) clock 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 semesters.
- ED 255** **2**  
**Introduction to Mild Disabilities**  
 Provides an overview of mild disabilities with a focus on cognitive impairment, learning disabilities, and emotional/behavioral disorders. Major topics include definitions, characteristics, causes, prevalence, assessment/evaluation and service delivery. Requires admission to the Transition to Teaching Program.
- ED 262** **3**  
**Language Arts for the Diverse Classroom**  
 Examines the importance of the language arts to prepare teacher candidates to help students gain understanding in the artful expression of ideas from a variety of perspectives for living and learning. The course examines reading in relation to literature discussion, critical thinking and writing, self-expression and listening. The course considers presentation through visual representation. Winter semester.
- ED 261** **3**  
**The Science of Reading**  
 The Science of Reading examines a basic question, “How do children learn to read?” This course includes evidence-based reading research that addresses explicit systematic teaching of phonemic awareness and phonics, direct and indirect vocabulary building, guided oral reading to improve fluency and motivation, and exposure to a variety of comprehension strategies for elementary, middle, and high school classrooms. Fall semester.

<b>ED 280</b>	<b>1-4</b>
<b>Topics in Education</b>	
Study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled introductory courses. Offered as needed.	
<b>ED 290</b>	<b>1-4</b>
<b>Supplemental Learning Experience</b>	
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. Offered as needed.	
<b>ED 291</b>	<b>4</b>
<b>Supervised Internship: Early Childhood Programs</b>	
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 semesters. Course fee. Prerequisites: All education courses required in major.	
<b>ED 303</b>	<b>3</b>
<b>Music, Movement, and the Arts</b>	
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, and self-expression. Fall semester. Requires admission to the Teacher Education Program. Course fee.	
<b>ED 308</b>	<b>2</b>
<b>Assessment and Evaluation</b>	
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 semester. Requires admission to the Teacher Education Program. Course fee.	
<b>ED 309</b>	<b>3</b>
<b>Managing Learning Environments</b>	
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 semester. Requires admission to the Teacher Education Program.	
<b>ED 310</b>	<b>3</b>
<b>Early Childhood Assessment</b>	
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. Winter semester. Requires admission to the Teacher Education Program.	
<b>ED 312</b>	<b>3</b>
<b>Infants and Toddlers</b>	
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 semester. Requires admission to the Teacher Education Program. Prerequisites: ED 110, ED 116, and ED 200.	

- ED 316** **3**  
**Emerging Literacy: Literature and Language Development**  
 This course is the study of developing language 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 semester. Requires admission to the Teacher Education Program.
- ED 318** **3**  
**Cognitive Inquiry: Math and Science Methods**  
 Focuses on the study of cognitive processes of all children ages birth- eight 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 and science. Winter semester. Requires admission to the Teacher Education Program. Course fee.
- ED 320** **3**  
**Project Based Learning: Social Studies Methods**  
 Cognitive processes are explored through the project approach, providing experiences, materials, integrated methods and developmentally appropriate practices for social studies. Winter semester. Requires admission to the Teacher Education Program. Prerequisites: ED 124, ED 213, ED 250, ED 251, ED 318.
- 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 semesters. Requires admission to the Teacher Education Program.
- ED 326** **2**  
**Real World Application in the Social Studies**  
 Addresses methods of teaching social studies that focus on introducing students to the knowledge, skills, and attitudes required of citizens of a democracy. Fall semester. 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. Studies assessment procedures and specific teaching methods, materials, and adaptations used with persons who struggle to read, write, and communicate. Explores the effects of limited English proficiency and cultural diversity on reading achievement. Fall semester. Requires admission to the Teacher Education Program. Course fee.
- ED 328** **2**  
**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 semester. 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 semester. 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 semester. 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 semester. 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 semester. Requires admission to the Teacher Education Program.
- ED 333** **3**  
**Methods of Teaching Mathematics**  
 Designed for prospective elementary teachers and uses foundation focal points, content standards, and process standards of the National Council for the Teachers of Mathematics. Focuses on ways to teach mathematics so that children can understand it. Topics include: mastery of basic facts; arithmetic operations and computation strategies; modeling fraction concepts; algebraic and proportional thinking; geometry and spatial reasoning; using technology and encouraging data analysis in P-6 mathematics. Research-based strategies to assist learners with exceptional needs. Fall semester. Requires admission to the Teacher Education Program. Prerequisite: General Studies mathematics requirement.
- 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 semesters. 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 semesters. 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 Transition to Teaching Program.

**ED 338** **2**  
**Instructional Methods**  
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 Transition to Teaching 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 semester. 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. Winter semester. 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 semesters. 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 semesters. Requires admission to the Teacher Education Program.

**ED 352** **2**  
**Field Experience II: Elementary Mild Intervention**  
Teacher candidates complete sixty (60) clock 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 semesters. Requires admission to the Teacher Education Program.

**ED 353** **2**  
**Field Experience II: Middle School/Junior High Mild Intervention**  
Teacher candidates complete sixty (60) clock 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 semesters. Requires admission to the Teacher Education Program.

**ED 354** **2**  
**Field Experience II: High School Mild Intervention**  
Teacher candidates complete sixty (60) clock 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 semesters. 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 goals will be stressed. Winter semester. 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). Winter semester. Requires admission to the Teacher Education Program.

**ED 360** **1**  
**Practicum: Elementary Education**

Teacher candidates complete 120 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 Transition to Teaching Program. Course fee.

**ED 361** **1**  
**Practicum: Middle School/Junior High Education**

Teacher candidates complete 120 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 Transition to Teaching Program. Course fee.

**ED 362** **1**  
**Practicum: High School Education**

Teacher candidates complete 120 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 Transition to Teaching Program. Course fee.

**ED 363** **1**  
**Practicum: Elementary Mild Intervention**

Teacher candidates complete 120 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 Transition to Teaching Program. Course fee.

**ED 364** **1**  
**Practicum: Middle School/Junior High Mild Intervention**

Teacher candidates complete 120 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 Transition to Teaching Program. Course fee.



<b>ED 365</b>	<b>1</b>
<b>Practicum: High School Mild Intervention</b>	
Teacher candidates complete 120 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 Transition to Teaching Program. Course fee.	
<b>ED 366</b>	<b>3</b>
<b>Children and Nature: Environmental Pedagogy</b>	
Designed to give prospective teachers and teachers skills to use the natural environment as a formal classroom for all areas of the curriculum. Winter semester. Open to all majors; requires admission to the Teacher Education Program for Education majors.	
<b>ED 367</b>	<b>3</b>
<b>Guiding Young Children's Social and Behavioral Development</b>	
Focuses on the influence of emotionality and social relationships on young children's learning. Teacher candidates will develop skills to help young children self-regulate and manage their own behavior, and understand the impact of their behavior on the social world. Explores the teacher's role in interfacing with the mental health community. Winter semester. Requires admission to the Teacher Education Program.	
<b>ED 368</b>	<b>3</b>
<b>Social Emotional Development and Behavioral Intervention</b>	
Focuses on the influence of emotionality and social relationships on student's learning, Kindergarten – Grade 12. Teacher candidates develop skills to help students self-regulate and manage their own behavior, and understand the impact of their behavior on the social world. Explores the teacher's role in interfacing with the mental health community. Winter semester. Requires admission to the Teacher Education Program.	
<b>ED 373</b>	<b>3</b>
<b>Assessment for Learning</b>	
Provide the teacher candidate with a solid foundation in the elements of measurement and assessment that are essential components in measuring instruction's impact on student learning. Teacher candidates focus on the construction and selection of tests that measure student performance relative to intended learning outcomes and standards. Winter semester. Requires admission to the Teacher Education Program.	
<b>ED 400</b>	<b>4</b>
<b>Supervised Teaching: Kindergarten Education</b>	
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 semesters. Requires Education Department approval. Course fee.	
<b>ED 401</b>	<b>4</b>
<b>Supervised Teaching: Early Childhood Mild Intervention</b>	
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 semesters. Requires Education Department approval. Course fee.	
<b>ED 402</b>	<b>4</b>
<b>Supervised Teaching: Kindergarten Mild Intervention</b>	
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 semesters. 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 semesters. 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 Winters semesters. 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 semesters. 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 semesters . 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 semesters. 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 semesters. Requires Education Department approval. Course fee.
- ED 416** **3**  
**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 semester. 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 semesters. Requires Education Department approval. Course fee.

<b>ED 430</b>	<b>1-2</b>
<b>Pre-Teaching Credit</b>	
Credit given for work completed in prior field experiences. May be repeated.	
<b>ED 432</b>	<b>4</b>
<b>Supervised Teaching: Middle School/Junior High Education</b>	
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 semesters. Requires Education Department approval. Course fee.	
<b>ED 433</b>	<b>4</b>
<b>Supervised Teaching: High School Education</b>	
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 semesters. Requires Education Department approval. Course fee.	
<b>ED 450</b>	<b>1</b>
<b>Seminar in Teaching</b>	
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 semesters. Requires Education Department approval. Course fee.	
<b>ED 480</b>	<b>1-4</b>
<b>Topics in Education</b>	
Study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled advanced courses. Offered as needed.	
<b>ED 490</b>	<b>1-6</b>
<b>Internship</b>	
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. Offered as needed.	
<b>EN 110</b>	<b>3</b>
<b>Introductory College Writing</b>	
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 and Winter, every year,	
<b>EN 111</b>	<b>3</b>
<b>English Composition and Research Writing</b>	
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.	
<b>EN 113</b>	<b>3</b>
<b>English Composition for International Students</b>	
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.	

<b>EN 150</b>	<b>1</b>
<b>Publication Production</b>	
Students participate in the production of the College's publication, the <i>Aurora</i> . Course may be taken more than once. Fall and Winter, every year.	
<b>EN/TA 151</b>	<b>3</b>
<b>Interpretive Reading and Reader's Theatre</b>	
Study of poetry, prose and drama through oral interpretation. Analysis of literary texts by way of performance. Preparation for platform reading. Winter, even years.	
<b>EN 153</b>	<b>3</b>
<b>English Conversation for International Students I</b>	
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.	
<b>EN/TA 202</b>	<b>3</b>
<b>Introduction to Literature and Theatre</b>	
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 years.	
<b>EN 205</b>	<b>3</b>
<b>Introduction to Literature: Themes of Love and Justice</b>	
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. Winter, odd years.	
<b>EN 212</b>	<b>3</b>
<b>Creative Writing</b>	
Introduces techniques in writing fiction, drama, poetry, and certain kinds of expository prose. Satisfies English Education, professional writing, and creative writing requirements. Fall, odd years.	
<b>EN 222</b>	<b>3</b>
<b>Literature and Myth</b>	
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. Fall, odd years.	
<b>EN 229</b>	<b>3</b>
<b>British Literature</b>	
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. Winter, odd years.	
<b>EN 232</b>	<b>3</b>
<b>American Literature</b>	
Surveys the major periods of American literary history focusing on the works of representative authors. Satisfies English major and English Education requirement. Fall, even years.	

<b>EN 235</b>	<b>3</b>
<b>American Women Writers</b>	
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.	
<b>EN/TA 251</b>	<b>3</b>
<b>Advanced Interpretive Reading and Reader's Theatre</b>	
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.	
<b>EN 280</b>	<b>2-3</b>
<b>Topics in English</b>	
Study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. Every Winter.	
<b>EN 283</b>	<b>3</b>
<b>Writing for Young Audiences</b>	
Reading and discussing theory of writing for children and adolescents, as well as practice in writing stories and poems for young people. As needed.	
<b>EN 290</b>	<b>1-4</b>
<b>Supplemental Learning Experience</b>	
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.	
<b>EN 312</b>	<b>3</b>
<b>Advanced Creative Writing</b>	
Advanced techniques in writing fiction, drama, poetry, and certain kinds of expository prose. Satisfies Professional Writing and Creative Writing requirements. Fall, odd years. Prerequisite: EN 212 or instructor's consent.	
<b>EN 320</b>	<b>3</b>
<b>Poetry</b>	
Study of poetic forms, sounds, images, figures with an emphasis on poems writing for professional writing majors and creative writing minors. Winter, even years. Prerequisite: EN 212 or instructor's consent.	
<b>EN 321</b>	<b>3</b>
<b>Creative Nonfiction</b>	
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. Winter, odd years.	
<b>EN/TA 327</b>	<b>3</b>
<b>Drama</b>	
Analysis of drama to illustrate techniques of playwriting as artistic expression. Students will also write their own monologues and scenes. Prerequisite: EN 212. Fall, odd years.	

<b>EN/TA 341</b>	<b>3</b>
<b>Age of Shakespeare</b>	
Study of the principal writers of the English Renaissance with special focus on the works of Shakespeare. Every Winter.	
<b>EN/TA 343</b>	<b>3</b>
<b>Modern Dramatic Literature</b>	
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.	
<b>EN 353</b>	<b>3</b>
<b>Women Writers</b>	
Explores the works of women writers as perceptive recorders of the human experience through their art. Satisfies Women's Studies minor requirements. Fall, even years.	
<b>EN 355</b>	<b>2</b>
<b>Study of Language</b>	
Studies history of English, language origins, bilingual education, and other topics of interest to secondary education English students. As needed.	
<b>EN 356</b>	<b>1</b>
<b>English Grammar and How to Teach It</b>	
Analyzes the complexities of English grammar and explores a variety of ways to teach grammar for language arts teachers in middle and high schools. Winter, odd years.	
<b>EN 380</b>	<b>2</b>
<b>Teaching Young Adult Literature</b>	
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.	
<b>EN 381</b>	<b>2</b>
<b>Methods of Teaching English in Senior High/Junior High/Middle School</b>	
Techniques of teaching grammar, literature, and oral and written expression in the senior high, junior high and middle school. As needed.	
<b>EN 420</b>	<b>3</b>
<b>Fiction</b>	
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. Fall, odd years. Prerequisite: EN 212 or instructor's consent.	
<b>EN 450</b>	<b>3</b>
<b>Modern World Literature</b>	
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. Fall, odd years.	
<b>EN 480</b>	<b>2-3</b>
<b>Topics in English: Senior Thesis</b>	
Study of designated or selected topics designed to serve the special needs and interests of advanced students. As needed.	

<b>EN 490</b>	<b>1-6</b>
<b>Internship</b>	
<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>	
<b>EQ 100</b>	<b>0</b>
<b>Orientation to Equine Studies</b>	
<p>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.</p>	
<b>EQ 101</b>	<b>3</b>
<b>Survey of Equine Studies</b>	
<p>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.</p>	
<b>EQ 103-405</b>	<b>8</b>
<b>Stable Management</b>	
<p>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.</p>	
<b>EQ 103, 105</b>	<b>1, 1</b>
<b>First Year Stable Management: Routine Horse Care/First Aid</b>	
<p>Every year.</p>	
<b>EQ 203, 205</b>	<b>1, 1</b>
<b>Second Year Stable Management: Farm Equipment and Facilities Management</b>	
<p>Every year.</p>	
<b>EQ 303, 305</b>	<b>1, 1</b>
<b>Third Year Stable Management: Promotion and Presentation</b>	
<p>Every year.</p>	
<b>EQ 403, 405</b>	<b>1, 1</b>
<b>Fourth Year Stable Management: Equine Farm Administration</b>	
<p>Every year.</p>	
<b>EQ 104</b>	<b>2</b>
<b>Principles of Therapeutic Riding</b>	
<p>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.</p>	

<b>EQ 111</b>	<b>3</b>
<b>Training and Handling I</b>	
Stresses behavior modification and safe handling techniques. Emphasis is on understanding normal equine behaviors as they relate to training and management. Every year.	
<b>EQ 121</b>	<b>1</b>
<b>Beginning English Riding Level I</b>	
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.	
<b>EQ 122</b>	<b>1</b>
<b>Theory of Dressage</b>	
Introduction to the theories involved in the practice of dressage. Background for EQ 222. As needed. Every year.	
<b>EQ 123</b>	<b>1</b>
<b>Beginning Western Riding Level I</b>	
Students learn saddling and grooming and familiarize themselves with the walk and trot. Fall, every year.	
<b>EQ 131</b>	<b>1</b>
<b>Beginning English Riding Level II</b>	
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.	
<b>EQ 133</b>	<b>1</b>
<b>Beginning Western Riding Level II</b>	
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.	
<b>EQ 200</b>	<b>3</b>
<b>General Equine Health</b>	
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.	
<b>EQ 201</b>	<b>3</b>
<b>Equine Nutrition</b>	
Physiology of digestion, principles of nutrition and feeding, nutrient requirements and deficiencies, and parasitology 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.	
<b>EQ 211</b>	<b>2</b>
<b>Principles of Selection</b>	
Examines the analysis of equine structure and movement in order to assist students in selecting suitable prospects for various athletic disciplines. Special attention is given to identification and consequences of serious structural faults as well as training practices which will help in averting breakdowns. Alternate format. As needed.	
<b>EQ 214</b>	<b>2</b>
<b>Theory of Basic Training</b>	
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.	



<b>EQ 215</b>	<b>2</b>
<b>Theory of Equitation</b>	
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.	
<b>EQ 221</b>	<b>1</b>
<b>Intermediate English Riding Level I</b>	
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.	
<b>EQ 222</b>	<b>2</b>
<b>Dressage I</b>	
Designed for dressage riders up to the first level test (United States Dressage Federation). Course may be repeated. Every year. Prerequisite: instructor's consent.	
<b>EQ 223/323</b>	<b>1</b>
<b>Intermediate/Advanced Western Riding</b>	
Continues 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.	
<b>EQ 224</b>	<b>2</b>
<b>Jumping I</b>	
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.	
<b>EQ 231</b>	<b>1</b>
<b>Intermediate English Riding Level II</b>	
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.	
<b>EQ 233</b>	<b>1</b>
<b>Intermediate Western Riding, Level II</b>	
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.	
<b>EQ 238</b>	<b>2</b>
<b>Timed Event</b>	
Introduces students to the basics of timed event competition, such as barrel racing, pole bending and stake race. As needed. Prerequisite: instructor's consent.	
<b>EQ 242</b>	<b>2</b>
<b>Introduction to Equine Instruction</b>	
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.	
<b>EQ 280/480</b>	<b>1-3</b>
<b>Topics in Equine Studies</b>	
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.	

<b>EQ 290</b>	<b>1-4</b>
<b>Supplemental Learning Experience</b>	
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.	
<b>EQ 291</b>	<b>2</b>
<b>Equipment and Preparation, English Emphasis</b>	
Covers the principles and techniques of preparing a horse for sale, grooming for competition and proper selection, care and use of equipment. As needed.	
<b>EQ 292</b>	<b>2</b>
<b>Equipment and Preparation, Western Emphasis</b>	
Covers the principles and techniques of preparing a horse for sale, grooming for competition and proper selection, care and use of equipment. As needed.	
<b>EQ 294</b>	<b>2</b>
<b>Equine Genetics</b>	
Examines 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.	
<b>EQ 300</b>	<b>2</b>
<b>Farrier Science</b>	
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. Alternate format. As needed.	
<b>EQ 302</b>	<b>3</b>
<b>Equine Reproduction</b>	
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.	
<b>EQ 306</b>	<b>2</b>
<b>Equine Lameness</b>	
Anatomy, normal function, and pathology of the skeleto-muscular system with emphasis on prevention, diagnosis and management of common lameness. Every year.	
<b>EQ 314</b>	<b>2</b>
<b>Basic Training Applied</b>	
Provides students with 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.	
<b>EQ 316</b>	<b>2</b>
<b>Basic Schooling</b>	
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.	
<b>EQ 317</b>	<b>3</b>
<b>Equine Fitness</b>	
Focuses on 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.	

<b>EQ 318</b>	<b>2</b>
<b>Introduction to Driving</b>	
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.	
<b>EQ 321</b>	<b>1</b>
<b>Advanced English Riding</b>	
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.	
<b>EQ 322</b>	<b>2</b>
<b>Dressage II</b>	
Designed for dressage riders up to the third level of tests (USDF). Course may be repeated. As needed. Prerequisite: instructor's consent.	
<b>EQ 324</b>	<b>2</b>
<b>Jumping II</b>	
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.	
<b>EQ 325</b>	<b>2</b>
<b>Course Design</b>	
Lecture topics include proper design of obstacles and layouts for courses for different jumping disciplines, such as hunters, jumpers and eventing. As needed.	
<b>EQ 335</b>	<b>2</b>
<b>Reining</b>	
Students study methods of training and exhibiting reining horses, with emphasis on correct performance of movements and patterns. As needed. Prerequisite: instructor's consent.	
<b>EQ 337</b>	<b>2</b>
<b>Western Trail</b>	
Emphasis on 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.	
<b>EQ 342</b>	<b>2</b>
<b>Teaching Techniques</b>	
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.	
<b>EQ 347</b>	<b>2</b>
<b>Restraint and Handling Techniques for Pre-veterinary Students</b>	
Emphasizes 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.	
<b>EQ 350</b>	<b>3</b>
<b>Biomechanics of Riding</b>	
Designed to be of benefit to the riding instructor, with emphasis on 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.	

<b>EQ 407</b>	<b>3</b>
<b>Equine Business Management and Facilities Design</b>	
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.	
<b>EQ 411</b>	<b>3</b>
<b>Training and Handling II</b>	
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.	
<b>EQ 417</b>	<b>2</b>
<b>Equine Environmental Management</b>	
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.	
<b>EQ 420</b>	<b>1</b>
<b>Practicum (Management)</b>	
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.	
<b>EQ 421</b>	<b>1</b>
<b>Practicum (Teaching)</b>	
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.	
<b>EQ 422</b>	<b>1</b>
<b>Practicum (General)</b>	
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.	
<b>EQ 490</b>	<b>1-12</b>
<b>Internship</b>	
Following the College guidelines for internships, students work in a horse-related business or operation. As needed. Prerequisite: Department chair's consent.	
<b>EV/BI 100</b>	<b>3</b>
<b>Environmental Concerns</b>	
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.	
<b>EV/BI 261</b>	<b>3</b>
<b>The Natural History of Indiana</b>	
Focuses on Indiana's diversity of organisms and ecosystems, including the geological and biological history of the state. Field laboratories will introduce students to the major taxonomic groups of organisms and local Indiana Habitats.	

<b>EV/PL 350</b>	<b>3</b>
<b>Environmental Law</b>	
Provides an overview of environmental law that is relevant to the everyday lives of all citizens. As an overview, offers the curious student the resources needed to explore environmental subject areas or issues more fully. Revolves around the primary federal environmental laws such as the Clean Water Act, Clean Air Act, and National Environmental Policy Act. Interesting cases, such as does a cetacean have standing to sue, will be incorporated as learning tools.	
<b>EV 490</b>	<b>3</b>
<b>Internship</b>	
Work experience with a 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.	
<b>FR 111/112</b>	<b>4, 4</b>
<b>Basic French I, II</b>	
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 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.	
<b>FR 150</b>	<b>3</b>
<b>French Culture</b>	
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. Woods Online only.	
<b>FR 211/212</b>	<b>3, 3</b>
<b>Intermediate French 1, II</b>	
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.	
<b>FR 231</b>	<b>3</b>
<b>French Conversation</b>	
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.	
<b>FR 280</b>	<b>1-3</b>
<b>Topics in French Studies</b>	
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.	

<b>FR 290</b>	<b>1-4</b>
<b>Supplemental Learning Experience</b>	
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.	
<b>FR 291</b>	<b>3</b>
<b>Business French</b>	
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.	
<b>FR 331</b>	<b>3</b>
<b>French Grammar</b>	
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.	
<b>FR 351</b>	<b>3</b>
<b>French Phonetics and Linguistics</b>	
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.	
<b>FR 361</b>	<b>3</b>
<b>Survey of Literature in French</b>	
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.	
<b>FR 371</b>	<b>3</b>
<b>French Culture and Civilization</b>	
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.	
<b>FR 372</b>	<b>3</b>
<b>Francophone Culture and Civilization</b>	
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.	
<b>FR 434</b>	<b>3</b>
<b>French Stylistics</b>	
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.	
<b>FR 480</b>	<b>1-3</b>
<b>Topics in French Studies</b>	
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.	

<b>FR 481</b>	<b>3</b>
<b>Theatre of the Absurd</b>	
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.	
<b>FR 490</b>	<b>1-6</b>
<b>Internship</b>	
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.	
<b>FR 499</b>	<b>1-3</b>
<b>Independent Study</b>	
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.	
<b>GO 115</b>	<b>3</b>
<b>Science of Politics</b>	
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.	
<b>GO 225</b>	<b>3</b>
<b>American Public Policy</b>	
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.	
<b>GO 280</b>	<b>1-4</b>
<b>Topics in Political Science</b>	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.	
<b>GO 275 H (honors course)</b>	<b>3</b>
<b>Moral Dilemmas in Western Political Thought</b>	
Introduces and provides a broad survey of Western political thought. Examines important political questions that have intrigued Western society for centuries and studies the solutions proposed by some of the great political philosophers dating from classical Greece to contemporary times. Course readings include primary sources as well as critical commentary. Assignments will ask students to apply key themes to current topics.	
<b>GO/HI 317</b>	<b>3</b>
<b>Women in American Society</b>	
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.	

<b>GO/ HI 319</b>	<b>3</b>
<b>History in the Making: Our National Elections</b>	
Same as HI 319. Offered only during national elections year.	
<b>GO 335</b>	<b>3</b>
<b>Inside the Governments</b>	
Combines the study of state and local government and the American federal system. Students will view federalism as a dynamic relationship between the various levels of government in order to develop an understanding of the interplay of laws at each level.	
<b>GO 340</b>	<b>3</b>
<b>Comparative Politics</b>	
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.	
<b>GO/ SS 415</b>	<b>3</b>
<b>Research Methods in Social Science</b>	
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.	
<b>GO/ HI 418</b>	<b>3</b>
<b>The United States Constitution: Origin and Evolution</b>	
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.	
<b>GO/HI 420</b>	<b>3</b>
<b>History of American Political Thought</b>	
Students will study the writings of Paine, Hamilton, Madison, Jefferson, Henry Clay, John C. Calhoun, Henry David Thoreau, \ Elizabeth Cady Stanton, Abraham Lincoln, Jane Addams, Eugene Debs, Theodore Roosevelt, W.E.B. DuBois, Louis Brandeis, Woodrow Wilson, Martin Luther King, and others, each viewed in the political context of his/her own era and also from the perspective of our pressing 21 <sup>st</sup> century issues. Prerequisite: GO-115.	
<b>GO 480</b>	<b>1-4</b>
<b>Topics in Political Science</b>	
The study of designated or selected topics to serve special needs and interests not included in the regularly scheduled advanced courses. As needed.	
<b>GO 490</b>	<b>1-6</b>
<b>Internship</b>	
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.	



<b>GO 499</b>	<b>3</b>
<b>Independent Study</b>	
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.	
<b>HI 111</b>	<b>1-3</b>
<b>History of Indiana</b>	
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.	
<b>HI 211</b>	<b>3</b>
<b>United States History to 1877</b>	
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.	
<b>HI 212</b>	<b>3</b>
<b>United States History Since 1877</b>	
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.	
<b>HI 222</b>	<b>3</b>
<b>20th Century World</b>	
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.	
<b>HI 280</b>	<b>1-4</b>
<b>Topics in History</b>	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.	
<b>HI 290</b>	<b>1-4 Supplemental</b>
<b>Learning Experience</b>	
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.	
<b>HI 311</b>	<b>3</b>
<b>The United States as a World Power</b>	
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.	
<b>HI 315</b>	<b>3</b>
<b>Civil War and Reconstruction</b>	
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/GO 420** **3**  
**History of American Political Thought**  
 Students will study the writings of Paine, Hamilton, Madison, Jefferson, Henry Clay, John C. Calhoun, Henry David Thoreau, Elizabeth Cady Stanton, Abraham Lincoln, Jane Addams, Eugene Debs, Theodore Roosevelt, W.E.B. DuBois, Louis Brandeis, Woodrow Wilson, Martin Luther King, and others, each viewed in the political context of his/her own era and also from the perspective of our pressing 21<sup>st</sup> century issues. Prerequisite: GO-115.
- 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. Includes causal factors resulting in the collapse of the Union and 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 Social Justice**  
 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 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.

<b>HS 211</b>	<b>3</b>
<b>Introduction to Human Services</b>	
A general overview of the knowledge base, value structure, purpose, nature, history and functions of work in the various settings of the human services.	
<b>HS 311</b>	<b>2</b>
<b>Human Services Practicum I</b>	
Supervised introductory field experience (100 hours) in a selected social service agency. Pre-requisites: HS 211 and PS 285.	
<b>HS 330</b>	<b>3</b>
<b>Human Services Techniques: Casework Methods</b>	
Techniques of human services practice and helping processes for individuals and families, with emphasis on system analysis, needs assessment, case planning, documentation, ethics, and the professional use of self in human services roles. Pre-requisite: HS 311 (may be taken concurrently).	
<b>HS 331</b>	<b>3</b>
<b>Human Services Techniques: Group and Community Methods</b>	
Skills for human services practice with groups and communities, with emphasis on system analysis, ethics, the helping processes used in therapeutic groups and the community, and the professional use of self in human services roles. Pre-requisite: HS 311 (may be taken concurrently).	
<b>HS 411</b>	<b>5</b>
<b>Human Service Practicum II</b>	
Supervised field experience (250 hours) in a selected social service agency combined with reflective and analytical writing assignments. Prerequisites: HS 330. Human Services majors only.	
<b>HS 280/480</b>	<b>1-4</b>
<b>Topics in Human Services</b>	
The study of selected topics to serve special needs, experiences and interests not included in the regularly scheduled courses.	
<b>ID 100</b>	<b>2</b>
<b>Critical Connections: Skills and Meaning Within Community</b>	
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.	
<b>ID 100H (honors course)</b>	<b>2</b>
<b>Organizations, Diversity, and Change: The Big Issues about Students and College</b>	
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. Fall, every year.	
<b>ID 101</b>	
<b>Library Skills, Resources and Research</b>	
Students develop effective research techniques and become efficient using library resources.	
<b>ID 105</b>	<b>3</b>
<b>Life/Learning Skills</b>	
Students apply adult development theory to their lives and develop the cognitive and personal skills necessary for success in distance learning and contemporary society. Guides students to articulate academic and personal goals and make informed life decisions. Fulfills general studies requirement. Woods Online 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. Woods Online 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. Links aesthetic and social/cultural disciplines. 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. 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. Distance 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**  
 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**  
 Explores some of the similarities, differences and intersections between science and religion. Focuses 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 300-level 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 300-level course. Winter even years.

<b>ID 420</b>	<b>3</b>
<b>Literature and the Moral Imagination</b>	
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 300-level course. Winter odd years.	
<b>ID 425</b>	<b>3</b>
<b>Value Issues in the Modern World</b>	
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 300-level course. Winter even years.	
<b>ID/PL 430</b>	<b>3</b>
<b>Women and the Law</b>	
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. Examines selected contemporary issues, 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 300-level course. Fall odd years.	
<b>ID 435</b>	<b>3</b>
<b>Privacy in the Western World</b>	
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 300-level course. Fall even years.	
<b>ID 437</b>	<b>3</b>
<b>Environmental Ethics</b>	
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 300-level course.	
<b>ID 440</b>	<b>3</b>
<b>Women, Values, and Leadership</b>	
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. Woods Online only. Prerequisite: Successful completion of at least one ID 300-level course.	
<b>ID 450</b>	<b>3</b>
<b>Global Health</b>	
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 300-level course. Fall even years.	
<b>ID 497</b>	<b>0</b>
<b>Cultural Immersion Experience</b>	

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.

**JM 100**

**3**

**Media Reporting**

Investigates the role of journalism in society and teaches foundational skills for writing clear and effective news stories for multiple media platforms. Includes practical exercises in brainstorming, gathering, analyzing and organizing information, emphasizing critical thinking and public affairs. Fall, odd years.

**JM 101**

**3**

**Introduction to Mass Media**

A study of how the media affects multiple aspects of our lives. Students will explore 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, every year.

**JM 115**

**3**

**Editing**

Teaches foundations of verifying information and editing writers' copy for conciseness and accuracy. In addition to editing media copy using rules of grammar and journalistic style, students will learn effective methods of coaching writers and editing for all news platforms. Winter, even years.

**JM 200**

**3**

**Advanced Reporting**

Designed to build on students' reporting and writing skills, produce more complex stories including feature stories and hot-button social issues. Emphasis is on deepening the understanding of interviewing and reporting skills to produce more in-depth stories in multiple media formats. Fall, odd years. Prerequisites: JM 100, JM 115.

**JM 242**

**3**

**Film & Creative Expression**

Studies film history and creative techniques with an emphasis on the connections between film and culture, trends, and developments in US and world films. Satisfies English Education elective. Winter, even years.

**JM 250**

**3**

**History of Media & Current Trends**

The course will examine the role of media in American history, including contemporary debates about the responsibilities and problems of journalism in a media-saturated society. Topics will include the role of media in shaping collective memory of historical events, public debates in politics and the public's understanding of social and cultural issues. Winter, odd years. Prerequisite: JM 101.

**JM 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.

**JM 300**

**3**

**Digital Video & Audio Production**

Provides experience in the creation of video and audio production. Gives a greater understanding of digital video and audio technology, as well as creative expression through this technology. Fall, odd years.

**JM 305**

**3**

**Social Issues in Media**

Examines media representations of women, people of color, the poor and other social groups. Introduces students to theoretical approaches to analyzing media including news, advertising and entertainment media. Also addresses the implications of these representations for journalists. Fall, even years. Prerequisite: JM 101.



- JM 315** **3**  
**Photography**  
 Introduces the principles and basic skills of shooting photographs using digital SLR cameras. Digital editing basics will also be introduced. Application of these skills are made in subjective and applied assignments. Fall, every year. Course fee. Prerequisite: AD 157.
- JM320** **3**  
**Narrative Journalism**  
 Builds on the writing and reporting skills acquired in JM100 and JM200, introducing literary techniques into nonfiction writing. Techniques include incorporating dialogue, narrative, documentary film, audio and photography to produce comprehensive nonfiction media packages. Winter, even years. Prerequisite: JM 115, JM 200.
- JM330** **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. Winter, odd years. Prerequisite: JM 100, 101.
- JM340** **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. Students will also learn how to plan and manage advertising. Winter, even years. Prerequisite: JM 101
- JM342** **3**  
**Sequential Art**  
 Provides students with the background, techniques, and a general experience with sequential art to convey information. Graphic storytelling, comics and animation will all be explored. Fall, even years. Prerequisites: JM 157, JM 257.
- JM410** **3**  
**Communication Law & 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. Fall, even years. Prerequisite: JM 100, JM 101.
- JM420** **3**  
**Investigative Reporting**  
 Teaches students to incorporate databases, hard-to-find public records and statistical data into reporting. Focuses on finding news in the public interest through deep analysis of government, corporate and other information. Also emphasizes legal and ethical issues raised in this type of reporting. Fall, even years. Prerequisite: JM 320.
- JM450** **3**  
**Senior Journalism Studio**  
 Lab-based course that helps students strengthen and assemble portfolios to market themselves on the job market. Practical assignments include diversifying, improving and assembling media work in students' portfolios, practicing job interviewing skills and developing contacts at media organizations. Winter, every year.

<b>JM451</b>	<b>3</b>
<b>Senior Media Studio</b>	
Studio-based course that allows students to strengthen and create digital portfolios and resumes to market themselves on the job market. Projects include diversifying, improving and assembling media work in students' portfolios, practicing job interviewing skills and developing contacts, as well as address issues in self-employment. Concludes with a presentation or exhibition. Winter, every year.	
<b>JM480</b>	<b>1-4</b>
<b>Topics in Journalism &amp; Media Studies</b>	
Advanced study of a designated or selected topic serving the special needs of advanced students not covered in the regular courses. As needed.	
<b>JM490</b>	<b>1-6</b>
<b>Internship</b>	
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.	
<b>JM499</b>	<b>1-3</b>
<b>Independent Study</b>	
Individually supervised advanced study of topics, meeting student's needs. The topic is in an area which benefits the student and increases her knowledge. May be repeated for up to 12 hours of credit. Course fees may be required for some media classes.	
<b>MA 101</b>	<b>3</b>
<b>Fundamentals of Mathematics</b>	
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. Increases student confidence in the ability to succeed in mathematics through a firm foundation in the basic concepts. Fall and Winter, every year.	
<b>MA 112</b>	<b>3</b>
<b>College Algebra</b>	
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.	
<b>MA 113</b>	<b>1</b>
<b>Essentials of Trigonometry</b>	
Right-angle trigonometry, circular functions and their inverses, trigonometric identities and equations, applications. Prerequisite: MA 112 or equivalent.	
<b>MA 120</b>	<b>3</b>
<b>Precalculus</b>	
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. Students may 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.	

<b>MA 121/122</b>	<b>3, 3</b>
<b>Calculus I, II</b>	
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 for MA 121: four years of college preparatory mathematics or MA 112 and 113, or MA 120. Prerequisite for MA 122: MA 121.	
<b>MA 133</b>	<b>3</b>
<b>Mathematics for Elementary Education Teachers</b>	
Basic Concepts of Mathematics for Elementary School Teachers. Problem solving, sets, numeration systems, whole number concepts, algebraic thinking, basic geometry, measurement, probability, and data analysis. Designed for pre-professional elementary school teachers. Recommended for students preparing to take Praxis I. Winter, every year. Prerequisite: MA 101 or placement.	
<b>MA 210</b>	<b>3</b>
<b>Discrete Mathematics</b>	
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.	
<b>MA 220</b>	<b>3</b>
<b>Logic</b>	
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.	
<b>MA 221</b>	<b>1</b>
<b>History of Mathematics</b>	
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. Prerequisites: MA 121 and either MA 122 or 210, or consent of instructor.	
<b>MA 230</b>	<b>2-3</b>
<b>Introduction to Mathematical Modeling</b>	
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.	
<b>MA 231</b>	<b>3</b>
<b>Linear Algebra</b>	
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.	
<b>MA 253</b>	<b>3</b>
<b>Statistics</b>	
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.	

<b>MA 280</b>	<b>1-4</b>
<b>Topics in Mathematics</b>	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.	
<b>MA 290</b>	<b>1-4</b>
<b>Supplemental Learning Experience</b>	
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.	
<b>MA 322</b>	<b>3</b>
<b>Calculus III</b>	
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.	
<b>MA 331</b>	<b>3</b>
<b>Abstract Algebra</b>	
Algebraic structures, including groups, rings and fields, with emphasis on writing proofs and including applications to computer science. Every other year. Prerequisites: MA 122, MA 210 and MA 231.	
<b>MA 341</b>	<b>3</b>
<b>Geometry</b>	
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 consent of instructor.	
<b>MA 352</b>	<b>3</b>
<b>Advanced Statistics with Applications</b>	
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.	
<b>MA 353</b>	<b>1</b>
<b>Elements of Mathematical Statistics</b>	
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.	
<b>MA 361/362</b>	<b>3, 3</b>
<b>Basic Concepts of Mathematics and Methods I, II</b>	
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.	
<b>MA 421</b>	<b>2-3</b>
<b>Seminar in Mathematics</b>	
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 and 322. (MA 331 recommended).

**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.

<b>MU 001</b>	<b>Chorale</b>	<b>0-1</b>
<b>MU 002</b>	<b>Madrigals</b>	<b>0-1</b>
<b>MU 003</b>	<b>Orchestra</b>	<b>0</b>
<b>MU 004</b>	<b>Collegium Musicum</b>	<b>0-1</b>
<b>MU 005</b>	<b>Chamber Music</b>	<b>0-1</b>
<b>MU 006</b>	<b>Piano Accompanying</b>	<b>1</b>
<b>MU 007</b>	<b>Wind Ensemble</b>	<b>0-1</b>
<b>MU 008</b>	<b>Jazz Band</b>	<b>0-1</b>

**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. 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 015	Harmonization at the Piano I	1
MU 016	Harmonization at the Piano II	1
MU 019	Secondary Piano	.5-1
MU 020	Voice	1-2
MU 021	Voice Class	0-1
MU 025	Convocation	0
MU 029	Secondary Voice	.5-1
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	.5-1
MU 046	Secondary Clarinet	.5-1
MU 049	Secondary Saxophone	.5-1
MU 050	Trumpet	1-2
MU 051	Horn	1-2
MU 054	Recorder	1-2
MU 060	Percussion	1-2
MU 061	Piano Class/Non-majors I	1
MU 062	Piano Class/Non-majors II	1
MU 063	Piano Class/Non-majors III	1
MU 064	Piano Class/Non-majors IV	1
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. Course fee.

**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 015/016** **1 each**  
**Harmonization at the Piano**

A two-semester sequence developing concepts and skills in keyboard harmony. Two class meetings per week. Course fee. Prerequisite: MU 014 or instructor's consent.

<b>MU 019</b>	<b>1</b>
<b>Secondary Piano</b>	
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.	
<b>MU 021</b>	<b>1</b>
<b>Voice Class</b>	
Applied voice study in a class setting for non-music majors and for music majors for whom voice is not their principal performance area. Class meets for two hours per week. Course fee.	
<b>MU 110/120/210</b>	<b>1, 1, 1</b>
<b>Aural Skills I/II/III</b>	
Three-semester course sequence developing concepts and skills in aural perception and music reading.	
<b>MU 115/125/215/225</b>	<b>3,3,3,3</b>
<b>Music Theory I, II, III, IV</b>	
A four semester sequence for the development of concepts and skills in written music theory. Every year.	
<b>MU 141</b>	<b>1</b>
<b>String Techniques I</b>	
Elementary performance on stringed instruments. As needed. Course fee.	
<b>MU 142</b>	<b>1</b>
<b>String Techniques II</b>	
Intermediate performance on string instruments. As needed. Course fee.	
<b>MU 200</b>	<b>3</b>
<b>Music for Living</b>	
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. Fulfills general studies requirement. Fall and Winter, every year.	
<b>MU 213</b>	<b>2</b>
<b>Music and Technology</b>	
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.	
<b>MU 243</b>	<b>2</b>
<b>Conducting I</b>	
Study of techniques of conducting with practical experience in choral music. Every other year. As needed.	
<b>MU 250</b>	<b>1</b>
<b>MTED Seminar I</b>	
Assessment and continued development of functional music skills; development of percussion skills (basic techniques on several standard and ethnic instruments, and ability to lead rhythm-based ensembles); focus on cultural awareness throughout the treatment process.	

<b>MU 263</b>	<b>1</b>
<b>Studies in Instrumental Literature</b>	
Survey of literature for wind, brass or percussion instruments. As needed.	
<b>MU 264</b>	<b>1</b>
<b>Studies in Keyboard Literature</b>	
Survey of literature for keyboard instruments, mainly piano. As needed.	
<b>MU 265</b>	<b>1</b>
<b>Studies in Vocal Literature</b>	
Survey of vocal literature to the present day. As needed.	
<b>MU 267</b>	<b>3</b>
<b>Studies in Jazz</b>	
Survey of jazz styles and performers, with emphasis on listening. As needed.	
<b>MU 280</b>	<b>1-4</b>
<b>Topics in Music</b>	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.	
<b>MU 282</b>	<b>3</b>
<b>Music as Therapy</b>	
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.	
<b>MU 283</b>	<b>2</b>
<b>Therapeutic Processes in Music Therapy</b>	
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.	
<b>MU 321/322/323</b>	<b>3, 3, 3</b>
<b>Music History I, II, III</b>	
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.	
<b>MU 331/332</b>	<b>2, 2</b>
<b>Counterpoint I, II</b>	
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.	
<b>MU 333</b>	<b>2</b>
<b>Arranging</b>	
Practicum in orchestration and/or arranging compositions for instrumental or choral groups. Alternate years.	
<b>MU 341</b>	<b>3</b>
<b>Music in the Elementary School</b>	
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.	



<b>MU 342</b>	<b>1</b>
<b>Instrumental Techniques I</b>	
Elementary performance and pedagogy of wind, brass, percussion instruments and guitar. Requires ability to read music and instructor's consent. As needed. Course fee.	
<b>MU 343</b>	<b>1</b>
<b>Instrumental Techniques II</b>	
Intermediate performance and pedagogy of wind, brass, percussion instruments and guitar. As needed. Course fee. Prerequisite MU 342.	
<b>MU 344</b>	<b>1</b>
<b>Clinical Improvisation</b>	
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.	
<b>MU 350</b>	<b>1</b>
<b>MTED Seminar II</b>	
Students will learn basic conducting skills (Conduct basic patterns with technical accuracy; conduct ensembles); proper use and maintenance of non-symphonic instruments (Orff, omnichord, etc.); begin the process of internship application and preparation.	
<b>MU 351</b>	<b>3</b>
<b>Essential Skills in Music</b>	
Fundamentals of music and current practices in presenting music in elementary classrooms. For Elementary Education majors. Winter, even years.	
<b>MU 380</b>	<b>0.5-3</b>
<b>Music Therapy Field Experience</b>	
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.	
<b>MU 383</b>	<b>3</b>
<b>Clinical Skills I: Exceptionalities</b>	
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.	
<b>MU 384</b>	<b>3</b>
<b>Clinical Skills II: Rehabilitation</b>	
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.	
<b>MU 431/432</b>	<b>2, 2</b>
<b>Composition I, II</b>	
Creative work in instrumental and vocal forms. As needed. Prerequisites: MU 111 and MU 112.	
<b>MU 440</b>	<b>2</b>
<b>Secondary Instrumental Methods and Conducting II</b>	
Study of current materials and methods used in secondary school instrumental programs; instrumental conducting techniques. Every other year.	

<b>MU 441</b>	<b>2</b>
<b>Secondary Choral Methods</b>	
Study of current materials and methods used in secondary school choral programs. Every other year.	
<b>MU 442</b>	<b>1</b>
<b>Piano Pedagogy</b>	
Study of methods of teaching private and class piano and of teaching repertoire. As needed.	
<b>MU 443</b>	<b>1</b>
<b>Vocal Pedagogy</b>	
Study of methods of teaching private and class voice; survey of teaching repertoire. As needed.	
<b>MU 444</b>	<b>1</b>
<b>Instrumental Pedagogy</b>	
Study of methods of teaching a selected solo instrument or family and survey of teaching repertoire. As needed.	
<b>MU 450</b>	<b>1</b>
<b>MTED Seminar III</b>	
Introduction to music therapy service reimbursement and financing sources (e.g. Medicare, Medicaid, private health insurance, state and local health and/or education agencies, grants); development of professional skills and attitudes.	
<b>MU 455</b>	<b>1</b>
<b>Expressive Movement</b>	
Introduction to basic dance techniques as well as creative and expressive movement techniques for use in music therapy. Students will learn to direct structured and improvisatory movement experiences, move in structured rhythmic and improvisatory manners for expressive purposes, and move expressively and with interpretation to music within rhythmic structure.	
<b>MU 480</b>	<b>1-3</b>
<b>Topics in Music</b>	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled courses. As needed.	
<b>MU 484</b>	<b>2</b>
<b>Music Psychology</b>	
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.	
<b>MU 485</b>	<b>2</b>
<b>Research in Music Therapy</b>	
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.	
<b>MU 490</b>	<b>4-6</b>
<b>Music Internship</b>	
Directed professional experience in a field of music. Requires instructor's consent. As needed. Course fee.	

<b>PE 110</b>	<b>2</b>
<b>Study in Fitness</b>	
A study in fitness, leisure and physical activities for adults. Distance only. Fulfills general studies requirement.	
<b>PE 119</b>	<b>1</b>
<b>Folk, Square and Social Dance</b>	
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.	
<b>PE 121</b>	<b>1</b>
<b>Beginning Swimming/Advanced Beginning Swimming</b>	
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.	
<b>PE 126</b>	<b>1</b>
<b>General Fitness</b>	
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.	
<b>PE 130/131</b>	<b>1, 1</b>
<b>Modern Dance I, II</b>	
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.	
<b>PE 141</b>	<b>1</b>
<b>Self-Defense for Women</b>	
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.	
<b>PE 142</b>	<b>1</b>
<b>Advanced Self Defense for Women</b>	
Includes advanced skills used in the beginning class and learning defenses against various weapons. As needed.	
<b>PE 151</b>	<b>1</b>
<b>Intermediate Swimming</b>	
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.	
<b>PE 280</b>	<b>1-3</b>
<b>Topics in Physical Education</b>	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled courses. As needed.	

<b>PH 200</b>	<b>3</b>
<b>Philosophical Foundations of the World Mind</b>	
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.	
<b>PH 220</b>	<b>3</b>
<b>Philosophical Methods</b>	
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.	
<b>PH 230</b>	<b>3</b>
<b>Philosophy of Woman</b>	
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.	
<b>PH 280/480</b>	<b>1-3</b>
<b>Topics in Philosophy</b>	
The study of selected topics of importance in the discipline. Prerequisite: PH 200.	
<b>PH 300/301</b>	<b>3, 3</b>
<b>History of Philosophy I, II</b>	
Study of significant philosophers and their works within specified time periods. Prerequisite: PH 200.	
<b>PH 310</b>	<b>3</b>
<b>Aesthetics</b>	
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.	
<b>PH 315</b>	<b>3</b>
<b>Logic and the Law: Mastering the Elements of Legal Logic</b>	
Course intends to clearly and cogently examine the role that logic plays in law. For the pre-law student, this course will provide the in-depth means to understand and apply the basics of legal reasoning, including the common law doctrine of precedent, the Socratic method, types of formal reasoning, common formal and material fallacies, identifying weaknesses in legal arguments, and fashioning winning arguments through syllogisms.	
<b>PH 320</b>	<b>3</b>
<b>Ethics</b>	
Study of problems of morality designed to help the student deal effectively with the conflicts and controversies of contemporary times. Prerequisite: PH 200.	
<b>PH 330</b>	<b>3</b>
<b>Philosophy of Religion</b>	
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.	

<b>PH 340</b>	<b>3</b>
<b>Contemporary Philosophy</b>	
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.	
<b>PH 360</b>	<b>3</b>
<b>Philosophy and Science</b>	
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.	
<b>PH 499</b>	<b>3</b>
<b>Independent Study</b>	
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.	
<b>PL 111</b>	<b>2</b>
<b>Introduction to the Profession</b>	
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.	
<b>PL 200</b>	<b>3</b>
<b>Law, Ethics, and Society</b>	
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.	
<b>PL 231</b>	<b>3</b>
<b>Legal Research</b>	
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.	
<b>PL 232</b>	<b>3</b>
<b>Legal Communication</b>	
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.	
<b>PL 233</b>	<b>3</b>
<b>Interviewing and Investigation</b>	
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.	

<b>PL 280</b>	<b>1-3</b>
<b>Topics in Paralegal Studies</b>	
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.	
<b>PL 302</b>	<b>3</b>
<b>Computers in the Law</b>	
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.	
<b>PL 321</b>	<b>3</b>
<b>Theories of Liability</b>	
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.	
<b>PL 322</b>	<b>3</b>
<b>Commercial Transactions</b>	
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.	
<b>PL 323</b>	<b>3</b>
<b>Civil Litigation</b>	
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.	
<b>PL 324</b>	<b>3</b>
<b>Mediation/ADR</b>	
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.	
<b>PL 331</b>	<b>3</b>
<b>Criminal Law</b>	
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.	
<b>PL 332</b>	<b>3</b>
<b>Family Law</b>	
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/EV 350** **3**  
**Environmental Law**  
 Provides an overview of environmental law that is relevant to the everyday lives of all citizens. As an overview, offers the curious student the resources needed to explore environmental subject areas or issues more fully. Revolves around the primary federal environmental laws such as the Clean Water Act, Clean Air Act, and National Environmental Policy Act. Interesting cases, such as does a cetacean have standing to sue, will be incorporated as learning tools.
- 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 420** **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. Prerequisites: 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. Examines selected contemporary issues, 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.



<b>PL 499</b>	<b>1-4</b>
<b>Independent Study</b>	
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.	
<b>PL MO1</b>	<b>0</b>
<b>Mentor Program</b>	
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.	
<b>PS 111</b>	<b>3</b>
<b>General Psychology</b>	
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.	
<b>PS 195</b>	<b>1</b>
<b>Seminar in Psychology</b>	
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. Winter, every year.	
<b>PS/ ED 237</b>	<b>3</b>
<b>Educational Psychology</b>	
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.	
<b>PS 240</b>	<b>3</b>
<b>Psychology of Women</b>	
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. Fall, even years.	
<b>PS 250</b>	<b>3</b>
<b>Human Sexuality</b>	
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, even years.	
<b>PS/MA 253</b>	<b>3</b>
<b>Statistics</b>	
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** **3**

**Adolescent Psychology**

Studies physical, emotional, intellectual and moral development during adolescence; adjustment to change; peer, adult and institutional influences, relationships and pressure. Fall, 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 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, every year.

**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 the Woods Online 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** **3**  
**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 375** **3**  
**Forensic Psychology**  
 Popular television shows such as "Law and Order" and "Criminal Mind" have increased awareness about the field of forensic psychology. This course discusses the role and practice of forensic psychologists within the criminal justice and legal systems. Students will also examine the ecological characteristics of environments/communities that foster criminal activity, as well as gain insight about consumers of services from forensic psychologists. Winter, even years. Prerequisite: PS 111.
- 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 MA/PS 253.
- 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 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. Winter, even years.

<b>PS 490</b>	<b>1-6</b>
<b>Internship</b>	
<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>	
<b>PS 493</b>	<b>1-6</b>
<b>Research Practicum</b>	
<p>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.</p>	
<b>PS 495</b>	<b>1</b>
<b>Senior Seminar</b>	
<p>Designed to help the student prepare a 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.</p>	
<b>PS 499</b>	<b>1-3</b>
<b>Independent Study</b>	
<p>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.</p>	
<b>PS 560</b>	<b>3</b>
<b>Psychopathology</b>	
<p>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.</p>	
<b>PS 580</b>	<b>3</b>
<b>Theories and Techniques of Counseling</b>	
<p>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.</p>	
<b>PS 581</b>	<b>3</b>
<b>Group Dynamics and Counseling</b>	
<p>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.</p>	
<b>PW 495</b>	<b>1</b>
<b>Senior Seminar</b>	
<p>Designed to help students transition from undergraduate college to law school, graduate school, or the job market. Includes preparing resumes and learning about and practicing job, law school, and graduate school interviewing skills. Reviews relevant ethical codes and standards in the legal profession.</p>	

**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 200****Introduction to Themes of Leadership for Environmental and Social Justice****3**

A survey course covering a broad range of topics, including: issues of environmental sustainability; inequalities based on race, gender and/or socioeconomic status; the dignity of work and rights to fair compensation; and democracy and human rights issues on a global scale. Emphasis is on non-violent approaches to conflict and the development of solutions to global problems within a framework of equity, peace, and sustainability. Woods Online only.

**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 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. Woods Online 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.

<b>SP 290</b>	<b>1-4</b>
<b>Supplemental Learning Experience</b>	
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.	
<b>SP 291</b>	<b>3</b>
<b>Business Spanish</b>	
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.	
<b>SP 331</b>	<b>3</b>
<b>Spanish Grammar</b>	
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.	
<b>SP 351</b>	<b>3</b>
<b>Spanish Phonetics and Linguistics</b>	
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.	
<b>SP 361</b>	<b>3</b>
<b>Survey of Literature in Spanish</b>	
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.	
<b>SP 371/HI 370</b>	<b>3</b>
<b>Latin American Life and Civilization</b>	
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.	
<b>SP 372</b>	<b>3</b>
<b>Spanish Culture and Civilization</b>	
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.	
<b>SP 434</b>	<b>3</b>
<b>Spanish Stylistics</b>	
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.	
<b>SP 480</b>	<b>1-3</b>
<b>Topics in Spanish Studies</b>	
This course covers literature and specific topics relative to student interest or needs. Repeatable. May be offered in conjunction with SP 280. As needed.	



<b>SP 490</b>	<b>1-6</b>
<b>Internship</b>	
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.	
<b>SP 499</b>	<b>1-3</b>
<b>Independent Study</b>	
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.	
<b>SS 315</b>	<b>2</b>
<b>Teaching Social Studies in Senior High/Junior High/Middle School</b>	
Develops teaching techniques, skills and processes necessary for the teaching of social studies in senior high, junior high and middle schools. As needed.	
<b>SS 326</b>	<b>3</b>
<b>Geography of World Affairs</b>	
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.	
<b>SS/SO 415</b>	<b>3</b>
<b>Research Methods in Social Science</b>	
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.	
<b>TA 114</b>	<b>2</b>
<b>Voice, Diction and Phonetics</b>	
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.	
<b>TA 150</b>	<b>1-2</b>
<b>Production and Performance</b>	
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.	
<b>TA/EN 151</b>	<b>3</b>
<b>Interpretive Reading and Reader's Theatre</b>	
Study poetry, prose and drama through oral interpretation. Analyze literary texts by way of performance. Preparation for platform reading. Winter, even years.	
<b>TA/EN 202</b>	<b>3</b>
<b>Introduction to Literature and Theatre</b>	
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, even years.	

<b>TA 205 H (Honors course)</b>	<b>3</b>
<b>Experiencing the Performing Arts</b>	
Explores the performing arts as experienced through a variety of media: live stage; on file and TV; and in newer interactive formats on the internet. Performing Arts covered will include drama, opera, film, and dance. In-depth analysis of the intertwining of content and delivery in performance presentations. As an Honors Course, requires advanced skills in critical reading and writing and a willingness to grapple with difficult questions in aesthetics and their relationship to evaluating performance. Winter.	
<b>TA 213</b>	<b>3</b>
<b>Introduction to Theatre</b>	
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.	
<b>TA 220</b>	<b>3</b>
<b>Technical Theatre I</b>	
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.	
<b>TA/EN 251</b>	<b>3</b>
<b>Advanced Interpretive Reading and Reader's Theatre</b>	
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.	
<b>TA 290</b>	<b>1-4</b>
<b>Supplemental Learning Experience</b>	
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.	
<b>TA 320</b>	<b>3</b>
<b>Technical Theatre II</b>	
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	
<b>TA 322/422</b>	<b>2</b>
<b>Improvisation</b>	
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, odd years.	
<b>TA 323</b>	<b>1-3</b>
<b>Projects in Play Production</b>	
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.	
<b>TA 324</b>	<b>3</b>
<b>Principles of Acting I</b>	
Fundamental techniques in acting with practice in pantomime, improvisation and voice production. Includes exercises in concentration, memorization techniques and short scenes. Winter, odd years.	

<b>TA 325</b>	<b>3</b>
<b>Principles of Acting II</b>	
Continuation of acting skill development with in-depth study of characterization and variations of acting styles. As needed. Prerequisite: TA 324.	
<b>TA/EN 327</b>	<b>3</b>
<b>Drama</b>	
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. Fall, odd years.	
<b>TA 328</b>	<b>2</b>
<b>Stage Movement</b>	
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 tableaus and mask work. Culminates in a performance. Fall, even years.	
<b>TA 331/332</b>	<b>3, 3</b>
<b>History of Theatre I, II</b>	
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. As needed. Course fee. Prerequisite: TA 213 or instructor's consent.	
<b>TA/EN 341</b>	<b>3</b>
<b>Shakespeare</b>	
Study of the principal writers of the English Renaissance with special focus on the works of Shakespeare. Every Winter.	
<b>TA/EN 343</b>	<b>3</b>
<b>Modern Dramatic Literature</b>	
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.	
<b>TA 425</b>	<b>3</b>
<b>Directing</b>	
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.	
<b>TA 426</b>	<b>3</b>
<b>Directing Musical Theatre</b>	
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.	
<b>TA 428</b>	<b>3</b>
<b>Advanced Directing and/or Acting Practicum</b>	
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.	

<b>TA 431</b>	<b>1-3</b>
<b>Program Building</b>	
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.	
<b>TA 433</b>	<b>3</b>
<b>Contemporary Theatre</b>	
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.	
<b>TA 280/480</b>	<b>3</b>
<b>Topics in Theatre</b>	
Study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled advanced courses. As needed.	
<b>TA 490</b>	<b>1-6</b>
<b>Internship</b>	
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.	
<b>TA 499</b>	<b>3</b>
<b>Independent Study</b>	
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.	
<b>TH 201</b>	<b>3</b>
<b>Foundations of Theology</b>	
TH 201 is the introductory course in theology. It addresses the basic teachings, practice, and spiritual themes of Christianity from a mainline perspective. The course introduces students to the notion of theology as faith seeking understanding, and invites students to see that religion can be approached critically even from within a committed perspective. Fulfills general studies requirement. Fall and Winter every year.	
<b>TH 220</b>	<b>3</b>
<b>Introduction to Hebrew Scriptures</b>	
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.	
<b>TH 225</b>	<b>3</b>
<b>Introduction to Christian Scriptures</b>	
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.	
<b>TH 280/480</b>	<b>3</b>
<b>Topics in Theology</b>	
The study of selected topics of importance in the discipline. Prerequisite: TH 201.	

<b>TH 300</b>	<b>3</b>
<b>The Theology of God</b>	
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.	
<b>TH 331</b>	<b>3</b>
<b>Jesus: God and Human</b>	
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.	
<b>TH 341</b>	<b>3</b>
<b>Christian Ethics</b>	
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.	
<b>TH 343</b>	<b>3</b>
<b>Global Issues of Justice and Peace</b>	
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.	
<b>TH 344</b>	<b>3</b>
<b>Ethics and the Professions</b>	
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.	
<b>TH 351</b>	<b>3</b>
<b>The Church in the Contemporary World</b>	
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.	
<b>TH 360</b>	<b>3</b>
<b>Christian Worship</b>	
Focuses on the liturgical life of the Church, from both historical and modern perspectives. For theology majors only. Prerequisite: TH 201.	
<b>TH 370</b>	<b>3</b>
<b>Christian Ministry and Service</b>	
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.	
<b>TH 371</b>	<b>3</b>
<b>Women Imaging God</b>	
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.	

**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 as 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. Links the aesthetic and social/cultural disciplines. 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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None

May 2005  
Jeanette Hagelskamp, SP '73  
Juanita Schretter '59

May 2004  
Thomas Nairn, OFM  
Phillip Summers

May 2003  
None

May 2002  
David Bailey  
Phyllis Banks '89  
Martha Moore '61  
Nancy Reynolds, SP '65  
Nancy Williams '60

May 2001  
Walter Bruen  
Larry Gildersleeve  
Maureen Phillips '66  
Diane Ris, SP '64  
Richard Smith  
Robert Spanogle

May 2000  
Carmen Piasecki '70  
Marion Blalock  
Josie George '94  
Frank McKeon

May 1999  
Susan Hamilton '66  
Wayne Hamilton  
Julia Ladner '51  
Frank Ladner  
John David Mooney

May 1998  
Jeanine Heller '70  
George Buskirk

May 1997  
Monica Dell'Osso '71

May 1996  
Nancy Nolan, SP '59  
Lawrence Ann Liston, SP '66  
Frank Morgan

May 1995  
Joyce Brophy, SP '62  
Julianne Haefeli '51

May 1994  
James Michaletz, CSV  
Doris Parker

May 1992  
Donna Watzke '59

May 1991  
Leonard Delehanty  
Tracy Schier '62  
Richard Zapapas

May 1988  
Jane Bodine, SP '54  
Celestine Hamant '62  
Vernon Hux  
Margaret Mencke '49

May 1987  
Dan Hoyt  
Carolyn Kessler, SP '54

May 1986  
Marian Brady, SP  
Lawrence Kennedy  
Rose Marie Ruffle, SP '63

May 1982  
Margaret Kern, SP '48  
Marguerite Lewis '37  
Alexa Suelzer, SP '39  
Sondra Wellman '54

May 1981  
Adam Jones, Jr.  
William Brennan  
Kevin O'Donnell  
Julia Walsh

May 1980  
John O'Neill, Jr.

May 1979  
Joe Bindley

# Administration

## President of the College

Dottie L. King, Ph.D.

## Co-Chancellors

Jeanne Knoerle, SP, Ph.D. and Barbara Doherty, SP, Ph.D.

## Academic Affairs

Vice President for Academic Affairs: Janet R. Clark, Ph.D.

Assistant Academic Dean: Jackie Fischer, M.S.

Director of the Library: Judy Tribble, M.L.S.

Director of the Master of Arts in Art Therapy Program: Kathy Gotshall, M.A.A.T.

Director of the Master of Arts in Earth Literacy Program: Mary Lou Dolan, CSJ, Ph.D.

Director of the Master of Arts in Music Therapy Program: Tracy Richardson, Ph.D.

Director of the Master of Arts in Pastoral Theology Program: Virginia Unverzagt, D.Min.

Director of the Master of Education Program: Anneliese Payne, Ph.D.

Director of the Master of Leadership Development Program: Susan Decker, M.S.

Director of the Woods Online Program: Gwen Hagemeyer, M.L.D.

Registrar: Susan Meier, M.S.

## Department Chairpersons

Business and CIS: Donald J. Wasmer, Ph.D.

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: Tracy Richardson, Ph.D.

Sciences and Mathematics: David Grabowski, Ph.D.

Social and Behavioral Science: Glenna Simons, J.D.

Text and Image: Rebecca Andrews, M.F.A.

Theology: Richard Collins, Ph.D.

## Office of Advancement

Vice President for Advancement:

Director of Major and Planned Gifts: April Simma

Director of Grants Development: Susan Dolle

Director of Alumnae Affairs and Annual Giving: Chanel Reeder

Advancement Administrative Assistant: Andee Swick

Database Manager: Heather Scott

Gift and Data Entry Specialist: Carol Baxendale

## Office of College Relations

Executive Director for College Relations: Dee Reed

Director of Publications: Kristy Fry

Communications Manager: Sara Palmer

Lead Web Developer: Daniel Mitchell

Assistant Director of Publications: Sue Weatherwax

**Enrollment Management**

Assistant Vice President for Enrollment Management: Beth Terrell

Director of Campus Admission:

Director of Distance Admission: Laura Hale

Director of Graduate Admission: Courtney Richey

**Finance and Administration**

Vice President for Finance and Administration: Gordon Afdahl

Controller: Missie Schwab

Director of Financial Aid: Darla Hopper

Director of Human Resources: Diana Warren

Director of Facilities: Bill Zink

Bookstore Manager: Rebecca Knezevich

Director of Sodexo Food Service: Russ Englemann

**Student Development**

Vice President for Student Life: Vicki Kosowsky

College Nurse: Crystal Junker

Coordinator of Campus Ministry: Malia Hoffman

Counselor: Jennifer L. Smith

Dean of Students: Jeff Malloy

Director of Athletics: Deanna Bradley

Director of Career Development: Susan Gresham

Director of Security and Safety: Charles Rairdon

# Faculty

- Karola Alford, 2002;** Associate Professor of Psychology; Ph.D., University of Illinois, 1994
- Sharon Ammen, 1997;** Professor of Theatre; Ph.D., University of Maryland, 1997
- Rebecca Andrews, 2005;** Chair, Department of Text and Image; Associate Professor of Graphic Design; M.F.A., Indiana State University, 2004
- Michael Aycock, 1980;** Assistant Professor of English; M.A., Indiana State University, 1983
- Monica Baez-Holley, 2005;** Associate 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
- Theresa Boland SP, 2007;** Assistant Professor of Education; M.A. Dominican University, 1993; M.A. Saint Mary-of-the-Woods College, 2008.
- Michael Boswell, 2005;** Assistant Professor of Music; M.M. Indiana State University, 2005.
- Sharon Boyle, 2002;** Coordinator, Undergraduate Program in Music Therapy and Associate Professor of Music Therapy; M.M., East Carolina University, 1995
- Deanna Bradley, 1991;** Director of Athletics and Instructor of Physical Education; M.S., Western Illinois University, 1990
- Joyce Cadwallader, 1977;** Professor of Biology; Ph.D., Indiana State University, 1974
- Brenda Carlyle, 1983;** Associate Professor of Business Administration; M.S., Indiana State University, 1982
- Sandra Chappell, 1989;** Associate Professor of Education; M.S., Indiana State University, 1988
- Janet Clark, 2003;** VPAA and Associate Professor of Chemistry; Ph.D. Purdue University, 1996
- Richard Collins, 1996;** Chair, Theology Department; Associate Professor of Theology; Ph.D., Marquette University, 1996
- Ellen Cunningham, SP, 1974;** Professor of Mathematics; Ph.D., University of Maryland, 1974
- Jane Curley, 1990;** Associate Professor of Education; M.A., Indiana State University, 1987
- Janice Dukes, 1982;** Professor of Speech; M.F.A., University of Montana, 1988; M.A., Indiana State University, 1982
- Jackie Fischer, 2010;** Assistant Professor of Psychology and Assistant Dean; M.S. Indiana State University, 1995
- Sonja Frantz, 2000;** Chair, Education Department, and Associate Professor of Education, Ph.D., Indiana State University, 2000
- Kathy Gotshall, 1999;** Director of the Master of Arts in Art Therapy Program; Assistant Professor of Art Therapy; Board Certified Art Therapist, 1998; Licensed Clinical Social Worker, 1994; Registered Art Therapist, 1989; M.A.A.T, Wright State University, 1985
- David Grabowski, 1998;** Chair, Department of Sciences and Mathematics; Associate Professor of Biology; Ph.D., Loyola University of Chicago Medical Center, 1993
- Pamela Gresham, 2010;** Assistant Professor of Education; Ph.D., Indiana State University, 2010
- Debra May Moore Hardin, 1991;** Associate Professor of Education; Ed.S., Indiana University, 1998
- Philip Harrison, 2011;** Assistant Professor of Education; Ph.D., Indiana State University, 2005
- Lori Henson, 2010;** Assistant Professor of Journalism; M.A., Indiana University, 2007
- Christopher Hudson, 2002;** Chair, Department of Languages & Literature, and Associate Professor of English; Ph.D., The University of Texas at Austin, 1998
- Brad Huffey, 2001;** Associate Professor of Psychology and Criminal Justice, Ph.D., Indiana State University, 1997
- Pat Jancosek, 2002;** Associate Professor of Art, M.F.A., University of Kansas, 1991

**Robert Jean, 2011;** Assistant Professor of Ecology; Ph.D., Indiana State University, 2011

**Daesang Kim, 2007;** Assistant Professor of Information Systems, Ph.D. Indiana State University, 2006

**Dottie King, 2002;** President and Associate Professor of Mathematics; Ph.D., Indiana State University, 2005

**L. Bernard LaMontagne, 1974;** Assistant Professor of Theology; S.T.L., University of Ottawa, 1963

**Isabella Lindner, 1990;** Associate Professor of Education; M.S., Indiana State University, 1988

**Lana Lytle, 2002;** Associate Professor of Information Systems; M.B.A., Baker College, 2001

**Christine Stewart Marks, 1993;** Chair of the Mari Hulman George School of Equine Studies and Professor of Equine Studies; Ph.D., Indiana State University, 1989

**Ronald D. Maurey, 2000;** Instructor of Music; B.S., Indiana State University, 1983

**Jamie McCracken, 2006;** Assistant Professor of Business; M.B.A., Baker College, 2005

**John McIntyre, 2003;** Associate Professor of Music; D.M.A., University of Southern California, 1993

**Patricia McIntyre, 2007;** Assistant Professor of Theology, Ph.D. University of Southern California, 1994

**Jennie Mitchell, 1989;** Professor of Business; Ph.D., Indiana State University, 2000

**Kathryn Myers, 1983;** Associate Professor of Paralegal Studies and Criminal Justice; M.S., Indiana State University, 1992

**Rosemary Nudd, SP, 1981;** Associate Professor of English; Ph.D., Vanderbilt University, 1985

**Lamprini Pantazi, 2007;** Assistant Professor of Leadership Development; M.B.A., Indiana State University, 2007, M.S., Panteion University of Social & Political Sciences, Athens, Greece, 2002

**Anneliese Payne, 2003;** Director of the Master of Education Program, and Associate Professor of Education; Ph.D., Indiana State University, 1997

**Patricia Pintar, 1999;** Associate Professor of Education; Ed.D., Nova Southeastern University, 1998

**Steven Prescott, 2004;** Assistant Professor of Music; M.M., University of Arizona, 1987

**Bellampalli Ramachandran, 2006;** Associate Professor of Chemistry, Ph.D., McMaster University, Ontario, Canada, 1973

**Tracy Richardson, 1995;** Chair, Department of Music and Theatre, Director of the Master of Arts in Music Therapy Program and Associate Professor of Music Therapy; Ph.D., Indiana State University, 2011

**Paul Salstrom, 1994;** Associate Professor of History; Ph.D., Brandeis University, 1988

**Sherry Schnake, 1999;** Professor of Psychology; Ph.D., Tulane University, 1999

**Sara Schulz, 2002;** Assistant Professor of Equine Sciences; M.E.D., Saint Mary-of-the-Woods College, 2009

**Uday Shinde, 2010;** Assistant Professor of Business; M.S., Indiana State University, 2001

**Glenna Simons, 2000;** Chair, Department of Social and Behavioral Sciences and Associate Professor of Sociology and Criminal Justice; J.D., Loyola University, 1981

**Rachel Star, 2008;** Assistant Professor of Education; Ed.D., University of Cincinnati, 2005

**Krista Steinmetz, 2007;** Instructor of Equine Studies; B.A., Purdue University, 2005

**Thomas Swopes, 1987;** Associate Professor of Art; M.F.A., Indiana University, 1985

**James Tanoos, 2009;** Assistant Professor of Business; Ph.D., Purdue University, 2011

**Judy Tribble, 2004;** Library Director and Associate Professor, M.L.S., Indiana University, 1977

**Virginia Unverzagt, 2001;** Director of the Master of Arts in Pastoral Theology Program and Associate Professor of Pastoral Theology; D.Min., Graduate Theological Foundation, 1994

**James R. Valles, Jr, 2011;** Assistant Professor of Mathematics; Ph.D. Texas Tech University, 2011

**Donald J. Wasmer, 1984;** Chair of the Department of Business and Computer Information Systems, and Professor of Business; Ph.D., Southern Illinois University, 1994

**Robert Watts, 1979;** Associate Professor of Philosophy; Ph.D., Indiana State University, 1997

**Frank Whittle, 2000;** Assistant Professor of Business; M.B.A., Indiana State University, 1997

**Christine Wilkey, 2005;** Associate Professor of Human Services; M.S.W., Indiana University, 1993

**Elaine Yaw, 2011;** Assistant Professor of Media Studies; M.A. Indiana State University, 2006

## **Faculty Emeriti**

Laurette Bellamy, SP  
Ruth Eileen Dwyer, SP  
William Eyke, SP  
Joanne Golding, SP  
Marie Brendan Harvey, SP  
Patrick Harkins  
Cherry Kinney  
Marian Krajewska  
Robert Martin  
Conrad Monrad, SP  
Carol Nolan, SP  
Martha Steidl, SP  
Judy Stoffel  
Alexa Suelzer, SP  
Mary Josephine Suelzer, SP  
Emily Walsh, SP  
Charles Watson  
Elizabeth Westgard  
Catherine Joseph Wilcox, SP